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Curriculum K-12 Directorate

Seam

In this issue

- students interview Isobelle Carmody
- ES1: interactive learning & weaving wikis
- practical programming & literacy support
- copyright & Creative Commons
- power searching
- mentoring GATS online
- Activstudio flipcharts



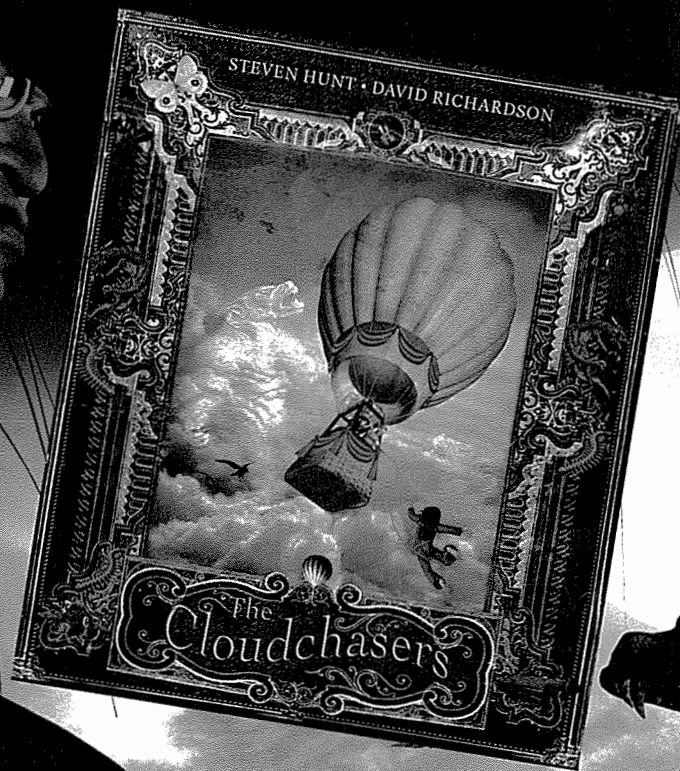
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From the Editor	2
Currents	3

Teaching and learning

A conversation with Isabelle Carmody – Mandy Kirk	4
<i>I have fun with faces</i> : an interactive resource – Maree Camilleri	9
Teaching power searching – June Wall	12
Fabulous flipcharts for IWBs – The Centre for Learning Innovation (CLI) Team: Hilary Hughes, Kevin O’Gorman and Linden Hyatt	17
Beyond the review: People, perspectives, place, politics and power: always was, always will be... – Lizzie Chase	18
Focus on cooperative programming: different people, different stories – Cath Keane	21
Premier’s Reading Challenge reception sails into Parramatta – The Premier’s Reading Challenge (PRC) Team, Rosie Charles, Dean Neeskens, Trish Anderson and Amanda Joyce	24
Meeting the Challenge at Oatlands – Bronwen Loveday	26

Research columns

<i>Research columns one, 2009</i> : The changing information environment and student learning – Dr. Ross J. Todd	28
Kindergarten weaves a wiki: the learners tell their stories – Ian McLean	30

Curriculum support

The eGATS! Online Program: an interactive online program for Gifted and Talented (GAT) primary students – Jennifer Andrews	38
Where can I find Literacy support? – The Literacy Team	40
Copyright and Creative Commons in schools – Fiona Migan	41
Cooperative partnerships: schools and public libraries – Andrew Downie	44
Enhancing <i>Special forever</i> with ICT – Val Noake	46
Leading the way: library sections of school websites – Mel Gilkes	48

Quick bytes

Out and about	50
Have you seen...	51

Resources

Reviews of internet sites	52
Professional reading	68
Literacy and Numeracy resources	69
Picture books	70
Fiction for younger readers	74
Fiction for older readers	78
Information, poetry and drama	83
Who reviews?	94
Indexes	95

From the Editor



Welcome to the first *Scan* for 2009. We hope you enjoy reading *Scan* and use the information found in the articles and

resource reviews to enhance your teaching. Why not visit the *School libraries and information literacy* website <www.curriculumsupport.education.nsw.gov.au/schoollibraries>

for further teaching ideas, annotations of *Scan* articles, and the database of resource reviews?

If you have ideas for future articles, please let us know.

You can contact the Editor on (02) 9886 7501 or by email

<editor.scan@det.nsw.edu.au>.

Cath Keane
Editor

A conversation with Isobelle Carmody

Have your students ever been frustrated when searching the net for specific information? Read about the Year 9



students from John Edmondson High School who decided to gather their own information by contacting the author who was the focus of their search.

Page 4

I have fun with faces: an interactive resource

Finding appropriate resources for Early Stage 1 learners can be a lengthy task. Maree



Camillieri explains how the animated, interactive resource, *I have fun with faces*, engages students to explore and learn about their world.

