

In this issue

- using IWB resources
- blogs and wikis
- creating animated movies
- instructional collaborations for authentic learning
- teaching and learning with Web 2.0 tools
- connected classrooms

Happy 25th Birthday!!

Hairy Maclary

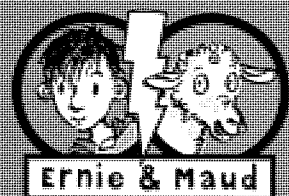
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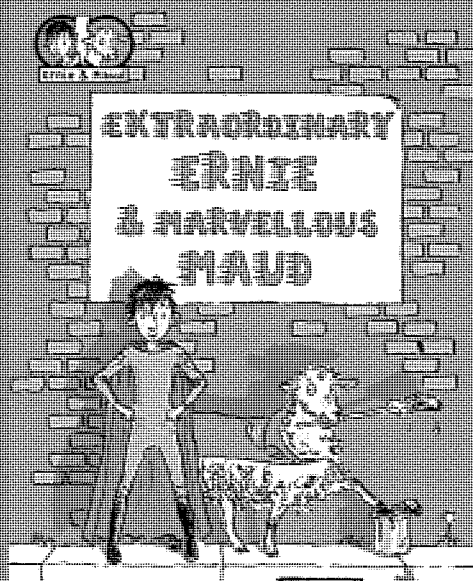


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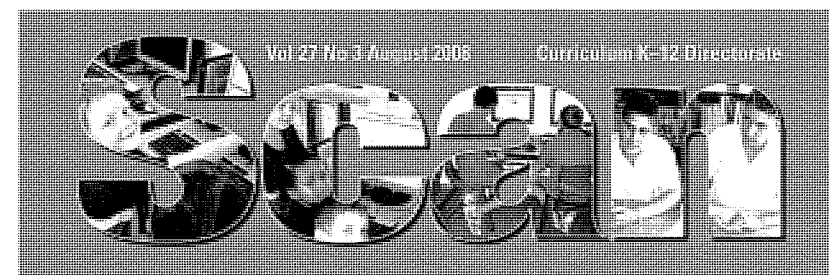
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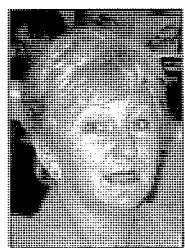
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From the Editor



Term 3 is underway and we are all looking forward to the announcement of the CBCA winners on Friday 15 August. In

keeping with the Book Week theme, the articles in this issue of *Scan* will 'fuel your mind' by providing a range of ideas to support our profession. *Scan* continues to support teaching and learning, and to reflect current trends in teaching practice and professional thinking, by providing an interesting and informative mix of articles and resource reviews.

Now is a good time to think about renewing your subscription to *Scan*. The 2009 Subscription form/Tax invoice is available to download at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan/subscribe/index.htm> or simply wait for your 2009 *Scan* subscription renewal which will be mailed to you in October. Costs remain the same as this year.

Annotations of articles and the database of resource reviews are available at <www.curriculumsupport.education.nsw.gov.au/schoollibraries>.

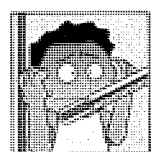
If you have suggestions for future articles, please let us know. You can contact the Editor on (02) 9886 7501 or by email at <editor.scan@det.nsw.edu.au>.

Enjoy your Book Week celebrations.

Cath Keane
Editor

A snapshot of interactivity at Wiley Park Public School library

Are you looking for Stage appropriate software with curriculum relevance for your IWB? Teacher librarian, Gillian Maugle, highlights some of the software that she has used with her classes this year, and shares her enthusiasm for IWBs as engaging teaching and learning tools.



Page 4

Time to start rapping into the 21st century



Students and teachers use blogs and wikis to communicate with a real audience. Read about some of their wonderful rapping experiences. Go to <www.schools.nsw.edu.au/raps/current_plannedraps.htm> to find out about the current rap for Stages 2 and 3 which links the Beijing Olympics and Book Week.

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Digital movie making II: Hollywood comes to us



Tom Benjamin focuses on animation and special effects software, and explains how students can create short movies in the library or classroom.

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The resonance of fairytales – sources and extrapolations. Part 1: Tales across time

Two English teachers and two teacher librarians share their ongoing enthusiasm to support best practice in teaching. Cathy Sly describes their journey and the students' continued enthusiasm.



Page 18

Research columns: Teacher librarians: catalysts in instructional collaborations for authentic learning

What are the instructional dimensions of the teacher librarian's role? Ross poses some interesting questions for teacher librarians about their contributions to teaching partnerships, and the critical support that is given to students to develop real world connections. Ross introduces Patricia Montiel-Overall's research study about how the role of the teacher librarian is perceived by classroom teachers. This interesting study makes us reflect about the ways to encourage and support classroom teachers to create authentic learning tasks.

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The Boys' and Girls' Education Strategy: a framework to address ICT in the classroom

Leah Anderson describes how The Strategy provides schools with a framework to address gender as an educational issue, and includes focus questions and strategies for schools to develop long term intervention plans that will ultimately lead to sustained improvements



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Web 2.0 tools for teaching and learning

Do you know how to use these tools? Grant Casey explains why and how teachers can best use these tools.

Page 36

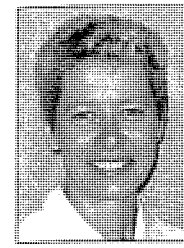
Online projects: revealing what it means to be authentic



What are authentic learning tasks? How do we design them? After analysing a selection of online projects, Sue Harriman has identified a range of factors that lead to the formulation of an authentic project framework.

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Currents



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Libraries and
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Connected classrooms

There is a sense of excitement and possibility with the support being provided to schools through the Connected Classrooms Program. It is another major step forward as we harness technology to enhance *Quality Teaching*. Support for integrating technology, ideas for successful collaborations, and the growing range of resources and tools available to support effective pedagogy in a digital world are all included in this issue of *Scan*. An overview of the Connected Classrooms program is provided on pages 46 to 47.

There are many opportunities for teacher librarians to add to the richness of interactive programs and engaging learning experiences, supporting inquiry learning and high level information literacy, which is more important than ever. How do you envisage school libraries and teacher librarians harnessing the available technologies and building on good practice to date to develop creative, collaborative knowledge constructors for the future? Gillian Maugle provides inspiration as she shares her journey into virtual worlds with students using an interactive whiteboard (IWB). Have you shared in the adventure of blogs and wikis yet? Read about the enthusiastic use of these tools by students and teachers in the raps and book raps hosted by the School Libraries and Information Literacy Unit as Cath Keane outlines some successes, providing ideas for the ways blogs and wikis can be used for engaging, purposeful learning.

Collaboration for quality learning

As a profession committed to working as effective teaching partners to ensure the best possible learning for students, we continue to explore aspects of collaboration and its impact on student learning. Cathy Sly and her teacher librarian and teacher colleagues provide an inspiring example of rich collaboration in this issue.

Collaboration is also the focus of *Research columns*. In introducing Dr Montiel-Overall's preliminary report, Dr Ross Todd reminds us of the ongoing challenges and the importance of the *Quality Teaching* partnership, where school libraries are 'not just informational, but transformational and formational, leading to knowledge creation, knowledge production, knowledge dissemination and knowledge use, as well as the development of information values'.

Professional learning

School Libraries and Information Literacy Unit professional learning support for schools continues. Introductory *OASIS Library* courses are available for school library staff. The workshops focusing on programming

and planning K-12 during Semester 2 include aspects of integrating Web 2.0 tools supporting teaching and learning. Additional information is 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.

Other curriculum news

The Boys' and Girls' Education Strategy was released in April 2008. It has been developed to support improvements in the learning and social outcomes for girls and boys. Read the article in this issue for ways The Strategy can provide a framework for addressing ICT in the classroom. The Strategy replaces the *Girls and Boys at school: Gender equity Strategy* (1996).

Two members of our School Libraries and Information Literacy team have moved on. We appreciate the valuable contributions Wendy Elliott and Cheryl Buie have made to our program of statewide support for school libraries over many years. ■

School Libraries and Information Literacy Unit

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A snapshot of interactivity at Wiley Park Public School library



Gillian Maugle,
teacher librarian at
Wiley Park Public
School, shares her
enthusiasm about

the use of interactive whiteboards to use virtual worlds and activities to engage students with experiences to enable them to achieve syllabus outcomes.

An interactive whiteboard journey

It is now one year since the interactive whiteboard (IWB) was installed in the library and I can honestly say that I am as excited about it today as I was back then. A day does not pass by without a new discovery being uncovered from the depths of this intriguing tool. Of course, with the constraints on time in our busy work schedule it is a slow process of learning. Although lessons take longer to prepare in the beginning, believe me it is so worthwhile. Enthusiasm, dedication and the love of learning is all it takes, and when it inspires those children who never answer questions to answer, those who never speak to speak, and those who never connect to connect, what more inspiration do you need?

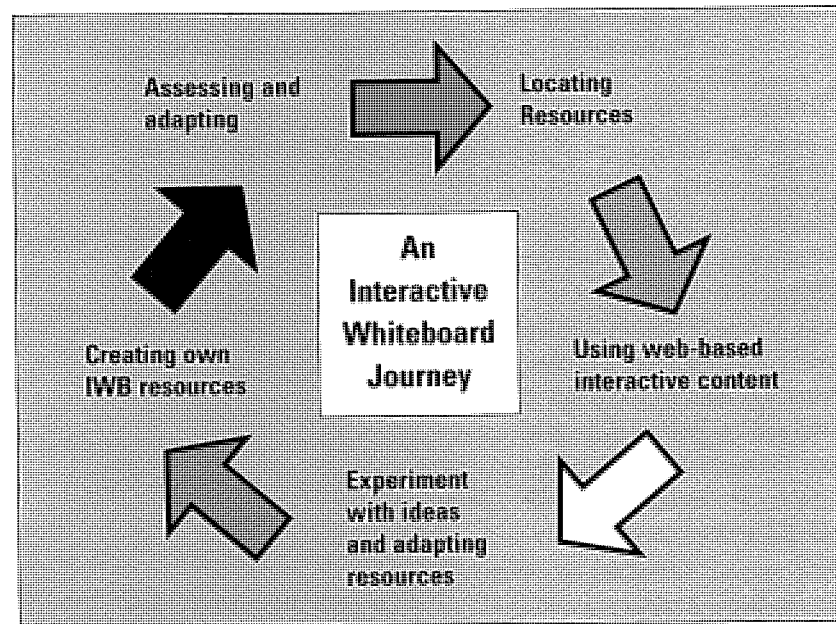


Figure 1 An interactive whiteboard journey

Enthusiasm, dedication and the love of learning is all it takes.

In the beginning, I was searching and discovering sites on the internet that were pertinent to the students learning. Then over time, as my confidence grew, I found that I could create lessons designed specifically for the students' needs.

Much time is spent searching the web for suitable teaching and learning activities, yet often it is difficult to locate a resource that is suitable. Luckily, ideas can be adapted. Creativity is the key, especially with the user friendly functions of the IWB that allow the teacher to be the author of the most amazing lessons that are

aimed at their unique clientele in the here and now, and cater for their specific needs (Figure 1).

Collaboration, adaptation and evolution in the library

This term, we have been investigating transport, healthy food, Australia, the body and gold as the main focuses for our lessons in the library supporting KLA activities. Collaboration takes place at the beginning of each term where I attend Stage meetings and discover what each Stage is doing. Further conversations with classroom teachers are vital to ensure that lessons in the library involve the integration of ICT and enable students to develop information skills and use them confidently. Collaborative teaching sessions ensure that students

benefit from the guidance of two teachers, and provide opportunities for teachers to develop confidence using ICT tools which allow them to follow up library sessions in the classroom. This is an ongoing process and the library program is constantly adapting and evolving to reflect what is required at any given time.

Using IWBs in the library

The following paragraphs provide a taster of teaching and learning in the library over the course of a term. A variety of websites and free software has been utilised and adapted to suit each class, and provide engaging activities for the students to develop ICT skills.

Early Stage 1 interacting with technology

Kindergarten has been learning about healthy eating and people who keep me healthy from the PDHPE K-6 module: *Healthy habits*. As an introduction to this unit we watched an animation (Figure 2) to show the importance of food in our lives.



Figure 2 Food helps us work and play! <www.skwirk.com>

We then used the IWB to sort fruit and vegetables. This activity was developed to establish what the students knew. The emphasis was on building their vocabulary and checking their understanding by distinguishing different food types. As 98% of our children are from a Non English Speaking Background (NESB), language is a major focus at our school. Pictures of food were copied from *Microsoft Clip Art*. They were of various sizes and all placed on the lower corner of the flipchart on top of

each other so that there was a degree of surprise as the different foodstuffs appeared. Each child came out to the front, chose a food item and dragged it into its correct place under the headings: Fruit, Vegetable or Other. They then told the rest of the class what food they had chosen and where they had put it. The class responded as to whether they thought this was correct or not.

After observing the students' responses, it was established that the students required more background knowledge to enable them to place the foods in the appropriate groups. A fruit labelling activity (Figure 3) and a vegetable labelling activity helped the students with their language and recognition.

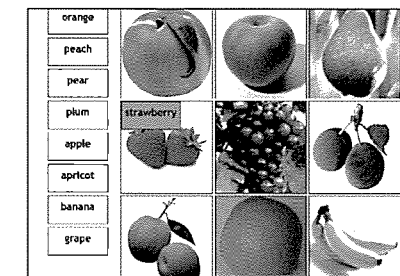


Figure 3 Fruit labelling <www.crickweb.co.uk/ks1literacy.html>

We then looked at two animations: one on plants and the other on animals. Could we sort them into the correct groups? We tried the *Plant or animal?* activity (Figure 4) to assess our learning. The students had to place the food that pops up under the

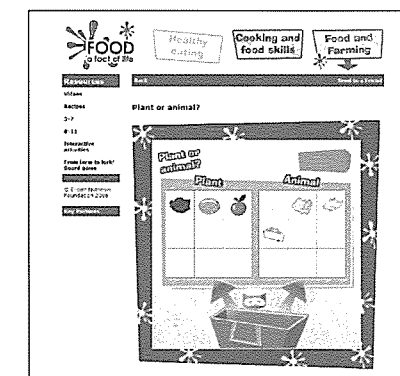


Figure 4 Plant or animal? activity in the Interactive activities section of the Food a fact of life website <www.foodafactoflife.org.uk>

correct heading. This promoted a great deal of discussion, especially when cheese or milk appeared.

There are some amazing animated stories on the internet and, to support the students to achieve the outcomes for the *Health services and products* part of this PDHPE unit, I chose the story, *I'm too ill* (Figure 5). This animated story is about Sirirwat, a boy who isn't feeling very well. The students read and listened to the story as they watched each frame, and made predictions about whether his dad and the doctor could help him.



Figure 5 I'm too ill <www.britishcouncil.org/kids-stories-too-ill.htm>

After the story, the students discussed:

- What does it feel like to be ill?
- What things can we do to stay healthy?

A sequencing activity (Figure 6) was prepared for the IWB to further integrate ICT, linking this learning with literacy learning. The students used drag and drop skills to move the boxes into the correct order and also put a full stop on the end of each sentence. The students read the story to check meaning.

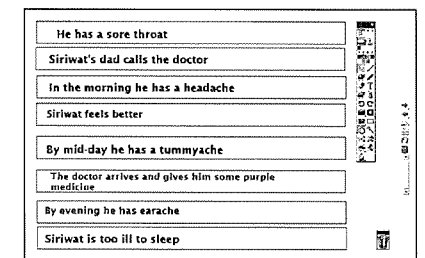


Figure 6 IWB sequencing activity for *I'm too ill*

IWB experiences with Stage 1

Stage 1 students have been investigating transport. Again, *Skwirk* offered a good starting point, and the animations were shown to build background knowledge and as a stimulus for discussion. The activities within this program (Figure 7) are easily adaptable to the IWB and support the achievement of the HSIE K-6 outcomes, SSS1.7 & ENS1.6.

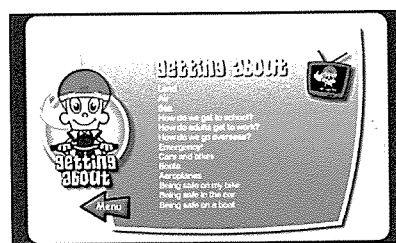


Figure 7 Getting about <www.skwirk.com>

After this, we used Billy the bus to take a bus trip (Figure 8). This engaging, multicultural resource was particularly relevant as many of the children had never been on a bus.

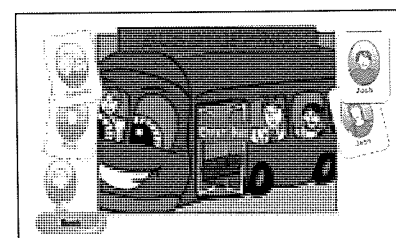


Figure 8 From a to b: an education resource for kids (ages 5-8) to learn about riding the bus <www.ecan.govt.nz/Protection+and+Education/Environmental+Education+Interactive+Play/Transport/from-a-to-b.htm>

Next, we built a car (Figure 9) and learnt the names of the different parts of a car in the process.

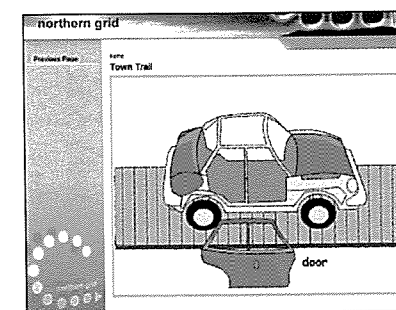


Figure 9 Build a car <www.portal.northerngrid.org>

We then were able to transfer this knowledge into labelling a car (Figure 10).

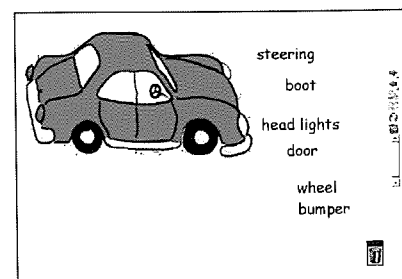


Figure 10 Labelling a car activity for IWB

Now that we knew about cars we could compare them to trucks (Figure 11).

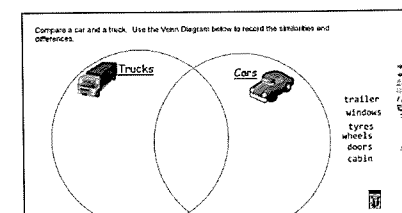


Figure 11 Venn diagram to compare a car and a truck

We used PowerPoint, slideshows and we even globe trotted around the world using different forms of transport.



Figure 12 PowerPoint created to introduce an investigation of Australia's natural landmarks

Early Stage 2 use of IWBs

Year 3 have been studying places in their local area and in other parts of Australia. It was decided that the best use of collaborative teaching time in the library would be to focus on Australian landforms and significant places. I created a Stage appropriate PowerPoint (Figure 12) to introduce this topic. These places, as well as others suggested by the students, were located and placed on a map of Australia.

Alison Lester's book, *Are we there yet?*, is on the KOALA shortlist (as well as the Premier's Reading Challenge booklist and *English programming support: connections with texts*) and fitted perfectly into this unit. After reading the first chapter, it was important for the class to know where Binnum is. Having located it on the map of Australia, we decided to take a closer look. I located a satellite picture and found that if I layered it over a street map of Binnum the students could rub over the satellite picture to

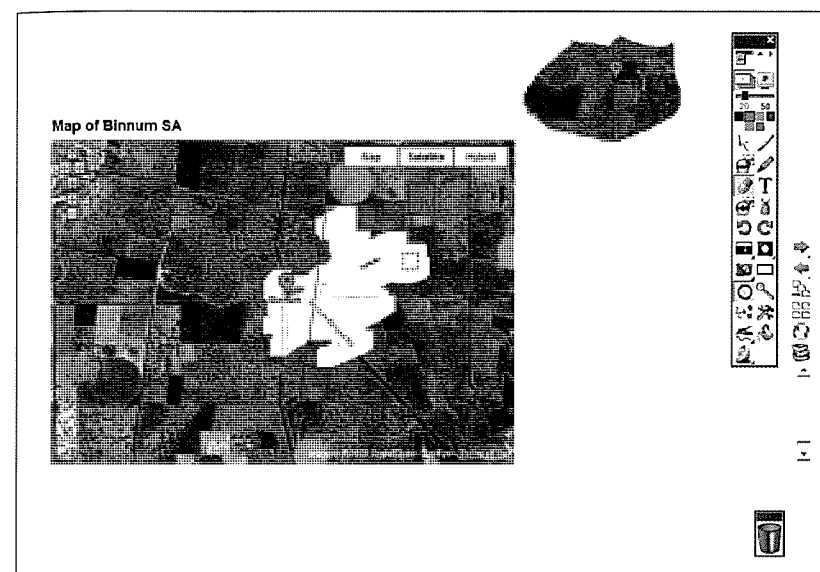


Figure 13 Merging satellite pictures and street maps to locate and explore Binnum

discover exactly what it represented (Figure 13). This was definitely a *Eureka* moment. How else could the understanding of a satellite picture be established? After rubbing over the entire picture a portion of the satellite image was replaced. Much discussion ensued. We are now mapping the journey as we go. I am also using images from the book to display whilst reading the story and linking the images to the actual places via the internet. We are going on a real journey. The book is literally coming to life and the children are able to make real connections.

Learning objects and websites with late Stage 2

Year 4 has been studying the human body and I have been absolutely amazed by how their knowledge has grown. We decided to make diagrams a focus for supporting this teaching and learning in the library. We began with a pre-test to establish the students' knowledge and understanding, and to compare the results to assess their learning at the conclusion of the unit.

We looked at the circulatory system and made use of the numerous, quality websites that are available and some learning objects from the The Le@rning Federation (TLF). We used

the heart and circulation learning object (Figure 14). This diagram was displayed on the IWB. It is animated so that the circulation of the blood is shown and the blood pressure rises and lowers.

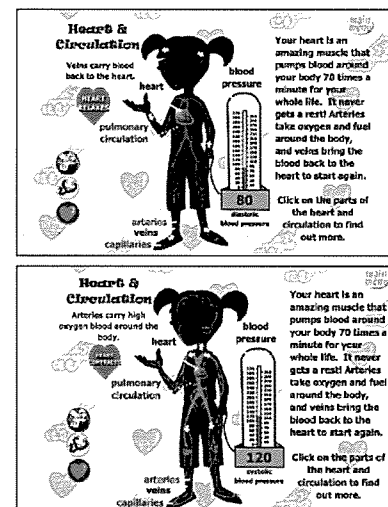


Figure 14 Body parts: heart and circulation <tlf.dlr.det.nsw.edu.au/learningobjects/Content/L722/imsmanifest.xml.html>

The students studied this animation and then discussed their new knowledge with the person sitting next to them, and then in fours. They had to decide on whose information was the most interesting and that person then shared it with the rest of the class. The students read the diagrams so well and gathered all of the information without any teacher

input. We then discussed whether a diagram can give us more information than big chunks of writing.

Imagine the children's delight (and horror) when I announced that if we learn all the parts of the heart we will be able to do a heart transplant in the library the following week. We used the same learning object. This was displayed on the IWB while the children were borrowing, and then we discussed the names and pronunciations of the different parts. The students then dragged the labels to the correct places on the diagram (Figure 15).

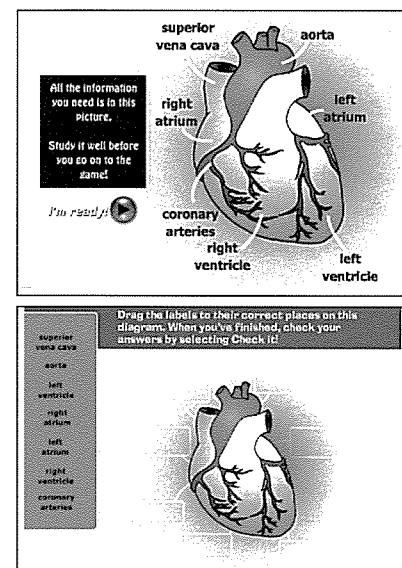


Figure 15 Body parts: heart and circulation: heart activity <tlf.dlr.det.nsw.edu.au/learningobjects/Content/L722/imsmanifest.xml.html>

The students were ready to perform a heart transplant (Figure 16)!

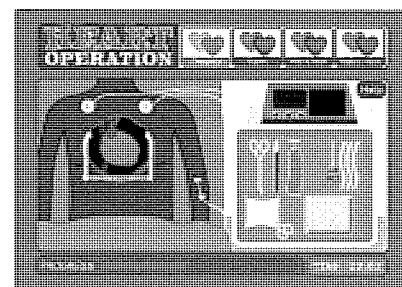


Figure 16 Heart operation <www.bhf.org.uk/cbhf/games/heart_op>

It was a race against the clock. We did not make it a couple of times but then, with the students helping each

other and egging each other on, the operation was completed. They learnt the names of the equipment, they experienced the importance of working in a team and they now have an understanding of what a heart transplant entails.

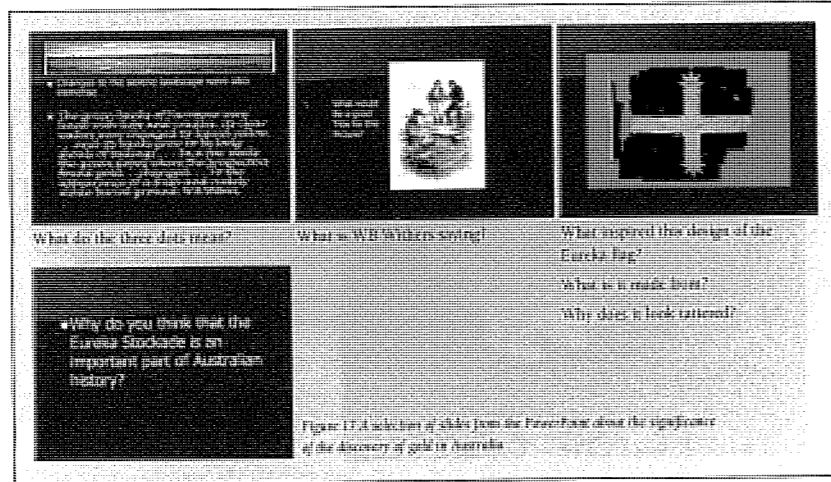
Stage 3 interact with IWBs

Stage 3 has been exploring the significance of the discovery of gold on the Australian identity and heritage. There are many websites on the history of gold in Australia, but our mainly NESB students would have difficulty accessing the available information. It was, therefore, necessary to create a PowerPoint that would give them the information at their level of understanding, and then guide them to find what they need to know. The created PowerPoint (Figure 17) contains 36 slides because it needed to contain elements to make the students think. The slides include several quotations for discussion starters. The students learnt what a quote is and how it is represented. I also added thinking and discussion slides so that the students could interact with the information and with each other.

After reading and sharing information, Stage 3 students had a foundation for working in groups to research various aspects of the influences and consequences of the discovery of gold in the Australian goldfields with great enthusiasm.

Connected learning in the library and beyond

This is just a snippet of what has been happening in our library. The students really do connect with the whiteboard. It is colourful, it is alive and it gives them experiences that they may never have had, and takes them to places where they may never have gone, and creates thoughts that may never have entered their heads. It is a journey, an adventurous one, of course, but one that illuminates and is so inspirational for all of us, and we have only just started. ■



Skwirk.com.au: interactive learning

An educational site designed to help Australian students get the most from the internet, the site has content directly related to core topics in state syllabuses. Tailored for use by students, teachers and parents, the site has primary and secondary sections, with access to activities in a limited free section and a more advanced registration at a cost. Students register at their age level and they can then complete activities related to their state's curriculum. There are relevant and condensed informative texts, graphics, animations, podcasts and videos to help explain syllabus content. Quizzes and games will keep students motivated and points are earned that can be exchanged for prizes and rewards. Reports track a student's progress and study guides are available. The website could be a good all round accessory to a student's program of teaching and learning. Site users need to subscribe to use this resource. R. Parnis

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Teaching Comprehension outlines six research-based strategies:

- Prediction/prior knowledge → Text structure and features
- Questions and questioning → Visualising
- Think-aloud → Summarisation

Teaching Comprehension is available in three levels: K-2, 3-6, 6-9 and may be purchased for individual levels.

Explore the resource online at www.curriculumpress.edu.au/teachingcomprehension or email sales@curriculum.edu.au

Tailored group professional learning packages for your school or association are also available. Contact charlotte.verly@curriculum.edu.au for further details.

Editor's note:

NSW public schools can access the The Le@rning Federation's learning objects through TaLe <www.tale.edu.au>. The learning objects have been catalogued by SCIS.

Keyword search heart and circulation

Use the SCIS number to order the record for quick access from OASIS Web Enquiry

Teaching support for using IWB software is available on the TaLe website for

- ActivStudio
- Intel skool™
- other education resource sites.

Literacy links for COGs units are available on the English K-6 website at *English programming support: connections with texts* <detwww.det.nsw.edu.au/curr_support/english_prog/conn_texts.htm>.

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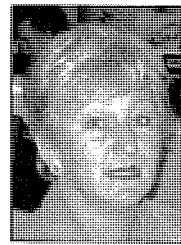
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Time to start rapping into the 21st century



Cath Keane
is Scan Editor,
School Libraries
and Information
Literacy Unit. Cath

reflects on the opportunities for teacher librarian and teacher collaborations to develop students' communication skills for authentic audiences.

Raps are exciting online teaching and learning adventures. Coordinated by the School Libraries and Information Literacy Unit and collaboratively developed with KLA, teacher librarian and teacher teams, raps are a great way to engage students in a range of learning experiences that integrate ICT skills in a meaningful way.

Raps are online units of work, supporting responses to books, films, websites or events, which incorporate a variety of teaching strategies and learning activities to enable students to achieve syllabus outcomes. Aspects of literacy are supported by a range of teaching and resource materials in each rap, and the rap points engage students to focus on particular topics and prepare responses to share with a real audience. It is an ideal way to integrate ICT in teaching and learning.

For years, online raps have provided opportunities for students to use email to circulate discussion on each rap point. Writing for a tangible purpose is a powerful way to engage students, and sharing their viewpoints and responses with a variety of schools from locations near and far highlights

the similarities and differences of student groups. What a great way to provide opportunities for students to understand and respect other points of view.

Rapping into the 21st century

In 2008, the opportunities for communication remain, but the tools have changed. Blogs are now used for discussion on each rap point, and an

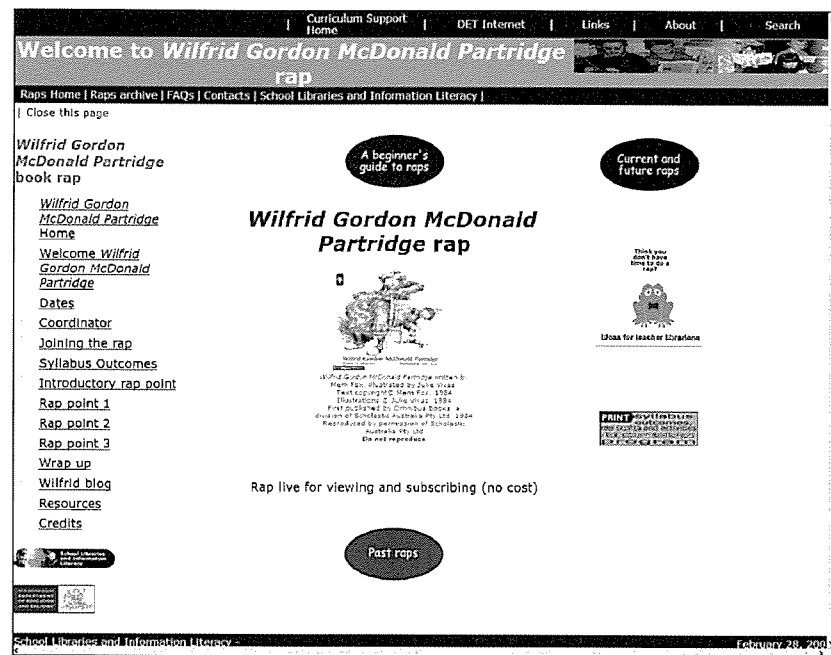


Figure 1 Wilfrid Gordon McDonald Partridge rap, Term 1 2008

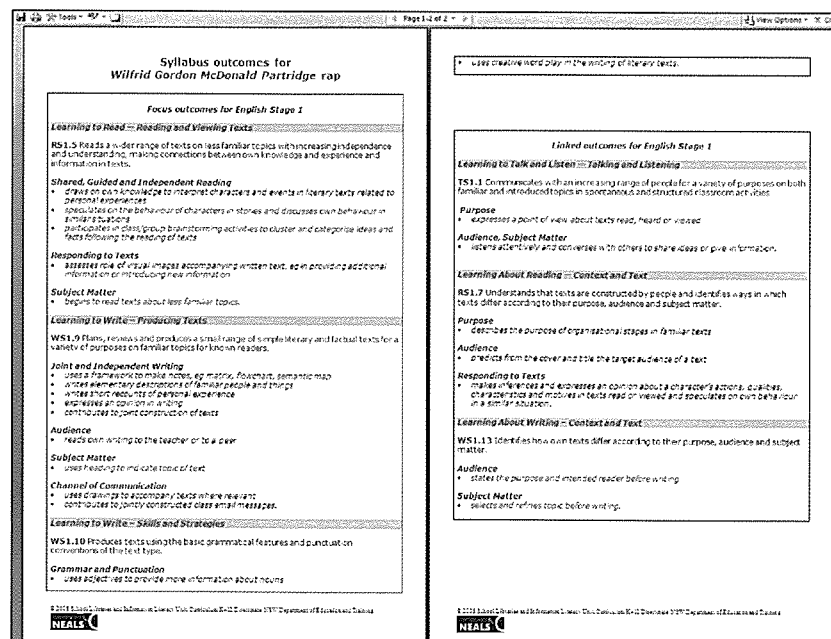


Figure 2 Syllabus outcomes are linked to the rap and ready to print

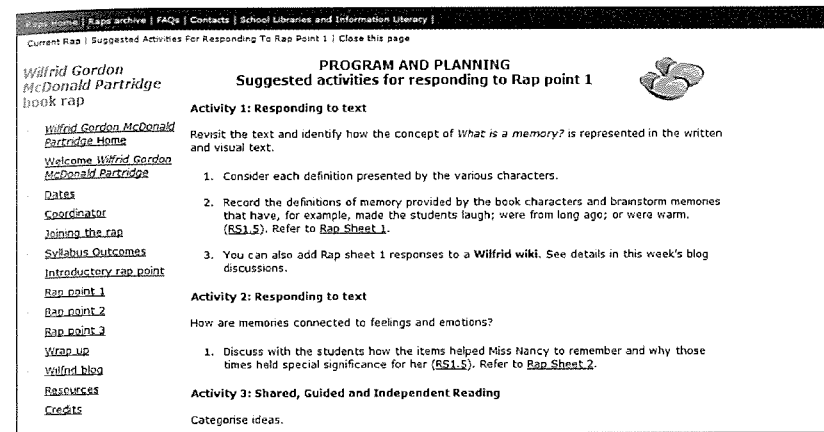


Figure 3 Program and planning support with suggested activities for responding to rap point 1

interactive whiteboard is an ideal tool for jointly constructing text responses, and reading and discussing responses from other rappers, especially with younger students.

During Term 1, over 80 classes joined the new look Wilfrid Gordon McDonald Partridge rap (Figure 1). Focusing on the timeless and popular text by Mem Fox and illustrations by Julie Vivas, the rap's new format makes it easy for teachers to print the syllabus outcomes (Figure 2) and activities (Figure 3) for their teaching and learning programs, and the downloadable rap sheets are helpful for responding to each rap point, and for assessment purposes.

Rapping with blogs

Based on the 2003 rap which was written by teacher librarians Mandy Kirk and Jenny Scheffers, the 2008 version of Wilfrid captured the enthusiastic participation of Stage 1 rappers across the state and as far away as Vietnam. First time rappers, along with those who had participated in the previous Wilfrid rap, were attracted by the opportunity to use a blog as part of

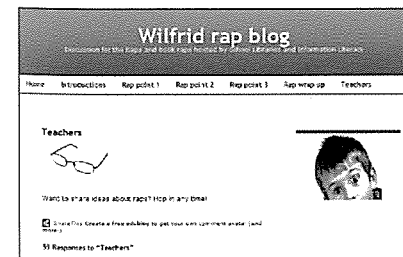


Figure 4 The Teachers blog page provided an online opportunity for teachers to share ideas, seek support and discuss strategies

their teaching and learning. Two examples of messages posted to Teachers (Figure 4) on the Wilfrid rap blog illustrate the enthusiasm of teachers to increase their ICT skills and integrate a new form of technology into their teaching and learning (Figure 5).

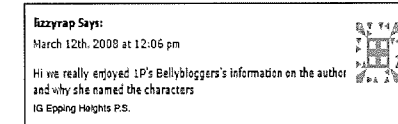
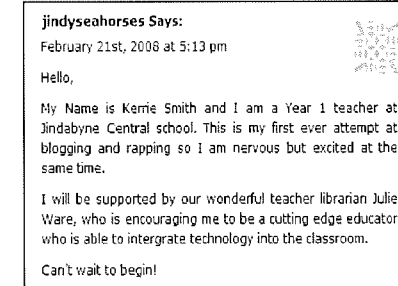


Figure 5 Teachers embraced the opportunity to use blogs as a communication tool

With teacher guidance, the rap points in the Wilfrid Gordon McDonald Partridge rap provide a focus for the students to:

- analyse the role of visual images
- describe the behaviour of characters
- make inferences
- express opinions.

Student responses demonstrated a high degree of engagement with Mem Fox's text and the illustrations by Julie Vivas. One example (Figure 6), posted to the blog in response to Rap point 2, demonstrates this engagement as the students investigated and analysed the techniques used by the author and illustrator, and used this information

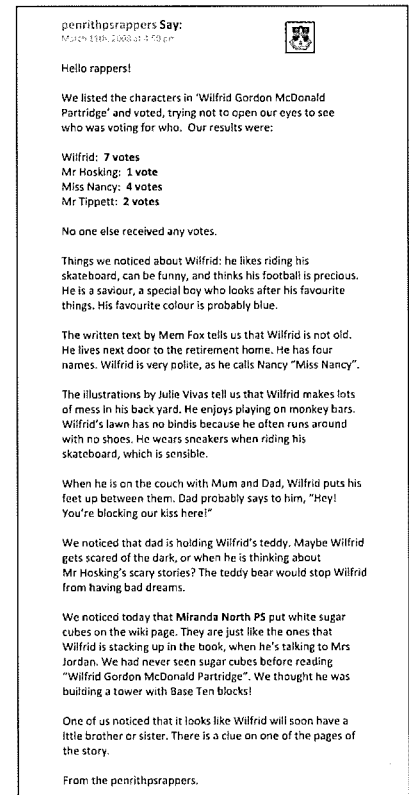


Figure 6 Post from penrithrappers

to make inferences about the characters, and then shared their opinions and strategies with other rappers. As a bonus, students can even share their experiences at home.

The variety of viewpoints and responses from rappers engendered further discussion on the blog (Figure 7). The posts are usually accessible on the same day, and often within minutes, which promotes:

- engagement and collaboration
- awareness of other viewpoints
- communication with other schools.

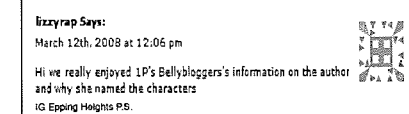
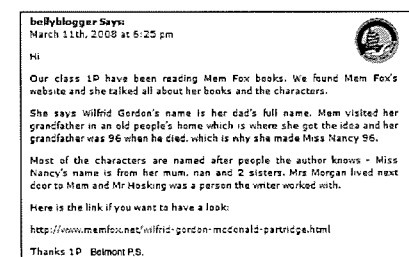


Figure 7 The bellyblogger's shared their knowledge gleaned from further investigation and lizzyrap showed their appreciation.

What a fantastic way for students to discover that their opinions and written responses have a real purpose and audience, and that others have different, yet equally valid, viewpoints!

The responses were amazing, with most teachers and students eager to venture along this new ICT path.

Why not add a wiki?

Teacher librarian, Ian McLean, one of the Wilfrid Gordon McDonald Partridge rap coordinators, uses wikis for purposeful joint construction of responses during lessons in the library. Finding this a successful way to integrate technology in teaching and learning, he created two wikis for the Wilfrid rap. The responses were amazing, with most teachers and students eager to venture along this new ICT path. Some initial glitches,

mostly involving the size of the images to be uploaded to the wiki, were dealt with by the supportive coordination team and the results speak for themselves (Figure 8).

More ICT opportunities

Once teachers and students demonstrated their skills for uploading images to the wiki, another opportunity for using technology was the obvious next step and the Gallery was created. Class 2/6S@CCPS describe Mr Barden, a new resident they created for the old people's home (Figure 9) and uploaded a photograph of him to the Gallery (Figure 10). Mr Barden now resides in the library and is a delight for visiting class groups.

Reflection and assessment

These comments from the Rap wrap up (Figure 11) show the variety and depth of experiences by the participating schools. Most expressed the wish to join another rap but the response

 A lighthouse to remember reading 'The Lighthouse Keeper's Lunch' 1/20 Vardy's Road PS	 Lemon & sugar to remember making pancakes Miranda Hth PS	 A water pipe to remember Mr Wrathall's visit (a water engineer) 2H @CCPS	 A love heart with an arrow to remember writing Identity Day cards 2T @ Caddies Creek	 A door to remember which way our 'Choose Your Own Adventure' story would go! 1/2L Caddies Creek PS	 A pen to remember stories told and shared as we travel through our lives. Shelsie
 Self portraits to remember doing artwork with our friends penrithrappers	 Clothes and Easter eggs to remember our Easter Multi fundraising day 2S Parramatta East	 A toy frog to remember playing in the playground with our new friends SCLB rappers at Penrith PS	 Wrapping paper to remember becoming book rappers for the first time! warillanorthrappers	 A pair of swimmers to remember our fun time in the wave pool sevenhillstps	 A boat to remember our craft work with our teacher. bluesearappers
 Gardening gloves to remember Clean Up Australia Day 15 @ Caddies CK PS	 A red handball to remember playing in the playground with our new friends Ranalferrarrabids	 A black handball to remember playing in the playground with our new friends Ranalferrarrabids	 A toy frog to remember our song we sang at assembly 2P @ CCPS	 A bottle to remember making a model submarine Glenhavenrappers	 A pencil to remember editing Scan Mrs Keane
 Red paper to remember...	 Fairy Bread to remember...	 A packet of cards to remember...	 A water bottle to remember...	 A smiling face to remember...	 A pen to remember...

Figure 8 Wilfrid's basket of memories: Rap point 1 wiki

class26scpps Says:
March 26th, 2008 at 10:15 am
Hi rappers
We decided that the new resident would be Mr Barden. Mr Barden is 90 years old. He is very deaf, skinny, wears glasses and has hardly any hair. He loves to wear track pants, a check shirt and a big old hat.
Wilfrid watches Mr Barden who likes to garden. Sometimes Wilfrid helps Mr Barden pick the beautiful flowers that he grows against the back fence of the old people's home. Wilfrid loves it when Mr Barden lets him wear his gardening gloves. Mr Barden told Wilfrid, "A memory is something sweet-smelling, young fella, something sweet-smelling."
Wilfrid's object from Mr Barden is a rose. The rose helps Miss Nancy remember when she played with her little sister in her grandmother's garden when they were young. Miss Nancy and her sister always stayed with their grandmother in the school holidays.
We are going to make Mr Barden out of old pantyhose and paper for our library. Please don't tell Mrs Scheffers, we want her to be surprised to find Mr Barden sitting in her office chair one morning!
Until next week
2/6S@CCPS

Figure 9 Class 2/6S@CCPS invented Mr Barden in response to Rap point 3



Figure 10 Support class 2/6S @ Caddies Creek PS created the life-size Mr Barden

from the Nowrappers exemplifies the need to be aware that people have different opinions.