Page 9

Teaching power searching

June Wall shares her great ideas for teaching advanced search skills to develop students' abilities to undertake independent research. She discusses the functions of

search engines, the invisible web, and the future trends of search engines. Page 12

Beyond the review: People, perspectives, place, politics and power: always was, always will be...

Often, when reading the resource reviews in *Scan*, ideas for using these resources instantly spring to mind. Lizzie Chase, Review Coordinator, has shared her ideas for using the DVD, *They have come to stay*, to support teaching and learning. The first episode in the documentary series, *First Australians*, it uses historical sources which have not generally been made available before to many Australians. Each issue of *Scan* in 2009 will feature a practical *Beyond the review* article. Page 18

Meeting the Challenge at Oatlands

Read how Oatlands Public



School embraced the Premier's Reading Challenge by developing strategies to integrate it into classroom learning during 2008. Page 26

Research columns one, 2009: The changing information environment and student learning

In this issue, Dr Ross Todd asks teacher librarians to focus on the exciting educational potential of the technology intensive environment so that thinking and creating become the predominant



actions. In this column, Ian McLean relates the annotated learning journey about the use of an online wiki to create jointly constructed fables with kindergarten students. Their learning journey has been shared with the extended school community and beyond.

Page 28

The eGATS! Online Program: an interactive online program for Gifted and Talented (GAT) primary students

An initiative of Drummond Memorial Public School, the program operates in partnership with local high schools and provides opportunities for students to engage with like-minded students, and have expert feedback. Page 38

Raps UPDATE

Term 1, 2009

- **Belonging** by Jeannie Baker and other texts, for Stage 6 HSC English *Standard and Advanced* Area of study: *Belonging*. The rap materials will be live for subscriptions and introductions from 2 February 2009. Rap activities will continue till 13 March 2009. Nadia Wheatley, Jeannie Baker and Matt Ottley will be available online during the rap to answer student questions. A videoconference with Jeannie Baker will also be available for NSW government schools during the rap. .

Term 2, 2009

- **Identity: Sharing our stories**. Stages 3 and 4 English, HSIE, PDHPE, Music 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, this resource supports the Stage 4 secondary COG, *Cultural identity*. Dates TBA.

Term 3, 2009

- **Book Week 2009**. Stages and KLA's TBA once the shortlist is announced.

See Current and planned raps <www.schools.nsw.edu.au/raps>.

Currents



Colleen Foley is
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Libraries and
Information Literacy
Unit (SCIS/Scan).*

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Connected learning support

How can we best respond to the challenges of teaching and learning with students immersed in today's experiential multimedia world? How do you envisage school libraries harnessing the available technologies? How can teacher librarians integrate them with relevant traditional resources, and build on good practice to develop creative, collaborative knowledge constructors for the future? Attending the Australian Library and Information Association *Information Online 2009* conference and exhibition in Sydney recently provided a timely reminder of Alan Key's wise words:

The best way to predict the future is to invent it.

There are many opportunities for teacher librarians to add to the richness of interactive programs and engaging learning experiences, by supporting inquiry learning and high level information literacy, which is more important than ever. 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 included in this issue of *Scan*.

An example of experiential multimedia and evidence based practice can be read in the article from Ian McLean,

teacher librarian at Penrith Public School, that is introduced by Dr Ross Todd in Research columns. Dr Todd also provides a thought provoking exploration of the ongoing implications of the changing information environment for student learning.

Blogging on ...

The introduction in 2008 of blogs and wikis to the *Raps and book raps* program hosted by our School Libraries and Information Literacy Unit at <www.schools.nsw.edu.au/raps> was enthusiastically received by students and teachers. There is something for all Stages in the 2009 program shown in the *Raps update* on the opposite page.

HSC English students and teachers will welcome the *Belonging* rap supporting the Area of study. It is not too late to join this great opportunity to engage with other students and teachers, as well as three great authors, online and in the videoconference. Included are links to some great additional resources. For example, see the HSC *Belonging* list, introduced by Michael Murray, CEO English, Curriculum Support Directorate, now available on the School Libraries and Information Literacy website at <www.curriculumsupport.education.nsw.gov.au/schoollibraries>. Thanks to the teacher librarians and teachers who contributed to this list.

Professional learning opportunities

Curriculum K-12 Directorate offers an exciting range of workshops in 2009 in the key learning areas and cross curriculum focuses including School Libraries, Gifted and Talented, and School Based Assessment. For more information and to consider opportunities for collaborating with teaching

partners in professional learning experiences visit <www.curriculumsupport.education.nsw.gov.au/prolearn09>.

Regional networks are welcome to contact <colleen.foley@det.nsw.edu.au> for additional professional learning support from the School Libraries and Information Literacy Unit at any time.

We are also looking forward to the *School Libraries Leading Learning* conference: Armidale 2009, jointly organised by our School Libraries and Information Literacy Unit and ASLA (NSW) Inc. The one-day program promises an exciting array of speakers and workshops. It will be held on 5 June 2009. More information is available from related links on the School Libraries and Information Literacy webpage at <www.curriculumsupport.education.nsw.gov.au/schoollibraries> and at the conference home page at <www.aslansw.org.au/learning/>. All are welcome.

Scan subscription rates

For 2009 we are able to keep *Scan* subscription rates at the 2008 level. Please be aware that the subscription rate may well need to increase for the 2010 calendar year.

School Libraries and Information Literacy Unit update

Welcome to Lizzie Chase, who has joined our team as Review Coordinator. Thank you to Carol Thomas, who was Acting Review Coordinator while the position was vacant.

All the best in all your endeavours in 2009. ■

A conversation with Isobelle Carmody



Mandy Kirk,
teacher librarian at
John Edmondson
High School,
relates the

proactive measures taken by Year 9 students to locate information about the author of *The gathering*, the novel they were studying. Isobelle's responses to their questions helped them to develop an in-depth understanding of the novel.

Two Year 9 English classes from John Edmondson High School were on a mission to find out details of the life and writings of Isobelle Carmody. Little published material was available on the novel or its enigmatic author. Who was the elusive Isobelle Carmody who had written the novel, *The gathering*? The novel and its author had captivated their interest as they examined that text as a study of the fantasy/horror genre.

Using the text, *The gathering* (Figure 1), the students analysed the elements of narrative and how this novel follows or departs from typical texts of the fantasy/horror genre. *The gathering* formed the basis for an exploration of character, style and language, plot and other characteristics that represent this genre.

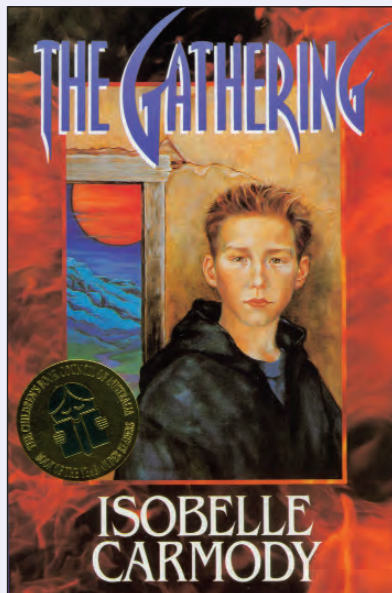


Figure 1 *The gathering*
Author: Isobelle Carmody
Publisher: Penguin Australia, 1993
Cover reproduced with kind permission of Penguin Group (Australia)

The students' quest for information

The task:

Students were required to analyse an author interview, with significance

given to the typical layout of a printed interview, language used (verbal) and the range of questions asked of the author. In groups, students would then be required to compose questions to ask the author of the core text, *The gathering*. Responses would then become the focus questions for students to answer, as they became that author in the hot seat – an engaging activity to achieve Stage 5 English outcome: 8.2.

After several fruitless searches for suitable information about Isobelle Carmody and her writing, the students created their own interview questions and negotiated with their teachers to go directly to the source (outcome: 11.2).

As Isobelle was travelling from Prague to Santorini (Figure 2), the two classes communicated with her via email. They lived vicariously through Isobelle as they embarked on a virtual tour of places far away, sharing her holiday snaps and her journey as a traveller and author.



Figure 2 Isobelle Carmody on a writing sabbatical on the Greek island of Santorini

Here are the students' queries and Isobelle's replies.

How did you get into story writing?

Isobelle: I told stories to my brothers and sisters and played games where I was the narrator in a story as well as acting it out and directing my brothers and sisters. These things gave me a love of storytelling and stories that I have never forgotten. When I began to write stories down, I realised that it let me think more deeply about things.

At what age did you write your first published novel?

Isobelle: I wrote my first book when I was 14, but it was not published until I was in my early twenties. I sent it off to Penguin Books when I was about 22 and they accepted it. I think many people have their first novels rejected because they write too hastily and without enough self criticism. Their mind is too focused on being published rather than on writing the best thing they can.

Do you think the age you started writing helped you write for children?

Isobelle: I guess so, though some people say you have a natural age to write for and maybe mine is young. Though I have to say I never think about the age of the audience no matter what I am writing and I am always arguing with editors about leaving in difficult words because when I was a kid I loved them even when I didn't quite understand them.

Do you complete one book at a time or do you also work on sections of other books?