These comments, along with the student reflection sheets, are useful assessment tools. As an added bonus, some teachers have grown in confidence and have now started their own class blogs and wikis. Visiting the Web filter check from My applications in My portal to request the blog to be unblocked for educational purposes is easy. The School Libraries and Information Literacy Unit is currently using Edublogs <edublogs.org> to host the rap blogs. Edublogs specifically

beYblogger Says:
March 25th, 2008 at 12:56 pm
WHAT DID WE ENJOY?
Our class has enjoyed reading other people's posts and thoughts about the story. We love reading all the ideas each week and writing our own to add to the rap.
We have had fun learning about rhyming when we made up more characters for the story. We were very proud of ourselves when we were able to use the format of Mem Fox's writing style to make our writing sound like hers.
We laughed and laughed at other characters children made up.
Our favourite activity was making up the characters to go with Mr Tippett.
WHAT DID WE LEARN?
We had fun learning about the meaning behind the story, using the pictures and the words to find out more information about the characters.
This was our first time at sending and reading posts and found out there are many ways of seeing things and that people have different ideas.
We would like to share in more blogs.
Thanks
2/3K

kinrosswolrah012w Says:
March 25th, 2008 at 1:20 pm
Hi there for the last time.
1/2W really enjoyed being part of this book rap. This is the first rap that we've been part of and Wilfrid Gordon McDonald Partridge is one of our favourite books!
Listening to the story was interesting and we all thought that we picked up new and different things from the book.
We had fun coming up with memories and really enjoyed making up characters for rap point 3. Now we are even going to make a class book of new characters. We liked reading all the funny names for new characters from other rappers. It was great to put the rap points up on our SMARTboard to read other responses.
We learnt about making up new characters and writing descriptions and we really got into the characters in the story and discovered more about them from the illustrations as well as the writing.
Thanks for having us - it was heaps of fun!

nowrappers Says:
March 25th, 2008 at 10:30 am
This is the first time I3 has participated in a book rap, we liked the following things:
Different students from different places chose different things and had different opinions. We liked reading other rap responses.
We learned typing. We learned what a memory is. We learned about the computer and the internet. We enjoyed finding out about other schools and their classes.
Our favourite character was Wilfrid Gordon, because he had four names, he was our age, he liked skateboarding and he liked hanging on monkey bars.
Our favourite activity was making up a new character.
Half of the class would like to do it again, and half the class would not like to do it again.

bluesearappers Says:
April 3rd, 2008 at 11:16 am
Hi everyone
We have really enjoyed participating in the book rap with you all. We are sad that the rap has finished but we are looking forward to doing another one next year.
We enjoyed:
* listening to Mem Fox reading the story on tape
* reading other schools' comments
* inventing a new residence using our grandparents as examples
* putting the object into the Wilfrid wiki.
We learnt:
* what a book rap is
* how to use a blog and a wiki
* how to send and receive messages
* how to change colour and size of text in the wiki
* that memories are the story of our lives.
We are very lucky that our school is next door to an old people's home called Drummond House. Emily, one of the students in our class, suggested that we should visit the old people and read them our favourite picture books. They loved hearing our stories and they wanted us to visit again soon. Many of them were in their late 80s. We made them a bookmark for a present.
Thankyou Mr McLean and Mrs Scheffers for organising this book rap.
Goodbye from the Manly Village Bluesearappers.

easterncreekrappers Says:
March 31st, 2008 at 9:37 pm
Hello Everyone,
This rap has gone by so quickly. IE, 1/2C and 2H have all enjoyed participating in this rap and really have looked forward to reading Wilfrid Gordon McDonald Partridge each week.
All classes thought time was too short each week to do the activities and look at other school responses. This was because we had such a busy term with other things happening and we only have one hour each week in library to borrow and participate in the book rap.
Everyone really enjoyed creating new characters and the fun things Wilfrid found for the new memories. We also loved reading what other schools had done. We will definitely look forward to another book rap.
See you next time from IE, 1/2C and 2H at ECP5

troutrap Says:
March 27th, 2008 at 12:44 pm
We enjoyed:
* Learning about other schools
* Using the computer
* How important memories are.
We learnt:
* How to analyze the book
* How to blog
* To call out the words to Amelia and tell her how to spell them.
We hope to book rap again next year.

Figure 11 Rap wrap up comments

Figure 12 Welcome to Identity: Sharing our stories rap and Identity rap blog

caters for educators, teachers and students. All posts on these rap blogs are moderated to ensure authority and security. The Connected Classrooms Program will make blog and wiki tools available to departmental schools.

The live and archived raps offer many exciting resources to use and adapt for engaging students.

It's not just about Wilfrid

Coordinating the Wilfrid rap and blog team, moderating the posts to the blog and sharing the exciting learning with students and teachers was a great experience. However, there is more to rapping.

The live and archived raps offer many exciting resources to use and adapt for engaging students. Why not visit the School Libraries and Information Literacy Unit's website for links to other raps? For example, the Identity: Sharing our stories rap <www.schools.nsw.edu.au/raps/identity08/index.

htm> for Stages 3 and 4 (Figure 12) supports outcomes in English, HSIE and PDHPE. The texts for this rap included extracts from *Deadly Vibe* magazine, interviews with Aboriginal Elders and community members, a rap song, and websites, all available online in the rap. Students from Aboriginal and non-Aboriginal backgrounds were able to engage with these texts, ask questions of Aboriginal people online, and gain valuable cultural understandings. According to Maureen Wenzel, Aboriginal Education Consultant, it was great to see:

... ALL students learning about the Aboriginal culture while walking and talking together.

Although the Identity rap was live during Term 2, the planning and

programming activities, linked syllabus outcomes, support materials, rap sheets and resources, as well as the rich record of student responses, for this and other raps are available for use at any time.

It is a great way for teacher librarians to collaborate with classroom teachers.

Join the current rap

As Term 3 is usually a busy time for teacher librarians, it is an ideal opportunity for joining the *Beijing Olympic Games & Book Week 2008* rap (Figure 12). Developed for Stages 2 and 3, it focuses on PDHPE K-6 outcomes to develop a healthy, active lifestyle using the Olympic Games as a stimulus. It has related Book Week 2008 links to achieve English K-6 outcomes using aspects of *The Shaggy Gully Times* by Jackie French and Bruce Whatley as a starting point. The rap starts on 4th August and you can join anytime. It is a great way for teacher librarians to collaborate with classroom teachers and may integrate with school based activities on the Olympics. The website is easy to navigate, the planning and programming has been done, support material and resources are available, and communication with blogs, wikis and podcasts provide opportunities for meaningful integration of technology. Why not have a go? It really is time to start rapping into the 21st century. ■

Raps and book raps >> Home Page

Current and planned raps

Term 1, 2008

- *Wilfrid Gordon McDonald Partridge* by Mem Fox and Julie Vivas for Stage 1 (Years 1 and 2) English. Rap live for viewing and subscribing (at no cost) week of 18 February 2008. Rap starts 25 February 2008.

Term 2, 2008

- *Identity: Sharing our stories*. Stages 3 and 4 English, HSE, PDHPE and Aboriginal studies. The rap will draw on a range of contemporary texts including personal stories to explore Aboriginal perspectives on what builds strong identity. Helpful for cultural understanding for all students. Rap material live for viewing 20 May 2008. Rap starts 26 May 2008.

Term 3, 2008

- *Beijing Olympic Games & Book Week 2008*. Stage 2 and 3 PDHPE and English. The rap will focus on developing a healthy, active lifestyle using the Olympic Games as a stimulus. It will have a Book Week 2008 link through related English activities using aspects of *The Shaggy Gully Times*, by Jackie French and Bruce Whatley, as a starting point. Rap live for viewing 28 July 2008. Rap starts 4 August 2008.

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

Please send your suggestions and requests for future raps and book raps to the Rap Co-ordinator: colleen.foley@det.nsw.edu.au or fax: (02) 9855 7413.

Watch this space for more planned raps coming soon. If you would like to suggest a topic or text(s) for a future rap please contact colleen.foley@det.nsw.edu.au

Figure 12 Current and planned raps <www.schools.nsw.edu.au/raps/current_plannedraps.htm>

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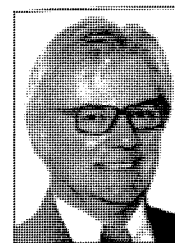
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Do you have a great idea for a future *Scan* article?

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

Digital movie making II: Hollywood comes to us



Dr Tom Benjamin, Senior Researcher, Centre for Learning Innovation, shares

his enthusiasm for readily available and affordable resources that allow students to create animated movie clips to support their learning.



Figure 1 A tiny plastic warrior becomes an avatar in four easy steps

The digital movie camera is becoming a standard educational item. Most commonly, it is used to capture interviews (Parnis, 2008), role plays, personal stories, and field trips. The titles, credits, effects and transitions built in to *Movie Maker* and *iMovie* give a professional look. But live footage limits our imagination and, more importantly from a teacher perspective, our ability to integrate movies with curriculum. It takes time away from the target lesson and the result might not be relevant enough to justify the effort.

The most recent technologies have overnight completely changed this picture. Now, whatever can be imagined can be filmed. Instead of force-fitting the curriculum to the medium, it is now possible to quickly create short movies on just about any topic. Why not:

- interview Julius Caesar?
- visit the Moon?
- stalk a dinosaur?
- go inside the Globe Theatre?

Try those with live footage! Yet with animation all are possible; and from a sound stage on your desktop. The time it takes is not significantly longer

than with live footage and is much quicker than cute but cumbersome stop-motion (claymation) techniques. The cost of 3D animation software has plummeted to a point well below a traditional live movie budget. Most important from a practical point of view is that the learning curve and support requirements add little burden to conventional digital movie making.

The key breakthroughs that have made this possible are:

- high quality still camera close-up shots; automated lighting
- extensive clip art libraries; vector and photographic images
- freeware multi-track audio editing; music composer software
- text to speech creation of adult voices
- special effects for movies, photos, and sounds
- background substitution (chromakey, blue screen)
- 3D rendering from still images
- voice-synchronised automated animation
- canned templates for movements; ready-made virtual sets.

No, we're not talking here about *Second Life*. Rather, we are talking about the new generation of Machinima animation production software. *Crazy Talk*, *iClone*, and *Kahootz* together cost around \$250. When combined with the tools already on your desktop, such as *PowerPoint*, *Excel*, *Sound Recorder*, and *Paint*, you have a powerful animation studio at your disposal.

Animation software

What really opens up the educational potential, however, is what I term 'Integrated media'. This refers to the transmutation of live media, such as puppets and miniatures, into digital props and avatars. Toys make excellent 3D models. They are very photo-realistic with today's cameras, especially when filmed against a blue screen. The still images can be face-animated with *CrazyTalk* and the faces can be grafted onto digital avatar bodies with *iClone*. Scenes can then be edited back and forth between these media. For example:

- a hand puppet can be filmed in live action against a 3D set created in *Kahootz*

- a close up of its animated face talking in *CrazyTalk* voice-synch brings it alive
- a distant shot of its avatar in *iClone* can climb a mountain.

This is a very different process to stop-motion in which each frame must be posed and filmed. Animation software does all this automatically. You only have to attach the mesh points to a photo, select a canned movement sequence, and the software does the rest (Figure 1).

Shortcuts to animation

There is no need to animate the entire scene. One moving figure can bring a background to life. The scene below was filmed on the desktop with 3cm high plastic animal figures on a plastic pirate mound. The animals are a still image. The girl in foreground is an avatar created from a plastic fashion doll. Movement in the scene comes through animating the girl and filming the whole with a hand held camera to give zooms and realistic jerkiness to the image. After all, this is supposed to be a lost jungle scene (Figure 2). I should be scared holding the camera!

This rough technique will not threaten *Raiders of the lost ark* any time soon, but it is a quick way to make a 30 second grab as an introduction to an adventure game. We want to get on with teaching, after all, and not let the lesson get swallowed up in the movie making process.

Even the humblest clip art can be animated. Below left is a 2D *Microsoft Clip Art* character face which is mesh-animated at right into a 3D avatar.



Figure 3 Digital makeover for a clip art girl



Figure 2 Making tiny look large and vice-versa. Which one will get the girl?

With different garb and hair styles, she then appears as a belle in a period drama, and as a pilot in an adventure spreadsheet game (Figure 3).

Rear projection technique is still an option

Often the quickest way to capture a scene is with the more old-fashioned technique of rear projection (Figure 4).

The hand puppet above (Figure 4) is as realistic as any avatar, as it has natural lighting and its movement is guided by a real person. However, a face close-up usually benefits from animation as puppets do not blink. *CrazyTalk* synchronises canned facial movements including eyeblinks and emotional grimaces with the voice track. This would take hours with keyframe or stop-frame methods but is done in seconds by the animation software.



Figure 4 Using rear projection, it looks real because it is real. Or is it?

Creating a miniature Hollywood sound stage

Rear projection is a simple way of integrating live and recorded footage. Hollywood sound stages were created for this purpose. Car, train, and stage-coach chases were largely filmed this way, with the projected background scene providing the illusion of the vehicle moving. This can be emulated with today's non-flickering computer screens by simply moving puppets or figurines up and down in front of the screen against a moving background. With a 3D animated set on screen, the apparent motion through the scene can be controlled with the keyboard arrow keys so that the figure in foreground appears to walk into, out

of, and sideways within the 3D landscape (Figure 5). Another person films the action with a digital camera. The advantages of this over avatar animation are the live and spontaneous quality of the sound and puppet movements, and the speed with which such scenes can be filmed.

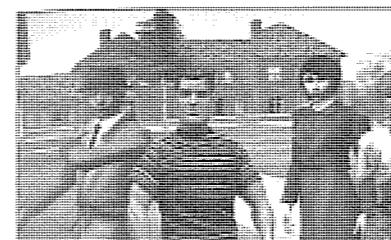


Figure 5 Action dolls with rear-projected avatars: which is which?

Adding sound

Sound is very important to any movie. Royalty-free Hollywood soundtracks, as well as countless sound effects, can now be purchased. Exotic software such as pitch-to-midi and vocoding are now available as freeware. Text-to-speech voices can be purchased with Australian accents. Some of the most powerful results can be achieved with simple techniques. In the heyday of old time radio the studios kept a stock of noisemakers for creaking doors, clocks, gunshots and the like. Now all this is available on disk. Pitch-shifting can transform these sounds. A rooster pitched down by 30% starts to sound like a dinosaur – well they are distant relations after all!

A microphone can record the movement of a live figure like a puppet to create a soundtrack for animation synchronisation. In the example Figure 6 there is a microphone inside the sock puppet to capture the motions that will be synchronised so the dinosaur roars at the appropriate time in the scene.

Re-usable sets and props

The most useful sets and props are ones that are re-usable and generic. Most modern adventures start with a newscast, so *iClone* includes a detailed 3D virtual TV news announcer scene (Figure 7). The newsreader avatar and

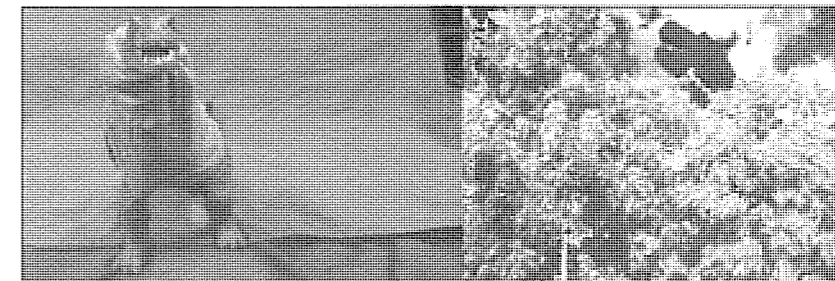


Figure 6 Blue sky behind trees at right makes a chroma key to cloak our sock puppet that has a microphone inside to capture the motions

the feature screen can be easily changed by substituting images. The voice track can be simply recorded using text-to-speech voices which have accents realistic for newsreading. Robots make good all purpose avatars as they can be created out of simple shapes, and they sound natural with the artificial text-to-speech voices. A set of newscast and roving reporter avatars and props is a good place to start.

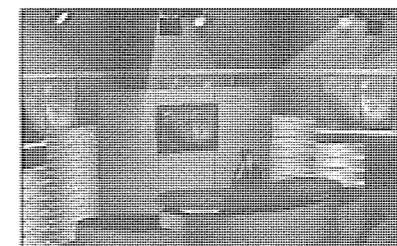


Figure 7 Zoom in with music to this realistic 3D news desk by *iClone*

Managing the resources

A 3D animation studio using toys, props, blue sheets, and digital media can be stored in a cupboard. Compare that with the traditional school play! So real estate and budget are not really an issue. In the long run, the downside can be distraction from more straight-

forward educational approaches and any burdens placed on teachers already being asked to learn special IWB software, let alone fundamental skills such as office software, file saving, conversion, and troubleshooting. Someone has to keep track of software installation, copyright, passwords, data storage, and security for video cameras, props and sets. But, again, this is no different from the movie projectors and other gear from earlier eras.

This is why I encourage a film club approach. While the school library or art department might be a good place to house the digital studio, the knowledge base has to be distributed so that more than one individual has access to the key information. Access to relevant resources would be provided through the school library catalogue.

The software is designed to be child's play, so there is no difficulty in getting students involved, but some of the chores may also need to be delegated – naming files, knowing their formats, putting them where they can be found and quite literally putting the toys away. ■

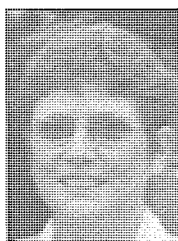
For further information contact <thomas.benjamin@det.nsw.edu.au>.
For information about CLI visit <www.cli.nsw.edu.au>.

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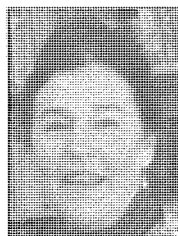
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The resonance of fairytales - sources and extrapolations.

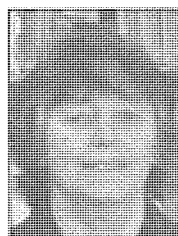
Part 1: Tales across time



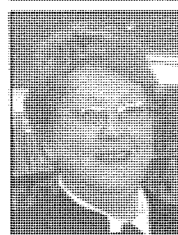
Cathy Sly,
literacy researcher
and mentor,



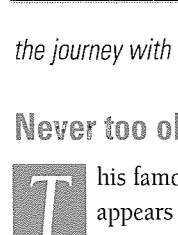
Victoria Lewis,
English teacher,



Laraine Rawling,
teacher librarian
and Kathryn



Davis, teacher
librarian, collaborator
to plan,
program, teach
and assess a



**Stage 6: English
Preliminary
(Extension) module
at Barrenjoey
High School.**
Cathy Sly shares

the journey with us.

Never too old for fairytales

This famous paradox, which appears in the book dedication for *The lion, the witch and the wardrobe*, was written by the author to his goddaughter, Lucy Barfield.

Some day you will be old enough to start reading fairy tales again.

C.S. Lewis (1950)

Genesis

An informal discussion with a colleague, about teaching an English Preliminary (Extension) module on fairytales, triggered an amazing variety of steps in the collaboration process that reflects the collegiality of the teaching profession. Acting on Cathy's suggestion that a Jack Zipes' book would be a useful resource, Victoria visited the school library, which led to further consultation with the teacher librarians, Laraine and Kathryn. This step was a springboard to further collaboration via the teacher librarian network, and Victor Davidson, teacher librarian at Birrong Girls High, was approached. Victoria then spoke with Victor; a conversation which resulted in her attendance at the Children's Book Council of Australia (CBCA) conference at which Jack Zipes was a speaker. Victoria then invited Victor to present a fairytales workshop for her students (Figure 1).

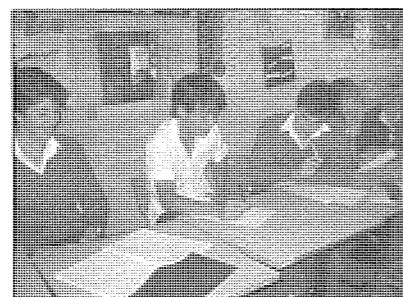


Figure 1 Engaged students share their ideas

This fascinating collection of coincidences, good timing, networking and a shared vision has catalysed a learning community, whereby participants have been able to employ

their individual strengths and perspectives to enhance teaching and learning.

The gathering of minds at Barrenjoey High School includes a high school teacher, two teacher librarians, a literature researcher (ex-teacher) and a class of enthusiastic Year 11 English students. The shared passion and excitement is infectious.

Ongoing collaboration

Emails, telephone conversations and a few scheduled face to face meetings with two, three or four of the teachers continued the planning and programming collaborations. During Terms 1, 2 and 3, the students work on the unit for two hours each week with Victoria in class, as well as during student study periods in the library for research under the guidance of the teacher librarians. The library component includes additional booked time in the computer lab to study online resources. All teachers are aware of the stages and continually share new materials and updates of the students' progress. This is a truly collaborative effort.

A good deal of preparatory reading and research by the teacher resulted in the outline of a module. Entitled, *The resonance of fairytales – sources and extrapolations*, the module addresses the outcomes for the Preliminary Extension course, and engages students in:

- understanding how and why texts are valued in and appropriated into a range of contexts

- developing skills in independent investigation, involving particular texts and their manifestations in various forms, and within particular cultural contexts
- developing skills in extended composition in a range of modes and media for different audiences and purposes. (BOS)

The preliminary teaching and learning module focuses on the origin of fairy tales in the oral tradition, through their canonised collections by Charles Perrault and the Brothers Grimm, on to their transformation in different socio-political-cultural contexts, and finally, to their appropriation into a diversity of media in contemporary popular culture. As Angela Carter claims:

For most of human history, 'literature', both fiction and poetry, has been narrated, not written - heard, not read. So fairy tales, folk tales, stories from the oral tradition, are all of them the most vital connection we have with the imaginations of the ordinary men and women whose labor[sic] created our world.

The Virago book of fairy tales (1990)

Planting the seed

Introducing the module to students involved beginning with the known. All had some familiarity with the idea of a fairytale genre. Allowing them to draw on their prior knowledge, and delve into their childhood to find examples, rekindled memories of comforting or terrifying tales that they were only too ready to share with the group.

For the students, coming to terms with a definition for fairytales was much more challenging and led to a great deal of discussion and debate. In the introduction to *The Oxford companion to fairy tales*, Jack Zipes refers to fairy tales as *wonder tales* or tales of wish-fulfilment. Zipes suggests,

...characters, settings, and motifs are combined and varied according to specific functions to induce

wonder: ...it is clearly the sense of wondrous change that distinguishes the literary fairy tale from the moral story, novella, sentimental tale, and other modern short literary genres.

Zipes (2000)

Due to the extensive number of possible tales, the module has been confined to the Western tradition and the prescribed text is Perrault's *fairy tales* (1969). In order to confine the range of choices, a decision was made to exclude folklore, myths and legends.

Nurturing: readings

Using private bookshelves, libraries and the internet, it has not been difficult to discover many variations of particular fairytales. The teacher librarians have enthusiastically facilitated research for both students and teachers. The thoughtfully stocked school library has been a treasure trove of resources for this module. Taking a personal interest in the project, Laraine Rawling instituted a special file for current journal articles and extracts related to this study. Collaboration between the classroom teacher and the teacher librarians has led to the discovery of a range of valuable print and electronic resources. Students have been able to read different versions of fairytales, in print and online, and consider their nuances in relation to the socio-political-cultural contexts in which they were composed. This has been the basis of highly productive independent research, discussion and the development of understanding

Title	Composer	Era
Unknown, one reference mentions <i>La finta nonna</i> (The false grandmother)	Oral tradition	Pre-17th century
<i>Le Petit Chaperon Rouge</i> (Little Red Riding Hood)	Charles Perrault	17th century
<i>Rotkäppchen</i> (Little Red Cap)	Jacob & Wilhelm Grimm	19th century
<i>Darkest desire: the wolf's own tale</i> (a retelling of <i>Little Red Riding Hood</i> from the wolf's perspective)	Anthony Schmitz	20th century

Collaboration between the classroom teacher and the teacher librarians...

how and why texts are valued in a range of contexts.

Little Red Riding Hood variations and permutations can be traced from the distant mists of the oral tradition to the post-Modern era. Basic variations in the tale include:

- Little Red Riding Hood and her grandmother being eaten by the wolf
- the grandmother and/or Little Red Riding Hood out-witting the wolf
- the grandmother and Little Red Riding Hood being rescued by someone who fortuitously happens to be nearby
- in the postmodern world, a direct focus on the plight of the wolf himself.

As an example, variations on *Little Red Riding Hood* could include the following:

An interesting comparison of two versions of *Little Red Riding Hood* is available at *The story of grandmother and Little Red Riding Hood* <www.arts.ualberta.ca/mmorris/388/Comparison%201.htm>. This website presents an interesting table comparison between *The story of grandmother* by A. Dundes (1989) and *Little Red Riding Hood* by Charles Perrault (1697).

Nurturing: reading the pictures

Fairy tale illustrators offer an additional dimension towards the appreciation of these wonder tales in different socio-political-cultural contexts. Comparing and contrasting illustrations from the 19th century (Figure 3), early 20th century (Figure 4), later 20th century and 21st century (Figure 5) can offer some remarkable insights into the values of their times.



Figure 3 Little Red Riding Hood illustrated by Walter Crane (1875) available at <www.surlalunefairytales.com/illustrations/ridinghood/cranered5.html>

Nurturing: creative writing

Students have been encouraged to write their own versions of tales for different audiences and purposes, employing different styles and genres, and from alternative perspectives. These creations have been shared, with great enjoyment, in class.



Figure 5 Little Red Riding Hood available at Gallery: digital paintings and illustrations <www.andysartwork.com/Gallery.html>



Figure 4 Herbert Cole's illustration (1906) from Rhys, E. Fairy gold: a book of old English fairy tales available at <www.surlalunefairytales.com/illustrations/ridinghood/colered3.html>

Nurturing: alternative readings

In recent decades, fairytales have come under the scrutiny of new critical theorists. As a part of their research, students have been encouraged to consider readings of fairytales from a range of theoretical perspectives including:

- humanist
- reader-response
- psychoanalytic
- feminist
- postmodern

Many contemporary writers obviously seek to subvert the puritanical and patriarchal ideologies that dominated the original written versions.

Blossoming: conventions

Teaching and learning involves a dynamic interchange of ideas from many sources. The following attempt to capture the essential conventions of fairytales has been developed in collaboration with the students. Using their independent research knowledge and classroom interaction, the teacher elicited the following ideas from the students. Such a list is necessarily organic, and subject to alteration and modification as learning continues. Substantive communication and sustained interaction among students and teachers is ongoing.

Appreciating the significance of higher-order thinking, the teacher challenged the students to use their deep knowledge and deep understanding to create the list of fairytale conventions, and justifying their reasons for each inclusion:

- Set in an indeterminate past – long, long ago, but regaining currency and immediacy, through the dialogue, each time the tale is told/read.
- Plots involve a protagonist who ultimately triumphs through her/his own virtue.
- One or both parents are absent, foolish, or evil.
- The rule of three often applies – three wishes, three challenges, three guesses etc.
- On her/his quest the protagonist encounters other characters that may be benevolent or malevolent and has to make careful decisions about who to trust.
- Gratuitous violence is often included.
- Colour symbolism is prominent.
- Values are evident in the language.
- Endings are generally happy ever after and involve marriage and/or wealth.

Blossoming: extended research

Using the table following as an example, students can investigate other fairytales in terms of transformations and appropriations of the original texts.

Fairytale	Little Red Riding Hood	Snow White and the seven dwarfs
Original text	Little Red Riding Hood by Charles Perrault (1697)	Little Snow-White by Jacob and Wilhelm Grimm (1812)
Interpretations and analysis	The trials & tribulations of Little Red Riding Hood by Jack Zipes	Kiss Sleeping Beauty goodbye: breaking the spell of feminine myths and models by Madonna Kolbenschlag (1988)
Modern retelling	Wolf by Gillian Cross (1990)	Pictures of the night by Adèle Geras
Transformations into traditional forms:		
<input type="checkbox"/> poetry	Red Riding Hood by Anne Sexton	Snow White and the seven dwarfs by Anne Sexton
<input type="checkbox"/> prose	The company of wolves by Angela Carter	Snow, glass, apples by Neil Gaiman
<input type="checkbox"/> drama & theatre	Into the woods by Stephen Sondheim and James Lapine (musical)	The legend of Snow White by Tony Nicholls
<input type="checkbox"/> picture book	Beware of the storybook wolves by Lauren Child	Snow White in New York by Fiona French
Transformations and appropriations into popular culture:		
<input type="checkbox"/> films	The company of wolves by Neil Jordan (1984)	Walt Disney's Snow White and the seven dwarfs, 1937 (re-released and digitalised in 1993)
<input type="checkbox"/> comics	Grimm fairy tales comic series by Zenescope	Grimm fairy tales comic series by Zenescope
<input type="checkbox"/> cartoons/anime	Jin-Roh (1999) Howl's moving castle (2005)	Shirayuki-hime no Densetsu (1994)
<input type="checkbox"/> songs	Lil' Red Riding Hood, Sam the Sham & the Pharaohs (1966)	Snow White by Streethart (1982)
<input type="checkbox"/> music video clips	Du Riechst so gut, Rammstein Call me when you're sober, Evanescence	Sonne, Rammstein
Transformations and appropriations into commodities:	<input type="checkbox"/> toys <input type="checkbox"/> advertising <input type="checkbox"/> video games <input type="checkbox"/> art prints	<input type="checkbox"/> TV shows <input type="checkbox"/> gift cards <input type="checkbox"/> colouring books <input type="checkbox"/> children's clothing

Bearing fruit

In the process of developing this module, the works of contemporary theorists and academics including Bruno Bettelheim, Jack Zipes, Neil Gaiman, Maria Tartar, and Marina Warner have become significant. Fortunately, Victoria Lewis and I were able to attend the Children's Book Council of Australia 9th National Conference & Expo 2008: All the wild wonders, in May. We were very keen to hear the keynote speakers, Professor Jack Zipes and Neil Gaiman, and, once we returned to school, eagerly shared our experiences with, and answered probing questions from, the students.

Zipes has made immense academic and creative contributions to the world of magic and wonder for children and adults alike. His speech was truly inspiring and focused on his concern that children's literature, including fairytales, is becoming increasingly commodified and that, where publishers of children's literature in past eras valued the idea of enlightening young

Assessment task

Independent Investigation

Students develop knowledge and understanding of how and why texts are valued.

(To be undertaken with a partner or in a group of three.)

Deliver a 15–25 minute Oral and Visual presentation to the class that demonstrates your research into a selected fairy tale.

Focus points:

- Select a fairy tale from the canon (Perrault, Grimms, or Anderson).
- Include a reading of the tale, or a version of the tale in another form.
- Explore the tale in context, then and now, considering the purpose of the tale and its impact on various responders.
- Consider how contemporary tellers of tales have used current social and cultural contexts to alter interpretations of the traditional tale.
- Present some analysis of different visual representations of the tale. Consider whether the visual and verbal points of view correspond and complement each other.
- Show how the visual details of setting are used in the storytelling.
- Demonstrate how the composer positions the responder in relation to the characters, setting and issues of the text.
- Explore and examine the ways in which the language shapes and reflects values.
- Argue why the text would be perceived as culturally significant.

Include a brief reflection statement (about ? page) that outlines the journey of your research, the methods and texts employed, and any observations you have about the contributions of the members of the team.

Assessment Task by V. Lewis, 2008

readers, too many publishers of today appear to be bent on churning out books intertwined with a barrage of add on consumer items.

Gaiman opened his address saying, we owe it to each other to tell stories, and proceeded to establish himself as an absolutely, brilliant raconteur and teller of wondrous tales. His belief that imagination is the most important thing we have, is endorsed by his plethora of amazing tales for young and old. Writers like these ensure the advancement of archaic wonder tales well into the future.

Part 2 of this paper will explore *The resonance of fairytales – sources and extrapolation: Time for the tales* by extending to the wider learning community. It will continue the range of higher-order thinking activities that have occurred during the teaching and learning process including:

- analysis of visual representations from different socio-political-cultural contexts
- creative writing for different audiences and purposes, employing different styles and genres, and from alternative perspectives

- alternative readings including a range of critical theorists and their theories.

The article will focus on the students' evaluations of the works of academics and theorists, and their interpretations and analyses. The students will consider how, in the context of contemporary culture, fairytales have been appropriated into various forms that reflect the changing paradigms and values. ■

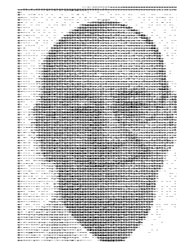
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three
2008

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 documents key findings, and challenges teacher librarians and teachers to reflect on our profession, and the nature of collaboration within a knowledge outcomes paradigm.

Teacher librarians: catalysts in instructional collaborations for authentic learning



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Introduction

The Research Column for this issue of *Scan* continues our focus on classroom teacher and teacher librarian collaborations. Collaborative instructional practices have long been considered as playing an important role in designing and implementing creative instruction, and to meeting the complex demands of deep learning. The research presented in the previous columns shows that establishing such instructional partnerships and enabling them to flourish is a complex endeavour.

This research also shows that underpinning effective collaborations is a dynamic interplay of social, pedagogical, personal and affective dimensions that are grounded in clearly articulated and mutually determined learning outcomes, and nurtured through collegial partnerships that value trust, openness, creativity, flexibility, and risk-taking.

Historically, teacher librarians have been positioned in the collaborative process to provide instruction in a range of information literacy competencies. This remains an important challenge, as ongoing research data suggest that there are relatively low levels of instructional collaborations taking place, and that the focus of these collaborations is location and access of information. However, the changing face of education across Australia provides a critical challenge for teacher librarians to rethink their motivations and intentions of building collaborative partnerships with classroom teachers. It is not sufficient to focus on developing the information literate student, primarily by slotting a range of information handling skills, that develop a range of competencies with finding information, into the curriculum. In an educational landscape that is giving

increasing emphasis to developing strong learning foundations in all students, ensuring that they value excellence, discovery, curiosity, inquiry, critical and reflective thinking, and ensuring that they construct deep knowledge and understanding for themselves, teacher librarians are being challenged to position their roles within a knowledge construction paradigm, rather than within an information access paradigm.

... what exactly do teacher

librarians give to the information

to knowledge equation of

students?

What are the instructional dimensions of the teacher librarian's role?

Against this backdrop, what exactly do teacher librarians give to the information to knowledge equation of students? Most teacher librarians could easily articulate a range of specific information access competencies and skills that typically characterise their contribution to the teaching partnership.

- Can we articulate a range of, not just information handling competencies, but *information to knowledge* competencies (those creative, critical, and meta-cognitive processes) that enable students to work with information as it emerges in deep and engaging ways to construct deep knowledge and deep understanding for themselves?
- How do we help students make sense of the myriad of bits of information they interact with?
- How do we help them meaningfully interact with text in all its forms, written, oral/aural, visual, iconic, imaginative, cultural, formal, informal, informative, and so on, so that they develop meaning and deep understanding?
- Given that the school library provides access to quality information, what critical support do we give to fostering reading comprehension that enables students to: connect actively with the ideas presented in the text (that is, text-to-self connections); make connections between the different texts they interact with (that is, text-to-text connections); and make connections between what they are reading to the problems they are solving and the knowledge they are developing (that is, text-to-world connections)?
- Are we teaching our students to develop deep personal perspectives on the texts they are engaging with, such as: *I predict that ...; My informed guess is that ...; As a result, I suspect that ...; I believe that this means that ...; I conclude that ...; Because this happened, it is possible that ...; It makes sense that ...; It doesn't make sense that ...?*

The changing educational climate, with its increasing focus on discovery, inquiry, critical thinking, and deep knowledge and deep understanding outcomes, encourages teacher librarians to articulate the instructional dimensions of their role in terms of knowledge.

In essence, what are we articulating as the instructional dimensions of our role as teacher librarians? The changing educational climate, with its increasing focus on discovery, inquiry, critical thinking, and deep knowledge and deep understanding outcomes, encourages teacher librarians to articulate the instructional dimensions of their role in terms of knowledge outcomes, and not merely information skills. As we found in our research study of 13,000 Ohio students (Todd, R.J., Kuhlthau, C.C. & Ohio Educational Library Media Association [OELMA], 2004), the students see an effective school library as one that is not just *informational*, but *transformational* and *formational*, leading to knowledge creation, knowledge production, knowledge dissemination and knowledge use, as well as the development of information values.

My point in asking these questions is twofold. First, are we, as teaching teacher librarians, articulating the knowledge based competencies that we can bring to the *information to knowledge* experience of students? Being a catalyst in instructional

collaborations means being proactive in articulating the richness of the *information to knowledge* competencies that teacher librarians bring to the instructional process.

Second, how do classroom teachers view the expertise that we bring to enabling curriculum outcomes, particularly those that relate to students developing deep knowledge of their curriculum topics through their engagement with diverse information sources?

The research column by Dr Patricia Montiel-Overall, in this issue of *Scan*, presents some findings that should be of concern to all of us. Classroom teachers in this study appear to have a fairly limited view of the active role of the teacher librarian in not just the instructional process, but also in the information literacy agenda. Are we just a supply agent in the resource chain as students undertake research tasks? Are we being underutilised? The study also raises the question as to how we provide a vision for classroom teachers in the design of meaningful research tasks that move beyond collecting information, reporting facts, following a linear process, writing a neat, grammatically correct paper, to engaging students in an authentic learning task where they systematically investigate a problem through establishing essential questions to understand and discover knowledge related to the problem. ■

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A qualitative study of teacher and librarian collaboration: a preliminary report

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Introduction

The information age and the age of technology have changed the field of library and information science, and have changed the role of librarians, particularly school librarians. Their changed role is widely discussed in the literature on the role of 21st century librarians, and more and more school librarians are expected to be collaborators and partners with teachers in improving education for students (American Association of School Librarians [AASL] & Association for Educational Communications and Technology [AECT], 1998). Guidelines proposed in *Information power: building partnerships for learning* (AASL & AECT, 1998) specifically state that school librarians collaborate with teachers... to integrate information literacy competencies throughout the teaching and learning process (p. 61).

The role of collaborator for school librarians has been urged for over twenty-five years as an important means of improving information literacy and students' academic achievement (Callison, 1997; Kuhlthau, 2005; Lance et al., 1993; Lance, 1994; Lance et al., 1999,

2000a, 2000b, 2005; Lance & Rodney, 2001; Lance & Russell, 2004; Loertscher, 1988, 2000; Todd, 2008). By integrating library instruction and subject content through teacher and school librarian collaboration, information literacy becomes an integral part of the school curriculum (ibid.). This strategy is now practiced among many in the library and information science profession (Brower, 2004; Floyd et al., 2008; Manuel et al., 2005; Montiel-Overall, 2008), and has come to be known as collaborative teaching. It requires school librarians to work closely with teachers to co-plan, co-implement, and co-evaluate lessons (Callison, 1997; Manuel et al., 2005). It engages teachers in collaborative endeavours to help students under-

stand how to use library resources efficiently in every aspect of classroom instruction to build deep knowledge and understanding of not just curriculum topics, but of themselves as well, and through that engagement, to improve learning outcomes. In this way, information literacy competencies, can be integrated into subject content throughout the curriculum. This is shown in Figure 1, which models the complex interrelationship of four key facets of collaboration:

- Facet A—Coordination: Working together to arrange schedules, manage time efficiently, and avoid overlap.
- Facet B—Cooperation: Responsibilities are divided among participants to create a whole project.

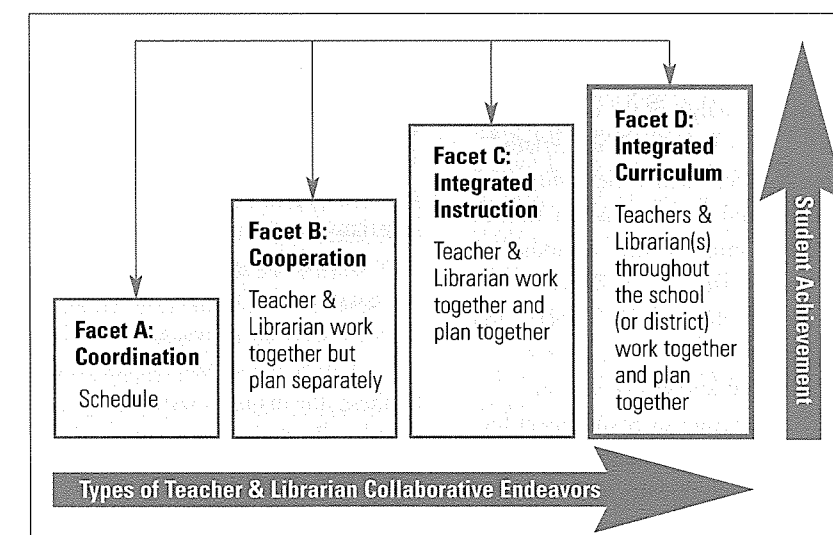


Figure 1 Model of teacher and librarian collaboration: Four facets of collaboration. The model depicts types of teacher and librarian collaborative endeavours that may occur independently or may be interrelated. When low-level collaborative endeavours such as coordination occur alone, the effect on student academic achievement may be minimal. The more types of collaborative endeavours between teachers and librarians occur, the more likely students will fully understand what they are learning.

- Facet C—Integrated Instruction: Jointly planned, implemented, and evaluated instruction integrates library curriculum and content curriculum in a lesson or unit.
- Facet D—Integrated Curriculum: Integrated instruction found in Facet C occurs across a school or school district.

While considerable anecdotal information about teacher and school librarian collaboration is available, there is a paucity of research on collaborative practices. Limited information is known about how school librarians initiate collaboratively planned lessons, on when planning occurs, and on how teaching responsibilities are shared, and indeed, what are the impacts on student learning outcomes. Information such as this is essential for building meaningful instruction that integrates information literacy competencies into the curriculum through teacher and school librarian collaborative endeavours, and which results in deep learning.

A recent study of highly collaborative teachers and school librarians provides some insights into conditions necessary for teacher and librarian collaboration (Montiel-Overall, 2008, p. 5). This study found that an important prerequisite of collaboration is an individual (or individuals) who becomes a catalyst of the collaborative process. This individual has certain characteristics, such as flexibility, openness and accommodation, needed to develop interpersonal relationships that build trust and confidence. This leads to establishing other process and structure conditions such as time, planning and knowledge sharing required to create an environment for collaboration. The absence of any of these conditions creates an environment that inhibits collaboration. For example, a school librarian at one school initiated and organised a yearly calendar at the beginning of the school year for teachers in order to ensure at least one collaboratively

taught lesson per month with each teacher. Teachers stated that collaboration with the school librarian had created a more cohesive atmosphere among the faculty. Todd (2008) found similar results in his study. Having a sense of camaraderie and professional support in the school environment were essential elements of collaboration in his study.

Additional information is needed, however, for a fuller understanding of what enables collaboration between teachers and school librarians. This paper provides a preliminary report on a qualitative study that examined responses to qualitative questions about teacher and school librarian collaboration by elementary school teachers and school librarians. The objective of the study was to examine the types of lessons teachers and school librarians engaged in, differences in their perceptions about their collaborative endeavours, and their understanding of information literacy in the instructional process.

Method

Participants

Two hundred and five teachers and school librarians, from eleven primary schools in two public school districts, participated in this study. The schools were situated in a southwest urban community in the United States. Schools were selected from a list of possible schools with full-time school librarians. Large and small schools were included to represent a more diverse type of school environment. Eleven school librarians, and a total of 194 teachers, participated in the study. Of these, the majority were female (86%), reflecting the population of the teaching profession. All participating school librarians were female. Two school librarians were Latinas, and almost half of the teachers identified as Latino (44%). The educational level of school librarians was high, with all but one holding a master's degree. A third of teachers also had a graduate

degree. More than half of the teachers in the sample were over the age of 55 (58%), and all school librarians were over the age of 40, reflecting the ageing population of both professional groups. One third of the teachers (36%) had taught for more than 15 years. Five of the school librarians had been librarians for a comparable amount of time.

Measures

A teacher and librarian collaboration survey (TLC-II) was used for data collection. The survey contained several subsections including qualitative data reported on in this paper. The survey was a paper and pencil self-report instrument, which contained quantitative and qualitative data on collaborative endeavours between teachers and librarians at each school. Qualitative data on the types of lessons planned between teachers and librarians, and teachers' and librarians' perceptions about information literacy, are examined in this preliminary report on teacher and librarian collaboration.

Procedure

After university ethics and school district approvals were received, principals from each school were asked to provide time during a regularly scheduled faculty meeting to discuss the survey with teachers and school librarians. After the survey had been fully explained and the voluntary nature of the survey emphasised, participants received the survey to complete. Those who completed the survey received token compensation for their time. The entire survey was completed in approximately 20 minutes at each school.

Data analysis

Preliminary analyses on qualitative data of the TLC-II survey were carried out by the researcher and a research assistant. Qualitative data included responses by participants to five open-ended questions. Following the transcribing of responses, data were

analysed, as prescribed by Miles and Huberman (1994), using ATLAS.ti 5.2.20 data management. The researcher and assistant (raters) began with identification of categories based on the questions in the survey. Each rater read and coded transcripts independently, and then met to discuss findings. Disagreements were argued to consensus. Naming and definition of codes occurred throughout the analysis. Inter-rater agreement was very high.

Findings

Based on a list of types of lessons identified by participants, several categories emerged. These included research, presentations, and enriching literacy, and are shown in Table 2.

Research was a category that appeared in the data for all schools. Various purposes of research were identified, including more traditional research lessons by the school librarian, and also lessons that were clearly collaborative in nature. A second category for types of lessons involved the school librarian assisting or teaching students how to present information for class projects or reports. The third major category involved lessons in which the school librarian assisted students find and use literature (i.e., fiction, fairytales, and informational texts). The following sections discuss each of these categories and report on findings on the connection made between teacher and school librarian collaboration and information literacy.

Research

There appeared to be two types of lessons between teachers and school librarians which involved research. The first type involved lessons where teachers sent students to the library to learn how to take notes, find and

properly cite references, construct a bibliography, create an outline, and plan materials needed for a research paper. During these lessons, the school librarians taught student how to do research in the library, but there was little indication that the lessons were planned collaboratively. Rather, research instruction provided by the school librarian alone appeared to be more traditional in nature. For example, teachers stated that research lessons involved *animal research*, and *science research*. A teacher wrote, *Students selected research using books and the internet*. Another stated, *We went to the library looking for research materials*. These and other statements by teachers did not indicate joint planning or collaborative lessons, but were clearly related to content being introduced or taught in the classroom. They also convey simplistic notions of

the research process.

The second type of research lessons were designed to integrate library instruction and subject content. Teachers stated that they worked

with the school librarian on research projects (as opposed to just sending students to the library to learn how to do research). A teacher stated, *We did a lesson on how to research animals via the internet in the library with Mrs. [librarian], which indicated that the teacher and librarian worked together*. Most statements referred to research projects related to science. For example, teachers cited the use of science kits (FOSS kits) for research projects with the school librarian. A teacher stated that the best way to teach science projects was [w]hen students were taught using the classroom and the library and through discussion by both teacher and school librarian. Another teacher stated that science kits required higher-order thinking. Teachers stated that doing

research on science projects in the library created more ideas which contributed to depth of learning. Teachers also thought that two people would reinforce learning and improve understanding.