Isobelle: I try to work on a stage of a book at a time. For instance, I have just spent almost a month on the island of Santorini and, while I was there, I wrote a small book for children. I did about 50 rough drawings for it and I wrote a short story about vampires. I also completed 50 rough pages of a book I want to write later on. Now that I am back in

Prague, I am typing the handwritten little book into my computer; about 30 000 words. I consider that to be a first draft but, if it is good enough, I will probably offer it quite soon to a publisher. The reason I have not done so already is that I hate deadlines. I hate being hustled. Once I have done this, I will spend the rest of this year and some of the next, finishing the first draft of the final Obernewtyn book. Only when that is finished, will I start something new or work on the little book with the pictures.

What goes through your head when you are writing a novel?

Isobelle: Millions of things do. Some of them even have something to do with the book. I am very observant and curious, which is another way of saying nosy and easily distracted. An argument between two people in a cafe will grab my attention even though I am working on something there (Figure 3).



Figure 3 Isobelle relaxing and observing at a cafe in Apollo Bay

Have you ever used your own feelings or experiences to create a character?

Isobelle: When I was writing the book, I was living in a housing commission neighbourhood centred on a school like Three North. There was also a slaughterhouse up on the

hill, which gave rise to the death smell. I actually used to go running around the neighbourhood at night with my little dog, which is the model for The Tod. I was running on the first night I smelled 'the death smell'. My dog's real name was Mr Walker and although he died last year a very elderly dog, he was alive long after *The gathering* came out. In fact, he is one of the main characters in *Billy Thunder and the night gate*. All of the animals in that book are or were mine, including Billy Thunder himself.

How close do you feel to the characters you write? Do you get emotional because of the events?

Isobelle: Absolutely! I cried when I killed The Tod in *The gathering*. I cried when the fox in *A fox called Sorrow* told his story to Little Fur. I cried when Bear goes through the night gate in *Billy Thunder [and the night gate]*. Do you remember the scene in *Romancing the stone* at the start where Kathleen Turner is a writer crying as she writes? I laughed when I saw that because that is how it really is!

Who is the favourite character that you've created?

Isobelle: Hmm. Maybe Little Fur or Billy Thunder.

What opportunities has writing presented?

Isobelle: To travel and to meet other writers, but most of all, it has allowed me to continue writing. In recent years, the nicest development had been that I have had the opportunity to draw.

How has your world travel influenced your writing?

Isobelle: Everything I do leaks in, but travel especially has this way of scouring off a skin of habit and comfort and normality so that you feel a little less easy in the world, so you notice everything much more vividly. I think my vision is clearest when I am

first in a new place where even washing clothes and getting a meal are fraught with difficulties.

Have any of your books been published in other languages?

Isobelle: *Darkfall* and *Darksong* are in Chinese, *Obernewtyn* is in Japanese, the Little Fur books are in German, Dutch, Czech, Chinese and Japanese. I have short stories in Korean and French, and *The gathering* is in German and Dutch and about to be published in Czech. I think that's all - oh, no, *Obernewtyn* is in Portuguese too.

How many awards have you received? Are those awards important to you?

Isobelle: I won the Children's Book Council [of Australia] award and was shortlisted a number of times for different books. I've achieved Aurealis awards in various categories and once I won the Peace Prize - that was for *The gathering*. I won the Australian Publishing Industry Award for two of the Little Fur books. I also won a few prizes or was shortlisted for Talking Book of the Year awards. I am proud of all the awards.

Tell us about your favourite books.

Isobelle: I had a lot of fun writing the Billy Thunder books. I think the best books I have written might be *Greylands* and the collection of short stories called *Green monkey dreams*. I think my best writing is in short stories, but like most people, I would usually choose a book before a collection of stories. Having said that, it is almost impossible to name an all time favourite book, but ones I have loved in recent times include *The road* by Cormac McCarthy. *The boat* by Nam Lee is very powerful. My all time favourite authors might be Ursula le Guin and Sheri S. Tepper. Fantasy wise, I love The Fionavar tapestry [series] and *Tigana* by Guy Gavriel Kay. *Moonheart* and *Yarrow* by Charles De Lint are other favourites. I love the gritty history based heroic fantasy of David Gemmel. I love the utter unbearable beauty of *The unconsented* and *Never let me go* by Kazuo

Ishiguro. With regard to children's books, I think *The mouse and his child* by Russell Hoban is exquisite and that Philip Pullman's *Northern lights* trilogy is right up there with *The lord of the rings* for me. Those are off the top of my head. I also loved *Gilead* by Marilynne Robinson

Do you see other authors as competition?

Isobelle: Maybe. I don't know. I've never had that conversation with anyone.

Does your daughter read your books and enjoy them?

Isobelle: Yes, but mostly as audio books. Her favourites are *Alyzon Whitestarr* and *The winter door*. I let her listen to an audio book of *The gathering* when she was 10, but only if she skipped the bit about The Tod being killed. I told her what happened but I said I felt it was written too graphically for her to read. She was OK with it, and she enjoyed the book.