Writing

Teachers identified that writing proficiency was an integral part of effective research. They identified aspects such as *the 6 traits of writing* in their discussion about having students learn how to write academic research reports. A teacher's comment was typical of many who saw the school librarian's role in teaching writing as an important role. She stated:

children found and read internet articles and books and wrote about a particular animal in groups using interactive writing strategies with the school librarian and teacher.

In short, it appeared that teachers perceived that both the formal research and writing / presentation stages were planned lessons which involved school librarians. The school librarians also identified lessons on writing among the lessons taught jointly with teachers. Some school librarians stated that they taught students about the writing process through explicit instruction. As an example, a librarian explained that she had been involved in teaching third grade students to write about a Civil War project by explicitly teaching writing strategies in the research steps. Another school librarian stated that she explicitly taught academic writing, that is, writing evidence and inference statements and users' statements to write a thesis.

Presentations

A second category which emerged from the data on the types of lessons jointly taught between teachers and school librarians was presentations. This category is reflected in statements by teachers and school librarians about lessons jointly planned to help

Themes	Coding Categories	Examples from Transcripts
Research	<i>Learning how to do research</i>	<ul style="list-style-type: none"> • How to find books. • Locating main idea. • Lessons in using resources for research encyclopedia, index, table contents, alphabetizing.
	<i>Doing research for a project</i>	<ul style="list-style-type: none"> • We planned a research project on the 50 states. • Learning how to use the Internet to do research. • Desert animal research project. • Australian research project. • Science and Science Fair research project.
	<i>Electronic resources</i>	<ul style="list-style-type: none"> • Students video-taped and then writing reflection on the filming process. • The librarian taught the students how to use the computer as a resource for investigations. • Introduction to use of new laptops and technology.
	<i>Library resources (encyclopedia, books, Internet)</i>	<ul style="list-style-type: none"> • They [students] could acquire practical research skills such as alphabetizing, using an index encyclopedia, and glossary. • Where to find supplies/books. • Students had to do research using books to write animal reports.
	<i>Writing</i>	<ul style="list-style-type: none"> • Research project included a formal paper. • Writing reflections on what was learned. • Academic writing. • Approach to writing (i.e., The Big Six/6 traits of writing) explicitly taught. • Interactive writing strategies. • Notetaking
Presentations	<i>PowerPoint</i>	<ul style="list-style-type: none"> • Making a PowerPoint for a class project • PowerPoint to show parents. • PowerPoint for back to school night. • Class PowerPoint developed around a shared experience.
	<i>Posters</i>	<ul style="list-style-type: none"> • Research project including oral presentation with visuals/poster board.
	<i>Integrating literature and social studies</i>	<ul style="list-style-type: none"> • Written research project with visual presentation for class and visual. • Poster session on Civil Rights. • Librarian provides...posters.
Literacy Enrichment	<i>Integrating literature and social studies</i>	<ul style="list-style-type: none"> • Introducing various versions of literature (i.e. Cinderella). • Discussing "voice" reflected in literature. • Telling about Native American culture. • Reading with/to groups of students. • Reading award winning stories. • Participation in awards. • Reading in Spanish. • Reading about holidays.

Table 1 Themes, categories, and examples from transcripts of types of lessons taught collaboratively with librarians based on qualitative data analysis. [Note: Examples from transcripts provide a glimpse of the variety of responses within each category.]

students present information, primarily on research reports or on classroom projects (i.e. safety). Posters and PowerPoint presentations were commonly identified within this category. Teacher statements included *students identified desert plants [and] made a power point...* As with the first category (Research), some of the lessons delivered by school librarians appeared to be taught without jointly planned objectives. One school librarian summarised this by stating, *I have been asked to do a lesson for a teacher but not to sit down and plan objectives, outcomes.* Another school librarian stated,

Teachers stated that the librarian taught students how to create PowerPoint presentations to display information about various topics including insects and desert animals, how to create a video, readers' theatre, and science.

Other presentations teachers discussed as lessons planned with librarians were oral class presentations and presentations using the SMART Board™ (an electronic interactive teaching tool used in some schools). Finally, presentations were sometimes connected to research projects. As an example, a teacher explained that her students' presentations were part of a *[r]esearch project including formal paper with endnotes, bibliography, and oral presentation with visuals/poster board.* Another teacher stated that a lesson with the school librarian included *[w]ritten research project with presentation for class and visual.*

Enriching literacy

A third category that emerged from data was the school librarian's role in enhancing students' understanding of literature, literacy and reading. Teacher comments seemed to indicate that reading with the school librarian was considered an enrichment activity to develop literacy. Teachers stated that lessons involving librarians involved such activities as *teaching rhyme through literature*, exposing

children to a variety of literature, and helping children enjoy literature. A teacher's comment illustrates this:

We do no[t] plan lessons together however she takes a group of my students for enrichment in reading.

Several comments by teachers illustrate the connection they made between their school librarian and the enrichment of literacy. Examples of how school librarians contributed to literacy included reading award winning stories to students, reading stories in Spanish, providing information about reading (i.e., how to read), reading fairytales, complementing language arts stories, participating in young readers award recognition, and enrichment reading.

In describing the types of lessons they had planned with teachers, school librarians' comments varied widely. One stated that she was involved in *[m]ostly reading teacher-guided reading groups [and] literature circles.* However, she later explained:

In the first year at this school the librarian reached out to all teachers and tried to collaborate with a majority of teachers [but] ...they weren't really interested. Library collaboration focused on supporting the science, social studies and reading. Library collaboration now focuses on being a reading teacher. Teaching 'use' at the library is a hit or miss criteria.

Another librarian discussed introducing new literature to students in conjunction with research and writing. A librarian also talked about reading literature in collaboration with the teacher on a class project. She stated:

In preparation for a project in social studies I provided a novel - historical fiction with pages marked for students to discover facts within the story. [The teacher] reads it and students tell her the facts. That's the first step of the project.

Discussion

This preliminary report on a study of the types of lessons between teachers and librarians indicates that teachers and librarians are working together on a variety of activities. These activities include a wide range of endeavours including reading stories, tutoring students in math, developing writing, teaching students to do research, and helping student present their work through PowerPoint presentations or posters. Some of the joint activities between teachers and school librarians appear to involve primarily working together in traditional, cooperative ways (for a further discussion on types of collaborative relationships, see Montiel-Overall, 2008b) with little time spent on joint planning or implementation. A teacher's comment provides an example of this:

We don't necessarily plan a lesson but our librarian has provided lessons for me to teach for example in Science, I can ask the librarian for any materials that I need to teach in any specific area she always finds something.

The findings showed a small number of examples of high-end collaborative endeavours. These efforts are described in teachers' comments such as the following:

All teachers and librarians sat down together to plan out our desert theme. Each teacher wanted to focus on certain aspect of the desert, some [of the teachers focused] in science and the librarian [focused on]...the cultures who have lived here. The librarians (sic.) part included much of our social studies curriculum and ...children found [and] read internet articles and books and wrote about a particular animal in groups using interactive writing strategies with the librarian and teacher.

Another type of collaborative teaching was identified by a teacher who illustrated in her comment that the school librarian was attempting to integrate

what was happening in the classroom with library lessons. *Usually the librarian asks our grade level what skills/subjects we are focusing on and then she plans her lessons from there.*

This preliminary report provides insights into the types of endeavours that take place between teachers and librarians, and, while these results cannot be generalised beyond the population within the study, some valuable information is learned. It raises two critical issues central to developing and sustaining meaningful collaborations. First, a clear understanding of how collaboration is defined is an essential starting point for teacher and librarian collaboration. Evident in the data are multiple and mixed notions held by some that collaborative endeavours include even

sending students to the library to work with the school librarian without prior discussions about the way in which the library instruction will be beneficial to students. Figure 2 illustrates different ideas by teachers and librarians that will require considerable discussion between teachers and school librarians to reconcile.

Figure 2 depicts differences in the way teachers and school librarians conceptualise and define collaboration. There are clear differences. For school librarians, collaboration is clearly seen as a means to teaching information literacy and ensuring students have a range of information handling competencies. Teachers, on the other hand, are generally unaware of school librarians' professional guidelines and instructional responsibilities in relation to

information literacy, and of the emphasis in their profession on teaching information literacy by collaborating with teachers. They see school librarians as resource agents, somewhat as instructional adjuncts on the margins of the teaching process. Such differences and limitations in conceptions, if not discussed and brought to a common understanding, may be an ongoing stumbling block in the implementation of effective collaborations which result in students meeting defined curriculum outcomes.

This will require school librarians who are willing to engage with knowledge based outcomes and not just information processes, and develop instructional models which engage students in the whole experience from information access to knowledge development.

Second, the findings suggest that, in line with both world-wide educational trends which focus on developing students as agents of intellectual inquiry and with emphasis on deep knowledge and understanding, school librarians need to welcome opportunities to move into higher levels of engagement in teaching within the curriculum. This will require school librarians who are willing to engage with knowledge based outcomes and not just information processes, and develop instructional models which engage students in the whole experience from information access to knowledge development. Current developments in school library standards, such as the recently released *Standards for the 21st-century learner* (2008), challenge school librarians to move beyond older traditions of

teaching students how to use the encyclopaedia and where to find author websites. These standards provide nine foundational beliefs for developing instructional collaborations:

1. reading is a window to the world
2. inquiry provides a framework for learning
3. ethical behaviour in the use of information must be taught
4. technology skills are crucial for future employment needs
5. equitable access is a key component for education
6. the definition of information literacy has become more complex as resources and technologies have changed
7. the continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own

8. learning has a social context
9. school libraries are essential to the development of learning skills.

While these are USA specific, they are also valid and an intensely vital belief across the international school library landscape, and worthy of being used to frame and articulate how the school library can contribute to developing curriculum outcomes. It is important that all students can use a diverse range of information competencies, resources and tools, but these have a central focus of enabling them to inquire, discover, think critically, gain knowledge, to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, and indeed, to personally grow throughout their lives.

It is important that school librarians shape a bold new vision for their future. The ongoing research (for

example Todd, 2008) shows that even lack of time, principal support, flexibility, and other commonly cited inhibitors can be overcome. In a recent study (Montiel-Overall, 2008), a librarian explained that there was always time to collaborate for those who really wanted to put forth the effort.

Finally, if this vision is to reach its potential, it must be implemented through face to face discussions with teachers and librarians. The school library profession cannot afford to have teachers state *I didn't know we could collaborate with the librarian*. Instead, teachers must know that their librarian is available to be a true partner in teaching and learning, and they must have a rich and clear understanding of what school librarians can contribute for these potentials to be realised. ■

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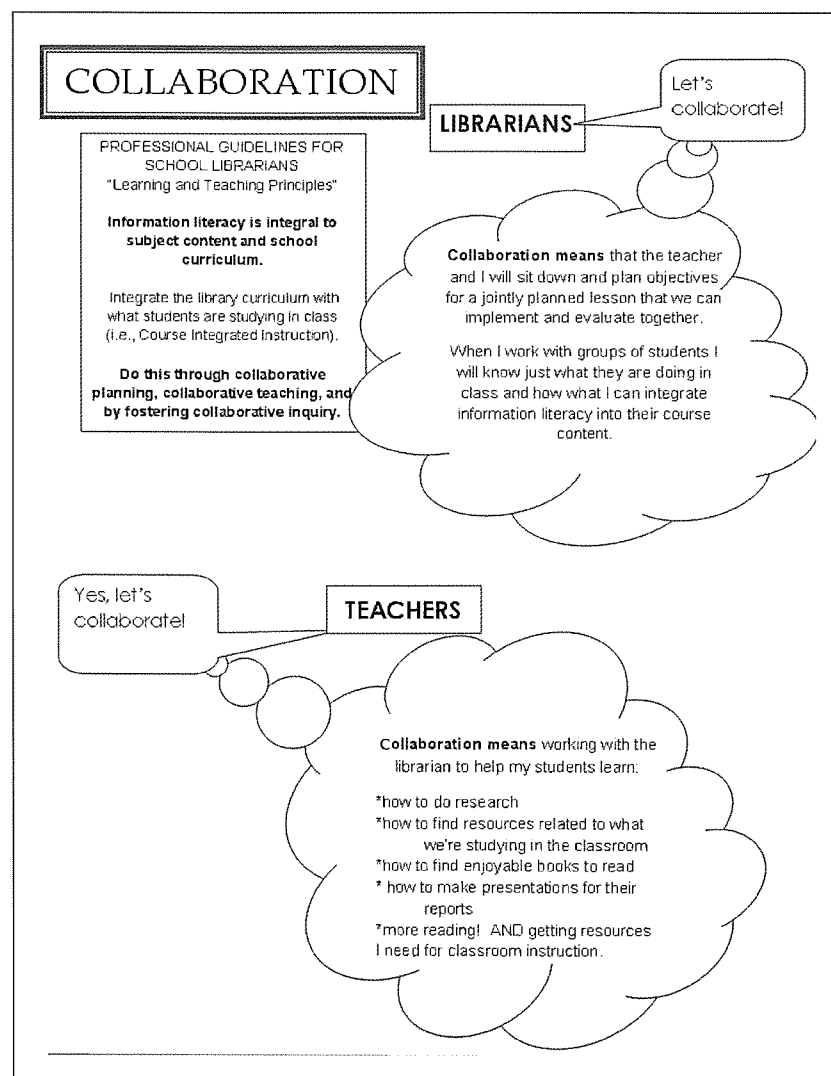


Figure 2 Conception of instructional collaborations

The Boys' and Girls' Education Strategy: a framework to address ICT in the classroom



Leah Anderson
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and Equity Coordination Unit. Leah poses questions about the meaningful integration of ICT, and highlights the need for schools to develop students' ICT skills to increase their post school options.

The impact of gender on participation and engagement in Information and Communication Technologies (ICT) is a growing area of educational research. The recent release of the publication *Gender and IT: ongoing challenges for computing and information technology education in Australian secondary schools* (2007) is an example, highlighting the impact that gender can have not only on the participation rates of girls in ICT activities and subjects at school, but also the longer term impact on the involvement of women in the ICT industry. Given the current skills shortages identified in the ICT industry, and the declining numbers of young women choosing to gain ICT qualifications (Australian Bureau of Statistics, 2006), it is worthwhile reflecting on the role that school educators can play in addressing this issue.

What is gender?

Gender is defined by the World Health Organisation (2008) as the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women. While there are a number of other theories to explain the differences between the behaviour of males and females, the social construction theory is one held consistently throughout Board of Studies and DET documentation.

What are Information and Communication Technologies?

For many people, the field of ICT is typified by the hardware and software associated with computers. However, for the purposes of this discussion, it is important to realise that ICT is actually a very broad field of education and employment. It is inclusive of things such as networking, mobile communications, digital imaging and the knowledge and skills sets required to integrate ICT into other existing industries (*Gender and IT*, 2007). The field of ICT is constantly expanding and changing, and it is almost impossible to imagine the scope of the industry in the next 50 years, which is the working lifetime of many of our students.

Gender and ICT - What are the issues?

Viewing gender as a social construction identifies the influence socio-cultural factors, such as family, peers, culture, religious beliefs, media and education have on the ongoing development of our understandings of masculinity and femininity. This view

of gender poses some important questions to consider in the ICT debate:

- What messages are girls and boys receiving about the ICT industry?
- What are considered the appropriate ways for boys and girls to use ICT?
- Does increased engagement of boys in ICT always mean improved learning outcomes?
- What are the risks to girls' learning outcomes if they are not engaging in a variety of ICTs?
- Why is there a gender imbalance in the ICT industry?

An examination of data relating to employment and further study in the ICT industry supports a growing argument among many academics and industry experts that a persistent gender issue exists. Consistent with world wide data, the numbers of women, particularly young women, choosing to enter the Australian ICT workforce is declining (Mitchell, 2006). The Australian Bureau of Statistics (2006) and other workplace data (Mitchell, 2006) suggest that women currently make up between 20 and 25% of the ICT workforce, a figure

that has steadily declined over the last decade. Similarly, women under 25 years of age account for less than 20% of all tertiary enrolments in ICT courses (Mitchell, 2006), and even fewer female students are choosing ICT related subjects in Stage 6 of high school (*Gender and IT*, 2007).

This divergence in male and female participation and engagement in the use of and interest in ICT begins as early as primary school. Petrea Redmond (2006) has identified the upper years of primary school as a time where boys and girls clearly begin to have a differing approach to ICT. While many boys begin to develop a great enjoyment of gaming and more technical ICT skills, many girls choose to use ICT as a way of presenting information or communicating with others. While neither use of ICT is good or bad, there is certainly evidence to suggest that the way many young boys engage with ICT builds a more comprehensive and high level skills set.

In contrast to this decline in education and workplace specific participation, ICT pervades almost every aspect of the way we conduct our lives (McDougall, 2007) and the current generation of students has access to more technology than ever before. Indeed, Prensky (2001) refers to the current generation as digital natives, born into an age of fast moving digital language and resources (consider this: there have been six versions of *Microsoft Windows* in the lifetime of the average Year 10 student!).

Despite these facts, female engagement in ICT seems to have largely been left out of the gender and education agenda. Consider, in comparison, the media and community involvement in discussions around boys and literacy achievement (*Gender and IT*, 2007). This may, in part, be due to a lack of understanding about the importance of having a more gender balanced labour force in the ICT industry, and the need for students, from an early

age, to develop ICT skills that will allow them to access a wide range of post school options. However, as the gender gap continues to widen, it may be time for schools to consider how they can contribute to redressing the balance.

Programs such as Connected

Classrooms are providing targeted support.

What can schools do?

The current state and commonwealth focus on increasing technology resources in schools is an opportunity to reflect on current approaches to ICT. Programs such as Connected Classrooms are providing targeted support to assist schools to explore the wide range of pedagogies that can be integrated into teaching programs to build ICT skills and engagement.

School communities are well positioned to play an active role in encouraging students, especially girls, to actively engage in ICT activities and develop a positive understanding of the broad range of post school options available, not only in the ICT industry, but in the many industries that utilise ICT skills. It is important that developing a positive attitude towards the use of and engagement in ICT begins in the early stages of schooling. It is also important that the work to be done around gender and ICT is seen as a whole school opportunity to improve ICT pedagogy. Fortunately, a tool has been developed for schools to effectively address this issue through a whole school context.

The *Boys' and Girls' Education Strategy* (The Strategy) was released in May this year, and provides schools with a strategic framework to address gender as an educational issue. The Strategy outlines six key objectives (Figure 1)

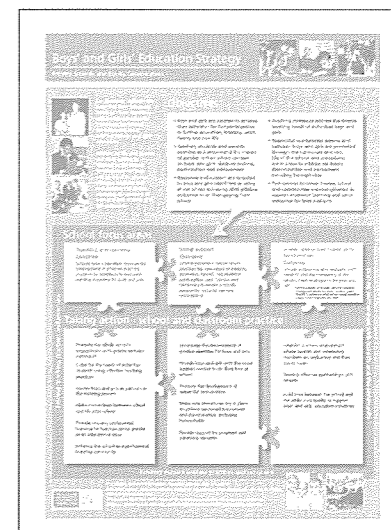


Figure 1 Boys' and Girls' Education Strategy A3 poster, <www.schools.nsw.edu.au/media/downloads/schoolsgender/learning/yrk12focusareas/gendered/yr2008/strategy.pdf>

that assist schools in addressing the diverse learning and social needs of boys and girls.

The following objectives are particularly relevant when considering the gender and ICT issue:

- boys and girls are assisted to achieve their potential for full participation in further education, training, work, family and civic life
- teachers, students and parents examine and understand the impact of gender in their school context on boys' and girls' decision making, participation and achievement.

These objectives encourage teachers to consider the ways that boys and girls are engaging with ICT in their classrooms, and to consider how they can challenge any gender stereotypes students may have about the ICT industry and, in particular, the opportunities for women.

The Strategy identifies three school focus areas to work towards the objectives. These are:

- teaching and learning (what is happening in classrooms)
- social support (the culture of the school)

- home, school and community partnerships (developing a strong school community).

Schools can develop a greater sense of how they might approach the focus areas by referring to the support document, *Leading the way in school and classroom practice: Boys' and Girls' Education Strategy support document* (Figure 2). This support document provides professional reading around a range of gender and education research topics (including girls and ICT), a comprehensive set of strategies that schools can use to address boys' and girls' education through the focus areas and a range of tools to support school communities to embed boys' and girls' education throughout their planning.

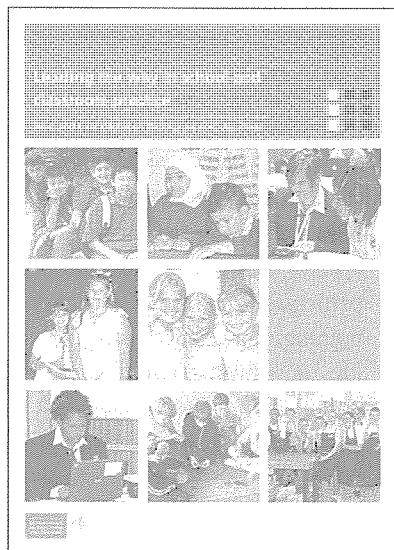


Figure 2 *Leading the way in school and classroom practice: Boys' and Girls' Education Strategy support document* <detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoriesaz/equity/yr2008/supdoc.pdf>

An important step for schools in engaging in the *Boys' and Girls' Education Strategy* is to gather a range of data to inform the types of strategies to employ to improve the learning and social outcomes of boys and girls. This is particularly important when addressing the issue of gender and ICT. Schools need to determine which groups of girls (or boys) may be disen-

gaging from ICT and consider why this might be happening. It is also important to interrogate data in terms of learning outcomes. Students may use a lot of technology, but if it is not linked to teaching programs the engagement may not be useful or productive.

This information can be gathered in a range of ways, including analysis of skills test results, student, parent and teacher surveys, monitoring of equipment use and discussions with focus groups. When this data is gathered, schools can then analyse their findings to determine the best ways to allocate resources, reassess pedagogy and engage parents and community (Figure 3).

What might it look like? Practical strategies for schools to consider

There are a number of factors for schools to consider when addressing gender and ICT. As identified by

research, there is a real issue to consider around the participation and engagement of girls in ICT, both within a school and post school context. Of course, each school will need to consider its own context, but it is reasonable to suggest that developing some insights into the ways that boys and girls are engaging in ICT is one way to address The Strategy.

By using the framework of The Strategy, schools can begin a process of examining the gender and ICT issue within their own context. Although strategies such as single sex groupings may seem a simple solution, and for some schools, an effective strategy, there is a risk that short term interventions may act as first aid, rather than addressing the deeper issue. Using The Strategy to develop long term intervention plans will ultimately lead to sustained improvements. Following are a series of focus questions that could be used to begin the process.

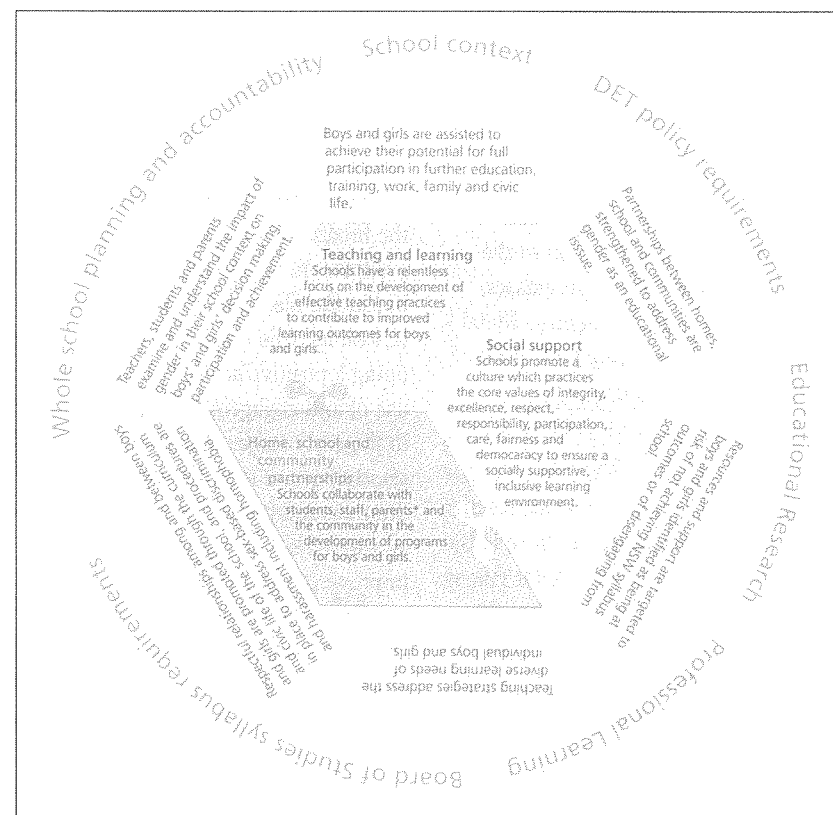


Figure 3 *Framework for implementation: Boys' and Girls' Education Strategy objectives and focus areas*, p. 5 <detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoriesaz/equity/yr2008/supdoc.pdf>

Teaching and learning, focus questions and strategies for long term intervention:

- How are ICT applications embedded throughout the curriculum? ICT should not be restricted to a formal subject choice. Students should utilise a broad range of ICT equipment and application through all key learning areas. Approaching ICT as a cross curricular issue, and supporting teachers accordingly, may have more impact than relying on a specialist teacher in a single learning area. Are there opportunities for cross KLA projects that allow students to use ICT skills and applications to achieve a number of learning outcomes? (*Gender and IT*, 2007)
- Are the activities for students using ICT challenging enough? Many of the ICT applications that students are using outside of school are very sophisticated, and a lack of challenge in the classroom may lead to disengagement. A need for regular professional learning to support teachers to use a range of emerging technologies is an important consideration.
- What professional learning support is required for teachers to feel confident in using a range of ICT in their classrooms? In many classrooms, ICT is used primarily for locating and presenting information. However, the emergence of many new technologies provides opportunities for engaging students in activities that use ICT to synthesise and create information (*Gender and IT*, 2007).
- Is the use of ICT in the classroom explicitly linked to curriculum outcomes? Many girls are more likely to engage in ICT tasks if they understand that it is for a real and meaningful purpose (Scheckelhoff, 2006).

Social support focus, questions and strategies for long term intervention:

- What opportunities do boys and girls have to use ICT inside and outside the classroom? Nicola Johnson (2006) has identified that the exposure that boys have with a range of ICT in their play has a significant impact on the quality and variety of experiences and skills they develop, which creates a sense of self efficacy that many girls lack as they move from the early to middle years of schooling. It may be useful to monitor the use of computer labs and other ICT equipment both during class time and breaks, to ascertain and address any gender imbalances.
- Who has the role of computer expert in the school? Often, one person in the school is given the role of expert, and is called on to fix any technology issues. If this is the case, what role modelling are students exposed to about who has expertise? How can a wider range of staff be supported to develop technology skills? How can peer mentoring models be effectively used to promote a gender balance in ICT knowledge and skills?
- Where are the stereotypical views of the ICT industry and skill set being addressed? Many girls reject the ICT industry due to a perception that it is socially isolated, and unsupportive of women (*Gender and IT*, 2007). However, the ICT industry is extremely diverse, and there are many career opportunities for boys and girls. Providing accurate information about ICT options beyond school may address some of these concerns.
- Is the classroom a place of collaborative and cooperative learning? The area of ICT is extremely fluid, and it provides an excellent opportunity for students, teachers and teacher librarians to be collaborative partners in the learning process (Leech, 2007).

Home, school and community partnerships, focus questions and strategies for long term intervention:

- What opportunities are available for students to share their work with parents and carers? Involving parents and carers in the work of students, particularly using sophisticated ICT applications, provides students with a real audience, and keeps parents and carers informed of their child's learning and skill development.
- How can schools support parents' understandings of emerging ICT and their applications to teaching and learning? Schools may consider providing opportunities for parents to support specific classroom activities or showcase particular activities that demonstrate students engaging in a range of ICT to achieve learning and social outcomes.
- What are the resources available in the school community to help challenge gender stereotypes around the ICT industry? Consider connecting with parents or local businesses that can role model males and females in a range of careers using ICT (Leech, 2007).
- Is there a possibility for students to collaborate with the community to work on a joint project that incorporates a range of ICT skills and applications? Providing this real life context is particularly engaging to girls (*Gender and IT*, 2007), and can be used to address a number of syllabus outcomes.

Addressing gender and ICT is a complex issue, requiring reflection on current practice, planning for interventions and developing processes of evaluation. Given the enormous scope of the ICT industry, and the impact ICT will continue to have on the lives of our students, it is essential to ensure that both our boys and girls are highly engaged. ■

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Web 2.0 tools for teaching and learning



Grant Casey,
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Innovation,

showcases ways in which teachers can use Web 2.0 tools in their practice, and directs readers to tutorials for using these tools.

In this article I will look at a number of the Web 2.0 tools that are making an impact on teaching and learning, and describe some of the ways teachers are using them to enhance their practice. These tools include blogs, wikis (eg Wikipedia), RSS, file sharing (photo share with Flickr), social bookmarking (eg Del.icio.us) and social networking sites such as MySpace and Facebook.

Some teachers are still working in the Web 1.0 world. In this world, the internet contains content that is

created by the author, published, and then passively absorbed by the reader. The Web 2.0 world allows teachers to move beyond this passive role by providing tools for them and their students to:

- be creative
- interact with each other
- participate in the creativity of others (Wikipedia).

Dr. Ross Todd in his keynote address to the *School Libraries Leading Learning* conference, jointly presented by the School Libraries and

Information Literacy Unit (NSW Department of Education and Training) and ASLA (NSW) Inc., described the Web 2.0 world as:

a platform that moves beyond the selection of information, to facilitating the creation and production of ideas; users generate content rather than consume content ... Web 2.0 seeks to facilitate community, communication, collaboration and creativity between users.

With new technologies, teachers are legitimately asking themselves: why should I bother? Is there anything in this for me, my students and my colleagues? There are a number of reasons for teachers to use Web 2.0 tools in their teaching. Using Web 2.0 tools:

- allows students and teachers to collaborate and communicate
- enables teachers to collect evidence of participation in formative and summative assessment tasks
- encourages higher order skills such as group work and problem solving
- enables students to use this technology away from school
- prepares students for a workforce in which industry likes employees who can communicate, collaborate and be creative.

George Siemens (2008), who has an excellent weekly blog to which you can subscribe, says any tool has to go beyond *hey, cool* and contribute something useful. According to George, the tools which seem to be having the greatest impact on teaching and learning are:

- Flickr (image sharing)
- social networks (*Facebook, MySpace, Bebo*)
- personal information management tools (Del.icio.us)
- collaborative tools like wikis.

It was never really about the technology, but rather what the technology enables (two-way flow of information, personal control, and so on).

Siemens (2008)

Elliott (2007) reports that when a Web 2.0 student is given an assignment they will:

- look up *Wikipedia*
- search for information on *Google*
- seek help from friends using text messages, *MSN* or *MySpace*
- use web based and other desktop software to publish (make it look nice)
- unless of course the question is the same as last year's; then the social network will quickly provide the answer.

Using the Web Filter Check

Some Web 2.0 sites and tools are not yet available in the secure environment of NSW Departmental schools. The *Web Filter Check* tool, accessible in the portal, can be used by teachers to verify available sites. See *Scan* 27(1), pp. 6–7 and the School Libraries and Information Literacy website <www.curriculumsupport.education.nsw.gov.au/schoollibraries/> for information on how to use the tool. Additional Web 2.0 tools will be made available as part of the Connected Classrooms Program.

How do we as teachers work with our students to maximise the benefits of these technologies and skills?

As a starting point, look at some of the *Common Craft* videos mentioned in the reference list. These well constructed videos provide explanations, in plain English, of a range of Web 2.0 tools. It would be great to ask our students to create similar resources to test their understanding of concepts.

You could also use the two page guides created by Educause in the *7 things you should know about...* series as guides to Web 2.0 tools and other technologies.

Blogs

A blog is a website; it is like a diary or journal in which the owner and invited participants write their thoughts. Blog entries can include text, images, voice and videos.

One of the most helpful resources related to blogs is *10 ways to use your edublog to teach* (Figure 1) which was written by the *Edeblogs* team. Ideas include using blogs to distribute resources, to create an online discussion space, to create a class publication, to integrate multimedia in one place, and to provide opportunities for feedback.



Figure 1 Advice for teachers and students at 10 ways to use your edublog to teach <edublogs.org/10-ways-to-use-your-edublog-to-teach>

Another way to think about blogs is to check out some of the blogs being used by other teachers and professional groups. In conjunction with an online book rap, the School Libraries and Information Literacy Unit developed the *Wilfrid rap blog* (Figure 2) which is a discussion space for teachers and students to engage in a range of activities related to the book, *Wilfrid Gordon McDonald Partridge* by Mem Fox. Comments by teachers on the Teachers' page in this blog highlight many of the features of blogging and the benefits it has had for their students.



Figure 2 The Wilfrid rap blog <rapblog.edublogs.org>

The *Del.icio.us/ brodiethbeagle/ ASLA* site links to a number of other websites which are excellent examples of using blogs and other Web 2.0 tools to assist best practice in teaching.

Wikis

A wiki is:

a web page which can be viewed and modified by anybody with a web browser and access to the internet.

Educause (2008)

Increasingly, wikis are being used by teachers because:

- different people can contribute to a collaborative project
- creative writing tasks can be drafted and tracked
- each person's contribution, as well as other versions, can be tracked
- contributors can add their own pages
- they can be public or private (read by and contributed to, by whoever the creator of the site chooses).

Consequently, a wiki can be a valuable source of information (a Web 1.0 tool) or it can be the mechanism to allow participants to contribute and reflect (a Web 2.0 tool). Alan Levine's wiki on storytelling, *50 Web 2.0 ways to tell a story* (Figure 3), offers excellent ideas for teachers and teacher librarians to support narrative writing. Alan demonstrates how one story can be told in fifty ways by using an amazing array of Web 2.0 tools for combinations of images, text and audio.

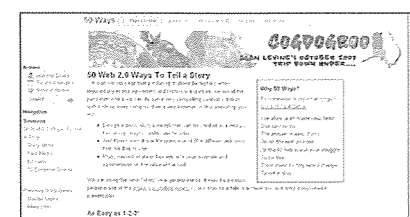


Figure 3 Alan Levine's wiki, Cogdogroo: 50 Web 2.0 ways to tell a story <cogdogroo.wikispaces.com/50+Ways>

Podcasts and vodcasts

A podcast is a digital media file (sound and/or video), distributed over the internet using syndication feeds (RSS) ready for playback on portable media players and personal computers.

A vodcast is a podcast with video. With the new copyright regulations,

teachers can bring these podcast and vodcasts into class for listening, viewing and discussion. With a fairly cheap attachment, an iPod can be hooked up to most television sets for a program, such as *The science show* (Figure 4), to be shown to a whole class or a group. A podcast can also be made available via a wiki or other website, from where any number of activities is possible.

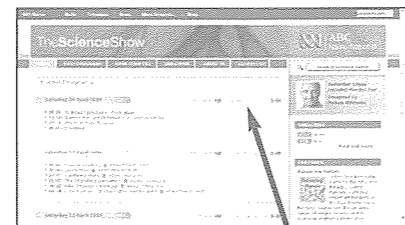


Figure 4 A screen shot of an ABC podcast for The Science Show <www.abc.net.au/rn/scienceshow>

RSS feeds

RSS is a tool which allows users to subscribe to web pages, and then alerts them to new publications from each site. As an example, the ABC services online allows subscribers to browse RSS feeds and receive updates of ABC content (Figure 5). RSS is often used in conjunction with blogs, podcasts, photo sharing, and repositories.



Figure 5 RSS feeds service from ABC online <www.abc.net.au/services/rss>

Social bookmarking

Social bookmarking is the practice of saving bookmarks (favourites) to a website and tagging them with keywords. The user decides whether

the bookmarks are public or private. Teachers could use a social bookmarking tool to:

- provide web based reading lists or encourage student teams to create their own
- enable groups to share their research
- allow students to share ideas by accessing other students' bookmarks.

An example of teacher librarians using social bookmarking can be found at *Library Journal.com* (Figure 6). Tagging is used to organise links for specific topics or classes. Individual users can tag bookmarked resources and comment on their usefulness.



Figure 6 Tags help make libraries Del.icio.us <www.libraryjournal.com/article/CA6476403.html>

Copyright

Web 2.0 tools are readily available and the number of online resources available to schools increases each day. Teachers need to be aware of any restrictions on the use of downloaded materials in schools. The latest copyright information for teachers is found at *Smartcopying* (Figure 7) with

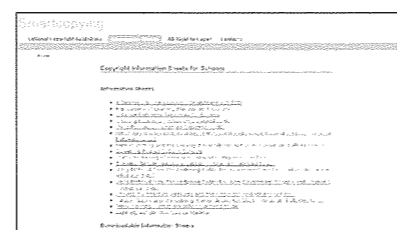


Figure 7 Smartcopying: copyright information sheets for schools <www.smartcopying.edu.au/guidelines/info.html>

user friendly downloadable information sheets for schools. Much of this information is also found on the Department's website at <detwww.det.nsw.edu.au/deptresources/copyright/noticeboard>. The updated Copyright section for the *Handbook for school libraries* is available at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/ppub/index.htm> and print copies are being sent to all government schools.

As teacher librarians are responsible for the management of the schools information sources and services, recent amendments to the *Copyright Act* regarding the use of podcasts and

webcasts may be of particular interest (Figure 8). This means that schools can now copy and communicate free-to-air programs such as an episode of *Behind the news* or a *Radio National* program made available as a podcast on ABC online.

What is the future of Web 2.0 tools for teachers?

Two possible scenarios for the future of Web 2.0 tools for teachers:

1. Web 2.0 adds another set of tools to a teacher's armoury. These tools can enhance existing practice by bringing many of the advantages of the internet into class activities.

Connell (2008)

2. Web 2.0 has the potential to transform the teaching and learning process. *The deeply social nature of the technologies and digital platforms available today, an ever-expanding set of tools that continue to offer new possibilities for self-expression and for collective expression almost on a daily basis, already puts in question many of the long-held assumptions that have been part and parcel of schooling for so long.*

A good starting point for Web 2.0 novices is the *23 Learning 2.0 things from PLCMC Learning 2.0* <plcmcl2-things.blogspot.com/#23>. Twenty-three user friendly exercises allow teachers to explore the uses of Web 2.0 tools and the good news is that there is no need to enrol or subscribe.

In conclusion, it is time to be creative, interact with others and work with your students to maximise the benefits of these technologies and skills. ■

(iii) Podcasts and Webcasts (s 135C)

The Part VA licence has been broadened to include free-to-air podcasts and webcasts. This means that educational institutions can now copy and communicate podcasts, provided that the podcasts originated as free-to-air broadcasts.

Figure 8 A summary of the Copyright Amendment Act 2006: downloadable information sheet <www.smartcopying.edu.au/guidelines/info_summary.html>

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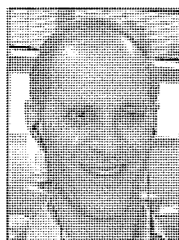
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DAISY offers a literacy revolution



Andrew Downie,
Senior Education
Officer Adaptive
Technologies, at
the Centre for

Learning Innovation, explains how
DAISY books' multidisciplinary approach
benefits visually impaired people and
people with learning disabilities.

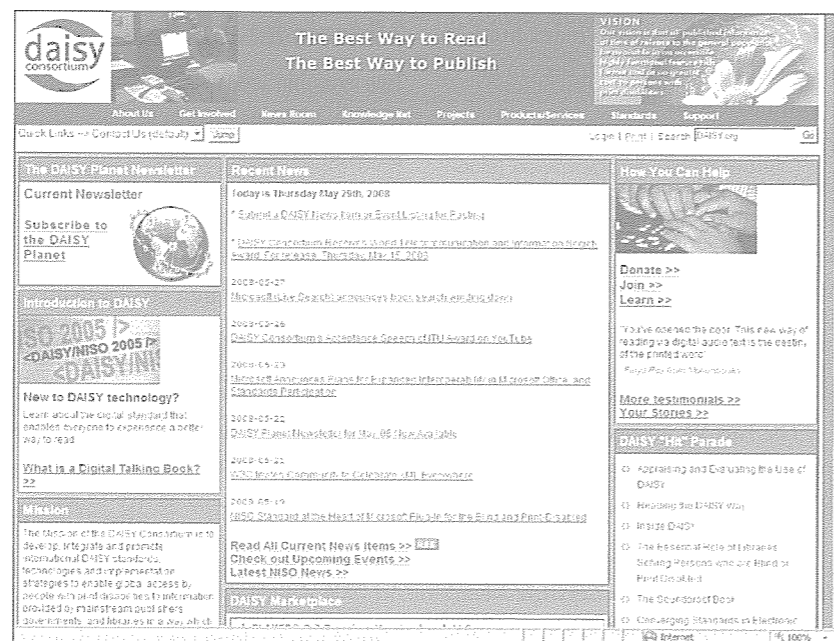


Figure 1 Daisy Consortium <www.daisy.org>.

The prospect of yet another emerging technology raises the question as to whether it makes a difference. The following, however, presents a compelling case for being excited about a relatively new technology.

The importance of enhancing students' literacy skills is well recognised. For students who have visual reading difficulties, the need is even greater and the task more demanding. In this context, Digital Access Information System (DAISY) books have a great deal to offer. Importantly, the technology is now in reach of schools, both in terms of cost and usability.

What is DAISY?

DAISY is a 21st century replacement for analogue talking books. Text, graphics and audio can be synchronised using DAISY. Although these digital talking books were primarily

developed to meet the needs of people with significant vision impairment, DAISY meets the needs of a wider readership and is relevant to anyone who has visual reading difficulties for any reason. A thorough discussion of the concept and associated technologies is available from the DAISY Consortium website (Figure 1).

Unlike analogue talking books, an important feature of DAISY books is the ease and speed of navigation. A book can be navigated by using elements such as sentence, paragraph, page (including specific page numbers) and various heading levels. It is also possible to fast forward or rewind, and to jump back and forth by time increments when using the audio component. Depending on the playback equipment being used, a book can be searched for specific words. The user can also place bookmarks at relevant points and jump to them easily.

Creating a DAISY Book

Recently, software has become available that can produce a DAISY book automatically. It is no longer necessary for a human reader to narrate DAISY books, although this remains an option. One example of automatic production software is *Easy Producer* (Figure 2) from Dolphin <www.yourdolphin.com>. When installed, the *Easy Producer* software adds an item to the *Microsoft Word* menu. A DAISY book can then be created quickly and easily from a properly structured *Word* file. The book can be produced with audio via high quality synthetic speech or as text only. Text size and colour options are available. A comprehensive review of *Easy Producer* is available at the *Centre for Learning Innovation* website <www.cli.nsw.edu.au/cli/e-learning/Adaptive_technologies/reviews_2007/easy_producer.shtm>.

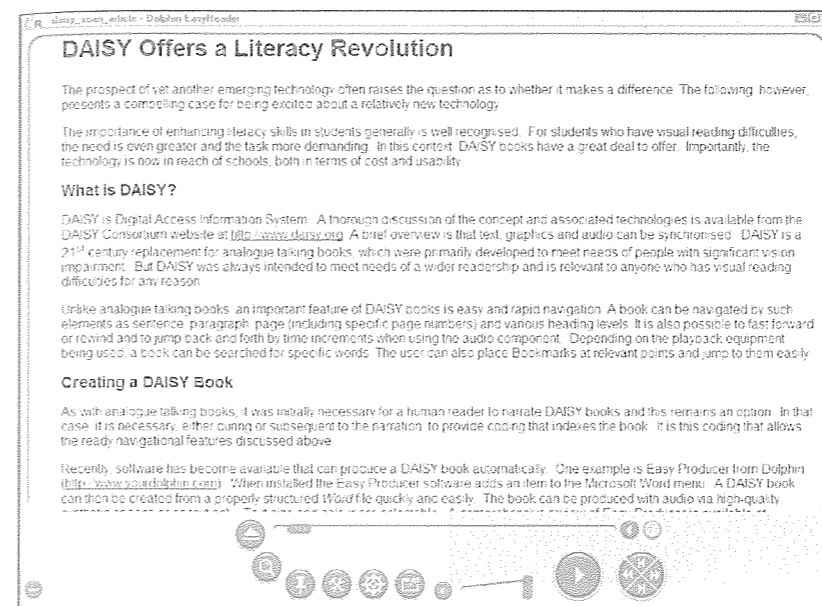


Figure 2 Andrew used *Easy Producer* to create this text which can be read using *Easy Reader*

What is a properly constructed Word file?

The properly constructed *Word* file reference deserves clarification. To allow the conversion software to structure the DAISY book, formal *Word* styles must be used. Chapter headings and subheadings should be formatted using *Word* heading styles (Heading 1, Heading 2, etc). That is, it is not sufficient to adjust text appearance without applying a heading style. Similarly, a table of contents should be in the Table of contents (TOC) style.

The production of DAISY material was formerly the domain of specialist agencies. More recently, the availability of tools that automate the process has done much to put DAISY creation into the hands of those directly responsible for providing educational resources. In turn, students who will benefit from the resource can have more immediate access to it.

Reading DAISY books

Books produced in the DAISY format must be read on equipment made for that purpose. Options include regular computers hosting DAISY reading software, CD based units and players such as MP3. Each of these options has benefits and drawbacks, which are

summarised below. A common feature, however, is that the speed of the audio can be adjusted to meet individual needs and circumstances without changing the pitch of the voice.

Computer software

Until recently, the computer was the only option for presenting synchronised visual and audio information. The computer software usually includes text search facilities. Text size and colour are adjustable, and phrases being spoken can be highlighted on the screen. DAISY reading software, such as *Easy Reader* (Figure 2), is especially helpful for people who have reading difficulties for reasons other than vision loss. On the other hand, those with vision loss may find the software less nimble than dedicated DAISY players. Nor do computers have instant on/off capabilities. In terms of portability, even a notebook computer is bulkier than dedicated DAISY players.

CD based DAISY Players

CD based DAISY players vary in size and facilities. Common features include ability to play DAISY books, standard audio CDs and MP3 CDs. Some augment audio information with a visual display for showing status

information and section headings. These products are especially suitable for people who do not require access to text and graphics. The controls are uncomplicated and the reader does not need computer knowledge to access these tools.

DAISY/MP3 players

The Victor Reader Stream, Book Port and the ClassMate Reader belong to a group of products which use storage media such as secure digital (SD) cards. Material can be transferred to the unit via a USB cable or by putting the storage card into a card reader connected to the computer. As well as playing DAISY and MP3 files, these products can be used as digital voice recorders. In-built synthetic speech also allows reading of text and HTML files. Attractions include a high degree of portability and versatility. For a review of the Victor Reader Stream (Figure 3), and a comparison table that describes the features of it and a similar product, the Book Port, see <www.cli.nsw.edu.au/cli/e-learning/Adaptive_technologies/reviews_2007/stream.shtm>.

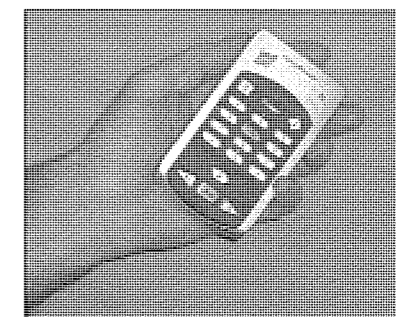


Figure 3 The Victor Reader Stream is a portable DAISY player

It is important to note that some computer knowledge is required to transfer material to the unit and most do not provide a visual display. An exception is the ClassMate Reader (Figure 4) from Humanware which is designed specifically for people who have reading difficulties and includes a visual display that incorporates a touch screen. A dictionary with visual and auditory output is also provided.

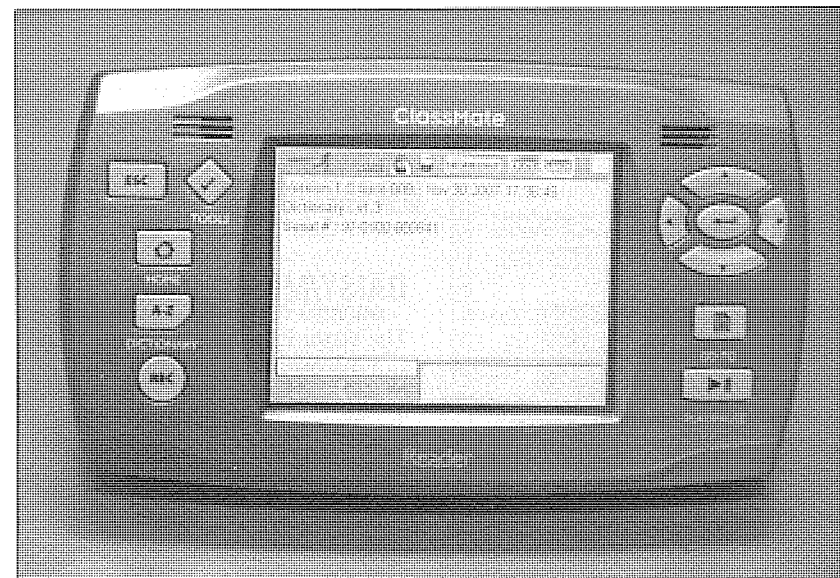


Figure 4 The ClassMate Reader includes a touch screen

In addition, several personal digital assistants made specifically for use by blind people include software for reading DAISY books.

DAISY book availability

Resources in DAISY format are available in Australia from Vision Australia and, in part, from [Bookshare.org](http://www.bookshare.org).

Among other formats, Vision Australia's Information Library Service offers books in the DAISY format. Eligibility for this library service includes people with severe visual deficits, physical disabilities that preclude holding or manipulating a conventional book, and people with perceptual disabilities. A DAISY player is provided and material is delivered by post. The Information Library Service is accessed at Vision Australia <www.visionaustralia.org.au> or by telephone on 1300 6504656.

[Bookshare.org](http://www.bookshare.org) is a not for profit American organisation that provides access to books in a variety of alternate formats, including DAISY. Owing to copyright restrictions, not all of their material can be supplied outside the USA, but many thousands of titles are available. Membership is available to individuals, schools and groups. For more information on resources that are available, and the

cost structure, visit [Bookshare.org](http://www.bookshare.org) <www.bookshare.org>.

While still not commonplace, there is an increasing trend for books to be published in both electronic and paper formats. As technology evolves and equipment becomes more readily available, it is likely that the DAISY format will be implemented by commercial publishers.

Meanwhile, the facilities discussed above make it viable for educational organisations to convert material that is in an electronic format into DAISY books. If a book is not available electronically, subject to copyright issues it can be converted via a scanner and optical character recognition software. Depending on a number of factors such as print quality and formatting, this process can range from relatively painless to severely tedious. Even in a best case scenario, proofreading will be necessary. If not

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accomplished during the conversion process, relevant styles will have to be applied to a file prior to DAISY production.

Conclusion

The increasingly widespread availability of reading material in electronic formats is doing much to improve educational opportunities for a broad range of people. Information which was formerly unavailable or, at best, required lengthy adaptation, can now often be supplied to students with visual reading difficulties at the same time as it is received by their peers. Provision of material in DAISY format further enhances accessibility. People who have difficulty reading conventional books can benefit from DAISY books. Depending on the equipment being used, information can be available in any combination of text, images and audio. Text size and colour, and speed of speech can be tailored to meet individual preferences and circumstances. Text can be read visually or in Braille via an electronic Braille display.

The relatively recent emergence of software that produces DAISY books from *Microsoft Word* files means that DAISY production is not limited to specialist organisations. This is significant in educational settings, where information is often required by students at short notice.

As exciting as this technology is, its potential will be nullified if it is not readily available. It is, therefore, important that staff recognise its potential and, where necessary, advocate for its provision. ■

Online projects: revealing what it means to be authentic

Dr Susan Harriman, is a Senior Project Officer, Curriculum K–12 Directorate. Susan reminds us of the importance of constructing authentic learning activities, and describes what they entail.

From blogs and podcasts, learning objects and connected classrooms, to experiential and enquiry learning approaches, promises of authentic learning are flourishing in popular educational discussion. Following from the previous article 'Online projects: powerful learning through pedagogy' in *Scan* 26(4) which explored the learning benefits of online projects, this article takes a closer look at the frequent claim that online and other technologies can make learning activities more authentic.

As suggested in the earlier article, a stand-out feature of online projects is

their contribution to making learning significant for students. The power of making connections to the world beyond the school was consistently identified as a major factor in the appeal of online projects. Both teachers and students highlighted the sense of realness, or authenticity, of the projects and their activities.

... a stand-out feature of online projects is their contribution to making learning significant for students.

Calls for authentic activity, resulting in authentic learning that promotes student engagement and motivation, are commonly heard. Claims to authenticity are particularly linked to the introduction of new media and ICT (e.g. Clarke, 2004; Häkkinen, 2002; McGrath, 2003; Mergendoller, 2002; Rogers & Andres,

2000). Frequently, claims are presented with little or no elaboration, as simple descriptors used to argue for the implicit worth of a project, or in support of ICT use in general. While authenticity is universally held to be a positive attribute, there is little clarity or consensus around what it means or how it can be achieved, especially for school-based learning.

In order to better understand how authenticity is achieved in school based learning, analysis of the online projects revealed those features that helped create this potent dimension. Table 1 provides a quick reminder of the online projects investigated as part of the research study.

What might it mean to be authentic?

Much of the research literature around authentic learning concerns tertiary or vocational education settings, with an emphasis on tasks (simulated or otherwise) that reflect the professional community of practice. They focus on

Project	Age level & focus	Synopsis
Bunyip project	Stages 1–2 English; Creative Arts	A large-scale 3D bunyip is jointly designed and constructed by partner classes. Both classes follow the student generated instructions to create the whole bunyip and compare their finished products.
Murder under the microscope	Stages 3–4 Science and Technology; (S&T)	Students take on the role of 'eco-detectives', to piece together the information and clues to lead them to the solution to an eco-crime
Newsday	Stages 3–5 English; S&T	Simulates processes of writing and publishing the news. Students create their own news articles and compile a full edition of a newspaper to be published online.
Middle East simulation	Stage 6 Modern History	Students take on the roles of significant characters in contemporary Middle East affairs, using internet technologies to interact and play out the action in a likely, if not real, political scenario.

Table 1 Recapping the online projects of the research study

real world, complex problems that encourage methods and ways of thinking that are used by practitioners. While useful, a focus on realistic, work-like settings does not sufficiently address some aspects of students' experiences that *appeared* to give the online projects a realistic feel, particularly in the younger classes. A range of factors was suggested through analysis of the projects, leading to the formulation of an authentic project framework.

The authentic project framework describes those features that contribute to learners' sense of realism. The framework presents two major groupings or dimensions of authentic activity:

- field authenticity – related to the nature of the tasks designed for students and the processes used to complete them, and how they reflect the work of real world practitioners
- authenticity of consequence – related to the outcomes of participation; the products students create and their intended audience.

As illustrated in Table 2, the two dimensions are further divided into constituent aspects of practice that reflect real world elements.

The framework may be applied in the design or selection of online projects, and to the wider range of learning activities. It

provides a systematic way of identifying how class based learning activities might be designed to be both more realistic and more meaningful for students. Online projects demonstrate how learning activities can be constructed to be authentic in the following ways.

Field authenticity

As suggested by others, activities that are authentic to the field engage students in realistic endeavours or tasks involving processes that replicate or resemble situations and practices in the world beyond the school. These are complementary features, describing what students are expected to do and how they go about it.

In each case, the online projects were developed for school use through partnerships between the disciplinary experts (government departments and university academics) and educationalists. They gained authority by being developed by specialists in the field, who ensured that the science was right or that the scenario of the *Middle East simulation* was authentic to contemporary events. As one designer involved in *Murder under the microscope* (Figure 1) commented, *it may be fiction but it can never be fictional*. By their design, the projects offer complex, problem-solving challenges that reflect the complexity of the real world situations. Students have to consider the multiple

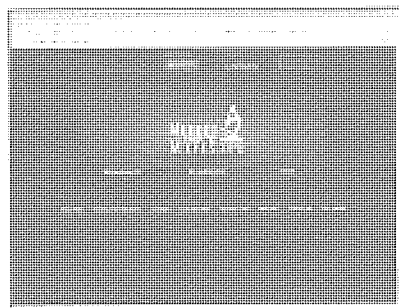


Figure 1 Murder under the microscope <www.microscope.edu.au>

viewpoints that exist in the open-ended problems that need to be solved.

The online projects not only present tasks that resemble real situations, they also represent the people involved, and the work processes undertaken by real world practitioners. Students take on practitioner roles, and use the tools and techniques of the discipline to 'do the work' of politicians, scientists, or writers. Modelling of practices and scaffolded activities are provided, and expert guidance is available through the life of the projects.

Despite the potential value of reflecting real world practices, the impact of activities may not always produce the enhanced motivational effects promised. Steinberg (1998) powerfully recounts the experience of observing students' lacklustre participation in lessons that had been carefully crafted

with the intention of being relevant to the class, by linking the topic of discussion to a controversial local issue. Despite the interest that the topic was expected to produce, the planned debate roused little energy or involvement in the task. For students, it remained a wholly school activity that mattered only in terms of the mark or grade that may be awarded. Such experiences, common in many classrooms, highlight clearly that there is more to making school interesting and significant than just reflecting real world events. Increasingly, it is suggested that authentic activities need to be personally meaningful and relevant to learners as well as reflective of the discipline (Shaffer & Resnick, 1999; Lombardi & Oblinger, 2007). In the case of school students, this means having some immediate impact.

Authenticity of consequence

The online project tasks were elevated to a greater value for students when they included the creation of meaningful products, intended for a real and immediate audience. This is described as having authenticity of consequence.

An authentic product is one that has value in its own right, to students and potentially to others. It should be substantial and useful rather than trivial or contrived. Open-ended tasks promote a diversity of possible product outcomes that are made for a purpose and determined by the decision-making of the students.

The effectiveness of real project products is closely linked to the audience for whom they were produced. Audiences range from consumers or users of the products to other project participants or authoritative, expert groups beyond the class. The most authentic audiences are those people who make use of students' products in realistic ways, such as in the *Bunyip project*, where procedural texts had to be accurate, and meaningfully used by the unfamiliar audience. Even when they are not directly seen as a user of student products, an audience of students at other schools provides strong

motivational effects. Teachers describe the presence of other classes as raising performance expectations for their students, with the other classes giving purpose to the activities. Value can also be derived from expert audiences beyond the class. Students' products are made public and open to scrutiny by practitioners, who assess quality according to standards of the discipline or practice (appropriate to students' capability). Teachers highlight that students not only benefited from the feedback provided in these cases, but they also saw the involvement of real scientists or academics, as in *Murder under the microscope* and *Middle East simulation*, as validating the work they were doing. Students knew their learning mattered.

Being consequential requires that the results of participating in learning activities are as important as the activities themselves. Students feel that their efforts are significant and have impact beyond the completion of set tasks and demonstration of competence to teachers (Brown & Campione, 1996; Kraft, 2004; Newmann, Marks, & Gamoran, 1996). The real product and audience are major points of differentiation between activities that can be seen as authentic, and other undertakings that may present an interesting stimulus for class lessons.

Using the framework to analyse the projects revealed a significant difference in the impact of the two dimensions.

Simulations and approximations of real world fields of practice were sufficiently representative as to interest and motivate students to take the work seriously, even in instances where the resemblance to the real world was limited. The power of authentic consequences, by contrast, was reliant on students seeing a real purpose and audience for their products. Authentic consequences substantially contribute to students' engagement in activities, especially as external audiences give value to students' work.

The online projects suggest that while it is not necessary for activities to exhibit all the aspects of the framework, significant gains can be made through activities that are strong in more than one aspect of authenticity, and particularly where both field authenticity and authenticity of consequence are present.

In looking for ways to increase the realism and relevance of activities in their classes, the case study teachers suggest that well crafted projects can powerfully provide authentic learning experiences. They were keen to participate in similar activities. However, the development of the authentic project framework provides more than method for understanding the online projects included in the research. The interacting dimensions and elements provide a systematic way of identifying how any class based activities, whether built by, or offered to teachers, might be designed to be more authentic and meaningful for students. In looking for, or creating their own learning activities, teachers may ask:

- Does the suggested unit (activity, project, competition) resemble real world practice? Has it been developed with experts in the field? Does it set up an open-ended, realistic task or tasks that will also be of interest to students? Does it introduce students to, or encourage them to work in ways reflective of real world practice, without losing the complexity or richness of the work?
- Is the unit, activity or project of consequence to the students? Does the activity require or encourage the production of an authentic product or performance, for an audience that is important to the students?

Viewing the online projects through the framework of authentic activity reveals how a strong sense of authenticity can be achieved in school based activities. The framework's four aspects of authentic practice offer potential avenues through which

Dimension	Aspects of authentic practice	Contributing elements
Field authenticity	Authenticity of task	<ul style="list-style-type: none"> • Accuracy and authority • Open-ended or ill-structured problem • Multiple viewpoints and perspectives • Roles and relationships • Multiple pathways through open-ended tasks • Modelled and scaffolded processes • Expert guidance and inputs
	Authenticity of process	
Authenticity of consequence	Authenticity of product	<ul style="list-style-type: none"> • Real products • Diversity of possible products • Contribution of ICT • Consumers or users of products • Other participants as audience • Expert audiences
	Authenticity of audience	

Table 2 Dimensions and constituent aspects of authenticity in online projects

learning activities may help to connect learning to the world beyond school and provide an immediate motivating effect for students.

A fitting close to the research is provided by one student's simple comment, in which she exclaimed that it was *like learning in 3D*. The ultimate value of the online projects of the study was to lift school activity from the flat page, to create experiences that are:

- involving
- well-rounded
- interpersonally and intellectually demanding
- lifelike – with all the complexities, ambiguities and challenges that real life provides.

Not only do students respond to the challenges, but their reactions challenge us, as educators, to provide more at school that offers to do the same. ■

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attended by representatives of the schools and regions, along with representatives from state office directorates. Carole McDiarmid, the Business Executive for the Interactive Classrooms Project, opened the day introducing the Director General and the Deputy Director General for Schools. Stephen Wilson, Chief Information Officer, Program Sponsor and leader of the program as a whole, thanked the key note speaker, Janet Zanetis, a world leader in video conferencing. Stephen announced the procurement of a new student email service from SMS Management and Technology, in partnership with Google. He also announced that school and TAFE teacher email accounts will move into the corporate email system later this year.

The conference involved an enthusiastic learning community, committed to implementing and supporting the classrooms of the future. Feedback from conference participants indicated appreciation and deep respect for the knowledge of their Department colleagues who presented workshops demonstrating *Quality Teaching* using the IWB and video conferencing equipment. The conference highlighted the benefits and opportunities of quality pedagogy, incorporating possibilities such as those which allow students to:

- talk live to experts like astronaut Andy Thomas at NASA
- take virtual excursions to the Great Barrier Reef, museums and galleries
- rehearse with other city and remote area students for the Schools Spectacular
- debate online through videoconferencing
- take classes with their city or rural peers without leaving their school.

Overall, the conference provided a captivating taster of interactive learning sequences that can be provided using the *ActivStudio* IWB software for drag and drop activities, weblinks, camera snapshots and more, for a range of KLAS. Examples from schools such as Curl

Curl North Public School and Barrenjoey High School were included, along with information about the resources that the Department is providing.

Resources supporting Connected Classrooms

A range of resources is being provided by the Department to support schools. A useful starting point is the *eASY ICP Plan* available on the Department intranet at <<https://detwww.det.nsw.edu.au/lists/directoratesaz/ccp/easyicp/index.htm>>. This is an *ActivStudio* flipchart which allows teachers to explore professional learning opportunities using the IWB and VC. It also links to a range of resources from areas like Curriculum K–12 Directorate and the Centre for Learning Innovation, including downloadable learning objects and lesson sequences.

Such resources on the intranet, also searchable in *TaLe*, include:

- *Clash of cultures: ActivStudio* flipchart supporting Stage 5 PDHPE
- *Belonging: ActivStudio* flipchart supporting Stage 6 English
- *Fraction learning objects in Mathematics K–6 programming support* at <https://detwww.det.nsw.edu.au/curr_support/maths_prog/prog_support/fractions/fract_learnobj.html>.

The article on page 48 of this issue of *Scan* assists with searching *TaLe* for a range of downloadable learning objects, IWB support materials and tutorials.

Another useful general resource is the *Click: technology guide for parents* at <www.schools.nsw.edu.au/news/technology/index.php>. ■

Contacts and further information

- Connected Classrooms Program (intranet) <<https://detwww.det.nsw.edu.au/lists/directoratesaz/ccp/index.htm>>
- Interactive Classrooms: equipment and software (intranet) <<https://detwww.det.nsw.edu.au/it/equipment/iclassrooms/>>
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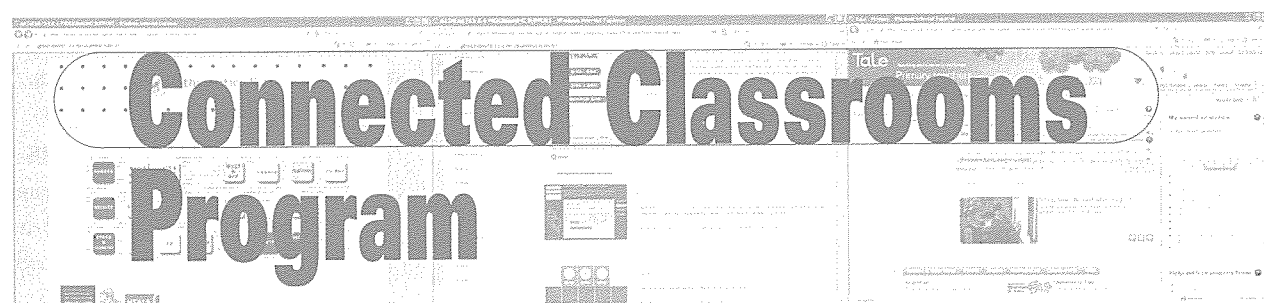
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Sue Beveridge is Educational Outcomes Business Change Manager Schools, *Connected Classrooms Program*. The *Connected Classrooms Program* is a NSW state government initiative investing \$158 million into public education over the next four years. This article provides a brief overview and sources of further information. The next issue of *Scan* will provide a more detailed update and examples of exciting connected learning adventures in some of our schools.

The *Connected Classrooms Program* consists of three key projects:

- Interactive Classrooms Project
- Learning Tools Project
- Next Generation Education Network Project (NGEN).

The program will facilitate interactive, engaging learning for students as the program rolls out, providing enhanced technology and increased bandwidth, and the capacity to link classrooms across the state. The program provides exciting possibilities for collaborative teaching and learning making effective use of technology.

The first 200 NSW public schools have been provided with an interactive classroom comprising an interactive whiteboard (IWB), videoconferencing

equipment and data collaboration software as the first stage of the program. By 2011, all 2 200 public schools will be linked technologically as a collaborative learning community.

The development and implementation of the program is underpinned by research about the ways learning can be enhanced in a digital age, such as:

- *Exploring pedagogy with interactive whiteboards* <www.education.uts.edu.au/research2/priority/tld.html>
- *Supporting student learning environments in a digital age* <https://www.det.nsw.edu.au/media/downloads/strat_direction/schools/ccp/aboutccp/stulearnenv.pdf>.

On June 24 2008, the *icommunicate, icollaborate, icreate* conference was held for the first 200 schools. It was

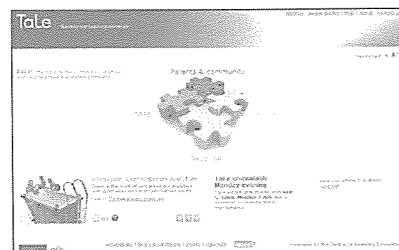
Finding IWB resources on TaLe

Kevin O’Gorman is a Project Officer, Research and Liaison, at the Centre for Learning Innovation. Kevin shows us how to search in TaLe.

About TaLe

The Teaching and Learning exchange (TaLe), managed by the Centre for Learning Innovation (CLI), is the NSW Department of Education and Training gateway to a range of teaching and learning resources. Teachers employed by the Department have access to resource areas through their portal ID. Other users can access a selection of internet sites and publicly available digital resources through the Parents and community area.

Many digital and online resources found through TaLe are suitable for use with interactive whiteboards (IWBs). IWBs provide new ways of using Information and Communication Technologies (ICTs) in teaching and in learning. This technology gives teachers the power to integrate online and digital resources directly into whole class and group learning activities.



TaLe home page <www.tale.edu.au>

Searching for IWB resources

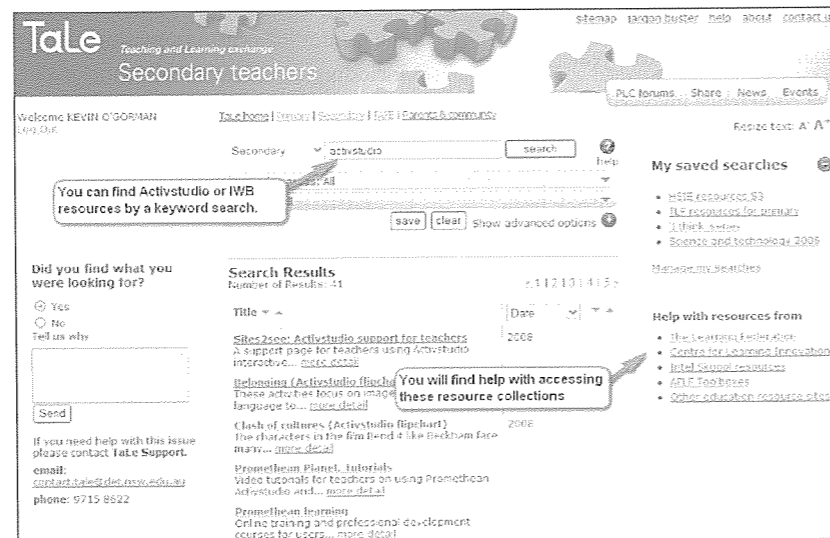
The best way to find resources for use with IWBs is to use search. Start by typing IWB into the search box in DET staff and public areas of TaLe.

This will supply a list of currently available teaching and professional learning resources specifically for interactive whiteboards.

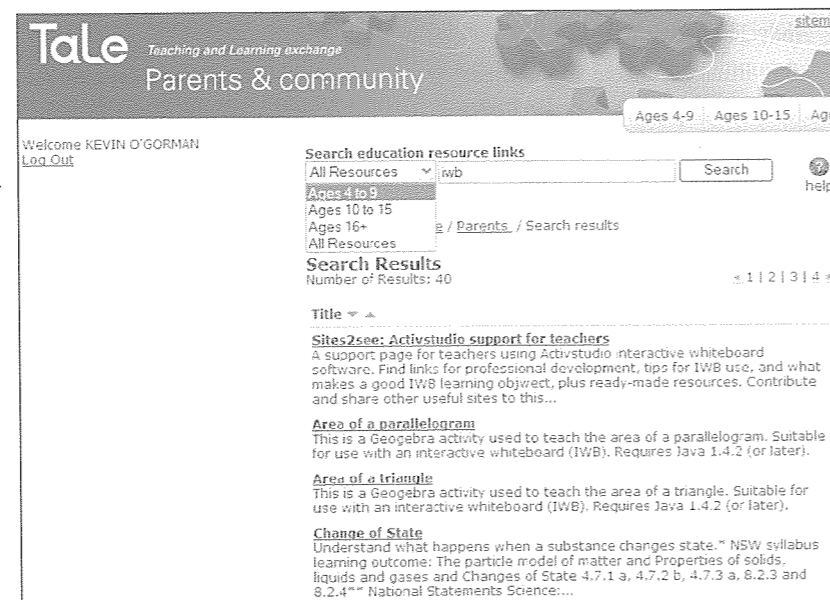
All NSW Departmental schools are being provided with access to ActivStudio software as part of the Interactive Classrooms Project. This software can be used with any brand of IWB to interact with and create IWB resources. CLI, Curriculum K–12 Directorate, and other Departmental agencies are

making ActivStudio created resources and professional learning available through TaLe. The number of resources will continue to grow. Some of these resources will be available through the public area of TaLe. To find out what is currently available, just type ActivStudio in the search box.

Many suitable websites and some interactive resources can be found by public users through the Parents and community part of TaLe.



Search for Activstudio on TaLe



Parents & community search on TaLe

Resource collections

TaLe provides access to several resource collections that contain suitable resources for IWB use. They can be used with IWBs to:

- present subject content incorporating photographs, animations, movies and sound files
- demonstrate and model concepts and skills using learning objects and web based software programs
- include interactive elements such as drag and drop activities, multiple choice questions, self correcting activities and instant feedback into learning sequences.

There are several ways for Departmental users to search for these collections. The best way to search individual collections is to use the Advanced options link in the search box. Teachers can select from one or more of the Featured collections. This can be combined with keyword searches to find resources for specific topics.

TaLe also provides links to information about featured resource collections from the right column in each search results page and from the Help pages. Here is a snapshot of some of these resource collections suitable for supporting the use of IWBs.

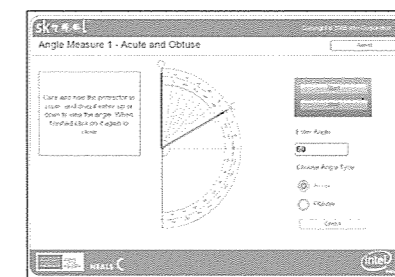
The Le@rning Federation

The Le@rning Federation (TLF) provides learning resources and media

assets such as photographs, animations, movies and sound files for a range of subjects. Many of these resources are appropriate for demonstration purposes, for collaborative learning and for engaging students. Departmental teachers can find TLF resources organised by Stage and Learning area from <www.tale.edu.au/tale/live/teachers/shared/showcase/resources/learning_federation.jsp>.

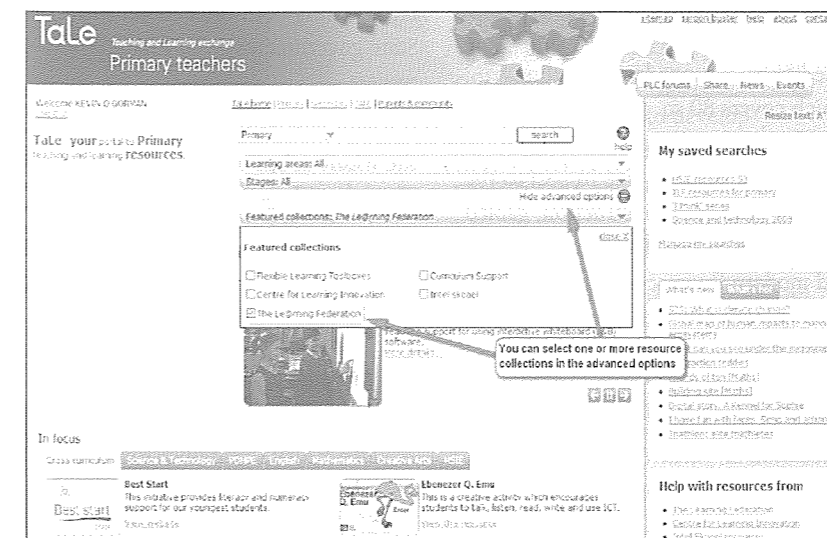
Intel skool™

The Intel skool™ learning resources are a collection of Mathematics and Science learning sequences K–10 that are suitable for demonstrating and modelling. Departmental teachers can find skool resources organised by Stage and Learning area from <www.tale.edu.au/tale/live/teachers/shared/showcase/resources/skool.jsp>.



This skool™ activity, models acute and obtuse angles

These resources can also be accessed through the public search by typing skool or intel into the search box. Users can find skool™ resources



Featured collections in advanced options search

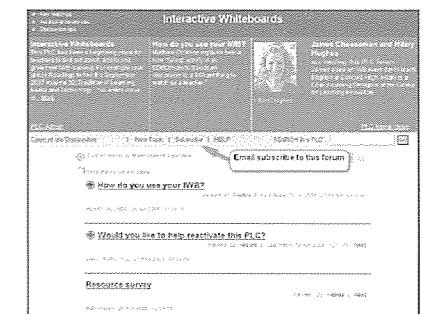
organised by age group and subject area at <www.tale.edu.au/tale/live/global/announcements/intel_skool.jsp>.

The Centre for Learning Innovation

CLI is available as another searchable collection in the Advanced options. Many of the resources are suitable for video conferencing and IWB activities. They include resources with interactive elements such as drag and drop activities, multiple choice questions, self correcting activities and instant feedback learning sequences. Departmental teachers can find TLF resources organised by Stage and learning area at <www.tale.edu.au/tale/live/teachers/shared/showcase/resources/cli_browse.jsp>. The CLI pages at <www.cli.nsw.edu.au> are another entry point to a range of resources.

Sharing IWB ideas

Departmental teachers may wish to join the Interactive Whiteboards Professional Learning Community (PLC) forum at <taleforum.det.nsw.edu.au/tale/learning/iwb> to share ideas about using IWBs.



Interactive whiteboards PLC forum

Ideas are also exchanged in the Share area of TaLe <www.tale.edu.au/tale/live/teachers/shared/exchange/share_school.jsp>.

Help with searching TaLe can be found on each page in the top left hand corner or from the Help icon in the search area.

Further information about the Connected Classrooms Program is available at <https://www.det.nsw.edu.au/strat_direction/schools/ccp/>.

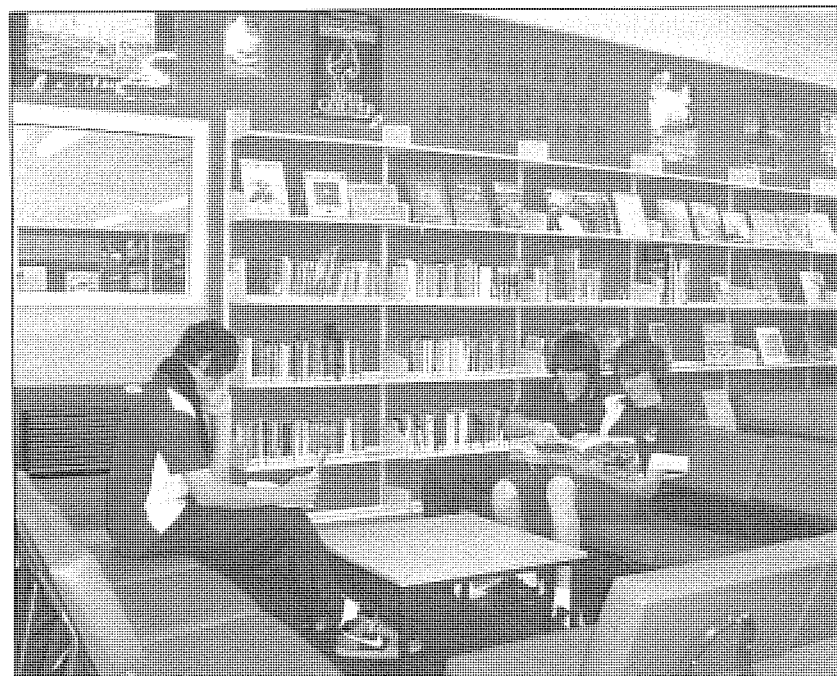
New library opens at Rooty Hill High School

Christine Cawsey, Principal, and **Honor White**, teacher librarian, are excited about their school's new library.

Rooty Hill High School finally has a purpose built library, 46 years after the school opened. As a library is an essential component of teaching and learning programs in any school, a new high tech facility will support learning for another 46 years!

A whole school community project

The school community, including students, parents and staff, campaigned over many years in order to bring this project to completion. The planning for the project was approved by the Minister for Education, Carmel Tebbutt, in May 2005, and a Building Advisory Group was established. This was one of the first projects to use the new model of joint planning with the community before final funding was approved. It was a collaborative committee which included: the Principal, Christine Cawsey, Deputy Principal, Jan Van Doorn, Teacher Librarian, Honor White, parents, students, a representative from the Department and the architect and project manager from the Department of Commerce. This enabled the school to have ongoing input into the building works, which also included further refurbishments around the school. This was a very valuable process that ensured minimum variations once the building commenced.



Featured collections in advanced options search

The new library was handed over at the beginning of Term 1 this year and students were able to use it by Week 4, after the unpacking and a stocktake were completed. Moving a secondary library into new facilities is a major undertaking for a school and its library staff.

The library is a one level building which covers 80 sq. metres. It has significant natural light and an airy atmosphere which is due in part to the scissors truss roof construction, gabled ceiling, blue and white colour scheme and modern fluorescent lights. The floor space incorporates a senior study, a computer learning space and offices for the technology staff. Another feature of the new library is the digital video system, *Clickview*, which enables videos and other digital media to be viewed on any computer in the school.

Official opening

On Wednesday July 2, 2008 the library was officially opened by the Honourable Roger Price, Member for Chifley, and the Honourable Richard Amery, Member for Mount Druitt, representing both the Federal and State governments, who funded the project.

It was a wonderful celebration for the whole school community. The school community has been passionate about its need for a school library to support teaching and learning in a digital age. As Richard Amery, whose own children attended Rooty Hill High School, said in his address:

This school community would not take no for an answer and were relentless in their quest for a new library.

After the ceremony, the official guests were taken on a tour of the library and were very impressed. As Maua Tapaitau, one of the ex-students said:

Having a space like this motivates you to learn.

Teacher librarian, Honor White, commented:

It has been a very busy and rewarding year. Everyone is excited to have such a beautiful space with a range of technology in which to work and learn. Deciding where to put everything has been a challenge and, of course, we are not finished yet. We will continue to move things around for many months to come. We are particularly pleased with our display wall, which features in the photographs.

The display wall was inspired by ideas in *Rethink! ideas for inspiring school library design*. (See review p. 65 in this issue.)

One unexpected highlight has been the use of the new senior study. There



L to R Jackie Hawkes, teacher librarian St Clair HS; Chris Johnson, School Education Director Minchinbury; Honor White, teacher librarian Rooty Hill HS; Lesley Reay, Technology Team.

is a sign-in system for seniors wanting to use it in their study periods and they have been very appreciative of having a room just for them. We were a little nervous about having so many computers in an unsupervised area but

the students have been very responsible. It has been great to have Years 10, 11 and 12 all using the senior study at the same time. ■

Electronic Resources Australia

Find out about Australian library e-resource subscriptions at era.nla.gov.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. Details: www.alia2008.com for details.

ASLA (NSW) professional learning day

Leading learning through collaboration will be held 11 September 2008 at Acer Arena, Homebush. This

Briefly...

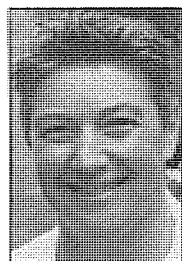
Term 4 Professional Learning Day

Visual merchandising & space management for libraries will be held on 7 November at Rooty Hill RSL. Guest presenter is Kevin Hennah. Cost \$50. Contact Lee Arundel, Blacktown South PS on 9622 2449 before 24 October to register. All are welcome to this day which is hosted by the Penrith, Mt Druitt, Blacktown & Windsor Teacher Librarian Professional Learning Group. ■

Professional Learning Day has a focus on student centred learning, using Web 2.0 technologies to promote collaborative learning and working with teaching staff to develop successful research programs. Details: aslansw.org.au/learning.

Middle Years Conference

NSW Department of Education and Training's *Middle Years Conference*, Tuesday 7 and Wednesday 8 October 2008. For updates and information go to www.detconferences.nsw.edu.au.



Carol Thomas is Acting Review

Coordinator, School Libraries and
Information Literacy Unit

<carol.thomas@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.curriculum-support.education.nsw.gov.au/schoollibraries/>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on NSW HSC online at <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 BE AWARE THAT THE PRICE OF A COPY MAY VARY BETWEEN THE TIME WE RECEIVE THE RESOURCE AND THE PUBLICATION OF THE RESOURCE REVIEW. PRICES 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.

Book adventure

www.bookadventure.org/ki/bs/ki_bs_helpfind.asp

Interesting and informative, this site requires registration and allows users to locate books according to category, grade, reading ability and interest. There are options to log on as a teacher, parent, or child. Children registering must use their parent's email address as any prizes claimed need to be authorised by a parent. There is a range of free material under **Cool stuff**, and literal comprehension quizzes on each book. The links are clearly marked and two characters, Bailey, a dog, and Rex, a dinosaur, provide motivation and guidance throughout the site, as well as featuring on the games and **Cool stuff**. Readers will find this site useful to locate books, and readers should be motivated by the free games, print outs and incentive rewards. R. Higginbottom

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Books and reading – Quizzes; Children's literature – Bibliography; Reading materials – Bibliography
PUBLISHER: Sylvan Learning, USA
REVIEW DATE: 15/07/08 [016.4286] SCIS 1327094

University of Sydney museums

www.usyd.edu.au/museums/about/index.shtml

The university offers school education programs and tours for primary students. Tours introduce students to the collections and involve them in a variety of hands-on activities. There is a summary of information about the Macleay Museum, featuring insects and natural history; the Nicholson Museum, featuring the largest collection of antiquities in Australia; and the University Art Gallery featuring a wide variety of Aboriginal art and artefacts. There are also some useful links to specific exhibitions and individual collection items, which provide expanded text reports, ancient maps and photographic images. Detailed information on current exhibitions, public events and speakers at the museum is available. This site can fruitfully be used when looking for a different excursion venue. M. Whitfield



USER LEVEL: Stage 2 Stage 3 Professional
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Art – Galleries and museums; Museums
PUBLISHER: University of Sydney, Australia
REVIEW DATE: 15/07/08 [069.09] SCIS 1356798

European Year of Intercultural Dialogue, 2008

interculturaldialogue2008.eu/

In recognition of the great cultural diversity of peoples in Europe, this resource will raise awareness of the importance of intercultural dialogue. The site introduces the **Ambassadors** from various countries and outlines the **Agenda of the year**. Focus areas for the year include: **Culture and the media**; **Education/science**; **Migration**; **Minorities**; **Multilingualism**; **Religion**; **The workplace and Youth**. Statistics can be found in **Press**, including a very comprehensive PDF entitled **Statistical portrait of the European Union 2008**. Australian students of European languages and those studying **Society and Culture** may find this site interesting in both its ideologies and up-to-date information. C. Sly

USER LEVEL: Stage 6 Community Professional
KLA: HSIE; Languages
SYLLABUS: French K-10; Italian K-10; Modern Greek K-10; Russian K-10; Society & Culture Stage 6; Spanish K-10
SCIS SUBJECTS: Cultural relations; Europe – Race relations; Multiculturalism
PUBLISHER: European Commission, Luxembourg
REVIEW DATE: 15/07/08 [303.48] SCIS 1360085

Mentoring Partnership of Minnesota: tools & resources

www.mentoringworks.org/Tools_Resources.html

Mentoring programs are an effective and low cost method of providing students with support and positive role models. They have been shown to work most effectively when the mentors are adults from outside the school. This site provides a variety of well

tested **Tools for mentoring adolescents**, designed for secondary school mentoring. There is enough information to support a mentor training program, with sheets on communication, setting boundaries, adolescent development, and activities for sessions. **Mentoring resources for military families** could also be used for other students. Topics here include **Helping kids deal with stress** and **The impact of grief and loss**. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
SCIS SUBJECTS: Adolescents – Care and health; Mentors; Social work with adolescents
PUBLISHER: Mentoring Partnership of Minnesota, USA
REVIEW DATE: 15/07/08 [305.235] SCIS 1352070

Mission voices

www.abc.net.au/missionvoices

Elders tell their stories in this outstanding website that provides an insightful look into Aboriginal heritage in a number of Victorian missions and reserves including: **Ebenzer**; **Lake Tyers**; **Coranderrk**; **Cummeragunja**; **Framlingham** and **Lake Condah**. Simple and direct written text complements the spoken word, maps, photographs, art and pictures. A number of themes enhance understanding of aspects such as **Spirituality**; **Fighting for country**; **Struggle for justice**; **Work & wages**; **Living culture**; **Rules & regulations**; **Education & learning**; **Stolen generations** and **Everyday life**. This easy to navigate site is an outstanding resource, which strongly supports the study of Aboriginal culture, art and life, especially when working with Aboriginal stories in HSIE K-6. A. Frost

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Aboriginal peoples – Victoria
PUBLISHER: Koori Heritage Trust, Australia
REVIEW DATE: 15/07/08 [305.89] SCIS 1293520

Money stuff!

moneystuff.net.au/nsw/Home/tabid/65/Default.aspx

ABSTRACT

The site contains four interactive tools to help students gain the skills and knowledge to successfully buy a car, buy a mobile phone, rent a house, and find and keep a job. There are fact sheets on the rights and responsibilities of the consumer and a detailed **Glossary of terms**. **Contacts** has a letter pro forma to aid in lodging a complaint. **Teachers' resources** provide a large number of video and print resources that are available online. There are also details about an annual competition that schools are encouraged to enter.