What advice would you give to an aspiring writer, other than to persevere?

Isobelle: Never to send anything off to a publisher until it is the best you can possibly make it, which is to say it might still need work, but you can't make it any better. That way you never regret anything you have published, because no matter how flawed it is, it is the best you could do at that point. The other advice is that the first person who had to love what you write and be interested and engaged is you. Don't write for other people at the first stage of a piece of writing, even if it is for other people. Write for yourself. Write what you care about; write to explore what troubles you. Don't write to impress someone.

Do you favour any particular genre when writing?

Isobelle: Somehow, what I write almost always ends up being fantasy or verging on dark fantasy. I think of it as modern philosophy.

Why are you interested in fantasy as a genre?

Isobelle: I never set out to write fantastical things, but it always seems to happen. I guess it is like a tool that I liked to use - it works for me as a writer. It is a mode, but like all writing of any worth, the best fantasy grapples with the problems of the real world.

What inspires you to write in your chosen genres of fantasy/horror?

Isobelle: I don't choose a genre. I think you should not begin with a genre, but with a story. Someone else should stick the genre label on. A genre is a useful tag, but nothing to do with us as writers.

What inspired you to write *The gathering*?

Isobelle: I was a loner and a misfit as a kid. I was always fascinated by friendship between kids, then, and now. Back then, I wanted friends, but I was too stubborn to want to do anything to get them. I wanted to be able to be myself and have friends, and that seemed impossible. But I did notice back then, even though I was pretty lonely, that having friends often meant compromising what you wanted to do, and having to do what other people wanted even when it seemed dumb. I realised that I was freer without friends. Then when I was older, my younger brother had some very close friends. He was very charismatic but also a tough idealist who would cut people dead if they did not live up to his ideals. Again, I thought how harsh and demanding friendship could be. It was all this thinking about friendship, which brought me to write *The gathering*.

How long does it take you to write a book like *The gathering*?

Isobelle: It took me three years.

Did your childhood experiences influence you writing *The gathering*?

Isobelle: Of course! I am what I am because of what I was. I do think that

I remember being young very vividly. It is easy to summon my younger self up in a character.

Does *The gathering* have any relation to your life?

Isabelle: The boy Billy is based on my brother Danny. It was the closeness of his friendships as a boy, and his love of his various dogs over the years, as well as the amount of trouble he got into when he was a teenager, that informed a good deal of the book. The dedication is to Bruss, who was one of my brother's best friends. He died in a tragic fire when the house a few of them rented caught fire and burned down. Neither Danny nor any of the other survivors ever got over what happened. Aside from Danny, Mr Karl was a mathematics and sports teacher I feared when I was at primary school.

In *The gathering* which character do you most relate to?

Isabelle: Nathaniel.

Does Nathaniel remind you of anyone you know?

Isabelle: I guess he is an aspect of me. He also contains many of the virtues I admire, but which I don't have - an essential gentleness - most of all.

How did you come up with the idea of the bond between Nathaniel and The Tod?

Isabelle: I guess it came from my love of animals, and especially of my own animals. Alternatively, maybe even more by my fascination with how animals can love us so loyally and intensely.

The death of The Tod was horrific reading. How did you feel writing it?

Isabelle: Horrified, frightened, sickened and terribly sad.

What goes through your mind when you write a complicated character like Seth from *The gathering*?

Isabelle: I think people are complex and situations are complex, and I like to explore what happens to a certain flaw under pressure. For example,

sometimes it is at the most dreadful moment, a person finds they can be courageous or morally brave or self sacrificing or utterly truthful. I suppose when I am writing any character, I am sort of inside their skin. In a way, the seeds of every character, the good the bad and the ugly, are in you. Therefore, it is always exploring part of your own self. In that sense, it is not hard. The hardest character to write is a character that is morally corrupt or truly cruel. Maybe that is why it seems to me when I write those characters, that they never attain the reality for me that characters like Seth can have.

What part of *The gathering* is your favourite?

Isabelle: When Nathaniel is so keen on Nissa, when he is observing The Tod and when he is talking about his friend.

Where did the title *The gathering* come from?

Isabelle: I don't remember. Titles are important to me though, and most come almost as the story comes to me.

Is the town Cheshunt in *The gathering* based on where you live or have lived?

Isabelle: I got the name from a real place. But no, I don't live in Cheshunt.

Does *The gathering* relate in any way to your other books?

Isabelle: The bully named Buddha is the same as the bully in the short story *Seek no more*, only he is older. I plan to use him again as a young man, in a book I will write.