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7-10
SCIS SUBJECTS: Finance, Personal; Life skills
PUBLISHER: NSW Dept. of Fair Trading, Australia
REVIEW DATE: 15/07/08 [332.024] SCIS 1036037

NAB: business solutions

www.nab.com.au/Business_Solutions

The site has useful, practical solutions for questions related to topics such as **Managing cash flow**, **Small business tools** and



Trade payments and deposits. About us provides a company overview and it looks at corporate responsibility and corporate governance issues. The **Small business** selection is better, with **Tools to help determine the needs of my business**, and even more worthwhile is the **Planning tools** option, which includes a **Business cash flow worksheet** as a PDF file. This is a bit over-technical for most students but it does show the range of measures considered necessary by NAB in their lending policy. Best of all is the **Managing cash flow** option, useful for treatment of the Topic: *Financial planning and management*. A summarised list of reasons for seeking short term finance is worth copying and keeping as a reference for ideas when answering HSC questions where various alternatives need to be considered in financial problem solving. Commercial issues and searching problems will complicate the use of this site for students. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business
PUBLISHER: National Australia Bank, Australia
REVIEW DATE: 15/07/08 [332.1] SCIS 1356970

Green chip stocks

www.greenchipsstocks.com/

Claiming to be a guide to green investment, this site promises plenty of interest and relevance for environmentally focused students. Unfortunately, it is not much more than a sales pitch for the green chip stock it is marketing. What is useful is the identification of many of the less publicised types of energy technology that are attracting speculative investment funds. Another important feature is the attention drawn to carbon trading as the world's next biggest market. It might just be true, and this fits the change and social responsibility aspects of the Business Studies course. Teachers may find the site useful for students to identify some of the various energy technologies being developed, in terms of profitability, efficiency, and growth and return on capital. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Energy resources – Economic aspects; Investments – Environmental aspects; Renewable energy
PUBLISHER: Angel, USA
REVIEW DATE: 15/07/08 [332.63] SCIS 1365281

Alternative energy

www.alternative-energy-news.info

Students prepared to be disciplined in their use of this site will find it a source of information on human power and energy issues. It has commercially influenced explanations of the obvious topics in this area – human powered cars and bicycles – and the less than obvious, human powered generators. Students and teachers with an interest in human created power will enjoy researching the site and perhaps taking part in comments and forums on human powered machines. The site would be useful for those sections in the Science 7–10 syllabus and the Earth and Environmental Science areas concerned with alternative energy technologies. Students researching these technologies will find images, information and news on **Biofuel**, **Hydrogen**, **Solar**, **Wind**, and **Transportation** energy issues. R. Dircks

USER LEVEL: Stage 5 Stage 6
KLA: Science

SYLLABUS: Earth & Environmental Science Stage 6; Science 7–10
SCIS SUBJECTS: Renewable energy
PUBLISHER: A. Ramon, Canada
REVIEW DATE: 15/07/08 [333.79] SCIS 1360435

Sea for yourself

www.gould.org.au/seashores/webpages/Index.htm

Supporting the conservation of our natural flora and fauna, this excellent website has some high tech features which will really engage users. Spectacular photographs, clear and concise information and ease of navigation enhance the site's usefulness for students. **Seashores**, the **Deep sea**, **Ocean info**, **Coastal webcare**, and **Conservation** open with a brilliant blue screen and menu for young students to investigate. The site is exceptionally good for supporting coastal excursions and the practicalities of **Beachcombing**, **Rockpooling**, conservation behaviours, and being careful. In **Ocean info**, users can research **Marine timelines** for environmental events on NSW beaches. In **Coastal webcare**, interactive graphics allow users to explore the degraded and healthy environments of **Coastal forest**, **Catchment** and **Rockpool**. This vibrant website will be useful for work with Environmental Education, and the Stage 3 COGs Unit (A): *Living land* and Unit (F): *Physical phenomena*. It would provide an enthusiastic introduction to marine studies for older students. D. Johnston

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE; SciTech; TAS
SYLLABUS: HSIE K–6; Marine & Aquaculture Technology CEC 7–10; Science & Technology K–6
SCIS SUBJECTS: Coasts; Ocean; Marine ecology; Marine resources
PUBLISHER: Gould League, Australia
REVIEW DATE: 15/07/08 [333.91] SCIS 1355102

Amphibian Ark

www.amphibianark.org

The site raises awareness about possible frog extinction with some interesting material in the **2008 Year of the Frog**. Users are likely to fall into two categories: those who wish to draw students' attention to events in the year and those who wish to become actively involved. There are helpful components such as the explanation of why frogs are at risk. For schools, the **InfoPack** is the most useful part of the site. It outlines the problem, explains what is being done globally and includes suggested campaign activities. Students can access a large image bank, make a frog mask, and there are links to unusual zoos. The site has quality sound and **Videos**, some with Australian content. This resource will be of most use for special projects or science club activities. R. Dircks

USER LEVEL: Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Amphibians; Endangered species; Wildlife conservation
PUBLISHER: Animal Ark, USA
REVIEW DATE: 15/07/08 [333.95] SCIS 1360441

Tejon Ranch

www.tejonranch.com/index.asp

Located in California, Tejon Ranch was founded in 1843 and today features farming, mining, and oil production as its key forms of

revenue. The site is professionally produced with great images of projects undertaken at the ranch, and extensive information about all aspects of its operation. A strong focus on environmentally sustainable development of housing and further economic ventures within the 270 000 acres of the ranch, makes this site a useful resource for Stage 4 Geography. Easy to navigate, it offers an insight into the competing priorities of agribusiness and environmental management, and challenges students to consider the notion of stewardship. Tejon Ranch provides a comprehensive case study, bringing together a wide range of themes relating to environmental protection and management. A. Byron

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10
SCIS SUBJECTS: Agriculture – United States; Sustainable development
PUBLISHER: Tejon Ranch, USA
REVIEW DATE: 15/07/08 [338.1] SCIS 1364168

Kaha Homes

www.kahahomes.com.au/

Committed to building environmentally sustainable homes, this company encourages the use of natural, renewable products. Their website explains how houses should be positioned to maximise natural energies, capturing cool breezes and the warming winter sun. To reduce environmental impacts and energy consumption the company uses a variety of methods, such as breezeways, to promote airflow. The design and contents of the houses are shown in **Our process**. This is an interesting section which could be used to illustrate the concept of design briefs to students. The site contains photographs and extensive descriptions of houses they have designed. It would be extremely valuable for use with the Stage 3 COGs Unit (A): *Living land*. J. Eade

USER LEVEL: Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Architecture, Domestic – Environmental aspects; Building – Environmental aspects; Houses – Design and construction; Houses – Environmental aspects; Sustainable development
PUBLISHER: Karan Downs, Australia
REVIEW DATE: 15/07/08 [338.7] SCIS 1356871

All right to copy?

www.smartcopying.edu.au/allright/index.htm

ABSTRACT

Produced on behalf of the Copyright Advisory Group, a committee of the Schools Resourcing Taskforce of MYCEETYA, the resource offers a guide to students and teachers as to what they can and cannot do when it comes to using the work of others. **Student access uses a series of short video clips about two students preparing for a website competition to show how artistic and literary works, films and music are legally protected by copyright.** The students are confronted with the issues of using other people's material. Information on appropriate use of the different types of media is given in each of the sections.

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
SCIS SUBJECTS: Copyright; Schools – Australia
PUBLISHER: NSW Centre for Learning Innovation, Australia
REVIEW DATE: 15/07/08 [346.9404] SCIS 1369934

World Heritage

whc.unesco.org/

Using the **News & events** and **Activities** menus, students can explore current heritage issues and find information on UNESCO's efforts to protect and preserve natural and cultural World Heritage sites. They can also browse sites on a 3D globe. **Resources** details the workings of the 1972 World Heritage Convention, and, although it has information directly supporting the Geography 7–10 Focus area: *Investigating the world*, this section is probably best interpreted by teachers. Using **The list** is a more efficient technique than using the search facility to obtain information on any of 660 cultural, 166 natural and 25 mixed sites. Here, sites are listed alphabetically by country, with a location map and a brief introduction to the site. The website is an excellent resource for the History 7–10 Topics: *Investigating history* and *Societies and civilisations of the past*. R. Darlington

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10; History 7–10
SCIS SUBJECTS: Historic buildings, sites, etc; Monuments; World Heritage areas; World Heritage Centre
PUBLISHER: UNESCO World Heritage Centre, France
REVIEW DATE: 15/07/08 [363.6] SCIS 1343775

No bags, thanks!

www.abc.net.au/science/features/bags/

A priority for those who desire to make a difference to the planet is the issue of plastic shopping bags and finding a means to deter their usage. This site is full of relevant information and is a prime example of the exposition type of text. Disturbing photographs of the damage to land and animals will increase awareness of the impact of this environmental problem. Information headings include *Production of plastic bags*; *Management of plastic bag usage*; *Recycle, reuse, reduce*; and *Alternatives*. Useful links to support Environmental Education include **Clean up Australia**, the **Packaging Council of Australia**, and **Planet Ark**. The website is an ideal resource for supporting classroom debate. D. Johnston

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Packaging – Environmental aspects; Plastics – Environmental aspects; Plastics – Recycling
PUBLISHER: ABC, Australia
REVIEW DATE: 15/07/08 [363.72] SCIS 1355110

Scholastic BookFlix

teacher.scholastic.com/products/bookflix/freetrial/

For beginning and younger readers, this site is clear, colourful and highly engaging. Fiction and nonfiction books are listed under topic areas such as **Animals and nature**, **Earth and sky**, **People and places**, and **Music and rhyme**. The highly accessible links present books with their pictures, written text and audio content. Students have the option to watch and listen to a reading of a fiction text and to read along with, or read alone, the paired nonfiction text. Some pairs of books are presented in Spanish as well as in English. While the concept is wonderful, the site is culturally imperialistic and its application to Australian education is limited and should be carefully considered by teachers. The audio tracks

feature, almost solely, readers with American accents and spelling and idiom in the read-along books are also, understandably, American. Of the great many books presented on this site, Mem Fox reading *Possum magic*, with music by Yothu Yindi, is the token gesture towards incorporating another culture. C. Sly

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; HSIE; Languages; Mathematics; SciTech
SYLLABUS: English K-6; HSIE K-6; Mathematics K-6; Science & Technology K-6; Spanish K-10
SCIS SUBJECTS: Elearning; Teaching – Aids and devices
PUBLISHER: Scholastic, USA
REVIEW DATE: 15/07/08 [371.33] SCIS 1368331

Design of desire

americanradioworks.publicradio.org/features/design/

Highly engaging, this examination of shopping habits is an excellent resource for Stage 5 Commerce. The site uses audio commentaries, surveys, photographic tours and articles to examine the ways in which consumers are subtly motivated to make unnecessary purchases. A section examining the targeting of teenage consumers is of particular interest, and provides great scope for research projects within the Commerce syllabus. While the graphics are fairly dull, the content is easily accessible to students and the site gives great food for thought on a topic highly relevant to all students. Teachers should note that there are several links to Facebook sites. A. Byron



USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: Commerce 7-10
SCIS SUBJECTS: Advertising; Consumer education; Shopping
PUBLISHER: American RadioWorks, USA
REVIEW DATE: 15/07/08 [381] SCIS 1364197

Shopping mall and shopping center studies

www.easterncct.edu/depts/amerst/Malls.htm

A fascinating site, this extensive examination of the world's shopping malls includes great images of the largest and oldest malls. The site has the history of shopping centres around the world, with sections on mall terminology and etymology. There is even a list of films and literature set in shopping centres. While its design is basic and lacking in visual glamour, the content is quirkily interesting for students investigating and evaluating the built environment. Photographs are powerful indicators of changes in mall design, and the site offers some design theory. The site will be of use to teachers and students of Stage 5 Commerce. A. Byron

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; SciTech; TAS
SYLLABUS: Commerce 7-10; Science & Technology K-6; Technology (Mandatory) 7-8
SCIS SUBJECTS: Shops and shopping centres
PUBLISHER: Eastern Connecticut State University, USA
REVIEW DATE: 15/07/08 [381.1] SCIS 1364233

Floral frocks: floral dress in the 20th century

www.floralfrocks.org/

There are opportunities here to view some current and historical costumes. Fashion museum leads to displays of fashion from the 18th century to the present day, including corsets and accessories, with notes on fashionable women. The written and photographic

information given is minimal, but site users following the Learning and Just for fun links will find some fashion based games, including the Roman baths game. Also here are Webquests for students, including lists of research resources. Student artworks are displayed and information on art and design undergraduate and postgraduate courses for international students are found at Bath School of Art and Design. M. Timperley

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECTS: Costume; Dresses
PUBLISHER: Bath Spa University, UK
REVIEW DATE: 15/07/08 [391.009] SCIS 1369875

Letter TV

www.lettertv.net/index.htm

Letter TV is an initiative designed to assist the development of basic phonemic awareness skills for pre-literate children. The website has a section for teachers which features a comprehensive user guide, and a section containing student activities. These activities include songs and games which build on letter recognition abilities, word and picture matching, and mouse skills. The website is easy to navigate and will be visually appealing to its target audience. One downfall of the resource is that the audio is spoken in a strong American accent. Another is that as this website is part of a project that consists of 26 five minute videos and a CD-ROM, use of the site alone may have limited value. L. Doyle

USER LEVEL: Early Stage 1
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Alphabet; English language – Vocabulary; Phonetics
PUBLISHER: Agency for Instructional Technology, USA
REVIEW DATE: 15/07/08 [421] SCIS 1337427

SciencelQ: online science quiz

www.scienceiq.net

The introduction to this site explains very clearly what it offers. In an online science quiz for school students, teams of four have to complete 15 science problems. To win, students will need to finish in the shortest time with the most correct entries. The questions are written with an understanding of student abilities, testing skills and understanding across most areas of science. There are separate quizzes for Years 6, 7 and 8, so the competition could be used for Stage 3 and 4 students. Although it is not directly related to NSW syllabuses, it is the sort of site that will enthuse able and competitive students. Interested teachers can register to view sample questions. R. Dircks

USER LEVEL: Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Educational games; Science – Quizzes
PUBLISHER: Science Teachers Association of Western Australia, Australia
REVIEW DATE: 15/07/08 [507.6] SCIS 1360445

The solar system

www.mnsu.edu/emuseum/information/solarsystem/

Part of an e-museum, this site provides useful information about the discovery of each planet. All scientists and civilisations mentioned have clickable links to take the user to further information. Stage 4 Science students will find the information on each

planet's size, its number of moons and general characteristics very useful when completing outcome 4.9.2 on the features of our solar system. The section on ancient societies' understanding of the planets would be valuable when covering outcome 4.1 and describing how different cultures developed ideas to explain the world around them. This site is straightforward to navigate. It contains information at an appropriate level and uses colourful pictures throughout. A limited bibliography is the only additional feature provided. I. Mavin



USER LEVEL: Stage 4
KLA: Science
SYLLABUS: Science 7-10
SCIS SUBJECTS: Solar system
PUBLISHER: Minnesota State University, USA
REVIEW DATE: 15/07/08 [523.2] SCIS 1340984

General facts about various types of animals

www.kidzone.ws/animals/index.html

While there are a number of advertisements on this site, there is still a good deal of useful content. The format is uncluttered with clear information offering an introduction to animal classification. As this is part of the extensive Kidzone site, specific guidance would be helpful, as unsupervised navigation could result in youngsters becoming disoriented. The comprehension level of material does vary across the pages. Introduction to animal classes explains, in simple terms, what scientific classification is, using examples relevant to a young audience. As well as a large selection of animals, additional topics include Animal lifecycles and Animal habitats. Multilevel, printable worksheets and booklets will prove useful and time saving, particularly those for Frogs, Spiders and Monarch butterflies. A. Beedles

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Animals
PUBLISHER: DLTk, USA
REVIEW DATE: 15/07/08 [590] SCIS 1363255

Kratt's creatures

pbskids.org/krattscreatures/login.shtml

An entertaining site based on an American television program, this resource shows animals filmed on international camping safaris. Students will need to visit the Club house to read the animal facts required to succeed at the games. A high level of understanding and reading ability is necessary to navigate the site, to learn about the animals and to play the games. There are many distractions on the site and at times the slowness to load will frustrate some students. Visitors need to log on by creating a user name and password. By doing this, access is gained to other pages containing information and games about the environment and recycling. This site would be useful to teach website navigation and basic computer skills to young children. R. Higginbottom

USER LEVEL: Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Animals
PUBLISHER: Public Broadcasting Service, USA
REVIEW DATE: 15/07/08 [590] SCIS 1174040

Kids' planet

www.kidsplanet.org/

A cacophony of animal sounds greets visitors to the home page of this wildlife conservation site. Detailed lesson plans from the Teacher's table cover several American endangered species. Get the facts provides information on endangered animals around the world, including Australia, which can be adapted to the lesson plans and worksheets available. In Wolf curriculum the Technology link reveals an internet information gathering activity, which is a basic internet worksheet, easily adaptable to other subject matter. Extension activities, including independent computer research projects and puzzles, will prove very engaging. The Technology link in the Sea otter unit has an internet search activity that can be used to teach website evaluation. Cool stuff has vibrant information and activities on animals from around the world. A. Beedles

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Endangered species; Rare animals
PUBLISHER: Defenders of Wildlife, USA
REVIEW DATE: 15/07/08 [591.68] SCIS1109940

Better Health Channel

www.betterhealth.vic.gov.au

A wide coverage of health information, relevant across Australia, is outlined within this site. There are 1768 Fact sheets A-Z, containing single page information summaries relating to every conceivable health issue for PDHPE students. These are updated regularly. HSC students can elicit simple summaries, but they will gain much more complex and deeper knowledge from the links supplied throughout, such as the description of the Ottawa Charter. A lack of graphics will probably limit enthusiasm from the targeted audience, however, as a guided teaching tool for creating student directed learning techniques, this site would be a useful resource. R. Cox

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE Stage 6
SCIS SUBJECTS: Diseases; Health; Physical fitness
PUBLISHER: Victoria. Department of Human Services, Australia
REVIEW DATE: 15/07/08 [613] SCIS 1100650

Balanced diet

www.activescience-gsk.com/module13/home/html

While this is a small and simple interactive site, it introduces users to basic nutrition and meal planning for people of different ages, backgrounds and lifestyles. The student selects a character and produces a balanced diet to meet the needs of that character. Pop-ups appear throughout the activity to give valuable information on the function of the selected nutrient. Once a menu is selected, a nutritional analysis appears, outlining any nutrient deficiencies or excesses. Worksheets are available on Wordsearch, Unscramble and Which food, designed to introduce basic nutrition concepts to users. However, the selection of menus set for each character is restricted, and being a British site, the RDIs vary slightly to Australian standards. K. Lissa

USER LEVEL: Stage 3 Stage 4
KLA: TAS

SYLLABUS: Technology (Mandatory) 7–8
SCIS SUBJECTS: Diets; Nutrition
PUBLISHER: GlaxoSmithKline, UK
REVIEW DATE: 15/07/08 [613.2] SCIS 1365312

Technology timeline: a moment in AT&T Labs history

www.corp.att.com/atlabs/reputation/timeline/

The communications world has seen explosive growth in recent years. Providing a list of topics, ordered in decades of past, present and emerging technologies, this site supports NSW Technology syllabuses. It is easy to navigate, covering communication technology from the 1800s to the present day. The site uses a straightforward style and is basically short summaries of these topics, including communication satellites, cellular phones and next generation tools. There is an American commercial bias to this site, but the information is beneficial for students. K. Lissa



USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Information Technology 7–10; Technology (Mandatory) 7–8
SCIS SUBJECTS: Technology – History; Telecommunications – History
PUBLISHER: AT&T, USA
REVIEW DATE: 15/07/08 [621.38] SCIS 1365296

International Space Station challenge

iss.cet.edu/default.xml

Sponsored by NASA, this interactive educational site features information on the International Space Station (ISS), with experiments and activities related to **Life science**, **Physical science** and **Technology**. The homepage contains a picture of the ISS and it displays information about each component as the mouse scrolls over the image. All of the experiments and activities are related to conditions on the space station. **Life science** considers farming in space, preventing air leaks, calculating resources required to support crew members, and monitoring oxygen levels. **Physical science** challenges students with the task of planning a trip to Mars, and working on electricity basics such as calculating current, voltage and resistance. The Science and Technology area Designing and Making is supported in **Technology**, with five design activities presented. This site would readily support teaching and learning in the Science & Technology K–6 Strands: *Physical phenomena* and *Earth and its surroundings*. J. Eade

USER LEVEL: Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Astronauts; Extraterrestrial bases; Space stations
PUBLISHER: Wheeling Jesuit University, USA
REVIEW DATE: 15/07/08 [629.44] SCIS 1333721

Silkworms

www.suekayton.com/silk.htm

Teachers looking for information, resources or pictures to complement the exercise of raising silkworms in the classroom need look no further than this website. **Teacher resources** lists resources available free online or to purchase, as well as suggestions for classroom activities. **Raising silkworms** has detailed instructions, explanations and diagrams. **Lifecycle** showcases 36 detailed

photographs on all the stages in the life of a silkworm. The material and suggested activities on this website may be useful in conjunction with the Stage 1 COGs Unit (C): *Growing and changing*. L. Doyle

USER LEVEL: Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Silkworms
PUBLISHER: S. Keyton; USA
REVIEW DATE: 15/07/08 [638] SCIS 1029678

Featherdale Wildlife Park

www.featherdale.com.au/index.htm

A popular venue for school excursions and winner of tourism awards, Featherdale Wildlife Park supports the study of living things with this outstanding website. **Wildlife trail** features a simple search of basic native and introduced fauna, referring to lesser known species including turtles, quolls, magpies, geese, egrets and quail. Animal facts are clearly and simply arranged for younger students. In the **Wildlife trail**, information is tabled by scientific name, size, diet, habitat, and breeding. Diary entries for the wildlife keepers, sketched illustrations and student activity sheets provide useful teaching resources. The brief information reports could be used for note taking or to transfer information into another format, such as a table of comparison. As an excursion follow-up ICT activity, students could upload relevant photographs to the website. D. Johnston

USER LEVEL: Early Stage 1 Stage 1
KLA: English; SciTech
SYLLABUS: English K–6; Science & Technology K–6
SCIS SUBJECTS: Animals – Australia; Wildlife parks; Wildlife sanctuaries
PUBLISHER: Featherdale Wildlife Park, Australia
REVIEW DATE: 15/07/08 [639.9] SCIS 1355092

Discover dairy: 3 serves every day!

www.dairy.edu.au/discoverdairy/

More than half of Australian children are not meeting their recommended dietary intake (RDI) of calcium, putting them at risk of poor bone health. This site will educate teachers, students, parents and canteen staff about the benefits of consuming three dairy products daily, as part of a balanced diet. Although biased towards the dairy industry, there is a wealth of information covered, from the essentials of healthy bones, to links for worksheets, games and practical recipes. From **Students**, the **Glossary** will help students with terminology relevant to the study of calcium-related nutrition. In **Teachers**, **What else?** takes users to links to Dairy Australia, including the process of milk from farm to consumer. K. Lissa

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA: SciTech; TAS
SYLLABUS: Food Technology 7–10; Food Technology Stage 6; Science & Technology K–6; Technology (Mandatory) 7–8
SCIS SUBJECTS: Cookery with dairy products; Dairy products; Food
PUBLISHER: Dairy Australia
REVIEW DATE: 15/07/08 [641.3] SCIS 1323519

Hot shot business

spapps.go.com/hsb4/landing

Providing a class has sufficient computer access and adequate navigation skills, they will enjoy the animated, colourful graphics

as they set up a business and play a simulation game on this site. Plenty of interesting business possibilities are illustrated, including pet spas, comic shops, and a custom skateboard factory. Teachers checking the site would do best to select the **Biz kit** option on the home page to get an idea of what is involved. There is a **Kid's guide**, a **Parent's guide** and a downloadable **Teacher's guide** with some quality material and interviews with American entrepreneurs. The worthwhile learning material has particular relevance to the Commerce 7–10 Option: *Running a business*. The **Play now** link offers the chance to register or to play without joining. By playing, students choose what to sell, they find the money and get started, and watch news items for trends that affect their business. While the site is entertaining, parts are slow to download. N. McFayden

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10
SCIS SUBJECTS: Business – Simulation methods; Companies; Computer games; Educational games
PUBLISHER: Disney Online, USA
REVIEW DATE: 15/07/08 [658] SCIS 1365269

Fibers, fiber for apparel & textiles industry

www.apparesearch.com/fibers.htm

Users will find this American site quite informative but busy. From the home page, a list of textile fibres, from abaca to wool, can be accessed. On choosing a fibre, there are links to the definition, manufacture and end uses. The blue links rely heavily on *Wikipedia* but interesting historical facts relating to the fibres, and modes of dress are presented. Some other links are for commercial information, mainly American, but these do include a few Australian companies. Textiles and Design students looking at the Area of Study: *Properties and Performance of Textiles* will find all their fibres listed, but there is little pictorial support. Apparel search lists stockists and information about the apparel item. Teachers should be aware that some links may be inappropriate. M. Timperley

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECTS: Fibres; Textile industry
PUBLISHER: The Apparel Search Company, USA
REVIEW DATE: 15/07/08 [677] SCIS 1369871

Harold Olejarz

www.olejarz.com/

Practical information for teachers gives an enjoyable spin to this resource-rich site, including photographic essays, staff development courses, lesson plans for middle school classes, and blogs. In **Art education**, under **Curriculum**, there are instructions for digital imaging using animations, and film and digital photography. The site has many interesting and useful sections, with value for a wide age range of students. **Technology education** presents **Web projects**, with an online tutorial; **Creating and managing a web site**; and other essays and presentations. Within **The art teacher's guide to the internet**, a vast array of material for teachers and students can be found, including **The Big 6**. The author's collaborative approach highlights the very best of pedagogical practices. D. Imison

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English, HSIE; TAS
SYLLABUS: English K–6; English 7–10; Graphics Technology 7–10; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts 7–10

SCIS SUBJECTS: Artists; Art – Study and teaching; Electronic art
PUBLISHER: H. Olejarz, USA
REVIEW DATE: 15/07/08 [700.71] SCIS 1369228

Arts curriculum online

www.guggenheim.org/artcurriculum/lessons/start.php

A vast number of lesson plans across a range of areas is provided on this site. Visual Arts teachers will benefit from the resources and ideas compiled here. It is possible to browse lessons by **Exhibition/theme**, **Artist** and **Medium/discipline**. Information is presented on painting, drawing, sculpture, film and video, photography, mixed media, architecture and design. Links are clear and well constructed, and the language is accessible, allowing users to navigate quickly to the information required. Each lesson plan begins with background information about the artist and includes questions relating to critical and historical studies. Interesting suggestions are given for artmaking explorations. Additional resources and vocabulary lists enhance the value of this site. R. Kirsten

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Photographic & Digital Media 7–10; Visual Arts 7–10; Visual Arts Stage 6; Visual Design 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS: Art – Exhibitions; Art, Modern – 20th century – Exhibitions; Art, Modern – 20th century – Study and teaching; Design – Exhibitions; Design – Study and teaching; Museums
PUBLISHER: Solomon R. Guggenheim Foundation, USA
REVIEW DATE: 15/07/08 [709.04] SCIS 1365383

Art Gallery Schubert

www.art-galleries-schubert.com.au/

A comprehensive listing of Australian artists with images of selected artworks is the strength of this site. Users can browse artwork thumbnails and click to view larger images. In this respect, the site is useful as an online archive of traditional, modern and contemporary selected artists. Where the gallery has hosted an exhibition relating to a particular artist, such as the Donald Friend 1990 exhibition, a press release or biographical information about the artist is included. This information is accessible through the **Artist information** tab on the home page. A linked site is **Schubert contemporary**, which utilises the same site structure specifically for contemporary artists. Concise information and well presented visuals make this a useful teaching resource. R. Kirsten

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10
SCIS SUBJECTS: Art, Modern – 20th century; Art, Modern – 21st century; Artists, Australian; Painters, Australian; Painting, Australian
PUBLISHER: Art Galleries Schubert, Australia
REVIEW DATE: 15/07/08 [759.994] SCIS 1365397

Naxos music library

www.naxosmusiclibrary.com

Naxos, an independent music label, has created an online library with audio content of a wide range of genres, from classical to contemporary. The site has composer biographies, study options, and a full glossary. Accessed by subscription, with a base level of three users, this site would be most valuable for senior students. Most useful for senior students would be **Composers**, a vast alpha-

betical listing with audio samples, and **Study areas**, with some Australian content written by a music teacher. This area of the site covers music across the ages, musical form, and general topics including opera, symphony, choral and experimental and electronic music. Some aspects are also appropriate for Stage 2 and 3 students, namely those found in the **Junior section**, where the instruments of the orchestra are introduced by audio and photograph, plus the selections of songs in **Music for kids**. D. Imison

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
SCIS SUBJECTS: Music
PUBLISHER: Naxos Digital Services, Hong Kong
REVIEW DATE: 15/07/08 [780] SCIS 1373164

World Music Central

www.worldmusiccentral.org/

Dedicated to world music, this site has a collection of news, reviews, articles and resources about traditional and contemporary folk, roots, cross-cultural fusion and hybrid music from around the world. The content is well organised under two main sections, **News and Resources**. In **Resources**, **Ethnomusicology** presents a collection of around 150 articles and essays on a very diverse range of styles and genres of world music. Much of the material on the site has links to audio examples related to the particular topic. The excellent glossaries are in three sections: **World dances**, **Musical genres**, and **World instruments**. This is a useful research site for music students. 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: World Music Central, USA
REVIEW DATE: 15/07/08 [781.62] SCIS 1363584

50th annual Monterey Jazz Festival

www.npr.org/templates/story/story.php?storyId=14571634

Jazz musicians will welcome the variety of resources available in this series of eight programs presented online. Live performances by legendary jazz musicians, including Dave Brubeck and Gerald Wilson can be accessed. **Next generation jazz orchestra in concert** offers samples from top high school musicians. These resources provide exemplary models of style and technique in a variety of jazz genres. A disadvantage is that the programs are available in streaming audio, but not for download. However, by selecting Podcasts, then **Music**, more than 50 podcasts, on a wide variety of musical topics can be downloaded as MP3 files, or users can subscribe directly to the podcasts. A. Wisdom

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
SCIS SUBJECTS: Jazz music; Music festivals
PUBLISHER: National Public Radio, USA
REVIEW DATE: 15/07/08 [781.65] SCIS 1363563

Jerry Jazz Musician

www.jerryjazzmusician.com/

An incredible variety of material is available on this excellent site. It provides articles, interviews, reviews, features, opinions, stories, recordings and art works related to jazz. The absence of a menu makes navigation rather tedious. Everything is accessed by

scrolling down a very long home page, making it easy to overlook some outstanding material. Once users select an item, they will find well organised material with appropriate primary sources and audio music examples. The music quiz is interesting and the art gallery contains exhibits by 24 artists and photographers, providing resources for the Music Stage 6 Topic: *Music and the related arts*. A. Wisdom



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
SCIS SUBJECTS: Jazz music
PUBLISHER: Jerry Jazz Musician, USA
REVIEW DATE: 15/07/08 [781.65] SCIS 1363576

Buster Keaton on comedy and making movies

www.fathom.com/course/10701030/

The site draws its content from archival interviews with Keaton. The audio links may present difficulties but the written text areas are easily accessible, anecdotal and entertaining. They are suitable for independent use by students. Notwithstanding this, the content is divided into explicit learning objectives, four chronologically ordered sessions (transcriptions) on Keaton's life, from his vaudevilian childhood to the end of the silent film era. There is also an online multiple choice comprehension test with verification of answers. The site is useful for units on film history, acting and performance styles, physical comedy and the history of comedy. F. Crum

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage; 6 English 7–10
SCIS SUBJECTS: Actors – American; Film making
PUBLISHER: Columbia University, USA
REVIEW DATE: 15/07/08 [791.43] SCIS 1365202

TropJr

www.tropjr.com.au/

An Australian initiative for filmmakers under 15 years of age, this site encourages the making and promotion of their work as part of the world's largest short film festival competition. Sponsored by the Australian Children's Television Foundation, the site provides students with a platform to showcase creativity and talent. The site is easy to navigate with links to entry guidelines, terms and conditions, FAQs, and a film shooting guide. Online registration is required for access to the noticeboard and to receive news bulletins. The **Trop online video channel** displays previous award winning films. DVDs of the Tropfest finalists since 2002 are available for purchase. This is a useful site for units on film making in Drama and English. F. Crum

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Drama 7–10; English 7–10
SCIS SUBJECTS: Children as film makers; Films – Australian; Film making
PUBLISHER: Trop Jr, Australia
REVIEW DATE: 15/07/08 [791.43] SCIS 1365242

Shadow play

thirteen.org/shadowplay/

Developed as a resource to support a documentary film of the same name, this site provides extensive information about Indonesia's

geography and history, and the violence against communists under President Suharto's rule. It provides extensive primary and secondary sources of information, making use of a range of multimedia slideshows, video clips, photographs, and maps. There is an education section with a series of lessons plans with resources, however they are limited in scope and fail to make full use of the information on the site, focusing more on culture than politics. The site also has a profile of the changing Indonesia with Sukarnoputri as leader. The slick design will appeal to students and teachers, and its interactivity makes using the site both enjoyable and educational. A. Byron

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Geography Stage 6; Modern History Stage 6
SCIS SUBJECTS: Indonesia – History – 20th century; Indonesia – Politics and government – 20th century; Indonesia – Social life and customs; Television documentaries
PUBLISHER: Thirteen/WNET, USA
REVIEW DATE: 15/07/08 [791.45] SCIS 1364218

Stagehand primer

www.ia470.com/primer/intro.htm

Intended for stagehands and apprentices in an American union, this manual focuses on safety and professional conduct, specifically from the stagehand's perspective. The site looks at **Safety**, **Stage carpentry**, **Scene shop**, and **Electrics**, but users should note that Australian standards are different. The site also explores sound, video, properties and wardrobe departments. Highly technical, procedural and informative, the site has a wealth of useful information on technical crew hierarchy, the building of sets and the responsibilities of different departments. Diagrams of stage spaces are presented and supported by terminology and definitions. The information is useful for school performances and Drama modules on production. F. Crum

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Creative Arts K–6; Drama 7–10; Drama Stage 6
SCIS SUBJECTS: Theatre – Lighting; Theatre – Production and direction; Theatre – Stage setting and scenery
PUBLISHER: International Alliance of Theatrical Stage Employees Local 470, USA
REVIEW DATE: 15/07/08 [792.02] SCIS 1365227

The world of mime theatre

www.mime.info/

An industry based promotional site, this resource targets people involved and interested in mime theatre throughout the world. The site offers a conduit for information, events, and a message board. It leans towards European and American practitioners and interest groups, with no Australian representation. Contents include information on specific mime artists, articles, journal and organisation subscriptions, available books and videos, and a search engine. Despite being well laid out with linked content, some external links are redundant. The site may be useful for making and maintaining international contacts for teacher resources and research. F. Crum

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Drama Stage 6
SCIS SUBJECTS: Mime
PUBLISHER: World of Mime Theatre, USA
REVIEW DATE: 15/07/08 [792.3] SCIS 1365211

What sport do you want the advantage in?

www.athletes.com/fun/sports.htm

The dominant graphics of American sports suggests concern about relevance for Australian school students, but the resource does have some value for NSW students, especially in **Tennis**, **Soccer** and **Rugby** sections. Analysis beyond information on **Baseball** and **gridiron Football**, does elicit some valuable educational material. Soccer has excellent information about nutritional needs, and several sections have the depth and immediacy for students with specific ideas associated with the PDHPE Stage 6 Core: *Factors affecting performance* and the Option: *Improving performance*. Useful short videos on training techniques are also quite good. The site provides valuable information for the PDHPE 7–10 Elective: *PASS*. Articles are often commercially focused and associated with product endorsement. R. Cox



USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Sports
PUBLISHER: Athletes.com, USA
REVIEW DATE: 15/07/08 [796] SCIS 1366913

Beijing 2008 Olympic Games, Australia: official site of the 2008 Australian Olympic Team

www.olympics.com.au

Detailed information on Australia's role in the Beijing Olympics is presented on this website. **Athletes** has biographies and photographs of the Australian team. News is constantly being updated and includes daily locations of **The torch relay** and a countdown clock. A range of teaching resources can be downloaded free when teachers join the *a.s.p.i.r.e* school network. The **BK zone** is for student interaction via **Letter link** and **Chat time: talk to Olympians**. The site allows students to visit all the venues, read the events timetable, view official images of athletes and find information about Beijing and China. A highly engaging, informative site, this is a useful teaching and learning resource. D. Imison

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; PDHPE
SYLLABUS: HSIE K–6; PDHPE K–6
SCIS SUBJECTS: Australian Olympic Committee; Olympic Games
PUBLISHER: Australian Olympic Committee
REVIEW DATE: 15/07/08 [796.48] SCIS 1034529

Writing fun

www.teachers.ash.org.au/jeather/writingfun/writingfun.html

The site is a collection of text organisers and pro formas to assist students with the writing process. All types of text are included, with handy hints, examples and guidelines for use by students. The layout, practicalities and niceties of writing emails are included. Short descriptions of the purpose of each text type are shown on the bright home page. After choosing the text type required, an organiser loads which then goes into more detail about the construction of the text. Examples for each primary Stage level are available, as well as a blank template which can be completed online or printed as a worksheet. This would be an especially useful resource for English lessons where an interactive whiteboard was available. R. Parnis

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Literary style; Writing (Authorship)
PUBLISHER: J. Eather, Australia
REVIEW DATE: 15/07/08 [808] SCIS 1323683

Poem of quotes

www.poemofquotes.com/

Despite the title, this site is hardly an exhaustive collection of poetry or quotes. However, its simple and accessible format makes it a useful tool to interest junior students in poetry. Click on **Classical poets** or **Love poems** to get access to small but interesting anthologies. The selection within the **Ten greatest love poems of all time** is debatable, and therefore could be a great discussion starter. The site collects various quotations under intriguing titles such as **Angry quotes** and **Funny quotes**. Particularly worthwhile is **Writer's tools**, which has some clever little devices that will interest Stage 4 students. There is a **Theme generator**, a **Rhyme generator**, and even a **Poetry generator**. Especially amusing is the **Poet quiz** where students determine which famous poet had a personality most like their own. P. Gilchrist

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
SCIS SUBJECTS: Poetry collections; Quotations
PUBLISHER: G. R. Hess, USA
REVIEW DATE: 15/07/08 [808.81] SCIS 1348261

One life: Walt Whitman: a kosmos

www.npg.si.edu/exhibit/whitman/

The site is a tender portrait, in word, image and sound, of America's premier modernist and romantic poet. A lovely introduction forms an appealing entry point to the site. The interesting **Gallery** has a pictorial timeline which puts the poet into historical context. A short **Essay** is mildly enlightening, and users should also investigate the three heirs profiled on the bottom of this page. The site has audio of Whitman reading *America* and excerpts from *Leaves of grass*. The site is pleasant to use and it would be useful support for a multimedia study of Walt Whitman. C. Thomas

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
SCIS SUBJECTS: American poetry
PUBLISHER: National Portrait Gallery, USA
REVIEW DATE: 15/07/08 [811] SCIS 1340748

Ray Bradbury

www.raybradbury.com/index.html

The site offers some fascinating information on this award winning science fiction writer. The highly visual homepage has biographical information including video interviews, a chronology of his work, articles, external links, and news of Bradbury's personal appearances. **Books** lists many of his published works, presenting summaries of and extracts from these titles. Clearly constructed and accessible the site offers some valuable content for research into this notable writer's life and work. It would be a worthwhile reference as an adjunct to reading and studying Bradbury's works. F. Crum



USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7-10
SCIS SUBJECTS: Authors - American
PUBLISHER: HarperCollins, USA
REVIEW DATE: 15/07/08 [813] SCIS 1365247

Beowulf

www.beowulftranslations.net/

Containing over 100 English language translations of *Beowulf*, this is a highly detailed, scholarly research site. Texts are cross referenced by author and date in separate drop-down menus. Selected episodes are used to highlight authorial variations and translation changes. **What is Beowulf?** is a link that contains an **Anglo-Saxon chronology**, audio links to Old English readings of the poem, a glossary of related terminology, film adaptations and outlines of various versions of the epic poem. **Bibliography 1** and **Bibliography 2** present extensive reference lists of books. This site is a wonderful resource for students and teachers. F. Crum

USER LEVEL: Stage 5 Professional
KLA: English
SYLLABUS: English 7-10
SCIS SUBJECTS: Anglo-Saxon literature; Epic poetry; Legends - English
PUBLISHER: S. Allan, Canada
REVIEW DATE: 15/07/08 [829] SCIS 1365262

World history for us all

worldhistoryforusall.sdsu.edu/dev/default.htm

Developed for teaching world history in the USA, this site would be useful when investigating history, society and civilisations in Stage 4 History. An interesting seven minute overview of the history of the world is provided via video. World history is divided into nine eras and each era contains teaching units with a **PowerPoint** presentation outlining the history and geography at that time, written information, and depth studies. Curriculum focus areas are provided for teachers along with bibliographies. A questions forum and detailed glossary checks and enhances understanding. The language, style and format are suitable for middle to senior school students. A. Frost

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7-10
SCIS SUBJECTS: World history - Study and teaching
PUBLISHER: San Diego State University, USA
REVIEW DATE: 15/07/08 [909] SCIS 1357863

Livius articles on ancient history

www.livius.org/

With articles ranging from Achaemenid Royal Inscriptions to Zoroastrianism, this excellent website has an enormous amount to offer teachers and students of ancient history. The site's focus is on ancient sources from Anatolia, Carthage, Egypt, Greece, Mesopotamia, Persia, Rome and Germania Inferior (the province of the Roman Empire along the Lower Rhine). Topics are presented in simple lists of clickable links. These expand to extensive written pieces with terrific photographs and a large number of research choices. This is an exciting resource for the History 7-10 Topic: *Societies and civilisations of the past* and for most Egyptian, Near Eastern, Greek and Roman topics in Ancient History Stage 6. R. Darlington

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7-10
SCIS SUBJECTS: History - Ancient
PUBLISHER: J. Lendering, Netherlands
REVIEW DATE: 15/07/08 [930] SCIS 1365069

Forum Romanum

www.forumromanum.org/index2.html

Those with a passion for Roman history will find a vast range of sources here. Maintained by a PhD. candidate at Harvard, the site is a collaborative project aimed at producing classical literature online. It contains a digital library of Latin literature, *Corpus scriptorum latinorum*, with hundreds of Latin texts ranging from antiquity to early modern times, and even a few from the 19th and 20th centuries. Most are in Latin but many have been translated. Teachers and students will find several sources relevant to the Ancient History Stage 6 Core Study: *Cities of Vesuvius - Pompeii and Herculaneum*. The site is a good source of information for the personality studies of Tiberius Gracchus and Julius Caesar. R. Darlington



USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Latin language; Latin literature; Mythology, Roman - Dictionaries; Rome - History; Rome - Social life and customs
PUBLISHER: D. Camden, USA
REVIEW DATE: 15/07/08 [937] SCIS 1048740

ROMA: history and civilisation of the Eternal City

www.citrag.it/roma/eng_home.htm

The site provides information on Roman history from legendary foundation to the last emperors. Categories include **History**, **Civilisation**, **Legends** and **Monuments**. The site has some serious shortcomings. Spelling errors are frequent and some topics are covered far too briefly. A further problem is that myths are recounted as if they are historical facts, however, this could be stimulus for discussions about evidence in history. The site's best feature is that it provides simple and brief information in a style that is suitable for junior students. With some teacher guidance, this could be a useful resource for students in History 7-10. R. Darlington

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7-10
SCIS SUBJECTS: Civilisation - Roman; Rome - History
PUBLISHER: Citta dei Ragazzi di Roma, Italy
REVIEW DATE: 15/07/08 [937] SCIS 1365077

Temple Bar Viking Excavations

www.mglarc.com/projects/templebar.htm

Most visitors to Dublin's trendy Temple Bar district are probably unaware that they are a few metres above the site of a Viking settlement, occupied from around the mid-ninth century until 1170. This interesting site shows excavation and preservation work at the site between 1996 and 1998. An introduction gives an outline of the historical significance of the settlement and is followed by pages on preservation, excavation, the succession of settlement, life

in Viking Dublin, excavation levels and finds. This site provides an excellent resource for the study of archaeology and heritage issues in investigating history in History 7-10. R. Darlington

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7-10
SCIS SUBJECTS: Dublin (Ireland) - Historic buildings, sites, etc.; Dublin (Ireland) - History; Vikings; Excavations (Archaeology)
PUBLISHER: Margaret Gowen & Co., Ireland
REVIEW DATE: 15/07/08 [941.8] SCIS 1365087

Virtual Finland

virtual.finland.fi/

Providing an abundance of information on Finland, this outstanding site will be enjoyed by students focusing on this country. From general facts and figures to deep studies of visual arts, literature, poetry, music, and theatre, the site will engage students. Information covers Finnish society, the environment, and history. Exceptional graphics, colour photographs and maps complement the easy to read language. A web cam provides up-to-the minute images of Helsinki. The style and format is suitable for middle and senior school students. It is an excellent site for the Society and Culture Stage 6 Topic: *Social and cultural continuity and change in a selected country*. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; English; HSIE
SYLLABUS: English 7-10; HSIE K-6; Society & Culture Stage 6; Visual Arts 7-10
SCIS SUBJECTS: Finland
PUBLISHER: Ministry of Foreign Affairs, Finland
REVIEW DATE: 15/07/08 [948.97] SCIS 1357859

Mandela: an audio history

www.radiodiaries.org/mandela/

The attraction of this site is its atypical approach in telling about **The stories** and **The people** in Nelson Mandela's history. Examining Mandela's life in the context of South African history from 1944, the site provides extensive primary source material in the form of audio files with written transcripts. With the large amount of visual materials available on the internet, the use of audio files provides a different challenge for students of History in the use of primary sources. A highlight of the site is the **Audio timeline** which students will enjoy using. A. Byron

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Apartheid - History; Political prisoners - Biography; South Africa - History - Sources; South Africa - Politics and government - 20th century; Statesmen and stateswomen, African - Biography
PUBLISHER: Radio Diaries, USA
REVIEW DATE: 15/07/08 [968.06] SCIS 1364225

Vikings: the North Atlantic saga

www.mnh.si.edu/vikings/start.html

Over a thousand years ago the Vikings became the first Europeans to discover North America settling, after an epic voyage, in Newfoundland. To commemorate this voyage, the Smithsonian

Institution has produced an exhibition, a television documentary and this website. Visitors to the site can view highlights of the exhibition, including weapons, chessmen and a whalebone ironing board. Using the interactive **Viking voyage** section, students can follow the Viking voyages from Norway, through Britain, Ireland, Iceland and Greenland to North America, learning about archaeology, sagas, history and the environment at each stop. There is a **Learning centre** with resources, including a **Teachers' guide**, runic alphabets and some excellent links. This is an outstanding resource for the History 7–10 Topic: *Societies and civilisations of the past*. R. Darlington

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7–10
SCIS SUBJECTS: Canada – Discovery and exploration; Greenland – Discovery and exploration; North America – Discovery and exploration; Northmen; Vikings
PUBLISHER: National Museum of Natural History, USA
REVIEW DATE: 15/07/08 [970.01] SCIS 1365102

The conquest of Mexico

historians.org/TI/LessonPlans/ca/Fitch/

An outstanding and easy to navigate site, the resource creates a virtual learning environment about the conquest of Mexico. Teacher and student materials provide detailed background information on primary and secondary sources, including identifying, defining, understanding and analysing these sources. Maps and a timeline enhance understanding of the conquest. Links to digitised sources contain a plethora of easy to read narratives and activities that detail the conquest of Mexico. The language style and format are suitable for senior students, particularly when undertaking HSC History Stage 6: Extension case study: *Spain and the Aztec Empire*. A. Frost



USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; HSC History Stage 6: *Extension*
SCIS SUBJECTS: Aztecs; Cortes, Hernando; Mexico – History
PUBLISHER: American Historical Association, USA
REVIEW DATE: 15/07/08 [972] SCIS 1357837

Convict creations.com: the hidden story of Australia's missing links

www.convictcreations.com/index.htm

Concerned with unveiling the truth behind the Australian spirit, this intriguing website looks at the cultural peculiarities of Australians by delving into our history and investigating events and personalities. **History** has information on *Colonial life*, *20th century division* and *War*. **Culture** contains a **Quickguide** to everything Australian and pieces on *Creativity and Expression*. The **Sport** page comes with a warning that the writer has tried to insult every team. **Identity** tries to explain what it means to be Australian by looking at **Australian nationalism**, **Asian engagement**, **Anti-intellectualism** and **Multiculturalism**. There are many primary sources, loosely referenced but well chosen, ranging over historians' and politicians' views, advertising spiels and film stills. Each page uses quotations, poetry or artwork to support a readable and entertaining analysis of Australian identity. Passages explain the influence, sometimes quite irreverently, of an event or person to Australians' cultural identity. R. Parnis

USER LEVEL: Stage 5

KLA: HSIE
SYLLABUS: History 7–10
SCIS SUBJECTS: Animals – Australia; Australia – History; Convicts; National characteristics – Australian; Sports
PUBLISHER: C. Swanson, Australia
REVIEW DATE: 23/06/08 [994.02] SCIS 1346425

Professional reading

Resources are in Dewey order.

CARR-GREGG, Michael

Real wired child: what parents need to know about kids online

Penguin Group (Australia), Vic, 2007
 ISBN 9780143004653 [004.67]

Child psychologist Dr Carr-Gregg addresses parents' concerns about the online environment and its effects on children in this book. Case studies demystify internet based communicating including email, chat rooms, blogs, and text messaging. Social networking, internet surfing, downloading, and online gaming are also considered. Specific, high profile Web 2.0 tools, such as *Youtube*, *Facebook* and *MySpace*, are discussed. Topics include **The digital generation gap**; key safety principles; facts about **Cyberbullying**; sleep deprivation and other addictive behaviours; considerations for schools; and ideas for teachers, parents and caregivers to support students to make safe choices when online. A family internet safety contract provides a practical safe usage agreement. This compact, informative book is humorously illustrated by political cartoonist Ron Tandberg. I. McLean

USER LEVEL: Community Professional
KLA: English
SYLLABUS: English K–6; English 7–10
 Paper \$20.00 SCIS 1334934

Learning 2.0

plcmcl2-things.blogspot.com/#23

Simple, direct information is provided here, outlining internet technologies available for teaching and learning. Blogging, newsreaders, wikis, podcasts, online videos, and downloadable audio are generally discussed. The use of images and photographs from the internet is also outlined, including use of the website *Flickr*. **Pointers from lifelong learners** and **Set up your own blog** provide the most useful information. The simple nature of the site enables users who have limited knowledge to explore, develop and apply the technologies. Links to libraries provide opportunities to investigate how Web 2.0 is being incorporated. It is an interesting site for teachers new to Web 2.0. A. Frost

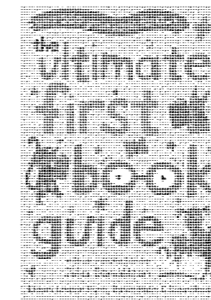
USER LEVEL: Professional
SCIS SUBJECTS: World Wide Web
PUBLISHER: Public Library of Charlotte & Mecklenburg County, USA
REVIEW DATE: 15/07/08 [004.67] SCIS 1357840

FLYNN, Leonie

The ultimate first book guide

A & C Black, UK, 2008
 ISBN 9780713673319 [011.62]

A collection of descriptive, evaluative reviews of fiction books, this resource will generate interest and assist in book selection. Titles are organised alphabetically within chapters suitable for 0–2 years, 2–5 years, and 5–7 years. There is an introductory section to each and informative commentary is scattered throughout. There are some interesting observations on the stereotyping of children's literature. Despite the omission of ISBNs, and the exclusion of famous Australian authors such as Mem Fox and Margaret Wild, this is still a useful guide for collections in preschool, primary school and public libraries, as well as for individual community members. A. Beedles



USER LEVEL: Community Professional
KLA: English
SYLLABUS: English K–6
 Paper \$35.00 SCIS 1353808

Rethink!: ideas for inspiring school library design

/ edited by Susan La Marca. SLAV, Vic, 2007
 ISBN 9780909978341 [027.8]

Case studies of design in 12 school libraries in Victoria are the basis of this colourful document. As a guide to developing the library as a well planned, attractive learning environment, it identifies a number of elements of library design and addresses each of these with descriptive text and illustrations. Some idealistic suggestions offer interesting targets for library managers, and there are clever ideas that could be adapted to improve library presentation and productivity on a budget. The publication illustrates many ways of using space to incorporate new technologies, and this is particularly helpful in assisting student interaction and learning in today's libraries. The photographs will inspire readers to try something different. J. Reynolds



USER LEVEL: Professional
 Paper \$84.99 SCIS 1344774

Reading under the covers: helping children to choose books

/ edited by Alyson Simpson. PETA, NSW, 2008
 ISBN 9781875622726 [028.5]

Thirteen well known Australian authors and illustrators present these ideas for engaging children with reading as they discuss writing and illustrating, with examples from their own stories. Specific suggestions are given for teachers and teacher librarians wanting to engage students more effectively as independent readers, with a pertinent chapter dealing



with children's comments about books and their choice of reading material for borrowing. Simpson conducted a research study with a variety of children from 7–12 to compile evidence for the book. The gathering of their opinions is a helpful guide, particularly for teachers and parents guiding students in learning how to make choices for themselves. J. Reynolds

USER LEVEL: Community Professional
KLA: English
SYLLABUS: English K–6
 Paper \$30.00 SCIS 1361308

NYDER, Ilana

The literacy wars: why teaching children to read and write is a battleground in Australia

Allen & Unwin, NSW, 2008
 ISBN 9781741754247 [302.2]

Any person who questions the how, why and what of teaching literacy in Australian classrooms should use this book as a reference. Using historical, international and political contexts, Snyder shows the origins of current debates about teaching literacy, and highlights the critical role of the media. Most importantly, the information is up to date, including the present federal government's ideas on teaching literacy. The discourse is sectioned into key areas including the teaching of grammar and reading, and the role of testing, technology and curriculum. The author, an associate professor from Monash University, provides convincing points of view grounded in solid and current research. This book provides an explanation for the novice and extended information for the experienced reader. J. Adnum

USER LEVEL: Community Professional
KLA: English
SYLLABUS: English K–6
 Paper \$32.95 SCIS 1352642

Little black book for strong black women

NSW Strategy to Reduce Violence Against Women, NSW, 2007
 ISBN 1741900328 [362.82]

Using strident artwork in the form of cartoons, photographs and bold colours, this volume provides practical information for NSW Aboriginal and Torres Strait Islander women and girls. Information is shown in the form of a diary, address book and notebook, defining the truths of domestic violence and artistically presenting the physical, financial, practical and legal support available. With quotes from elders presenting affirming messages, encouraging anecdotes from women who have conquered negative situations, and contact details for personal advisors, programs, and activities, this book aims to advise, educate, encourage, empower and improve the situations of all women and girls. The book acknowledges contributions from Aboriginal women across NSW, and it complements the Sistaspeak program which operates in NSW. D. Imison

USER LEVEL: Community Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Community & Family Studies Stage 6
 Paper \$POA SCIS 1360191

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. Prices include GST.

Sustainable schools NSW

www.sustainableschools.nsw.edu.au/

ABSTRACT

Based on the program which originated in Victoria, this site supports all schools, their partners and the community in realising a positive environmental vision by developing sustainability, knowledge, skills, values and behaviours. School communities are encouraged to create a School Environmental Management Plan (SEMP) and to integrate it into their overall school plan so that school development and student learning outcomes will be directly related. The program is supported by state and national environmental policies and programs, and at all levels of government, and the website has tips for planning, consulting and developing a local SEM, as well as access to professional workshops, an online forum and case studies.

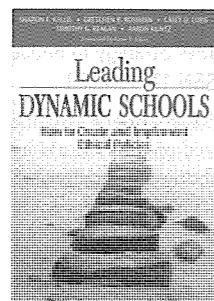
USER LEVEL: Community Professional
KLA: Science; SciTech
SYLLABUS: Earth & Environmental Science Stage 6; Science 7–10; Science & Technology K–6; Senior Science Stage 6
SCIS SUBJECTS: Community life; Environmental education; Environmental protection; Schools–Australia; Sustainable development
PUBLISHER: NSW Dept. of Environmental & Climate Change, Australia
REVIEW DATE: 15/07/08 [363.7] SCIS 1370338

RALLIS, Sharon F. [and others]

Leading dynamic schools: how to create and implement ethical policiesCorwin, USA, 2008
ISBN 9781412915571

[370.2]

In a range of leadership contexts, the authors examine processes for making and enacting educational policy. They bring into ethical consideration how school leaders interpret, evaluate and analyse the policies that govern their schools. The introductory chapter examines the full context of what policy means, beyond the rules and regulations that govern schools, to look more critically at policy that shapes programs, procedures and practices. Each chapter takes an inclusive approach, examining leadership principles that influence the moral and ethical choices which leaders can exercise as they implement democratic leadership principles. The reader is invited, through structured questioning of their own leadership practice, to reflect on the practical issues that confront them daily as leaders of dynamic communities. F. Plummer



USER LEVEL: Professional
 Paper \$40.95 SCIS 1348313

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: <carol.thomas@det.nsw.edu.au>

Leading the way in school and classroom practice: boys' and girls' education strategy support documentNSW DET Equity Programs and Distance Education Directorate, NSW, 2008
ISBN 9780731386024 [371]

ABSTRACT

The strategy, developed to support improvements in learning and social outcomes in NSW schools, replaces the *Girls and boys at school: gender equity strategy*. The strategy addresses gender as an educational issue. It is a framework in three areas: teaching and learning; social support; school and community partnerships. The framework provides practical advice for improving learning outcomes through strategies and contemporary resources. In the support document: research is summarised; activities give guidance for whole school, community, and classroom approaches; a model of implementation is provided; and tools for analysis of practice, planning and evaluation are tabled. The support document can be downloaded at <<https://detwww.det.nsw.edu.au/lists/directoratesaz/equity/boysgirlsedu.htm>>.

USER LEVEL: Professional
 Distributed free to NSW DET schools SCIS 1357407

Cursions

cursions.com.au/

An intriguing and unique initiative for school excursions and in school visits, the site is a search engine for teachers investigating interesting school activities. Although based in Victoria, information is useful Australia-wide and specific educational information is given which will allow teachers to judge the value of each activity. Teachers can search by syllabus, Year group, place, and transport and accommodation requirements. The site uses a simple search format and the reasonable size of the database makes searching for activities worthwhile. The website and its business concept are new, so the active drive for advertising and the site's marketing information could be worth a look by students undertaking the Commerce 7–10 Option: *Promoting and selling*. C. Thomas

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: Commerce 7–10
SCIS SUBJECTS: Classroom activities; Educational resources; Excursions; Schools – Finance
PUBLISHER: Ocean Grove, Australia
REVIEW DATE: 15/07/08 [371.3] SCIS 1363233

Aboriginal educational contexts

ab-ed.boardofstudies.nsw.edu.au/

ABSTRACT

The site showcases examples of school-developed context-based teaching and learning projects, collaboratively developed by teachers, Aboriginal education workers and local community members. It includes the educational and cultural journeys of teachers, students and community members in rural and urban schools and communities. These are recounted through video, audio, digital images and work samples. The site has links to Aboriginal community consultation and protocols; Aboriginal art; Aboriginal languages; English literacy 7–10; Mathematics and numeracy 7–10; Science 7–10; and an extensive range of

research and curriculum resources. A **Primary** link provides units of work for a variety of KLAs and learning stages.

USER LEVEL: Community Professional
SCIS SUBJECTS: Aboriginal peoples – Languages – Study and teaching; Children, Aboriginal – Education; Education, Primary – Australia; Mathematics – Study and teaching; Science – Study and teaching
PUBLISHER: Board of Studies NSW, Australia
REVIEW DATE: 15/07/08 [371.829] SCIS 1301811

Designability

designability.com.au/

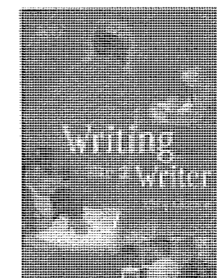
Created by Design and Technology teachers, this well laid out site has a small number of projects and resources. Projects are an aluminium ring binder; a computer mouse; a timber envelope rack; and a polypropylene lamp. Each project has the design catalyst and suitable creator age noted. Projects are enthusiastically outlined, with a well presented gallery of completed projects to admire, plus helpful hints in undertaking the project and lists of equipment and materials needed. To undertake a project, the site sells supporting videos, a teaching program and notes, student handouts, and reference books from the **Catalogue**. **Professional development** is merely a link to the *Teacher Training Australia* website. In **News**, Visual Arts teachers could be interested in the site's two jewellery project kits. These resources are described and they can be ordered through the site. A scant amount of content limits the site's online usefulness, but the resource has potential for D&T teacher networking, and for teachers seeking new and innovative designs. C. Thomas

USER LEVEL: Professional
KLA: CA; TAS
SYLLABUS: Design & Technology 7–10; Design & Technology Stage 6; Visual Design 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS: Design; Educational resources; Technology
PUBLISHER: Designability, Australia
REVIEW DATE: 15/07/08 [607] SCIS1359497

GLEESON, Libby

Writing like a writer: teaching narrative writingPrimary English Teaching Association, NSW, 2007
ISBN 9781875622702 [808]

With reference to her own books, and a wide range of primary school classrooms, Gleeson illustrates both practical strategies and the creative process in a way that will capture the imagination of teachers who, like her, are inspired by literature. Each chapter has a focus on one aspect of creative writing, from creating characters to the design and structure of creative writing. Chapters are supported by reference to children's work and responses, quality children's literature, and practical strategies for teachers to use in developing students' understandings about creative writing. Strategies will be particularly useful with a range of age groups from K–6. This is a very valuable resource for teaching about literary texts. K. Rushton



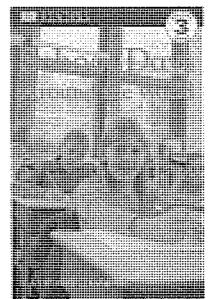
USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6; English 7–10
 Paper \$32.00 SCIS 1343400

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.

DK Readers

Dorling Kindersley, UK, 2007



A multilevel reading program designed to motivate and interest students while developing their reading skills, this series is sure to develop general knowledge as well. Each of the three levels reviewed build on skills from the previous level. Level 1 contains simple sentences with limited vocabulary and word repetition, whilst the glossary features pictures along with definitions and a simple index. Level 2 adds longer sentences and increased vocabulary plus fact boxes with additional information. A more complex sentence structure, an alphabetical glossary and a more comprehensive index are found in level 3. All levels contain good colour photographs as well as topics which will encourage young beginning readers to seek out more. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; HSIE; SciTech
SYLLABUS: English K–6; HSIE K–6; Science & Technology K–6
 Paper \$9.95 each

Reviewed titles in this series:

School days around the world SCIS 1320909
Submarines and submersibles SCIS 1304276
Water everywhere SCIS 1312794

Woodlands Junior School Kent

woodlands-junior.kent.sch.uk/index.html

A variety of games and interactive activities can be found on this comprehensive website. Educational games cater for developing mathematics, literacy, science, memory, and logic skills. Interactive activities are presented under the headings of **Literacy zone**, **Maths zone**, **Science zone** and **Homework help**. Literacy zone

features activities under the subheadings **Words and spellings**, **Grammar**, **Punctuation**, and **Writing** text. There are online stories to read including traditional stories. There are some lesson plans and worksheets but these are isolated tasks with no developmental context and no specific outcomes. The site has entertaining material but it encourages passive learning. Teachers who are prepared to modify the content could find that the site works particularly well with interactive whiteboards. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: English; HSIE, Mathematics; SciTech
SYLLABUS: English K-6; HSIE K-6; Mathematics K-6; Science & Technology K-6
SCIS SUBJECTS: Interactive media; Teaching – Aids and devices
PUBLISHER: Woodlands Junior School, UK
REVIEW DATE: 15/07/08 [372.133] SCIS 1356861

School dictionary

Penguin Books Ltd, UK, 2007 (Ladybird)
 ISBN 9781846467578 [423]

User friendly, bright and colourful, these resources are a reasonable introduction to the dictionary and thesaurus for younger, independent readers. Coloured headings, guide words and vertical alphabetical listings at the side of each page are attractive visually, although some definitions are simplistic and others are misleading. Bold type has been used effectively throughout, including with keys to symbols and grammatical terms. The user guides at the front of each book are clear and concise. **Useful words** and **Science and technology** will prove particularly useful for younger users. Scattered coloured illustrations highlight and enhance the content of each title. The dictionary's main use for schools would be to help with spelling; the thesaurus would help with students' writing and the finding of synonyms. G. Cale

USER LEVEL: Stage 1 Stage 2
 Paper \$16.95 SCIS 1331400

Other reviewed title:

School thesaurus SCIS 1331401

Read me! a literacy program for all interactive whiteboards and stand alone computers [electronic resource]

Desktop Magic, Qld, 2008

ISBN none [428.007]

This package, containing a CD ROM as well as a student workbook, is available for personal computers and Macintosh. The student workbook activities are reproducible sheets, designed to supplement the interactive whiteboard lessons and can be used with individual students, small groups or a full class. Used as a literacy enhancement tool, this program has over 130 blackline masters and educational games, and comprises useful literacy activities for deconstructing rules of grammar, poetry, language and genres. The great variety of activities throughout the workbook, including brainstorming, cloze passages, flow charts, writing letters, and puzzles, would engage and entertain the students targeted. J. Adnum

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
 SPOA SCIS 1353597

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. Prices include GST.

TAYLOR, Geraldine

Picture dictionary

Ladybird, UK, 2007

ISBN 9781846467233 [428.2]

Simple, colourful illustrations provide the foundation for this picture dictionary containing over 750 basic words. Whilst some icons may be outdated, such as the electric typewriter, and there is the occasional challenging term such as a *shoal of fish*, this book aims to introduce the alphabet. Above each picture is the word. A context is offered with the addition of an adjective or preposition, or the word in a sentence. Sections include **My body**, **Families**, **Days of the week**, **high frequency words** and **Words we use a lot**. The resource is useful for encouraging early language development, spelling skills and for helping ESL students to increase their vocabulary. A. Beedles

USER LEVEL: Early Stage 1 Stage 1
 Paper \$9.95 SCIS 1334887

Count us in: games designed to help children understand basic number concepts

www.abc.net.au/countusin/default.htm

With easy to read and follow instructions, the ideas behind these 15 games link well with the *Count me in too* program. The activities include number order, counting, addition, subtraction, ordinals and patterns in the Number Strand, and volume, length and time in the Measurement Strand. Although each activity can be replayed, the level of skill required cannot be altered to meet individual student needs. Of benefit is the teacher resource section, which supplies notes for other games to play with students in small groups, along with a list of materials required and instructions. The games' menu lists the objectives for each game, helping teachers meet syllabus requirements. Games can be downloaded quickly and easily from the website, to operate as a self running file. M. Whitfield

USER LEVEL: Early Stage 1 Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K-6
SCIS SUBJECTS: Arithmetic – Problems, exercises, etc.; Number games
PUBLISHER: ABC Online, Australia
REVIEW DATE: 15/07/08 [513.076] SCIS 1146942

Picture books

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

BECKER, Shelly & TAKAHASHI, Hideko

Mine! Mine! Mine!

Koala Books, NSW, 2007

ISBN 9780864618047

Many young children have a problem sharing their toys; Gail is no exception, especially when cousin Claire comes visiting. However,

after a quiet talk from Mum, Gail decides that some things are easy to share, but cousin Claire does not want to play with broken, battered or torn toys. It is a start though. Narrated in rhyme, this humorous picture book's simple illustrations depict Gail's and Claire's feelings perfectly through their facial expressions. Even Gail's toys seem shocked by her behaviour. The clever ending shows that Gail indeed learns her lesson. It would be a particularly useful picture book to read when a reminder about sharing is required. G. Maugle

USER LEVEL: Early Stage 1 Stage 1
 Paper \$14.99 SCIS 1303594

CLARKE, Jane & FUGE, Charles

Gilbert in deep

Koala, NSW, 2007

ISBN 9780864617187

Portrayed as totally fearless, the young great white shark in this lively picture book simply wants to play underwater. Gilbert and his friends enjoy playtime adventure games which often involve venturing too far away from the wise limits set by parents. As Gilbert reveals his fear of the deep, the creatures of the deep disclose that they are afraid of the light. In conclusion, Gilbert models a sincere apology and his mother lovingly forgives him. Rich alliterative language such as *surging surf*, *swirling seaweed* and *terribly tangly*, enhance the impact of the wonderful illustrations provided on each page. This book will provide ample opportunity for teachers to discuss issues related to fear, and ignoring the sensible warnings of parents, with younger students. D. Johnston

USER LEVEL: Early Stage 1 Stage 1
 Paper \$12.95 SCIS 1338568

COFFELT, Nancy & TUSA, Tricia

Fred stays with me!

Koala, NSW, 2007

ISBN 9780864617149

Enjoyable and sensitively told, this is a tale about a little girl of divorced parents and her life living with each parent part time. Sharing this and offering her consistency throughout her hectic life is her dog, Fred, who causes great mischief wherever he goes. Sympathetic illustrations support the written text, which features repetition and simple language that may appeal to younger readers. The picture book could be utilised as a springboard for units targeting family and personal relationships and it has subject connections to the Early Stage 1 COGS Unit (B): Me, in relation to the family relationship structure. D. Croker

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE; PDHPE
SYLLABUS: English K-6; HSIE K-6; PDHPE K-6
 Paper \$13.99 SCIS 1324564

Dino stories [series]

Black, UK, 2007

A mix of picture book, fascinating facts and graphic novel style narrative, makes these terrific books about popular prehistoric

creatures very accessible to students. The main dinosaur of each title is personalised by colour illustrations. Some elements of 1960s comic books are used to good effect, as in the dividing of storylines into four sections. Modern computer colouring and special effects are also evident. Other familiar components include tightly written scripts, caption boxes, picture insets and text sound effects. Labelled diagrams, photographs of fossils and possible evolutionary descendants are included. The books conclude with brief information on fossil evidence and a gallery of animals from the stories. I. McLean

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
 \$35.00 each

Reviewed titles in this series:

Pteranodon: giant of the sky SCIS 1345578
Triceratops: three horned dinosaur SCIS 1345570
Tyrannosaurus: tyrant lizard SCIS 1345576
Velociraptor: the speedy thief SCIS 1345574

DUNSTAN, Kylie

Collecting colour

Lothian, NSW, 2008

ISBN 978034410221

Rose and Olive explore traditional Aboriginal weaving in this picture book. The concise and informative text accurately but superficially describes the techniques used to gather, dry, dye and weave pandanus palm leaves. The book is primarily a narrative, and it does not have instructions for making anything shown here. The story is supported by bright, colourful illustrations. These images have a lovely simplistic quality and, at times, they incorporate examples of collage weaving. Different coloured written text indicates a new point or aspect of the story and this interacts nicely with the book's visuals. Students will enjoy the book as a positive story of family life and fibre artistry in the Top End. The author consulted fibre artists, the Committee of Injalak Arts and Crafts, and the traditional owners of Gunbalanya during this project. N. French

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA; English; HSIE
SYLLABUS: Creative Arts K-6; English K-6; HSIE K-6
 \$28.99 SCIS 1354586

FOX, Mem & GOODMAN, Vivienne

Guess what?

Scholastic Australia, NSW, 2008

ISBN 9781862916432

The reprinting of this entertaining picture book includes bonus illustrations. In exploring Daisy O'Grady's home for clues, readers find all is not as it seems. Amongst her cooking supplies are strange ingredients like blowfly eyes in a spice bottle and lifeless lizards' scale powder. Goodman has added keyhole pictures on each page that offer visual clues to the questions posed in the written text. At the end of the story there is a long list

resources

of hidden objects and animals for the reader to locate in the pictures. The book requires time to ponder each illustration closely in order to answer the associated questions. With a clear rhyme and rhythm, it is an ideal book for shared reading. R. Higginbottom

USER LEVEL: Stage 1 Stage 2
\$24.99 SCIS 1349672

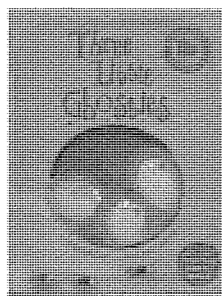
Cover reproduced by permission of Scholastic Australia Pty Ltd

GOODHART, Pippa & CANTONE, AnnaLaura

Three little ghosties

Bloomsbury Children's, UK, 2007
ISBN 9780747579557

Large, energetic, exaggerated illustrations, incorporating elements of many different media and techniques, characterise this cheerful and humorous picture book about three very boastful little ghosts. Each tries to outdo the other with tall tales of scaring ghouls, witches and an ogre, until an attempt to scare a human boy proves far too much even for such accomplished frighteners. Young readers will relish the rollicking language, the rhyming text and the extensive word play. The story would easily lend itself to reading aloud, choral verse speaking, readers' theatre and classroom performance. A 12 piece mobile in a separate pocket is a welcome inclusion. W. Smith



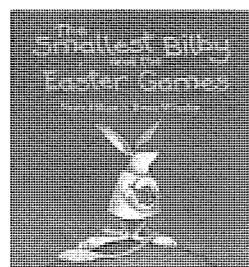
USER LEVEL: Early Stage 1 Stage 1 Stage 2
Paper \$14.95 SCIS 1338804

HILTON, Nette & WHATLEY, Bruce

The smallest bilby and the Easter games

Working Title, SA, 2008
ISBN 9781876288778

When the Easter rabbits decide they have been delivering eggs for too long, all kinds of bush animals, hoping to be chosen for the job, want to compete in their games. The winner will be the animal in charge of delivering the eggs at Easter. The rabbits decide they need an animal that is fluffy, fast, quiet, and small. The picture book overflows with Australian animals and beginning readers will love this Easter narrative featuring illustrations which combine drawing and water-colour. Readers will be compelled to keep turning the pages to find out how the bilby will win the competition as each of the animals is disqualified from the squad. This is an excellent teacher resource for the study of celebratory events in HSIE. K. McDonell



USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
\$24.95 SCIS 1352523

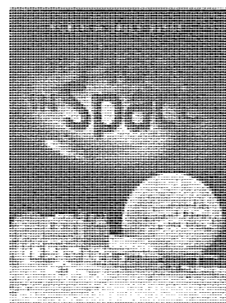
Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

HIRST, Robin & HARVEY, Roland

My place in space

Allen & Unwin, NSW, 2008
ISBN 9781741754049

Originally published in 1988, this very welcome revised and updated edition of a popular and useful picture book now includes current astronomical information, including the revised status of Pluto. Written by notable science educators, the book enables young readers to develop an understanding of the size of the universe and our place in it by moving outwards from the familiar to the vast reaches beyond the Milky Way. Humorous illustrations focus on the local and specific, while the scientific approach adds verisimilitude to the depictions of the night sky, solar system and galaxy. W. Smith



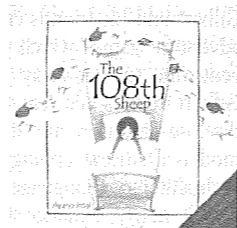
USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
Paper \$14.95 SCIS 1351285

IMAI, Ayano

The 108th sheep

Koala, NSW, 2007
ISBN 9780864617217

Counting sheep develops to a whole new level in this well conceived and unique picture book. The common problem of getting to sleep is taken to an extreme as large numbers of sheep continue jumping over the bed. Gently illustrated pastel arrangements of numbered sheep create diverse numeric arrangements for students to ponder. The text provides an appealing strategy to immerse young students in numeracy and to develop additive thinking in a way to which younger students will relate. The book provides a pleasing resolution and an opportunity for young readers to gain new insights into number concepts as they listen to a teacher reading this wonderful story aloud. D. Johnston



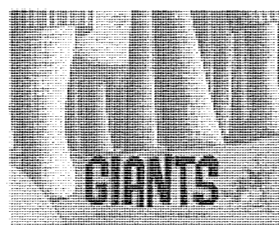
USER LEVEL: Early Stage 1 Stage 1
KLA: English; Mathematics
SYLLABUS: English K-6; Mathematics K-6
Paper \$14.99 SCIS 1343193

KELLY, Mij & MALAND, Nick

Giants

Hodder Children's, UK, 2007
ISBN 9780340893302

The nature of giants could productively be discussed before reading this picture book. Sweet Pea and Boogaloo are out walking, when Sweet Pea sees what Boogaloo does not. He tries to fill her head with ideas of the terrible nature of giants. Sweet Pea remains unconvinced as she sees clues as to what they are truly like. Children will enjoy finding the giant hidden in the crosshatched illustrations, somewhat reminiscent of Maurice Sendak. The ending may prove rather confusing, with children needing guidance to realise that it is the look-alike giants, not Sweet Pea and Boogaloo, who emerge from the forest. If these subtleties are picked up, it could lead into a discussion about individual similarities and differences. G. Maugle



USER LEVEL: Early Stage 1 Stage 1
\$28.95 SCIS 1331053

KUCHLING, Guundie

Tommy's pet

Hachette Livre, NSW, 2007
ISBN 9780734409287

Chinese whispers is great fun. Here it starts with Tommy whispering to Meilee that he has a pet which is *fab*. But Meilee rushes off before she hears Tommy reveal what his pet is. She then tells Oliver that Tommy has a crab and so it continues. A blue ribbon carries the whisper across the top of each double page spread, and the bright illustrations support and extend the written text as does the coloured and variable sized font. Children will enjoy guessing the next pet by picking up the clues through the rhyme and rhythm of the story. This Australian picture book is entertaining and it illustrates and inspires the use of whispers in drama games. G. Maugle



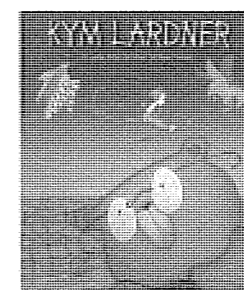
USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$28.99 SCIS 1332827

LARDNER, Kym

Kym Lardner: a collection of four picture books

ABC Books, NSW, 2007
ISBN 9780733320248

This anthology of picture books includes four of Kym Lardner's best stories. *Arnold the prickly teddy* provides readers with a heart warming story of kindness about a teddy bear that nobody wants. *Grandpa's horses* encourages readers to look for a silver lining. *The sad little monster and the jelly bean queen* highlights the importance of the kindness of strangers. *The coat-hanger horse* enables the reader to dream and be as creative as Nick when he pretends his coat-hanger is a horse taking him on magical adventures. The large font, eye catching illustrations and message within each story means this collection is perfect for reading aloud. K. McDonell



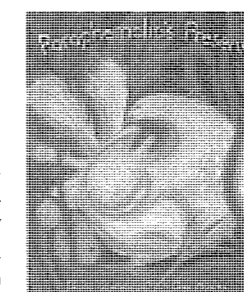
USER LEVEL: Early Stage 1 Stage 1
Paper \$24.95 SCIS 1322457

LAWRENSEN, Diana & HUXLEY, Dee

Paraphernalia's present

ABC Books, NSW, 2008
ISBN 9780733317422

In this sweetly gentle story, an old lady's only friend and companion is a hen, which provides her with a daily breakfast egg. How a mishap with some spilled grain eventually leads to visitors, friends and happiness for Dottie forms the simple plot. Bold, energetic illustrations add to the book's charm and appeal. Information about hens and chicks is included in an appendix. While the book could have value in the study of life cycles, young readers may be misled about the reproduction process of poultry, as the rooster's role is coyly omitted, although he appears in the background of both text and illustrations. W. Smith



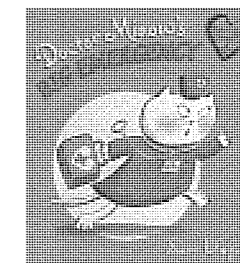
USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; SciTech
SYLLABUS: English K-6; Science & Technology K-6
\$27.95 SCIS 1352922

LLOYD, Sam

Doctor Miaow's big emergency

Orchard, UK, 2007
ISBN 9781846161735

Using the names of animal characters, like Doctor Miaow, Woolf, Mr Bird and Tom Cat in the Kiss-it Better Hospital, this picture book introduce children to the experience of hospitals in a totally non-threatening way. It would be extremely useful when looking at people in the community with the early years. The illustrations will particularly appeal to Richard Scarry fans, and there is ample detail to be pored over and discussed. The double page spread showing the location of the hospital would be ideal for simple mapping activities. To top it all off there are ample opportunities to make ambulance siren noises. G. Maugle



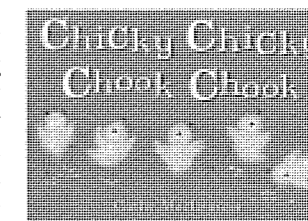
USER LEVEL: Early Stage 1 Community
\$28.95 SCIS 1324516

MacLENNAN, Cathy

Chicky chicky chook chook

Koala, NSW, 2007
ISBN 9780864616579

Using colour and rhythm, this enchanting picture book truly engages readers. The buzzing bees, pecking chicks and furry kittens are brought to life by the textured paintings and brilliant use of colour. The author/illustrator uses a combination of rhythmic, repetitive language and simple but revealing artwork, to tell a tale of a sudden daytime storm on a farm. The creatures come together to dry out and rest after the storm. The story suits reading aloud and teachers will be able to use it as a resource for both the *Dance* and *Visual Arts Strands* from the Creative Arts K-6 syllabus. K. McDonell



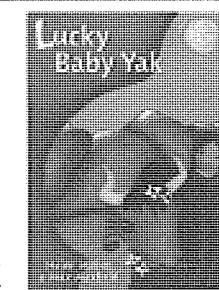
USER LEVEL: Early Stage 1 Stage 1
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
Paper \$13.99 SCIS 1324488

MANOS, Helen & MAXFIELD, Max

Lucky baby yak

Hachette Livre, NSW, 2007
ISBN 9780733621604

The plight of Tibetan refugees is the overriding focus of this thought provoking picture book. Beginning with the birth of a baby yak, the story centres on Pema, her brother Tenzin and their family, forced from their nomadic mountain lands by Chinese soldiers, who also steal their possessions. The strength of the urge



to continue this nomadic culture is exemplified by the grandmother whose hopefulness lies in the traditional ways. The bold illustrations are presented in a window format with Tibetan motives vertically etched beside them. The book would be a valuable discussion starter concerning the issue of a peaceful Buddhist way of life and Tibetan refugees in their struggle against the Chinese occupation of their land. J. Eade

USER LEVEL: Stage 2 Stage 3
\$29.00 SCIS 1305747

MYERS, Tim & HOVMANN, Anise Claire

If you give a T-Rex a bone

Dawn, USA, 2007
ISBN 9781584690986 [567.9]

Told in a humorous but factual style, this picture book introduces readers to the dinosaur world, including habitat, food and behaviour. The watercolour illustrations across the double page are sometimes dark, giving an eerie, foreboding feel to the text. Some explanation of American measurement would be necessary for full understanding. At the conclusion of the book, the storyline is supported by scientific data which, while minimal, is interesting. Readers are directed to other resources which support the topic, thus increasing the viability of this book. The resource could prove a springboard for those pupils on extension programs. G. Cale

USER LEVEL: Stage 1 Stage 2 Stage 3
Paper \$14.95 SCIS 1342013

OLTEN, Manuela

Boys are best!

Koala, NSW, 2007
ISBN 0864617755

A humorous picture book featuring two big-mouthed, cartoon characters, this tongue-in-cheek story is sure to amuse young readers. The two boys spend their time proclaiming that boys are best and girls are silly. The simple illustrations are hilarious, such as the pages where they describe how girls change their doll's clothes, pulling their own pants up and down to the repetitive words on and off. The bright, colourful illustrations are aptly complemented by the large, bold written text. With its simple repetitive text, this book would also lend itself well to readers' theatre. J. Eade

USER LEVEL: Early Stage 1 Stage 1
Paper \$14.99 SCIS 1324525

REITER, David P. & MURPHY, Patrick J.

Real guns

IP Kidz, Qld, 2007
ISBN 9781876819835

Based on a real event, this narrative relates how a traumatised Vietnam veteran cannot give up his gun, until his six year old son finds it and accidentally fires it at a mirror. The two discuss the event and the father explains and admits he was wrong to keep the gun in the house. A written text of many layers and multiple nuances, the picture book is a complex and thought provoking resource with clever and emotive illustrations. However, the language lags a little behind the power of the illustrations, and the ending is poorly constructed. For today's society, this is an important book on many levels, including firearms issues, the

danger and intrigue of guns, the Vietnam war and its effect on Australian soldiers. In-depth discussion would be necessary in classroom use of the book. G. Cale

USER LEVEL: Stage 3 Stage 4
\$29.95 SCIS 1329258

ROSEN, Michael & REYNOLDS, Adrian

The bear in the cave

Bloomsbury, UK, 2007
ISBN 9780747577652

With alliterative and poetic text throughout, the picture book details the adventures of a bear as he journeys from his cave to the beach and then the city. The repetitive nature of the language could provide inspiration for a music unit of work that incorporates soundscapes and tone colour concepts. The book contains colourful, rich illustrations by Reynolds and an audio CD of the story read by the author. The large format makes it convenient to share with a large group of children and the simple, repetitive language is useful to encourage student participation in reading aloud. D. Croker

USER LEVEL: Early Stage 1 Stage 1
Paper \$27.95 SCIS 1334626

RYAN, John

Captain Pugwash: a pirate story

Francis Lincoln Children's, UK, 2007
ISBN 9781845078218

Captain Pugwash was an animated television show in the 1960s. The picture book begins by telling a story of a brave pirate who sails the seven seas searching for treasure. However, the reader soon realises that the captain and crew of the *Black Pig* are not as fantastic as they believe themselves to be. In reality, Captain Pugwash is scared of other pirates, while his lazy crew enjoys playing games all day. Tom, the capable cabin boy, is the only one on the ship who knows how to sail. When another pirate attempts to trap Pugwash and make him walk the plank, it is up to Tom to save him. Ideal for the newly independent reader, this is an intriguing and humorous narrative that contains a mix of simple and complex sentences with large text size. K. McDonell

USER LEVEL: Stage 1
\$24.95 SCIS 1353542

SCIESZKA, Jon & SMITH, Lane

Cowboy & Octopus

Viking, USA, 2007
ISBN 9780670910588

Never ordinary, and always deceptive in their apparent simplicity, this dynamic partnership has again created a unique and thoughtful picture book. The intriguing, comic like collages add curious visual elements to the themes and offbeat humour of the text. Unlikely friends, Cowboy and Octopus amuse and intrigue the reader while exploring the aspects and ethics of friendship through their interactions. When and how is a friend to be helpful, appreciative, understanding and truthful? Should friendship be without expectation?

Enjoyment and appreciation can be derived in response to the images. This multilayered book offers the superficial enjoyment of slapstick humour as well as reflective introspection on the issues raised. N. Chaffey

USER LEVEL: Stage 1 Stage 2 Stage 3
\$24.95 SCIS 1348799

SHERRY, Kevin

I'm the biggest thing in the ocean

Penguin Group (Australia), 2007 (Puffin)
ISBN 9780143502272

Partial images of a blue giant squid on each page convey perspective to the ocean creatures portrayed in this picture book, which also has a fold out page. Readers are able to discern comparative size, a useful tool for younger readers and teachers alike. Simple illustrations are accompanied by bold font in a repetitive text, making this resource very user friendly for beginning readers. It could also serve as a great model for other comparisons. With the finality and assurance of the squid's boast, the pictures take over the storyline, making this a perfect entrée into discussion, writing and idea development in a small group or classroom situation. This is a simple but useful and adaptable resource for the beginning reader. G. Cale

USER LEVEL: Early Stage 1 Stage 1
Paper \$14.95 SCIS 1343220

SIMMONS, Jane

Together

Orchard, UK, 2007
ISBN 9781846162886

Friendship and the need for compromise and tolerance are the key issues in this gentle, simply told story of two dogs. Dissimilar in size, personality, temperament and inclination, the two become friends quickly and then fall out as their differences seem insurmountable. Happily, compromise is reached and the friendship is resumed. The two discover that they can do things differently, while remaining together. This warmly told, cheerfully illustrated picture book could be useful in classroom discussions of similarities and differences, in resolution of interpersonal conflict and with particular relevance to the Early Stage 1 COGs Unit (B): *Me*. W. Smith

USER LEVEL: Early Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$15.95 SCIS 1317035

TAYLOR, Sean & SHARRATT, Nick

When a monster is born

Orchard, UK, 2007
ISBN 9781846165115

Making choices on each double page spread of this delightful picture book will endear it to all who experience it, particularly older children. They participate by choosing what is going to happen next and the conse-

quences of those choices. The absurd alternatives followed by equally absurd outcomes will result in much laughter. The monster is adorable, with a goofy look and odd coloured eyes that only a child could love. Alternate black and white pages form the background to the bright neon coloured illustrations and writing, which is gleefully simple and straightforward, taking readers back to the beginning to start all over again. G. Maugele

USER LEVEL: Stage 1 Stage 2 Stage 3
Paper \$15.99 SCIS1339365

WARD, Helen & CRASTE, Marc

Varmints. Part one

Koala, NSW, 2007
ISBN 9780864618283

Craste's illustrations in this picture book are appealing but the written text lacks substance and sophistication. Focusing on the issue of environmental degradation as a result of building and overpopulation, the resource has strong echoes of Shaun Tan's *The rabbits*, without the politics. The text is minimalist and at times difficult to read because of the very dark print colour, a scratchy khaki on blackish backgrounds. The optimistic conclusion, with the reappearance of flowers and blue sky, makes this most suitable for younger readers. Older readers would find this a trite solution to a global crisis. While the book has some appealing features the receding text disrupts reading fluency and enjoyment. H. Cobban

USER LEVEL: Stage 3 Stage 4
\$26.99 SCIS 1352698

WHATLEY, Bruce

Clinton Gregory's secret

Scholastic Australia, NSW, 2007
ISBN 9781741690606

Even before the pages of this picture book are revealed, children will be immediately intrigued by the cover illustration. What is Clinton Gregory's secret? When all the predictions have been made, the bold illustrations and amusing tale inside will not disappoint. Readers will discover and delight in a little boy's night time adventures, ranging from wrestling a dragon to washing a tiger. Learning experiences may include a focus on the days of the week, or using the open ended conclusion to write or draw about Clinton Gregory's next secret adventure. L. Doyle

USER LEVEL: Early Stage 1 Stage 1
\$24.99 SCIS 1352700

Cover reproduced by permission of Scholastic Australia Pty Ltd

WILD, Margaret & VIVAS, Julie

Puffling

Omnibus, SA, 2008
ISBN 9781862915985

Describing the development of a young puffin, this charming picture book is an educational narrative based in fact. Illustrations are fine line drawings with abstract brown and orange backgrounds imbuing informative authority. These pages suggestively depict the land, until the young puffin leaves for the sea and the pages change to

blue. The story will resonate with most young readers as it deals with the care and attention parents lavish on their young. It also informs young students about the development of the young of another species and what is necessary for their survival. Images are just right for the subject matter: somewhere between fact and fiction. K. Rushton

USER LEVEL: Early Stage 1 Stage 1
\$27.99 SCIS 1346143

Cover reproduced by permission of Scholastic Australia Pty Ltd

WU, Lily & HUANG, Kathy & WU, Di

Peacock girl

Rainbow Dragon, NSW, 2007
ISBN 9780980363401

A teenager's personal account, this story shows her family's suffering in the Chinese Cultural Revolution and then their life in Australia, using the topic of dance and a destroyed peacock dress. The narrative offers a resolution to the suffering of Wu's grandmother, a dancer, in the success and freedom of a new generation, as Lily loves to dance and the peacock dress is remade. The book's watercolours have an old fashioned and gentle beauty and the simply told story will touch young and old. A lovely story, the book would make a wonderful starting point in studies of culture and identity. K. Rushton

USER LEVEL: Stage 1 Stage 2 Stage 2
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
\$24.95 SCIS 1352697

Fiction for younger readers

Resources are arranged alphabetically by author.
Some of these books are also suitable for lower secondary students.