***The gathering* refers to supernatural events. Do you believe that such events could happen?**

Isabelle: Sometimes I think I am a writer of speculative fiction because I am such a sceptic. I would need a lot more proof than I have ever been offered to believe in a supernatural event, but I believe theoretically that they are possible.

Would you consider allowing *The gathering* to be turned into a movie?

Isabelle: It has been optioned twice now, once by an American film company and once, now, by an Australian film company. Ironically, the people who filmed *Jindabyne* wanted it, but we had already signed with the other group.

In the future, do you plan to write a sequel to *The gathering*?

Isabelle: The end of the novel is quite open. No. I would not write a sequel. The end is open because the fight against what we call evil, and especially evil that comes in the guise of things that are meant to protect us, school, the law, and family, never ends.

Have you ever considered creating a website?

Isabelle: Penguin has created one for me, and I have someone who is in the process of creating a website. There are a couple of brilliant websites about my books, which I would recommend above all others: The Obernewtyn chronicles <obernewtyn.com.au> and *Carmody online* <forums.carmody-online.com>.

Student responses to the interview with Isabelle

The students expressed their appreciation for the thoughtfulness of Isabelle's responses to their questions, and for the time spent emailing them during her travels. Extracts from Natalie's and Kaillum's responses follow.

I appreciate your answer to my own question, What advice would you give to an aspiring author other than persevere? It was very helpful and I have recently started writing my own fantasy novel. I decided to call it Mythica – two worlds colliding.

*Your answers gave us further insight into *The gathering* and your style of writing. It is always interesting to*

hear about how writers incorporate experiences and the world around them. I have read many books that gave me inspiration, I can now include yours as one of them, as the emotional connection a reader feels when delving into the world you have created is very intense and incredible.

Natalie

Throughout the topic of genres that our class did we focused on horror. This led us to read your book, *The gathering*.

During this time, we investigated each chapter, deciphering problems facing the characters, looking at the meaning of some characters actions, and figuring out if there were any hidden messages.

One thing that went unnoticed until the end of the book was the complexity of the characters. Everyone knew that there was some injustice in the past of every character (one of the worst being the attack on Danny by the police), but I don't think that anyone realised that that could have been what brought them together, even though there was a 'calling'. If this was another cause of their coming together, then this could also have been what drove them to defeat Mr Karl and the evil inhabiting Cheshunt.

One thing I found difficult to do was to decide which part of the book could be the climax. I couldn't decide between the death of The Tod or the abattoir scene. Either way the book was very good.

Kaillum



Figure 4 Natalie and Kaillum respond to Isabelle's answers

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Resource
reviews db
[http://www.schools.nsw.edu.au/
resourcereviews/](http://www.schools.nsw.edu.au/resourcereviews/)

See the resource reviews database
<www.schools.nsw.edu.au/resourcereviews>
for reviews of many of these titles.

I have fun with faces: an interactive resource

Maree Camilleri, Senior Learning Design Offer for the Centre for Learning Innovation (CLI), explains how this exciting new resource provides our youngest students with multiple modes for exploring and learning about their world.

I have fun with faces (Figure 1) developed by the Centre for Learning Innovation (CLI) is an interactive resource for children prior to school and in Early Stage 1. The colourful animations are visually appealing and the audio component is an essential element in engaging, guiding and encouraging children as they navigate the on-screen activities. Whether making funny faces in a mirror with a friend or making food faces (Figure 2) to share, there are many ways children can have fun with faces. When selecting a focus for a resource designed to engage young children in a topic that is instantly meaningful, the human face seemed a natural choice. It is the first thing babies recognise and respond to. Though faces are familiar, they are unique and varied. Successful interpretation of facial expressions can help children connect socially and emotionally with others.

Build on children's knowledge

In *I have fun with faces*, the interactive activities are intended as a springboard for further play based, hands-on experiences. These are found in the support notes for each activity. While developing early literacy, numeracy

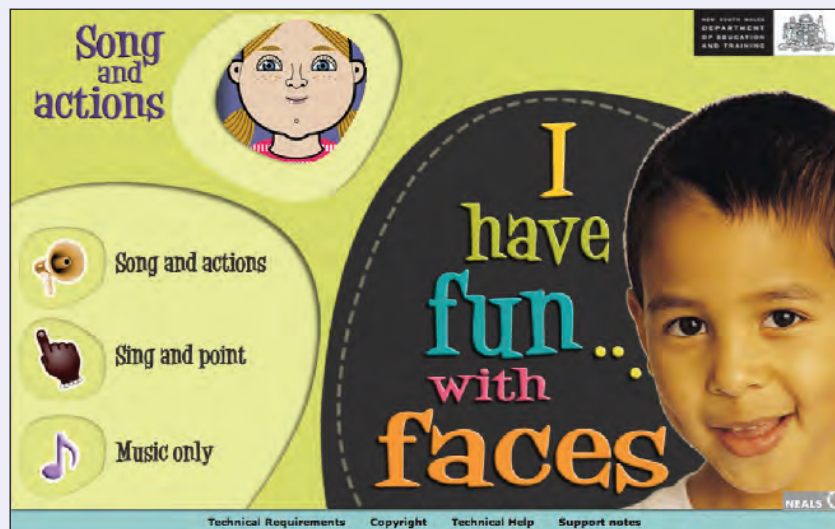


Figure 1 *I have fun with faces*

and ICT skills, the resource aims to build on children's knowledge about themselves.

Unlike a themed unit of work, the online and suggested hands-on activities may be selected by teachers or parents in response to children's interest and stage of development. The additional links and tasks provided in the support notes, can be integrated into a prior to school or Early Stage 1 program.

Connecting in school and at home

Whether at home with parents or carers, or in early childhood settings, successful learners are those with a healthy self-image, and who connect socially and emotionally with adults and other children.

The online activities in *I have fun with faces* are best shared first with an adult. Asking questions, talking, and



Figure 2 *Food faces*

joining in as children explore, will increase their learning, and add value to the resource. The on-screen activities can then be enjoyed by one or more children at home with parents or carers, shared in early childhood settings by a small group around a computer, or by a larger group using an interactive whiteboard.

An *Activstudio* flipchart, incorporating sections from *I have fun with faces* and linked to the Early Stage 1 COGs (B) Unit: *Me*, is available via the Primary portal on *TaLe*.

Song and actions

In *Songs and actions* (Figure 3), children sing along and point to their facial features as they follow an animation. Next, a finger points to facial features as they are named in the song.



Figure 3 Songs and actions

Moving the computer mouse to point the cursor to facial features as they animate during the song, is the most challenging.

The support notes link, at the bottom of the splash or opening page, is crucial. *Getting started* guides first-time users through the activity. Click *More activities* for a drop-down menu including mirror and pair activities with suitable questions, links to related online music and further animated songs such as *Baby karaoke* on the *Raising children* website. Positional language, early estimating and counting are suggested to build early numeracy.



Figure 4 Label a face

Create a face

In *Create a face*, children rollover a blank face, see the features appear and click to lock them in place. A drag and drop with audio feedback of facial features is demonstrated for children to complete. In *Label a face* (Figure 4), word labels are read and children drag the words into place. A bounce-back facility makes it self-correcting.

The support notes are accessed by clicking the link at the bottom of the splash or opening page. *More activities* provides a drop-down menu of enjoyable tasks with explanatory graphics and captions, as well as links to related online games and activities.

Read a story

Read a story introduces an online book, *Faces*, with opportunities for

...the support notes offer guidance in early literacy, including modelling what readers do, say and ask as they read.

learning concepts about print and other reading behaviours which contribute to early literacy skills. Children hear the story read, clicking the arrow to move to the next page. From the back cover, an easy read icon opens a version of *Faces* (Figure 5) where the text is limited to one sentence per page. Both versions of the book can be printed from PDFs and compiled as a book to re-read when away from the computer.



Figure 5 Faces is an online book

Once again, the support notes offer guidance in early literacy, including modelling what readers do, say and ask as they read. There are online links such as *Characters* where children click to change the skin, hair, facial features and clothing to make a predictable or unpredictable cartoon character. They describe the character they created and a description can be typed on the screen notepad with help from a parent, carer or teacher.

There are links to engaging online sites where children listen for rhyming words or identify words that end with the same letter pattern. The link to the *Best Start* resources, such as the Early Literacy Continuum for teachers and Literacy and Numeracy documents for parents, offer further support.

Make a story

Make a story provides a storybuilder for making simple digital stories, with the capacity to record accompanying audio. Children choose from a bank of images to place in a story, or use their own. Then, with support, they type in the text.

Jigsaws

The *Jigsaws* activity completes *I have fun with faces*. Photographs, artworks and cartoon images of faces are presented as online jigsaws, with four levels of difficulty.

The resource is available on the Parents & community portal of the *Teaching and Learning exchange (TaLe)*, making it accessible on the internet for parents. This access allows children to share their learning experiences with parents and carers at home. The suggested questions and ideas in the support notes can help parents support children's learning, ensuring

connectedness between prior to school and early Kindergarten.