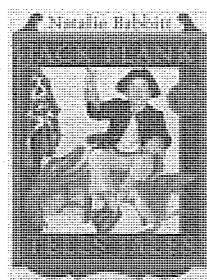
BABBITT, Natalie

Jack Plank tells tales

Scholastic, USA, 2007
ISBN 9780545004961

Jack Plank is ashore and looking for a new line of work after recently having left his pirate ship. He never was comfortable being a pirate. Jack entertains fellow boarding house residents with tales of his pirate days, in the process explaining why certain suggested potential occupations are unsuitable for him. He is neither an actor, musician, goldsmith nor barber, and each chapter regales readers with reasons or excuses. It seems Jack may have to return to sea. There is a satisfying ending to these amusing anecdotes which will furnish stimulation for readers' own creative writing efforts. Captivating characters ensure this is a good read aloud story with chapters just the right length to sustain a child's attention for one session. A. Beedles

USER LEVEL: Stage 2 Stage 3
\$16.99 SCIS 1325765



BRIAN, Janeen

Elephant mountain

Penguin Group (Australia), 2008 (Puffin) (Aussie bites)
ISBN 9780143303282

This thoroughly heartwarming book for emergent independent readers is the tale of a young Tbai boy, Kasem, who desperately wishes to be a mahout like his father. The storyline follows Kasem's journey to enlightenment, independence and maturity. Feelings, emotions, peer pressure and responsibility are themes that are dealt with sensitively. References to the Indian Ocean Tsunami 2004 are poignant, adding to the viability of the story. It seems particularly relevant and appropriate to Stage 1 and Stage 2 boys. Written in easily digested chapters in straightforward but evocative language, and with simple illustrations, this resource would be excellent for guided reading within a classroom or group situation. G. Cale



USER LEVEL: Stage 1 Stage 2
Paper \$12.95 SCIS 1351363

CLIFF, Alex

Superpowers [series]

Penguin Books Ltd, UK, 2007 (Puffin)

Undertaking brave exploits to enable release of the hero Hercules, two adventurous young boys and their quests are described graphically in each volume of this intriguing series. The boys must avoid deadly obstacles instigated by the fierce goddess, Juno, and they are protected in their quest by a particular magical power which assists them in each challenge. For example, they scramble through a ruined gatehouse to an ancient castle, from which they need to capture a charging giant boar in *The tusked terror*. This series also comprises a superpowers game which can only be completed when all seven books are collected. Unique and engaging, the series and its graphic presentation will attract readers looking for high level excitement in their reading. D. Johnston

USER LEVEL: Stage 2 Stage 3
Paper \$9.95 each

Reviewed titles in this series:

- The deadly stink** SCIS 1330666
- The heads of horror** SCIS 1330668
- The jaws of doom** SCIS 1330671
- The tusked terror** SCIS 1330673

CREW, Gary

Victory

Hachette Children's, NSW, 2007 (Sam Silverthorne)
ISBN 9780733617829

Set in Victorian England, this narrative has all the trappings of a boy's own adventure. When Admiral Burlington falls stone dead into his plate of oysters at the dinner table, Sam and his friends realise they have a task to fulfil. Sam's father collects exotic specimens for the museum. Along with Sir Arthur Silverthorne and an entourage of natural history buffs, Sam and his friends set sail to British colonies in the Indian Ocean in search of a species of shellfish that emits



deadly venom. The friends experience all manner of dangerous incidents, including uncovering a people smuggling racket. This is a page turning adventure that will keep readers enthralled. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$16.99 SCIS 1234113

Dish [series]

Grosset & Dunlap, USA, 2007

An easy to read series targeting upper primary school girls, these tales feature 11 year old twins, Molly and Amanda, and their friends. The language used is simple and the storylines and events are relevant to the intended target audience. Crushes on boys, fighting with peers, family relationships and helping friends are focal issues. The central link throughout the books is that the girls learn how to cook, and then turn this skill into a business. There are cooking tips and recipes at the end of each book for readers to try, which may lead to a review of the procedure text type in the classroom. The author uses humour and realistic situations to entertain and hold the readers' interest. L. Doyle

USER LEVEL: Stage 3
Paper \$8.95 each

Reviewed titles in this series:

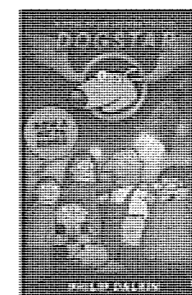
- Boiling point** SCIS 1312802
- Into the mix** SCIS 1321400
- Stirring it up** SCIS 1319343
- Turning up the heat** SCIS 1321084

DALKIN, Philip

Dogstar

Penguin Group (Australia), 2007 (Puffin)
ISBN 9780143303152

When the planet becomes uninhabitable due to human impact on the environment, the search is on for a future home. The entire population, along with pets, moves to the New Earth planet. This story is set in 2347 and is reminiscent of the animated television series *The Jetsons*. It focuses on the Clark family and their pet dog, Hobart. When the spaceship carrying all the canines is lost in space the children have a task to find it. A blend of science, fiction and robotics makes an interesting tale of determination and good triumphing over evil. The book has an associated television show and a website with activities and games. R. Higginbottom



USER LEVEL: Stage 2
Paper \$16.95 SCIS 1333722

DRAKE, Salamanda

Dragonsdale

Chicken House, UK, 2007
ISBN 9781905294305

The popular genres of fantasy and pony stories are combined here when dragons rather than horses are bred and trained at the stud and riding school. Cara, the stud master's only daughter is forbidden to ride and relegated to stable cleaning and dragon care. Her rivalry with the unpleasant Hortense, the deception of her father and her eventual triumph despite many difficulties, make for an engrossing novel. A mock mediaeval flavour is conveyed through some linguistic archaisms and in descriptions of food, social structures, pageantry and display. This conceit is continued

in the identification of the author as an inhabitant of the island setting. W. Smith

USER LEVEL: Stage 2 Stage 3
Paper \$14.99 SCIS 1319223

ELLIS, Deborah

Diego's pride

Allen & Unwin, NSW, 2008
ISBN 9781741754308

The sequel to *Diego, run!*, this book continues the tale of a Bolivian boy whose parents have been falsely imprisoned. After a period of virtual slavery in the jungle coca pits, Diego has escaped and found refuge with a poor farming family. As he becomes stronger, he helps the family harvest their coca crop until soldiers confiscate the harvest. The farmers band together to blockade roads and shut down services in Bolivia. Diego is very much involved with these cocalers and their fight for justice against government forces. This thrilling tale focuses on the drug trade, the treatment of children, and corruption in Bolivia. It is a wonderful narrative which will stir readers' social conscience and extend their awareness of the world. C. Sly



USER LEVEL: Stage 3 Stage 4
Paper \$15.95 SCIS 1345544

FIENBERG, Anna & GAMBLE, Kim

Minton goes! [series]

Allen & Unwin, NSW, 2008

Minton, the beachcombing salamander goes on transport adventures in all sorts of conveyances with his best friend Turtle in this series. The two stories in each book are linked and they have been previously published separately. Written text is not simplified and it offers appropriate challenges for the targeted age group. Coloured pictures on each page make these stories very readable for young readers starting to read chapter books. The books are engaging and provide a wonderful transition from the format of the picture book. Information at the end of each story supports the reader to construct Minton's transport in the same way he did, with recycled materials. K. Rushton



USER LEVEL: Stage 2
Paper \$12.95 each

Reviewed titles in this series:

- Minton goes! Sailing; &, Flying** SCIS 1351304
- Minton goes! Driving; &, Trucking** SCIS 1351306
- Minton goes! Underwater; &, Home at last** SCIS 1351300

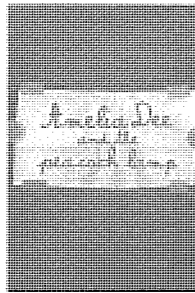
HIRSCH, Odo

Amelia Dee and the peacock lamp

Allen & Unwin, NSW, 2007
ISBN 9781741753011

Having an artistic mother who expresses herself through various sculptural phases and a father who works on wild inventions, Amelia Dee has a great deal of time to herself. She secretly writes stories and is

captivated by an antique lamp that hangs outside her bedroom door. Her neighbour, Mr Vishwanath teaches yoga, but he has only one student, an elderly and cantankerous princess. When she hears about Amelia's peacock lamp, a strange connection is made. Through her strained relations with the enigmatic princess and Mr Vishwanath's cryptic messages, Amelia develops an understanding of different people and their experiences. A gentle, humorous tale, this offers a delightful blend of imagination, creativity, and self development. Finely depicted quirky characters exhibit the importance of understanding and appreciating individual differences. C. Sly



USER LEVEL: Stage 3 Stage 4
Paper \$15.95 SCIS 1335757

GOSCINNY, Rene & SEMPE, Jean-Jacques

Nicholas and the gang

Phaidon, UK, 2007
ISBN 9780714844930

A delightful collection of 16 short stories about the lively and loveable character Nicholas, these stories are translated from French, retaining their universal freshness, in the tradition of Madeline. Nicholas and his friends never fail to find humour in the adventures of ordinary life. From camping in a tiny tent to surviving being the only boy at a formal tea party, Nicholas springs forth as character with gusto. Teachers and parents can use these as read aloud tales. Youngsters will delight in the amusing written text and adults will smile at the quirky accompanying illustrations. S. Taylor

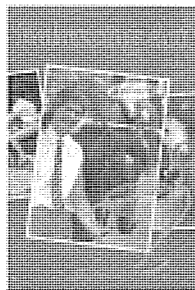
USER LEVEL: Stage 1 Stage 2
\$29.95 SCIS 1336903

KELLY, Bernadette

Balancing act

Black Dog Books, Vic, 2007 (Riding high)
ISBN 9781921167560

Annie and her horse, Bobby, are becoming a formidable team. Knowing nothing about school equestrian events, Annie and her friends launch themselves headlong into the challenge. Annie, however, finds herself compromised on many levels. The novel has a believable storyline with which readers, both male and female, will identify on many levels. Themes include peer pressure and relationships, honesty, self belief and family dynamics. Written in the vernacular of the target audience, the narrative flows quickly and is well sequenced. Chapters are manageable, and the characters and setting totally authentic. Specific language relating to horses and equestrian events is used, but is done so in context where meaning is apparent to the reader. G. Cale



USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1314407

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: <carol.thomas@det.nsw.edu.au>

KING, Daren

Sensible Hare and the case of carrots

Faber and Faber, UK, 2007
ISBN 9780571231751

Sensible Hare, the hare detective, is being pursued by his landlord for unpaid rent. This mystery story sees the bumbling Sensible taking on the case of missing carrots. He falls *ears over heels* for the glamorous Mary Rabbit who reports the missing suitcase full of carrots. As in stereotypical detective stories, it is Sensible's clever sidekick, Ottoman, who finally solves the mystery. While operating at a reasonable pace, the story will be most appealing to readers with background knowledge of this style of story. Using puns and other language features, this is an unusual detective story with its characters parodied by animals. R. Higginbottom

USER LEVEL: Stage 2
\$24.95 SCIS 1338809

KINNEY, Jeff

Diary of a wimpy kid: Greg Heffley's journal

Penguin Group (Australia), 2007 (Puffin)
ISBN 9780143303831

Greg Heffley is starting high school and he documents his experiences, feelings, ideas and exploits in his journal. He believes it is important to keep these records for journalists, for when he becomes famous. Although the narrative is set in an American school, readers will empathise with Greg's life experiences, such as being assigned to reading groups, standing for student government, joining the safety patrol, making snowballs and being a cartoonist for the school newspaper. The story is printed to resemble a hand written journal and it includes cartoons to support the written text. Readers will find Greg's reflections on family, friends, and school, entertaining and amusing. J. Foster

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1350651

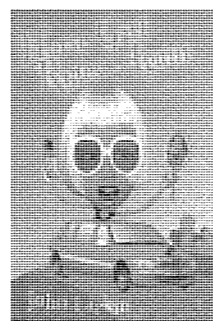
LARKIN, John

Horse girl rides again

Pan Macmillan Australia, 2007
ISBN 9780330423274

Being turned into a horse has not fazed 12 year old Rebecca too much, nor has it become obvious to her gullible parents. Despite serious sibling conflict with her insightful brother she is still confident enough to apply for a leading role in her favourite soap opera. Incredibly, she is selected above all other entrants and trots onto the *Saddle soar* movie set where the director and stage team are so overawed by her performance that they do not notice that she is a horse either. Family conflict develops as the star feels pressured to misrepresent her parents and home life to impress her fans. The author presents the complexities of adolescent family life and the soap opera scene with great humour. The zany events in this novel will appeal to upper primary and lower secondary readers. D. Johnston

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1323469



LOVE, Penelope

Dog show detective

Hachette Livre Australia, NSW, 2007
ISBN 9780734410092

Tiff, an outgoing young girl, resents having to help out her unlikeable Aunt Wilma when her aunt injures her ankle. Aunt Wilma's prized Pomeranian, Muffin, is entered in a dog show and it is up to Tiff to look after Muffin and handle her in the show. Tiff is convinced her holidays will be boring and completely ruined. However, when Tiff arrives at the show, she encounters sabotage and it becomes her task to solve the mystery and save the dogs. Teachers may find that Tiff's relationships in the story, especially those with her aunt, brother and father, provide suitable discussion points for exploring themes such as communicating, friendships and problem solving. The book could also provide teachers and students with opportunities to examine the structure of a simple mystery narrative applicable to *Learning about writing* activities in English. D. Croker



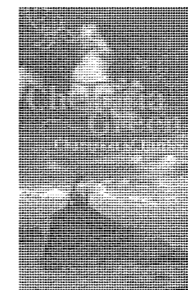
USER LEVEL: Stage 3
Paper \$15.99 SCIS 1339685

MATTINGLY, Christobel

Chelonia Green, champion of turtles

Allen & Unwin, NSW, 2008
ISBN 9781741751710

Michelle, alias Chellie, (chelonia is the scientific name for the green turtle), lives with her parents on a remote island off the coast of Queensland. When a cherished loggerhead turtle dies, after being choked by a carelessly discarded fishing line, Chellie sets out on a clean-up campaign, using some very effective letter writing and emailing. Beautifully descriptive language weaves a totally believable story that is sure to captivate young readers. There is potential for practical and environmentally based activities with students. Extensive teachers' notes are available on the publisher's website. The book is useful for students of the Stage 2 COGS Unit (A): *Local environments*. It is a wonderfully inspiring story. A. Beedles



USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
Paper \$14.95 SCIS 1353815

RANDALL, Bob

Stories from country: my pony Hooky and other tales

ABC Books, NSW, 2007
ISBN 9780733320477

Drawing on the experiences of his youth in Arnhem Land and its offshore islands, Uncle Bob Randall uses autobiographical and other factual material, as well as traditional sources, in this collection of stories and songs. The author's close connections to, and respect for, the land, its birds and animals is evident, with much information woven into the narratives. The oral origin of much of the material shows



in the story structures and narrative style. Pencil illustrations by Susan Haworth combine realistic elements with traditional motifs and techniques. W. Smith

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1343892

PLACE, Nick

The OK team

Allen & Unwin, NSW, 2008
ISBN 9781741751864

A group of children who are regarded as misfits and freaks, because each has an unusual characteristic, are drawn together to form a group in this novel. They enter the world of superheroes, using their powers to fight evil and injustice, and to protect the world from natural disasters. They learn to turn around their misfortunes and mishaps through self awareness and support for each other. There is a clear message that there are different people in life and that difference is to be valued. Humour is used to engage readers while advocating the values of embracing diversity. A website, linked to the book, has further information and activities. R. Higginbottom



USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1347604

STEWART, Paul

Curse of the night wolf

Doubleday, UK, 2007 (Barnaby Grimes)
ISBN 9780385611886

Barnaby Grimes is referred to as a *tick-tock lad* in his 19th century British society. In other words, he is a courier. While fulfilling his duties one night, Barnaby unwittingly stumbles upon a ferocious wolf roaming the rooftops. When his friend, Old Benjamin, is attacked and killed, Barnaby makes it his mission to unravel the mystery of why the poorest people in the city are being targeted. Written in first person, this narrative combines fantasy and historical fiction. Clues about the mystery are subtle and anticipation will sustain the interest of the reader. A few less familiar words are in context, making the novel interesting and readable. The black and white illustrations by Chris Riddell are reminiscent of publications of this Victorian period and they enhance its literary style of gothic horror. N. French

USER LEVEL: Stage 3
\$27.95 SCIS 1330957

Walker stories [series]

Walker Books, UK, 2007

Intended as an introductory resource for emergent readers, this series of short chapter books will engage the target audience. Each book contains a story in three parts, using the what will happen next narrative technique. Large print, short sentences and the strong support of plentiful black and white drawings make the texts very suitable for student use and enjoyments. Subject matter involves young people and relates to them directly with issues that are common during younger years, such as sibling



rivalry, birthdays, play activities, and eating. Family life is a common thread in the books, and this includes variations of African village life in *Handa's surprising day*, and prehistoric cave life in *Glog*. Each title could be used as a model for students to construct imaginative and creative works of their own. G. Cale

USER LEVEL: Stage 1 Stage 2
Paper \$9.95 each

Reviewed titles in this series:

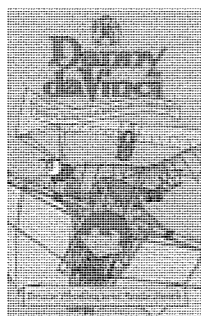
<i>Glog</i>	SCIS 1324887
<i>Handa's surprising day</i>	SCIS 1313850
<i>Happy birthday</i>	SCIS 1331309
<i>Not like me</i>	SCIS 1330617

WHATLEY, Bruce

***The flying machine of Lombardy* [Danny da Vinci]**

ABC Books, NSW, 2008
ISBN 9780733322785

Amusing and creative, this small book provides an opportunity for younger readers to gain an insight into the culture of the old masters of invention, along with an abundance of subtle humour. Danny and his friends are inspired to develop amazing inventions. The children take up the challenge from the Duke of Milan to design a human flying machine. Uncle Leo da Vinci is currently working on an ambitious masterpiece but he kindly offers to help. The young stars demonstrate a logical step-by-step investigative approach to design, as they research and draw various practical observations. The comic format illustrations are set in the Leonardo's era, surrounded by *objets d'art* and sepia classical drawings. The unexpected conclusion indicates that Lisa, whose ideas were constantly dismissed by the boys, was really the true innovator. A fact page at the end provides a historical insight into Leonardo's studies of flight. D. Johnston



USER LEVEL: Stage 2
Paper \$11.95 SCIS 1353903

Fiction for older readers

Resources are arranged alphabetically by author.

Some of these items are also suitable for upper primary students.

BIRSE, Shelley

Blue Water High

Macmillan, NSW, 2007
ISBN 9780330423663

The novel version of the television series is set somewhere on Sydney's northern beaches. It features a surprisingly mature, mixed gender group of 16 year old surfing champions in the making. From

different socio-cultural backgrounds, the characters are in dormitory accommodation at the Solar Blue surfing academy and they all attend the local school. The main character, Fly Watson, is the youngest and least experienced surfer. She is competing for a place at the academy and struggling through the pitfalls of being a teenager away from home in the world of professional circuit surfing. Fly falls in love, deals with housemate interrelations and jealousy, and through a series of trials ultimately finds the inner strength to fulfil her dreams. F. Crum



USER LEVEL: Stage 5
Paper \$19.95 SCIS 1327136

BRAND, Dell

History's a mystery

Zeus, Qld, 2007
ISBN 9781921240225

Brand brings history alive through her vivid characterisation and descriptive language in this novel. The action begins almost immediately, seizing the reader's attention. In the course of the tale a group of friends are repeatedly transported back through time. This clever book allows us to visualise the landscapes, clothing, homes and lifestyles typical of the periods visited. The author skillfully gives her audience a taste of a wide variety of historical events, places and personalities, including ancient Egypt, Hiroshima, the Eureka Stockade incident and the eruption of Mt Vesuvius. This book is sure to whet students' appetite and inspire a desire to discover more about the history of our world. It could be used both as a fiction text, and as a supplement for historical learning experiences. L. Doyle

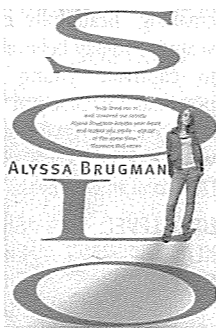
USER LEVEL: Stage 3 Stage 4
Paper \$23.95 SCIS 1353595

BRUGMAN, Alyssa

Solo

Allen & Unwin, NSW, 2007
ISBN 9781741147421

Mackenzie is the child of a drug dealing father and a drug addicted mother. When sent to a wilderness camp by the court, she is drawn to a young troubled man called Callum. Later, Mackenzie is sent off on a solo camp, out in the wilderness, to face her demons. Written in the first person, this is an insightful and heartbreaking look into at the challenging experiences of a troubled young woman. Her courage and her fear capture the reader and provide entry into a new realm of understanding. There are references to drug abuse, child sexual abuse, rape and self-harm, so that caution is to be used when recommending this novel. However, this novel provides an example of a courageous way of dealing with the demons encountered by some adolescents. It is an equally distressing and uplifting novel. F. Campbell



USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1321459

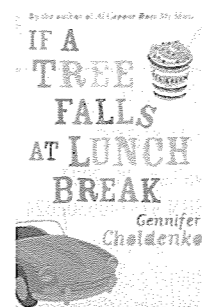
Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

CHOLDENKO, Jennifer

If a tree falls at lunch break

Bloomsbury, UK, 2008
ISBN 9780747589273

When Kirsten and Walker start at their new high school, their unlikely friendship causes worlds to collide. In this private American high school, issues of friendship, self-esteem, racial and socio-economic prejudices, school grades, younger siblings and unstable family life all impact on the characters. As the relationship develops, family secrets unfold. Easy to read, the tale has short alternating chapters narrated by the two protagonists. The cutting down of a favourite tree, the planting of a new tree and Walker's final reflections on whether a tree exists if nobody hears it, is the motif that holds the story together. The book mirrors American society but these issues will certainly appeal to young Australian readers. J. Foster



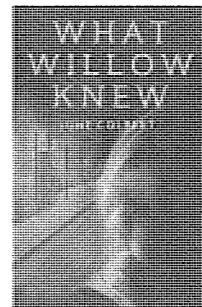
USER LEVEL: Stage 4
Paper \$15.95 SCIS 1354563

COLBERT, June

What Willow knew

Hachette Livre, NSW, 2007
ISBN 9780734409973

Set in contemporary Sydney, this is an intense and captivating thriller. When Sarah's guardian, Willow, vanishes, she is presumed dead by the police and Sarah is sent to live with her father, his second wife and their young children. Unable to accept the police's conclusion, Sarah begins to delve into Willow's past. Hawk, a mysterious man, reveals Willow's diary from her university days in the 1970s and the mysteries of the past start to unravel. They lead to a web of drug related deaths, cover-ups, student activism, political corruption and more recent medical malpractice. Sarah, with the help of her friends and Hawk, uncovers a decade old conspiracy to eventually locate Willow and Hawk's sister. Through these challenges Sarah discovers a new sense of belonging and family. F. Crum



USER LEVEL: Stage 5 Stage 6
Paper \$17.95 SCIS 1318909

FLETCHER, Charlie

Iron hand

Hodder Children's, UK, 2007 (Stoneheart)
ISBN 9780340911648

Set in a landscape of sculpture and architecture in dark, rainy central London, this narrative incorporates sharply defined action sequences and well developed characters. Cheerful schoolboy George has innocently unleashed war between the spirits of the statues, and, with Edie, the Glint girl, he must risk all to restore order in the second book of this trilogy. Glints are women who can perceive the emotional history of stone and metal forms. A deeper interpretation of the novel draws on the nature of publicly shared memory as the means by which society celebrates its history. For London, this is a thousand years of interwoven Anglo Saxon, Middle Ages, Victorian and world war mythologies.



The novel cultivates an enhanced perception of city sculpture and architecture, and is satisfying on many levels. V. Davidson

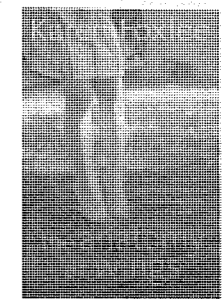
USER LEVEL: Stage 4 Stage 5
Paper \$27.99 SCIS 1337697

FOXLEE, Karen

The anatomy of wings

UQP, Qld, 2007
ISBN 9780702236167

In an attempt to understand the death of her teenage sister, 10 year old Jennifer gathers the pieces of Beth's short, troubled life in a Queensland mining town. The novel's reflective tone is moving and poignant at times. It charts Beth's downward spiral into casual sexual encounters, binge drinking and illicit drug use, with no one able to help her survive. The agony and tension is balanced by some amusing moments, descriptions of the extended family, odd characters in the town, and childhood adventures. Along with the difficult reality of growing up, the writer captures the Australian seasons and country setting in her lyrical writing. Caution should be used with this novel as it has some explicit sexual scenes. H. Cobban



USER LEVEL: Stage 6
Paper \$32.95 SCIS 1335041

HATHORN, Libby

Letters to a princess

ABC Books, NSW, 2007
ISBN 9780733320750

Diana's mother has died and she lives in Sydney with her stepfather and a stepbrother who makes her life a misery. Obsessed with Princess Diana, she composes letters as a way of exploring her grief about her mother's death. The novel alternates between the events in Diana's life and the letters she writes to gain some perspective. Many of these events are humorous. Others are more sobering: Diana enters hospital with anorexia and depression, and as she experiences despair on the night of the school dance. Surprisingly, it is through Princess Diana's death that our teenage heroine regains some control and optimism. The book deals sensitively with issues of great concern to some teenage girls: body image, self confidence, depression and family relationships. It celebrates the small blessings which can transform a life, including the kindness of strangers, the benefits of naming our pain and the warmth of close friendships. E. Chase

USER LEVEL: Stage 5
Paper \$14.95 SCIS 1333892

HIGGINS, Simon

Tomodachi: the edge of the world

Pulp Fiction, Qld, 2007
ISBN 9780975112915

Exciting, well-researched and engrossing, this historical adventure creates a vivid picture of sixteenth century Japan amidst a civil war. It is based on the documented incident of a shipwrecked Portuguese trader. Stranded and alone, Daniel Marlowe desperately searches for his father, his journey made more perilous by his inability to communicate. His fair skin and hair mark him as a devil. Together with a young Samurai warrior, a runaway servant, a mysterious and masterful fighter, and a strange holy man, the group risk everything to cross the war torn land and complete their

personal quests. Themes include deception and truth, self realisation, journeys, intercultural relations and Japanese history. The thoughtful inclusion of a glossary of Japanese terms is of great assistance to readers. F. Crum

USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1338534

HOOPER, Mary

At the house of the magician

Bloomsbury, UK, 2007
ISBN 9780747588863

In an attempt to escape her drunken father and a humble existence in the village of Hazelgrove, Lucy heads for London to seek employment as a maid in a wealthy household. Instead, she becomes a nanny to the children of Dr John Dee, the enigmatic court magician of Queen Elizabeth I. Mysterious events, ghostly apparitions and the sinister presence of Dee's associate, Mr Kelly, trouble Lucy. It is not until Lucy becomes entangled in a deceptive plot that she discovers her Queen is in mortal danger. Told from Lucy's perspective, the story provides a comprehensive insight into Elizabethan times. As an introduction to historical fiction, this interesting and engaging novel would be ideal. H. Gardiner

USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1335724

KEANEY, Brian

The hollow people

Orchard, UK, 2007 (The promises of Dr. Sigmundus)
ISBN 9781846162251

Inhabitants of the island of Tarnagar believe they exist in a privileged society, under the rule of an omnipotent doctor, Sigmundus. The major task of the community is the running of an asylum for dangerous and deranged inmates, including anyone who has dreams. When kitchen boy Dante accidentally meets Beatrice, the daughter of psychiatric doctors, they discover a shared scepticism about their society. Strange messages from a dangerous prisoner put Dante and Bea in great danger. The ominous atmosphere of this futuristic world sustains the suspense in a disturbingly Orwellian tale. It is the first book in an intended trilogy and is bound to find an audience of dedicated followers. C. Sly

USER LEVEL: Stage 5 Stage 6
Paper \$15.95 SCIS 1331023

LANDY, Derek

Skulduggery Pleasant

HarperCollins, UK, 2007
ISBN 9780007241637

At the funeral of her gothic novelist uncle, 14 year old Stephanie glimpses an overdressed, bespectacled figure hidden under a broad brimmed hat. When her uncle's will is read, she finds herself inheriting more than she expected. She is now the owner of a mansion and a fortune. She becomes acquainted with the weird and witty skeleton, sighted at the funeral and now on a mission to save the world. This action packed horror tale is highly engaging. Various elements of the genre are explored, including the iconic representations of the characters, which become visual images in the website quest that reframes the narrative for computer users. The main feature of this compulsive novel is the craft of continually offsetting fear with humour. Maintaining tension is a balancing act and this writer does it well. V. Davidson

USER LEVEL: Stage 4
Paper \$14.99 SCIS 1350596

LOTT, Tim

Fearless

Walker, UK, 2007
ISBN 9781406308624

In this young adult novel of survival the female protagonist, Little Fearless, is stolen from the arms of her mother to be placed in institution. In a carefully created artificial world she can only be identified by a number and she is punished for telling stories of hope. Her repeated and increasingly dangerous attempts to escape, through a garbage chute, can be seen as an example of courage. Her unrelenting independence, coupled with her lack of sense of self, may make this central character difficult to relate to. Similarly, the underlying themes of betrayal and failed friendships may leave young readers feeling dissatisfied or even disturbed. This text forms part of a unique genre that contains dark fables reflecting on modern times. S. Taylor

USER LEVEL: Stage 4
Paper \$16.95 SCIS1327910

MORGAN, Nicola

The highwayman's curse

Walker, UK, 2007
ISBN 9781406303124

Set in one of Scotland's most brutal times, this historical novel tells the story of Will and Bess, who stumble across a small Scottish community. The inhabitants make their living through smuggling stolen goods from ships. Set amidst a backdrop of religious superstition, cruelty, and religious beliefs, these two highwaymen find themselves caught up in a family's life of survival, smuggling and poverty. The characters are well developed, with the story being told from Will's perspective. Bess finds love in the community and Will thinks that he will lose his best friend and compatriot. The book is an engaging story of love, friendship, religion and superstition. F. Campbell

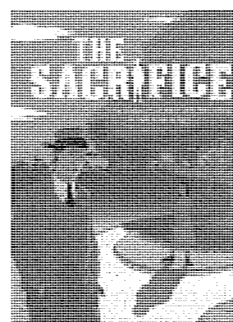
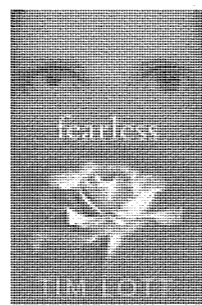
USER LEVEL: Stage 5
Paper \$14.95 SCIS 1351644

MUTARD, Bruce

The sacrifice

Allen & Unwin, NSW, 2008 (Robert Wells trilogy)
ISBN 9781741751178

Set in pre-World War II Melbourne, this is a very substantial graphic novel. Following the life and difficult personal choices made by a young man, Robert Wells, mainly about whether to fight or not, the narrative captures the social and political anxiety of the era. Issues of American servicemen in town and soldiers' relationships with women result in some sexually overt dialogue, but Robert's character is an effective and realistic balance for those issues. Prejudice, bigotry and racism emanate from the escalating national and international tension. Using black and white artwork that evokes the times, the composer



delivers a powerful narrative through the interplay of visual and written text. Vignettes, subplots and recurring motifs, such as the elderly woman who regularly waters the roots of a dead tree, enhance the main plot. Levels within the narrative augment its intensity. The book is an excellent example of the literary value of graphic novels. C. Sly

USER LEVEL: Stage 6
Paper \$35.00 SCIS 1352966

NORRINGTON, Leonie

Leaving Barrumbi

Omnibus, SA, 2007
ISBN 9781862916272

In a sensitive and delightful melding of cultures, this book explores the notion of finding one's identity in a multicultural society. Although white, Dale Murphy has grown up in an Aboriginal community. When Dale leaves to attend boarding school, his anxieties about leaving home and his difficulty in adjusting to the school cause a great many problems. There are many non-Aboriginal students but, culturally, Dale identifies with the Aboriginal students and this causes a good deal of misunderstanding and grief for Dale. The new school manager is alienated by the culture and climate in the Top End school and takes her frustrations out on Dale who will not toe the line. Interweaving the language, magic and spirituality of different cultures, this narrative is a wonderful portrayal of culture shock from a very different perspective. Norrington acknowledges assistance from individuals in Aboriginal communities. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$16.99 SCIS 1315906

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PANCKRIDGE, Michael

Ghost of a chance

Angus & Robertson, NSW, 2007
ISBN 9780207200632

During a terrible storm, children drown when forced to help cruel Ronald Jamison retrieve buried gold bars from an island off the Victorian coast. Years later, four teenagers are drawn into solving the mystery of the ghost which appears nightly to Ling, who is staying in her aunt's boarding house. There is plenty of action in the book: some is incredible, like a dangerous ocean swim during a storm; some is unconvincing, such as an island chase by the horrid local hoons. Fast paced action and plenty of dialogue make this an easy read, but none of the characters really appeal and it could be doubted whether the target audience will care about the gold, the ghost or the kids. The town is populated by people with clichéd characters, most of them mean, odd, or stilted. H. Cobban

USER LEVEL: Stage 4
Paper \$14.99 SCIS 1339039

PARRY, Glyn

Ocean road

Fremantle Arts Centre Press, WA, 2007
ISBN 9781920731588

Set in 1976, this is a book for baby boomers more so than its targeted teenage audience. The narrator, Toby, remembers when he was 17 and

was confronted by crises about his future, his parents' dysfunctional relationship and his American cousin's death. Examining his situation, and trying to work out where he belongs in this world, Toby appears to be much more adult than either of his parents. The book is not an exciting read. The intention of the distanced narrative style and the nostalgic, reflective tone might be to reveal the boy's unformed emotions, but it becomes dull rather than philosophical. At the end, the narrator settles for a cliché: life is about change. H. Cobban

USER LEVEL: Stage 5 Stage 6
Paper \$29.95 SCIS 13368668

PEET, Mal

The penalty

Walker Books, UK, 2007
ISBN 9781406309362

South American sports journalist, Paul Faustino, tracks down a teenage football star who has mysteriously disappeared during a big game. Peet combines the fantasy realism style of Isabel Allende with more traditional crime fiction elements to produce a gripping and chilling plot line. Characters, such as the poor boy who makes good and the hard boiled investigator, are finely drawn through spare description and realistic dialogue. They are all facing their particular demons. The chaos of the big city contrasts with the smaller country town, a backdrop to the opposing forces of corruption and politics, religion and superstition. Soccer fans will be drawn into the story by the young player's hopes for a brighter future, but they will also be shocked by the brutality and violence of South America and its history of slavery. This is another tightly woven novel from a notable author. H. Cobban

USER LEVEL: Stage 5
Paper \$16.95 SCIS 1313885

PEGLER, Tim

Game as Ned

Angus & Robertson, NSW, 2007
ISBN 9780732285760

A fascinating novel for young adults, this publication offers an insight into the world of a teenager living with autism. It empathetically presents a number of delicate issues. Ned is an elective mute who wrestles daily to find his voice and the opportunity at last to tell his story. Ironically, Erin, his love interest, cannot stop talking but even all her words cannot protect them from the injustice of prejudice and ignorance. The underlying theme of bushrangers and the parallels with the historical accounts of Ned Kelly are well integrated to add depth to the story as well as helping to draw it to a dramatic conclusion. Strong characters combined with sensitive treatment of difficult issues make this novel a worthwhile read for adolescents. S. Taylor

USER LEVEL: Stage 5
Paper \$14.99 SCIS 1333666

RIVIERE, Francois & Solidor

Death on the Nile

Harper, UK, 2007 (The Agatha Christie adventures)
ISBN 9780007250585

Christie, queen of crime, is adapted for 21st century readers in this graphic novel – a classic murder mystery, thoroughly engaging in its new form. Various sized panels on each page offer wide range views and intimate close-ups with significant dialogue conveyed in the speech and thought bubbles. The illustrations have a 1930s flavour,

capturing the era, and the sombre colouring exudes the exotic and mysterious nature of the Egyptian setting. Hercule Poirot, the iconic Belgian detective, maintains his dignity and inscrutability throughout this captivating move into visual literacy. As a means of introducing students to graphic novels or the crime genre, this book is superb. It would also be well regarded as an additional text in the Stage 6 English: *Extension 1* Option: *Crime fiction*. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
 \$29.99 SCIS 1342070

ROBERTS, Marion

Sunny side up

Allen & Unwin, NSW, 2008
 ISBN 9781741752366

Sunday is an only child who lives with her mother and her dog, regularly visiting her father and his new partner. She has a close friend, Claud, and is about to see her life changed dramatically. Written in the first person by Sunday, the novel is her journey through the ebbs and flows of interpersonal relations in blended families, finding a long lost grandmother, and adjusting to change. The themes of family, friendship and loyalty are woven into this simple story of Sunday trying to make sense of and adjust to the changes in her world. F. Campbell



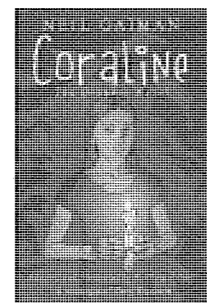
USER LEVEL: Stage 4
 Paper \$15.95 SCIS 1349543

RUSSELL, P. Craig

Coraline

Bloomsbury Children's Books, UK, 2007
 ISBN 9780747594062

Based on an acclaimed novel by Neil Gaiman, this graphic version is a brilliantly conceived story that draws on the fairytale tradition, capturing the essence of the original tale. Having moved into a flat in a big old English house, Coraline Jones has an insatiable urge to explore. She meets the eccentric neighbours, including a crazy old man who is training his circus mice to play musical instruments. Most intriguing for Coraline is the locked door in the house's lounge room. When she finally manages to go through it, she finds herself in a bizarre parallel world, with other parents. This new world becomes increasingly menacing and Coraline has to rely on her own resourcefulness to escape. The graphic novel style is a fitting transformation of the original. Panels of coloured illustrations and concise written text capture the rapid pace, bizarre characters, and frightening encounters that Coraline experiences after breaking through the boundaries that define her world. It is a highly visual interpretation that offers another dimension to Gaiman's dark, hair raising fairytale. C. Sly



USER LEVEL: Stage 4 Stage 5
 Paper \$24.95 SCIS 1368849

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. Prices include GST.

SCOTT, Michael

The alchemist: the secrets of the immortal Nicholas Flamel

Random House, UK, 2007
 ISBN 9780385612944

A skilfully told tale, this centres on the historic personalities of Nicholas Flamel and Dr John Dee. The story recreates them as immortal alchemists locked in battle, respectively championing good and evil. Set in modern day San Francisco, the lives of fraternal twins Sophie and Josh become entwined with Flamel's quest to protect and hide the *Book of Abraham the Mage* from Dr Dee. An explosive beginning has Josh saving the last part of the book and what follows is an extraordinary journey, against a countdown, to save Flamel's wife and the rest of the world. Moving into other realities, the twins discover their own unique abilities and face aspects of their personalities that can either save or destroy the world. This novel has interesting links to fantasy and myth, growing up, belonging, and personal journeys. F. Crum

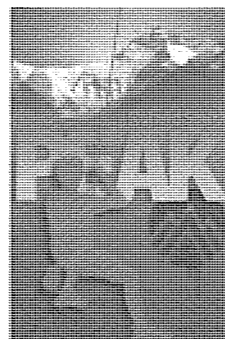
USER LEVEL: Stage 5 Stage 6
 Paper \$29.95 SCIS 1322544

SMITH, Roland

Peak

Allen & Unwin, NSW, 2007
 ISBN 9781741753325

For Peak Marcello, having a world renowned mountaineering father adds unnecessary pressure to his already complex life. He has the talent to succeed, but after a dangerous climbing incident in New York, Peak is faced with spending three years in jail or being sent to Thailand to live with his estranged father. Josh Marcello has an ulterior motive for having his son come to stay. He wants Peak to become the youngest climber to reach the summit of Mount Everest. In an action packed plot, readers follow Peak's tumultuous journey from the urban jungle to the dangerous, frozen world of the Himalayas. The novel could have particular appeal for boys. It is a heady adventure and an exciting read. H. Gardiner



USER LEVEL: Stage 4 Stage 5
 Paper \$15.95 SCIS 1325126

What are you afraid of?: stories about phobias

/ Donald R. Gallo. Cambridge, USA, 2007
 ISBN 9780763634179

The stories in this collection have the common strand of relating to extreme fears that manifest themselves as phobias. The 10 stories in this collection deal with a wide range of phobias, from agoraphobia to some very unusual phobias, like a fear of clowns, string, or crossing the street. The compilation could be disturbing for some students, and the psychological nature of the themes and the reactions they provoke may not be appropriate for some readers. Although well written, caution and restraint should be exercised when using this publication in schools. F. Campbell

USER LEVEL: Stage 5 Stage 6
 Paper \$16.95 SCIS 1343009

WILKINS, Kim

The pearl hunters

Scholastic Australia, SA, 2008 (Omnibus Books)
 ISBN 9781862917514

In this girls' own adventure story, set in 1799, Constance stows away on her father's ship, the *Good Bess*, bound for Ceylon. There she wants to find her missing mother, but, instead, she meets Alexandre, a romantic young pearler who is distrusted by her father until Alexandre proves himself and becomes second officer on the *Good Bess*. Constance's father is stereotypically cold, and it is difficult to muster much empathy for the other characters. The narrative is fairly predictable, with some interesting segments. The novel reads as though the author has tried too hard. It has a stilted and pretentious style that makes it hard to empathise with the characters, the settings and the scenes of action. C. Thomas

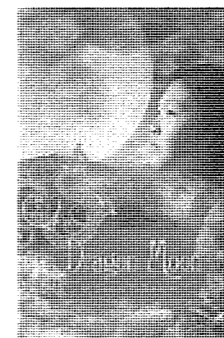
USER LEVEL: Stage 5
 Paper \$19.95 SCIS 1368890

WILKINSON, Carole

Dragon moon (Dragonkeeper)

Black Dog, Vic, 2007
 ISBN 9781921167461

Having wintered with Princess Yangxin in northern China, Ping knows it is time to leave. The first female dragon keeper in the hundreds of years of imperial rule, Ping is responsible for the protection of the playful young dragon, Kai. Their journey to the secret dragon haven, guided only by a cryptic map painted on a piece of silk, is beset with many dangerous challenges. Ping is a tenacious young girl, ready to rise to all challenges in order to fulfil her preordained task. Set in China during the Han dynasty, the book has an inscrutable Chinese atmosphere which enshrouds this magical journey of self discovery. A delightful historical fantasy, it engages the reader from beginning to end. C. Sly



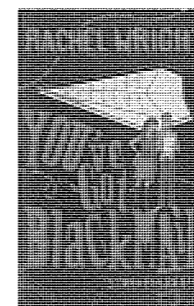
USER LEVEL: Stage 3 Stage 4
 Paper \$19.95 SCIS 1311346

WRIGHT, Rachel

You've got blackmail

Faber, UK, 2007
 ISBN 9780571235155

In this madcap domestic drama, Lozzie and her best mate Dex need to solve a number of problems. These concerns reach monumental proportions in the lives of 14 year olds, such as Lozzie's mum dating their ghastly English teacher. In the process, Loz and Dex stumble across a blackmail letter. During their search for both the perpetrator and victim they unravel some intriguing information about people in their community. This light-hearted tale derives its humour from melodramatic exaggeration and British teenage jargon. Lack of familiarity with this jargon may pose a problem for Australian readers if they are unable to relate to the quirky British teen vernacular. C. Sly



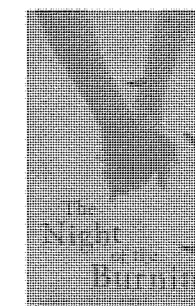
USER LEVEL: Stage 3 Stage 4
 Paper \$15.95 SCIS 1333848

WULF, Linda Press

The night of the burning

Bloomsbury, UK, 2007
 ISBN 9780747590514

The combination of strong, well drawn characters and an ever surprising storyline make this historical novel highly memorable. It offers a unique and memorable insight into the mind of a young girl who is forced to find her deepest sense of courage. Devorah, a Jewish child living in Poland in the 1920s can only watch helplessly as her father and mother are taken from her by typhoid. The title of the book refers to the most shocking evening Devorah must endure, when her beloved aunt is brutally murdered. Devorah is left only with the overwhelming sense of the responsibility of caring for her younger sister. An amazing journey by ship takes Devorah to her new homeland, South Africa, but it cannot erase her haunting memories or her deep loyalty to her parents. Being able to find love and trust again becomes Devorah's final challenge. Some young readers may find the contents disturbing. S. Taylor



USER LEVEL: Stage 5
 Paper \$15.95 SCIS 1320540

Information, poetry and drama

Resources are in Dewey order.

HARRISON, Ian

Earth: a visitor's guide

Dorling Kindersley, UK, 2007
 ISBN 9781740336017

[030.2]

Covering many strange but true topics and trivia, this great resource contains facts and statistics on customs, etiquette, food, flora and fauna, technology, myths and legends, sport and leisure, and communication. Urban myths are debunked and details on weird and wonderful curiosities and astonishing endurance proceedings are explained. A myriad of cross KLA issues are discussed, such as describing local delicacies, origami, films, and global warming. Lavishly illustrated with colour photographs and graphics, the book has a bold appearance and visual style which will capture the attention of students. Information on alcohol and dating is innocuous, but probably limits the book to high school and teacher use. A broad glossary assists understanding. A. Frost

USER LEVEL: Stage 4 Stage 5 Professional
KLA: CA; HSIE; English; SciTech; TAS
SYLLABUS: Creative Arts K–6; Design & Technology 7–10; English 7–10; HSIE K–6; Science & Technology K–6; Visual Design 7–10
 Paper \$35.00 SCIS 1345737

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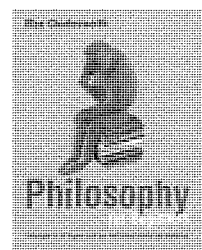
CHARLESWORTH, Max

Philosophy for beginners: humans and other beings

UQP, Qld, 2007
ISBN 9780702236068

[100]

A lovely book that engages readers in philosophical thought and aims to develop philosophical skills, this text successfully introduces students to philosophical ideas. The author briefly outlines the different types of philosophy and attempts to explain that there is much disagreement in philosophy. In exploring what some of these disagreements are, the book touches on important questions of human existence. The author philosophically investigates such important subjects as God, time and consciousness. With useful tables, graphs and diagrams as well as bullet points listing related ideas, each chapter has a summation of ideas, philosophical questions and philosophical exercises for the reader. D. Giorgi



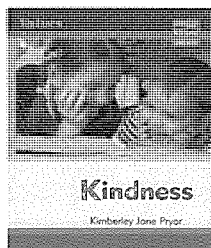
USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7-10; Society & Culture Stage 6
Paper \$22.95 SCIS 1320945

PRYOR, Kimberley Jane

Values [series]

Macmillan Education Australia, Vic, 2008 (Macmillan young library)

Books on values can be interesting and challenging. Though attractively presented, the content of this series is very bland. The books could be used to reinforce the concepts presented in values lessons, but teachers would need to come up with exciting questions to involve the children. Each book contains pages on ways to think, speak, and behave. The same format is used in all six books, which are well illustrated with large photographs and short sections of written text on each page. The books acknowledge slight differences in values from one person to another. A. Soutter



USER LEVEL: Stage 1 Stage 2
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
\$29.95 each

Reviewed titles in this series:

Cooperation SCIS 1351158
Having a go SCIS 1351163
Honesty SCIS 1351155
Kindness SCIS 1351148
Respect SCIS 1351141
Tolerance SCIS 1351142

BRASCH, Nicholas

Eyewitness to Australian history [series]

Heinemann, Vic, 2007 [305.89]

An interesting mixture of commentary and historical sources, this series is a useful resource for teachers of Australian history. Primary and secondary source materials, written and visual, have been

thoughtfully selected. While the written text is rather simplistic for older students, the books are a good starting point for the study of aspects of history. Students in Stage 3 will find the material readily accessible and the glossary in each book is most helpful. The annotated timelines are a highlight and suggested internet sites will also assist students undertaking independent research. Well presented and colourful, this series will be popular with both primary and secondary students. A. Byron



USER LEVEL: Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
\$32.95 each

Reviewed titles in this series:

Birth of a nation SCIS 1328590
From penal colony to land of plenty SCIS 1328602
The war that divided Australia SCIS 1328607
Whose land? SCIS 1328576

TRAFFORD, Caren & LANCE, Charlotte

Power our world-: meet the renewables

Etram, NSW, 2008 [333.79]
ISBN 9780958187848

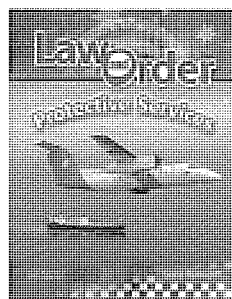
The engaging text and illustrations in this text make the often complex science of energy easy to understand. The book explores many facts and solutions about energy. These are introduced by the renewables, five characters who represent the clean and renewable energy available from moving water, the sun, wind, thermal forces, and plants. They explain who they are and how the old fossils took over their turf. The book is well designed for students and it is useful for background information about energy for teachers. The book is suited to Stage 3 and would complement the Stage 3 COGs Unit (F): *Physical phenomena*. R. Neagle

USE LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
Paper \$18.00 SCIS 1355881

BURNSCOTT, Leela

Law and order [series]

Macmillan, Vic, 2008



Broadly, these books cover lawmaking, the legal and justice system, and law enforcement. It is probably the inclusion of the latter which takes the series further than most similar efforts, outlining the amazing number of state and federal law enforcement and protective agencies in Australia. Each volume has a standard look, with many excellent photographs and diagrams. Books begin with a historical context before progressing through aspects of the subject in small chunks of easily digested information. The quality of the information is sound and comprehensive, particularly concerning the legal system where charts of court systems and processes are illuminating. These would be helpful for Legal Studies students. Both federal and state law and order systems are addressed, the former more thoroughly. As always, one might quibble with a few interpretations but, overall, this is a very accessible reference resource. G. Spindler

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7-10; Geography 7-10; History 7-10; HSIE K-6; Legal Studies Stage 6
\$29.95 each

Reviewed titles in this series:

Corrective services SCIS 1349059
Law enforcement agencies SCIS 1349062
Legal people and processes SCIS 1349070
Protective services SCIS 1349054
The legal system SCIS 1349066
The parliamentary system SCIS 1349074

MURPHY, Glenn

Global warming: what can you do?

Five Mile, Vic, 2008 (Global issues) [500]
ISBN 9781742110691

Unlike most current textbooks concerned with global issues, this one proposes realistic strategies to help solve our current environmental conundrums. Sections concerning carbon footprints, ways to reduce energy usage and the design of bioreactors to turn waste gases into electricity are particularly relevant and significant for students. Many sections could easily be adapted to become stimulus material for class discussions. The book is particularly useful for students completing outcome 5.11 in Science 7-10, concerning analysing human impact on the biosphere and ways to conserve, protect and maintain Earth's resources. All graphs, tables and diagrams are colourfully presented and very simple to understand. This is an excellent all round book on global warming that will capture the imagination and attention of students and teachers alike. I. Mavin

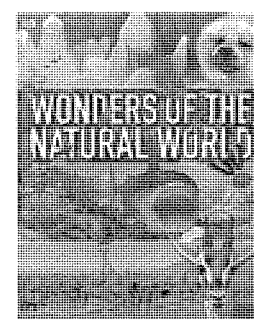
USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
\$12.95 SCIS 1357676

BURNIE, David

Wonders of the natural world

Dorling Kindersley, UK, 2007 [508]
ISBN 9781405321693

Nine natural wonders of the world are presented in detail in this well set out and informative text. Each wonder has two or three double pages peppered with colour photographs, illustrations, graphs and maps explaining fauna, flora, threats and landforms. Short, clear explanations and captions help the young reader to understand geological and environmental concepts. Fold out pages are included for some of the wonders such as the Great Barrier Reef, Antarctica, Amazon rainforest and the Rift Valley. This text would be a useful resource for studies of the environment across KLAs. R. Parnis



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
\$35.00 SCIS 1345491

SCOTT, Elaine

When is a planet not a planet?

Clarion, USA, 2007 [523.49]
ISBN 9780618898329

In 2006, a group of astronomers declared that Pluto could no longer be considered a planet. This outstanding book explains, in simple terms, the history of our understanding of the solar system and how advances in technology have changed our perception of the universe. Written using plain language, a large text size and quality images, this excellent book is particularly valuable for Science 7-10 students completing outcome 4.9.2 on components of our universe. It is also a useful resource when teaching outcome 4/5.1c explaining how scientific models may need to be modified or rejected as a result of new scientific evidence. A short but extremely interesting book, it is a significant reference for Science teachers. I. Mavin

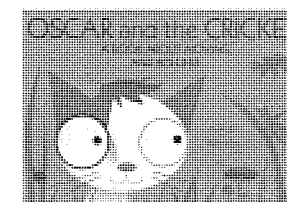
USER LEVEL: Stage 4 Professional
KLA: Science
SYLLABUS: Science 7-10
\$28.95 SCIS 1362036

WARING, Geoff

Oscar and the cricket: a book about moving and rolling

Walker, UK, 2007 [531]

Oscar the cat goes for a walk through the garden, and along the way discovers facts about forces, pushing, pulling and muscles. The simple language is aimed at beginner scientists and explains the various principles with colourful illustrations of everyday events centred on Oscar, his friends Cricket and Tom, and a ball. An engaging tale, the book supports studies of forces in the Science and Technology K-6 Units: *Toyworld* and *Making it easy*. It can also simply be enjoyed as a narrative with captivating illustrations. R. Parnis



USER LEVEL: Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K-6
Paper \$15.95 SCIS 1353573

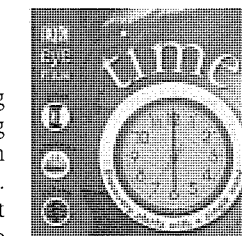
Other reviewed title:

Oscar and the bat: a book about sound SCIS 1353555

DK eye know [series]

Dorling Kindersley, UK, 2007

A cleverly designed series featuring flaps, fold out pages and enticing circular cut-outs, the books are certain to be popular with younger students. Each book features a circular cut-out cover as well as a unique circle-style contents page. A poem about the topic can be found on the front end papers. The main pages contain colourful backgrounds, complemented by colour photographs and diagrams with large, simple text. There is more detailed information on some pages and students are encouraged to explore and discover further through suggested activities. The topics in these books have relevance to outcomes in the Science & Technology syllabus. J. Eade



USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K-6
 \$12.95 each

Reviewed titles in this series:

Time SCIS 1315646
Weather SCIS 1315648

WOODWARD, John

Oceans (DK online)

Dorling Kindersley, UK, 2008 (DK online)
 ISBN 9781405321754 [551.46]

Working in conjunction with a website, this book is a valuable resource. Each topic provides a keyword to allow users to access further animations and updated current information from the supporting website. Students with their digital learning hats on will embrace this reference with great enthusiasm. The topics covered include climate change, habitat destruction, food webs and tsunamis, all of which are relevant to Science 7-10 students. The book's study of oceans is expanded by a detailed time line and glossary section. The material concerning ocean floors, mid-ocean ridges and minerals from the sea, make this book especially useful for Stage 6 Earth and Environmental Science students when studying the Topic: *Oceanography*. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Earth & Environmental Science Stage 6;
 Science 7-10
 \$29.95 SCIS 1353280

The rough guide to weather

Penguin Books Ltd, UK, 2007
 ISBN 9781843537120 [551.5]

A useful addition to any school library, this guide examines all aspects of weather and a range of issues relating to climate change at a level accessible to students. Rich with graphs and photographs, this guide is a great way to introduce weather patterns to students, allowing them to examine the effects of weather phenomena around the world. Practical tips on understanding weather forecasts and reading the sky for weather changes will make weather studies entertaining and interesting for students, and will assist in cultivating a deeper understanding of the science of weather. A. Byron

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Geography 7-10; Geography Stage 6; Science 7-10
 Paper \$29.95 SCIS 1326205

PIPE, Jim

Ecosystems

Ticktock, UK, 2008 (Planet Earth)
 ISBN 9781846965173 [577]

Exploring the amazing relationship between living things and their environment, this attractive book showcases many related key concepts in ecology. The main areas presented cover abiotic features, cycles of materials, food webs, food pyramids and the human impact on our environment. The book is enriched with colourful pictures and simple diagrams. It is further enhanced by a

concise, plain speaking glossary. Unfortunately, the book lacks examples of Australian flora and fauna, but, the use of simple language and easy experiments make this a suitable book for Stage 5 Science Life Skills students. Teachers will find this concise book a valuable companion when teaching outcome 5.10 on ecosystems in Science 7-10. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
 Paper \$15.95 SCIS 1355482

CERMAK, Michael

Deadly and dangerous: Australia's deadly and dangerous animals

Steve Parish, Qld, 2006 (Fact file; Steve Parish kids)
 ISBN 9781741931327 [591.6]

The book provides solid information in a simple format for children who are independent readers. The difference between deadly and dangerous animals is explained, using groups of deadly, dangerous, harmful, and disease carrying. For each of the 56 species selected, there is a coloured photograph and report containing information under common headings: the size of the animal; the number of related human deaths; the severity of an attack; and tips for avoiding an attack. This allows comparisons to be made by readers. This fascinating book will enthuse budding scientists and environmentalists. D. Imison

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
 Paper \$10.95 SCIS 1317214

Nature storybooks [series]

Walker, UK, 2008 [597]

Engaging and informative, this series awakens readers to the world of living things. It fosters curiosity, fascination and an understanding of the life cycles of various creatures, domestic and wild, that call our planet home. Reprinted, using the visual poetry and picture book quality of the original, this revised series has the added dimension of sound. The CD of each title includes narration and read-along versions of the text with sound effects and music, a song reinforcing key understandings and terms, and an outline of facts. Unfortunately, a print version of the music and lyrics is not included. N. Chaffey

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA; HSIE; SciTech
SYLLABUS: Creative Arts K-6; HSIE K-6; Science & Technology K-6
 Paper \$16.95 each

Reviewed titles in this series:

All pigs are beautiful SCIS 1351519
Growing frogs SCIS 1351520
One tiny turtle SCIS 1351518
Think of an eel SCIS 1351516

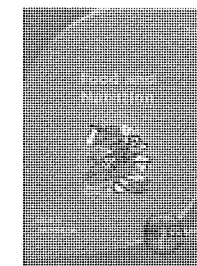
SCIS Reviewing Team

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: <carol.thomas@det.nsw.edu.au>

Food and nutrition

/ edited by Justin Healey. Spinney Press, NSW, 2008 (Issues in society)
 ISBN 978192801809 [613.2]

The resource has sifted important traditional food and nutrition information and combined it with recent facts. There is detailed advice on current food issues and easy to read data for students and teachers. The book covers such topics as healthy eating, dietary guidelines, the food pyramid, nutritional needs and life cycle, food additives, chemicals versus organics, fats and cholesterol, food poisoning and food safety rules. Food labelling is explored in detail with a guide on how to read them and what to look out for when shopping. The information and illustrations are presented in a readily accessible layout. M. Timperley



USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology 7-10; Food Technology Stage 6
 Paper \$19.95 SCIS 1353340

HUGGINS-COOPER, Lynn

D&T Workshop [series]

Black, UK, 2007

Offering insights into the recycling of packaging and the impact of man made structures, this series has curriculum links to Science and Technology K-6. Individual topics feature clear colour photographs, diagrams, drawings and bolded key technical terms that are defined in the glossary. Topics also feature practical investigations that students can undertake in order to extend their understanding of conceptual science. Fact boxes, entertaining activities and an engaging page layout mean that this series has the scope to support students and teachers in their investigations of designing and making in Science and Technology K-6. D. Croker



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$29.95 each

Reviewed titles in this series:

Moving monsters SCIS 1333096
Packaging SCIS 1333099
Stable structures SCIS 1333098

WARD, Nicole

The Beaconsfield Mine disaster

Macmillan, Vic, 2007 (Springboard)
 ISBN 9781420261844 [622]

Australia came to a halt when this Tasmanian mining tragedy occurred. Well written and informative, the text presents a factual and appropriate description of the traumatic experiences of the miners, their anxious families, the rescuers and the supportive community. This text includes photographs, timelines of the rescue progress, maps and labelled diagrams of



the mine shaft and the underground rescue situation. A helpful glossary explains technical mining and rescue terms including engineers, groundwater, shock waves, and thermal camera. This small reader is an excellent recount for upper primary students studying disasters, resilience, and Australian identities. D. Johnston

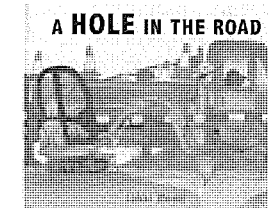
USER LEVEL: Stage 3
KLA: English; HSIE; SciTech
SYLLABUS: English K-6; HSIE K-6; Science & Technology K-6
 Paper \$10.95 SCIS 1338396

WOOD, Jakki

A hole in the road

Francis Lincoln Children's, UK, 2008
 ISBN 9781845072865 [625.7]

Bright, clear illustrations of large and small machines fixing a hole in the road will engage many students in this simple book. Pictures and a brief written text explore the details of each activity and the machine that performs it. The book names the machines and succinctly illustrates and outlines the sequence of actions required to repair and make a section of road serviceable. The book could be a useful brainstorming and discussion starter in dealing with the built environment; it has the look and feel of a picture book which will appeal to its younger audience. The presence of a number of dogs within the workplace gives this narrative a fictional rather than factual tone. N. Chaffey



USER LEVEL: Early Stage 1 Stage 1
 \$27.95 SCIS 1341050

HYLAND, Tony

Robots and robotics [series]

Macmillan, Vic, 2007

Clean layout, accessible information, well captioned colour photographs, and plentiful sidebars provide readers of this book with a comprehensive overview of robotics and automation. The author makes frequent connections with children's toys, robots in television and film, and familiar commercial applications. Actual medical, industrial, exploratory, and recreational robot prototypes are highlighted, impressing upon readers that robots are no longer the domain of science fiction. Activities include movie making, a mime activity to introduce the logic of programming and a range of ideas for making robots and automated levers from Lego. I. McLean



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; Science; SciTech
SYLLABUS: English 7-10; Science 7-10; Science & Technology K-6
 \$29.50 each

Reviewed titles in this series:

Film and fiction robots SCIS 1322186
High risk robots SCIS 1322180
How robots work SCIS 1332168
Robots at work and play SCIS 1332158
Scientific and medical robots SCIS 1332172
Space robots SCIS 1332163

SPARROW, Giles

Space flight: the complete story from Sputnik to shuttle and beyondDorling Kindersley, UK, 2007
ISBN 9781405318181

[629.4]

Most students will find this book fascinating. The beautiful illustrations of Venus, Mars, Jupiter and Saturn would make it particularly stimulating for Stage 5 Science students. In addition, it provides useful information for astronomy topics in Physics Stage 6 and for the Senior Science Stage 6 Option: *Space science*. Its use is not likely to be restricted to Science students. Beautifully illustrated, it deals so comprehensively with all aspects of space travel that there is likely to be something of appeal in it for anyone who picks it up. The detailed index makes it easy for readers of this very comprehensive account of space exploration to find more scientific, historical and imaginative information. R. Dircks

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Physics Stage 6; Science 7–10; Senior Science Stage 6
Paper \$69.95 SCIS 1334931



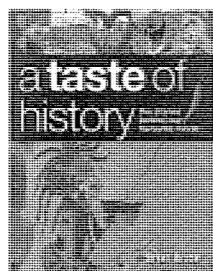
BRUCE, Bryan

A taste of historyABC Books, NSW, 2007
ISBN 9780733316487

[641.3009]

Bruce is a documentary maker who has travelled to the Americas, Europe and North Africa to compile information for this book. He researched nine food products used in cooking today: chocolate, sugar, peppers, potatoes, flour, tomatoes, coffee, olives, and onions. He provides a beautifully illustrated book covering the origins, history, manufacture, distribution and use of each food. Recipes help link the food product to the information presented. This book can be used for the Hospitality Strand: *Food and beverage*. It is also applicable to Food Technology 7–10. M. Timperley

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Food Technology 7–10; Food Technology Stage 6; Hospitality Curriculum Framework Stage 6
Paper \$34.95 SCIS 1343901



BALL, Heather

Astonishing women artistsSecond Story, Canada, 2007
ISBN 9781897187234

[704]

Finally, a resource solely dedicated to phenomenal and highly regarded women artists spanning the 16th century to present day. This resource details the lives of 10 artists and their trials and

accomplishments as they paved their way into the art world. The written text is clear and easy to read, making the book very suitable for students. Few images of artworks have been included to support the written text, instead websites have been provided to view artworks in colour online. The information would be a valuable source of background knowledge for case studies of artists. N. French

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
Paper \$15.95 SCIS 1335399

EVANS, Nicolas

The heart of everything: the art and artists of Mornington and Bentinck IslandsMcCulloch & McCulloch, Vic, 2008
ISBN 9780980449402

[704.03]

Exploring contemporary Aboriginal art from the Mornington and Bentinck Islands, this book details the art movement from the region and considers prominent artists in detail. The written text is concise and easy to read, making it inviting for students. Each featured artist includes contextual information and comments by the artist. The information is supported with an array of photographs of artworks. All of these images are reproduced in colour and an appropriate size to allow the reader to see the painterly qualities of the work. This is an excellent resource to use when looking at contemporary Aboriginal art. The book is published with the support of the Woomera Aboriginal Corporation Management and the artists of Mornington Island. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10
Paper \$39.95 SCIS 1366702

Modern art: impressionism to post-modernism/ edited by David Britt. Thames and Hudson, UK, 2007
ISBN 9780500238417

[709.04]

To see the growth of modernism in art as a lineal progression can be limiting. This update of an old classic posits the view that the –isms of modern art can reoccur, run parallel and even take on another guise. The written information here is most applicable to tertiary level students, and the visuals are readily available in any number of books. However, this could be a useful resource book for secondary visual arts teachers who want an overview of modernism in one source. The book concentrates on the contribution of artists from the western tradition. K. Ashley

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6
Paper \$45.00 SCIS 1340459

GOLDSWORTHY, Andy

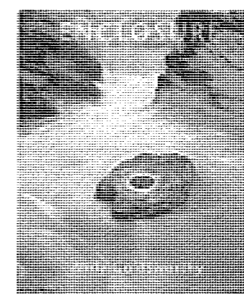
EnclosureThames and Hudson, UK, 2007
ISBN 9780500093368

[730.92]

Visual arts students respond to Goldsworthy's work with great enthusiasm. While the information in this book is appropriate to tertiary and professional level readers, the secondary school Visual Arts teacher can interpret it effectively to address the

cultural, structural and subjective frames in the syllabus. Wonderful large photographs of The sheep-folds project would be a great place to initiate a discussion on the artist's practice and his environmental concerns. The artist reports on his approach to the creation of the project in a series of evocative, easy to read diary entries, made over a number of months. K. Ashley

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6
Paper \$95.00 SCIS 1349910



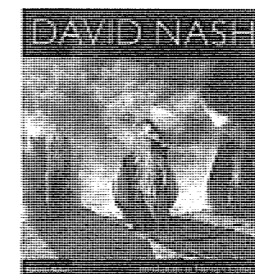
NASH, David

David NashThames and Hudson, UK, 2007
ISBN 9780500093399

[730.92]

The accessible information in this work offers teachers a potent resource. Two thirds of the book conveys the author's clear, thoughtful explanation of his choices in the creation of worksites in France, Spain and Japan. This information is easily applicable to the conceptual framework, practice, and the subjective and structural frames within the Visual Arts Stage 6 syllabus. Large scale photographs hint at the compelling natural world that inspires this artist to produce his innovative sculptures. K. Ashley

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6
Paper \$95.00 SCIS 1343585

**Clay projects for children**Black, UK, 2007
ISBN 9780713681970

[738.1]

Completing simple clay activities with a class will be an enjoyable and easy task after investigating this concise resource. The book has a brief history of clay working, and it covers all facets of clay modelling, including basic technical advice for simple construction and decoration techniques, ensuring successful learning experiences for students. The projects touch on a range of syllabus areas, from creating musical clay forms, such as whistles and wind chimes, to making work that encourages wildlife into the backyard. Given the easy step-by-step instructions, primary teachers will be inspired to employ many of these activities in the teaching and learning process. N. French

USER LEVEL: Stage 3
KLA: CA
SYLLABUS: Creative Arts K–6
Paper \$45.00 SCIS 1345558



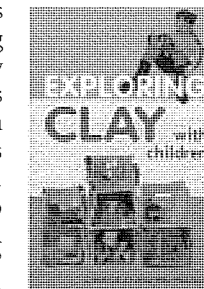
UTLEY, Chris

Exploring clay with childrenBlack, UK 2007
ISBN 9780713688184

[738.1]

Concise and informative, this book has simple clay activities aimed at introducing clay art to young students. Written in easy to understand terms, the book's chapters build on skills and knowledge and teach basic construction techniques such as pinching, coiling, and slab construction. Each project lists the materials needed to complete the task and details the method step-by-step. Photographs of students' work and hand drawn illustrations are used as supportive material. As these tasks are directed at younger students, the examples of work appear unrefined, however, such tasks can be attempted with older students and should result in more accomplished pieces. N. French

USER LEVEL: Stage 2
KLA: CA
SYLLABUS: Creative Arts K–6
Paper \$39.95 SCIS 1351289



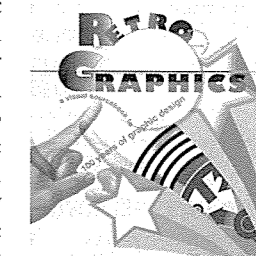
RAIMES, Jonathan

Retro graphics: a visual sourcebook to 100 years of graphic designChronicle, USA, 2007
ISBN 9780811855082

[741.609]

This unique resource looks at graphic design and page layout, and documents the changes in style over time. Decade divisions see each recognised style broken down into specific components, detailing the characteristic elements, colours, motifs and fonts. An introductory statement provides insight into the historical background and influences for each era. The text is concise and supported with relevant images. *Photoshop* instructions have been provided allowing the reader to emulate specific design characteristics. The CMYK colour information is a means to achieving stylistic accuracy. Although the steps given to realise these effects are relatively simple, a sound prior knowledge of *Photoshop* is required due to the brevity of instructions. This is a new approach to looking at poster design. N. French

USER LEVEL: Stage 5 Stage 6
KLA: CA; TAS
SYLLABUS: Graphic Design 7–10; Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6
Paper \$39.95 SCIS 1329232



NOCHLIN, Linda

CourbetThames & Hudson, UK 2007
ISBN 9780500286760

[759.4]

Clearly academic in style, this resource reviews the artworks of one of the most radical painters in the nineteenth century. Written as a

series of essays, each chapter deals with an aspect of Courbet's work. Packed with rich, detailed descriptions and scholarly interpretations, students would not find this an easy or inviting read. Teacher summaries could make the provided text more meaningful for student understanding. The text is sparsely supported with images of related artworks which are, unfortunately, mainly reproduced in black and white. This resource has some relevance for Stage 6 students, particularly when studying the use of the figure in art, but is more appropriate to a professional audience. N. French

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6
Paper \$49.95 SCIS 1325369

ANG, Tom

How to photograph absolutely everything

Dorling Kindersley, UK, 2007
ISBN 9781405319850 [775]

The large, well composed glossy images of this resource are very inviting. Divided into useful chapters on photographic themes, the book provides relevant information on compositional techniques and encourages a new way of seeing and capturing aspects of the everyday world. The chapter dealing with **Artistic expression** is of particular interest, as it may inspire students to move beyond taking simple happy snaps. Camera and aperture setting are provided, allowing the reader to achieve similar effects. The concise, informative written text is always visually supported. This is a relevant resource for all photography students. N. French

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Photographic & Digital Media 7-10;
Photography, Video & Digital Imaging CEC
Stage 6
\$69.95 SCIS 1321483

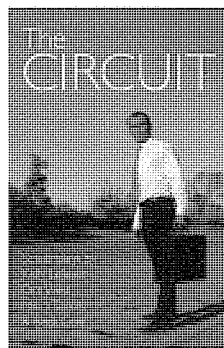
LEFEVER, K. & WEST, D. & TORRES, M. & COLE, B.

The circuit: screenplays

Currency, NSW, 2007
ISBN 9780868198125 [791.45]

Screened on SBS in 2007, this hard hitting miniseries tells the story of the staff of the Aboriginal Legal Service as they do the circuit of courts around the vast Broome district. The six episodes are powerfully written, exploring issues of paedophilia, substance abuse, homophobia, racism, and family bonds. This is done with even handed subtlety and real humour. Characterisation is rich, and stereotypes are exploded. The presentation of a wide range of Aboriginal characters is especially good to see. A series that effectively dramatises the tensions inherent in the law, it exposes its effectiveness and limitations, and the issue of values and whose values they are. The screenplay reads so well that it could even be effectively used without recourse to the audiovisual. The scripts were written and filmed with acknowledged support from Aboriginal communities. P. Gilchrist

USER LEVEL: Stage 6



KLA: CA; English; HSIE
SYLLABUS: Aboriginal Studies Stage 6; Drama Stage 6;
English Stage 6
Paper \$29.95 SCIS 1329125

SMITH Jr, Charles R. & COLLIER, Bryan

Twelve rounds to glory: the story of Muhammad Ali

Candlewick, USA, 2007
ISBN 9780763616922 [796.83]

Using the less conventional method of rhyme to tell a biography, this outstanding resource provides a multifaceted portrait of Muhammad Ali. The author recalls significant events of the boxer's life using rhyme and rhythmic chant, including phrases used by Ali to taunt his opponents. The vocabulary provides a realistic portrayal of the violence and long term impacts of boxing. Each chapter represents a period of his life, and a time line facilitates understanding. Exceptional illustrations using collage and water-colour dramatically complement the narrative and quotations. The book is especially suitable for students studying poetry and biographies in English Stage 4 and for students interested in works which combine art and language. A. Frost



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: English 7-10; English Stage 6: *Extension 2*;
Visual Arts 7-10; Visual Arts Stage 6
\$29.95 SCIS 1353571

GUILE, Melanie

Olympic Games 2008 [series]

Heinemann Library, Vic, 2008 [796.48]

A topical subject is well covered by these informative texts. Each book in this series deals with a different aspect of the Olympic Games. End papers are a world map with the city of each Olympic Games from 1896. There is also a table listing the city, country and year for both the winter and summer games from 1896 to the present. A double page for each topic clearly displays paragraph headings and written text explaining each aspect of the Olympic Games. Colour and black and white photographs, maps and drawings support the written information. The series deals with a general history of the Olympics, Australia's role in past games, and the upcoming 2008 Olympics. It takes a close look at China's role and the preparations for this year in Beijing. These resources support the study of the Olympics in HSIE or PDHPE. The volume on China could also be used in a HSIE study of a neighbouring culture. R. Parnis

USER LEVEL: Stage 3
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
\$29.95 each

Reviewed titles in this series:
Australia at the Olympic Games
Beijing Olympic Games 2008
China: host nation 2008
History of the Olympic Games

SCIS 1347935
SCIS 1347928
SCIS 1347930
SCIS 1347937

FORRESTAL, Elaine

Write with purpose: an approach to creative writing

Curriculum Corporation, Vic, 2007
ISBN 9871863667333 [808]

A handbook of creative writing ideas for middle school students, this publication presents a range of well conceived activities, progressively building such skills as the use of story starters, voice, point of view, dialogue, and literary devices of similes and metaphors. There is much to engage students. Each lesson includes separate notes for teachers and students. Printable planners, templates and guidelines encourage students through the process of drafting, editing and publishing their original works. An awareness of a writer's intended audience is also stressed in order to cultivate different writing strategies. A sound, practical guide, this is sure to be of great value to both students and teachers. C. Sly

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$34.95 SCIS 1332975

In the driver's seat: the nature of authority: Stage 6 English [kit]

RTA, NSW, 2007
ISBN 9781877070297 [808.04207]

ABSTRACT

These teaching and learning activities have been developed by the English Teachers' Association of NSW and the RTA. The kit comprises a workbook of teacher and student resources, a DVD and a CD. The workbook is organised into four sections: **The nature of authority; The power of the text; The hidden persuaders;** and **Controlling the text.** Some parts of the resource specifically target ESL students. The resource has been designed to assist students to familiarise themselves with safe driving issues, to help them consider the nature of authority and freedom in our society, and to encourage them to develop a sense of responsibility towards self-regulation. All activities support Stage 6 English outcomes.

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
\$Distributed to NSW schools SCIS 1332312

WARBURTON, Nigel

The basics of essay writing

Taylor & Francis, UK, 2007
ISBN 9780415434041 [808.4]

Learning to write an effective essay remains problematic for a number of students. This comprehensive yet concise guide clearly explains the necessary steps in writing good essays. Chapters focus on aspects such as interpreting questions, approaches to researching and planning, and writing logical paragraphs. Of particular use is the chapter that addresses ways of avoiding plagiarism and applying accurate referencing. Each chapter contains key points that summarise the essential content, with helpful tips. Practical exercises are incorporated and these reinforce the skills required. Written in a clear manner, this versatile guide can be utilised in all subjects where essay writing is a fundamental component. H. Gardiner

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English

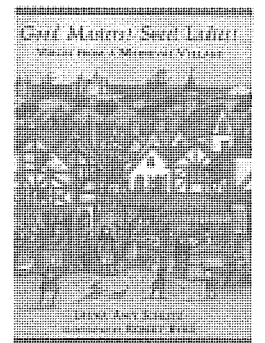
SYLLABUS: English 7-10; English Stage 6
Paper \$24.95 SCIS 1331627

SCHLITZ, Laura Amy

Good masters! Sweet ladies!: voices from a medieval village

Candlewick, USA, 2007
ISBN 9780763615789 [812]

A series of poems set in medieval England, this book gives readers a glimpse into the lives of people living in an English medieval manor around 1255. Beautifully illustrated, each character tells his or her story about life in this feudal era. The speakers include: a blacksmith's daughter, a shepherdess, a doctor's son, a pilgrim, a villein's daughter, a miller's son, a half-wit, and a knight's son. This excellent collection provides a wonderful insight into the lives of people of all stations living in medieval England. There are 19 dramatic monologues and two dialogues that can be read silently, or performed before an audience. Brief sections of prose explain historical background and side column annotations help to define unfamiliar words and phrases. A delightful book, it combines history and fiction to capture the essence of an era. F. Campbell



USER LEVEL: Stage 4 Stage 5
KLA: CA; English; HSIE
SYLLABUS: Drama 7-10; English 7-10; History 7-10
\$29.95 SCIS 1341632

Inside out: children's poets discuss their work

/ edited by JonArno Lawson. Walker, UK, 2008
ISBN 9781406308143 [821]

Utilising an interesting and unusual concept, this book of poems presents a range of poetic texts with a commentary by each writer on the inspiration behind their poem. Selected international samples reveal a broad spectrum of topics and styles. A useful introduction to the poetry genre, these short poems would suit a study of the poetic process. Brief bibliographic notes at the end of the book help to identify the poets. The pleasant notebook style presentation is supported by quirky childlike illustrations, however the small white font on blue pages used for the commentaries is not as so engaging. Overall, the concept is delightful and it models some wonderful samples and ideas for students' own writing projects. C. Sly

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
Paper \$14.95 SCIS 1365861

GLOW, Hilary

Power plays: Australian theatre and the public agenda

Currency, NSW, 2007
ISBN 9780868198156 [A822]

According to this thought provoking book, Australian theatre is not just a means of entertainment. It is a forum for exploring and

challenging political, cultural, social and economic mores. The introductory chapter provides a context for recent developments in Australian theatre. Driven by funding cuts, political agendas and a rapidly changing world, theatre has undergone a major transformation. Successive chapters focus on interviews with playwrights discussing areas such as identities, globalisation and immigration. A number of plays are explained in detail, including *The 7 stages of grieving*, *Two brothers* and *Navigating*. Aimed at those with a specific interest in Australian theatre, this book is a worthy reference for Drama and English teachers and students. H. Gardiner

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama Stage 6; English 7–10; English Stage 6
Paper \$32.95 SCIS 1339839

RAVEN, Nicky

Beowulf

Koala, NSW, 2007
ISBN 9780864618061 [829]

The brutal world of the early Anglo Saxons is depicted in this beautifully illustrated, modern interpretation of an ancient narrative poem. A hideous monster, Grendel, is wreaking havoc across the Dane lands. It appears that nothing can halt Grendel's destructive reign. Just as hope seems lost, Wiglaf, a young Dane, is summoned by his lord to travel to the land of the Geats to seek help. Consequently, Beowulf, the great warrior, is sent to fight the ferocious beast. The ensuing epic battle is wonderfully recounted in this well crafted narrative. Excellent historical notes regarding the original manuscript and a glossary of the characters are also included. Undoubtedly, this fantastic book will hold wide appeal for a broad audience. H. Gardiner

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
\$24.99 SCIS 1334920

VAN ZUYLEN, Sue

Geography focus: Stage four

Pearson Education, Vic, 2007
ISBN 9780733977145 [910.7]

Developed to support the teaching of Geography 7–10, this textbook provides adequate syllabus coverage at appropriate reading levels. Each section is linked to syllabus outcomes and includes a range of comprehensive activities and tasks to develop geographical skills. Rich with photographs, tables and graphs, it is a useful resource for teachers of Geography. Also included is a CD-ROM which provides an electronic version of the book in PDF format, links to websites, and multiple choice quizzes for students. The glossary at the beginning of each chapter is a useful addition, however there is little to extend more able students. While they do nothing to stand out from competitors, the books are solidly reliable resources. A. Byron

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7–10
Paper \$57.95 SCIS 1331639

Other reviewed title:

Geography focus: Stage five SCIS 1337548

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. Prices include GST.

BULLER, Laura

History dudes [series]

Dorling Kindersley, UK, 2007 [932]

Periods of history are presented in this series by focusing on aspects of life in past civilisations. Richly illustrated in a comic book style, the books will appeal to young readers. Students will enjoy the highlights and summaries approach to history. While the content sits squarely within Stage 4 History, the material is too simplistic for students capable of engaging with more complex sources of information. Teachers will find these books lack the primary and secondary source materials, fundamental to teaching history, and may also find the attempt at the youthful vernacular false and annoying. It is an interesting approach to history for students in upper primary school, but it has little academic content for History 7–10. A. Byron

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
Paper \$19.95 each

Reviewed titles in this series:

Ancient Egyptians SCIS 1326244
Vikings SCIS 1326388

KENNETT, David

Pharaoh: death and life of a god

Scholastic Australia, SA, 2008
ISBN 9781862915930 [932]

Focussing on the period from Seti I to Ramesses II, this colourful book covers a short time in ancient Egypt's long history. The narrative is concise, in a book of just 46 pages, but it provides clear information on the roles of pharaohs, the priesthood and temples, the rituals of death and the journey to the afterlife. It also considers building methods, trade, crafts, war, administration, clothing and the patterns of daily life in this historical period. The illustrations are a delight and are sure to capture the imagination of Year 7 students. The clear and engaging format makes this an excellent resource for the History 7–10 Topic: *Societies and civilisations of the past*. R. Darlington

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7–10
\$29.99 SCIS 1352678

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CROUCH, Mira

War fare: sustenance in time of fear and want: a memoir of Belgrade 1941–1945

Gavemer, NSW, 2007
ISBN 9780646472027 [940.53]

An autobiography that will complement students' research and understanding when studying WWII in Modern History, this is a realistic recount of a child's experiences of living in Belgrade during the Nazi occupation. Focussing on more than the torture of war, it is a well written and sensitive text that centres on a child's yearning

for pre-war pleasures, normality, family, and the end of the violence. Black and white family photographs support moving accounts of the negative and occasionally positive aspects of war. The book provides readers with an insight into the impact of war on a family, particularly the basic human needs of food and survival, hence the title. Then author is an educationalist, now living in Sydney. A. Frost

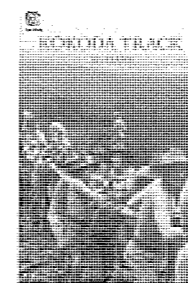
USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7–10; Modern History Stage 6
Paper \$26.00 SCIS 1336565

MACINNIS, Peter

Kokoda Track: 101 days

Black Dog, Vic, 2007 (The drum)
ISBN 9781876372965 [940.54]

The book gives younger readers the drum on Australia's role in the allied offensive against the Japanese during 1942. Against all odds, 550 Australian men of the 39th Militia Battalion held back a 6000 strong Japanese army on the Kokoda Track in New Guinea. Referred to as Chocos, because it was believed they would melt under pressure, the ill trained and under equipped army tenaciously stymied the efforts of the Japanese to take Port Moresby. Having to engage in inhospitable jungle warfare and hold off a much larger force, this battle has been referred to as Australia's Thermopylae. Combining non-fiction and fiction with photographs and potted information on biographies, geography and weaponry, this book is an engaging introduction to the significant role Australians played on the Kokoda Track. C. Sly



USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English 7–10; History 7–10; HSIE K–6
Paper \$16.99 SCIS 1303045

LAIRD, Thomas

The story of Tibet: conversations with the Dalai Lama

Grove/Atlantic, UK, 2007
ISBN 9781843541455 [951]

A book that is both timely and poignant, one of its intentions is to refute the Chinese claim of ancient and continuous suzerainty over Tibet. This complex, but very readable and sympathetic account of the long sweep of Tibetan history is presented in traditional chronological segments. What makes the book remarkable is that each segment becomes the focus of an ongoing commentary and discussion spread over nine years between the author and the Dalai Lama. The latter reveals an extraordinary knowledge of his country's history, with the dramatic and often tragic post-WWII Tibetan history encompassed within his life. He gently and often humorously challenges Western concepts of historiography, integrating myth, mysticism, spirituality and Buddhist precepts into the historical accounts. Hopefully, his belief that the power of truth will ultimately overcome the temporary power of the gun will be born out in Tibet's future. G. Spindler

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Modern History Stage 6; Studies of Religion
Stage 6
Paper \$35.00 SCIS 1345788

The seventy wonders of China

/ edited by Jonathon Fenby. Thames & Hudson, UK, 2007
ISBN 9780500251379 [951]

Along with the Great Wall, the Ming Tombs, the Forbidden City and other famous sites, the 70 wonders in this exciting book include equally fascinating circuses, calligraphy, martial arts, gardens, and even tea. The wonders are arranged in seven categories: **Natural wonders**; **People & life**; **Cities & towns**; **Monuments & buildings**; **The arts**; **Inventions & achievements**; and **Greater China**. The 70th wonder, Overseas Chinese, is a fitting inclusion considering their remarkable role in the history of Southeast Asia and the Pacific Rim. Written by 32 notable scholars, the detail of some chapters may be daunting for many Year 7 and 8 students, but it is still a useful reference for the History 7–10 Topic: *Societies and civilisations of the past*. R. Darlington

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7–10
\$75.00 SCIS 1341271

TIDEY, John

China: land, life and culture [series]

Macmillan Education Australia, 2008 [951]

Invaluable in the lead up to the Beijing Olympic Games, each of these volumes features large, clear maps on the endpapers, attractive colour as well as black and white historical photographs, and fact boxes. Although covering a great range of topics from the arts, culture and history to climate, plants and wildlife, the information is not detailed, but provides an ample summary to allow for further investigations on any one topic. A handy glossary is present in each book to assist with unknown concept words in bold font, such as doctrine and Taoism. This excellent series would be a worthy asset to support the study of other cultures in HSIE K–6. J. Eade



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
\$29.95 each

Reviewed titles in this series:

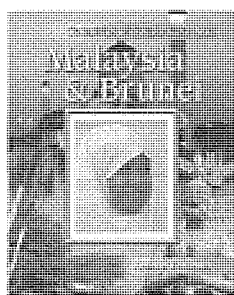
Arts and culture SCIS 1351223
History and government SCIS 1351222
Land and climate SCIS 1351167
People and cities SCIS 1351221
Plants SCIS 1351215
Wildlife SCIS 1351211

Countries of South-east Asia [series]

Heinemann Library, Vic, 2007

While alluding to the complexities, this informative series gives a comprehensive overview and initiates an appreciation and understanding of the history, geography and culture of Australia's South-east Asian neighbours. Endpaper maps illustrate the location of the region and of each country within the region, while subtly underscoring Australia's proximity. Succinct introductory paragraphs

reinforce each section, while photographs, maps, timelines, fact boxes, recipes and activities support and add interesting detail. Natural threats and disasters, including the growing presence of avian flu are included. While some figures are dated, most of the recommended websites have authority, curriculum and age appropriateness, providing currency for studies of this topic. N. Chaffey



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10; HSIE K–6
\$29.95 each

Reviewed titles in this series:

Cambodia SCIS 1306076
Indonesia SCIS 1311290
Malaysia & Brunei SCIS 1311309
Vietnam SCIS 1311289

Little red books [series]

Exisle, NSW, 2007

A fascinating series on a range of Australian topics, these books outline key historical events with essential information and intriguing facts. Easy to read, with a sense of historical drama, the books are appropriately detailed for middle years students studying facets of Australian history. They explain what happened in readable terms and they deal with impact and consequences. Bibliographies and indexes are unusually extensive and students will find them to be useful. The books lack illustrations and such tricks as fact boxes, but they have multiple headings and a friendly style in language and appearance that students should enjoy. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
\$16.95 each

Reviewed titles in this series:

Aviation in Australia SCIS 1353353
From Cook to convicts SCIS 1353363
Gold SCIS 1350799

FLANNERY, Tim

Where is here? 350 years of exploring Australia

Text, Vic, 2007

ISBN 9781921145810

[994]

This entertaining take on Australian exploration is excellent for dipping into. The web page style cover does not reflect the internal layout which is more conventional. It includes pertinent selections from diaries and accounts of 43 expeditions, from Dutch mariner Jan Carstensz's visit to Cape York in 1623 to Robyn Davidson's central Australian camel trek of 1977. Flannery's introduction sets a sense of wonder about these many and varied journeys and he finds himself particularly transfixed by the moment of white and Aboriginal contact. In a departure from the norm, he is also able to include several accounts from women and Aborigines. Although the book lacks illustrations or index and has only a single map, Flannery includes useful suggestions for teaching and learning activities. G. Spindler

USER LEVEL: Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
Paper \$22.95 SCIS 1330928

Who reviews?

Reviewers for Scan and the DET website are selected from teachers and teacher librarians across the state.

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Kristin Ashley, Newcastle HS
Aveen Beedles, teacher librarian
Angela Byron, HSIE, Illawarra/South Coast Regional Office
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
Ruth Dircks, Dungog HS
Lee Doyle, Matthew Pearce PS
Jan Eade, Lane Cove West PS
Helen Evans, Literacy, Hunter/Central Coast Regional Office
Nicole French, Cranebrook HS
Amanda Frost, The Hills Sports HS
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Susan Taylor, Lindfield PS
Carol Thomas, School Libraries and Information Literacy
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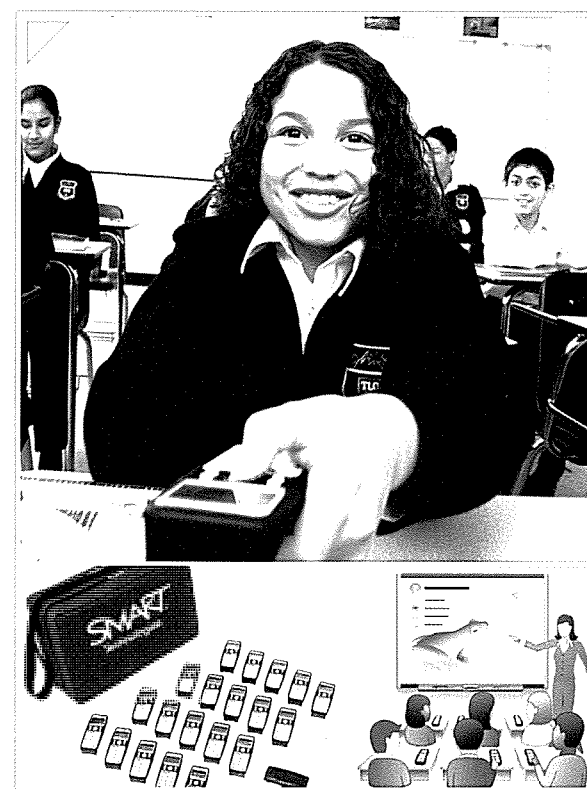
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out with
the old...



... and
in with
the new!

SLIMSCAN BT™ vs Z4 DATATRAQ™



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Function 11 - download

Function 10 - displays amount of memory used

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