What we may refer to as technology, is part of everyday life for young children. They watch their parents use mobile phones, remote controls and other hand-held devices, and experiment with them from babyhood. Computers are now in the majority of homes and many preschoolers use them regularly. As educators, we need to provide children with multiple modes for exploring and learning about their world, balancing quality screen time with facilitating play-based experiences that involve children's heads, hearts and hands. ■

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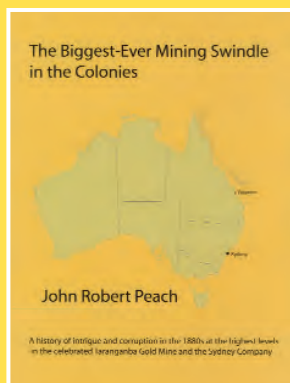
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The Biggest-Ever Mining Swindle in the Colonies



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AUTHENTIC AUSTRALIAN HISTORY: the fundamental role that gold mining played following the gold discoveries in 1851.

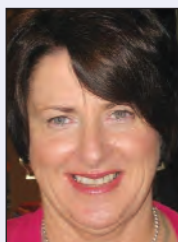
Much of the intrigue was not public knowledge then or revealed since. The book includes hundreds of original documents plus biographies.

Further information and purchase facilities are on the following web sites:
www.peachbooksales.com.au (direct as JR & YL Peach ABN 78152539337)
www.bennett.com.au (James Bennett Pty Ltd Sydney, Library Supplier)
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Preview of 20% is available by Google Book Search using title or author.

The author can be contacted direct on 0749391853 or peachjy@hotmail.com

Teaching power searching



June Wall,
Executive librarian
at St Ignatius
College, Riverview,
has based this

article on the seminar, *Power searching*, which she developed and delivered for ASLA (NSW) Inc. The article includes teaching resources and processes for searching from St. Ignatius College.

Searching for information is easier and at the same time more complex for students and staff than before the advent of the internet. Prior to *Google*, advanced searching involved the use of a taxonomy of terms or knowledge of library subject headings combined with boolean operators. Power searching uses the various search engine tools and a variety of known information sources, including the hidden web and search techniques.

Professional educators need to develop advanced search techniques, or power searching skills, and ensure that their students develop these skills for personal research needs based on curriculum requirements.

Future trends of search engines

Search engines are the beginning of the ubiquitous computing that Negroponte (1995) wrote about. Currently, *Google* can search any open website as well as database based websites such as *YouTube*. *Google* can also search your personal computer and with *iGoogle* (Figure 1) the beginnings of personalisation have started. *Google* is becoming the one stop shop

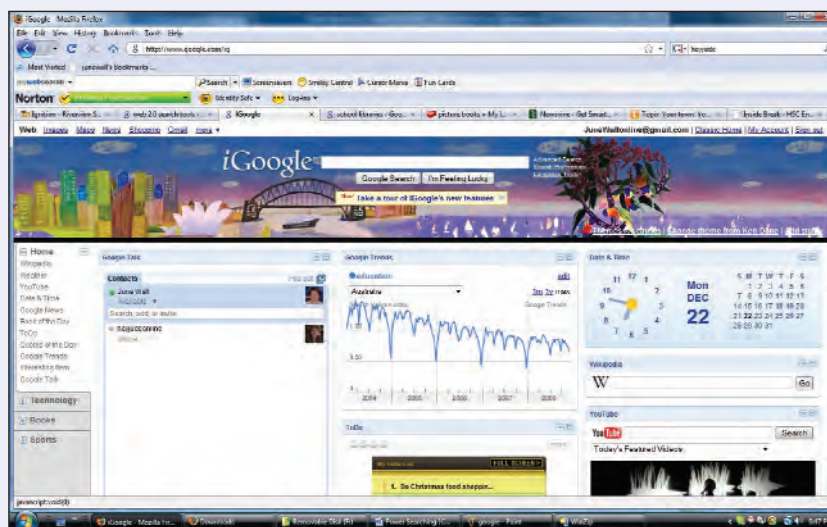


Figure 1 *iGoogle* <www.google.com/ig>

for any information need, no matter what format or whether it is internet or personal computer or WAN based.

A blurring of content and process occurs when the functions of a search engine are combined with content. Search engines are becoming more interactive and mashups are becoming common. Consider the development with *Google maps*; 18 months ago, it only showed aerial views of different areas. Now a student can search a specific address and can view the house at that address from any angle. The student can also move around the streets at street level or by flying. *Google maps* has also been mashed with tourist websites and other functions such as *San Francisco solar map* (2008) where *Google maps* has been used. This additional content and interactive function will continue to develop. Check out *Google trends* for more information.

Professional research

Educators need to use in-depth information at the point of need and adapt to, and to be flexible about, individualising student learning needs as well as preparing for changing curriculum

needs. Starting at the beginning for each topic or updating information on a topic can be time consuming.

In particular, researching for different discipline areas requires slight variations in search strategies and tools. This can be time consuming and can lead to unproductive results. Providing tools for teachers to research effectively and quickly supports student learning.

Teacher librarians supporting power searching

Teachers can be supported in their research through:

- identifying websites specific to their subject or discipline
 - e.g. pathfinders for specific topics
- identifying hidden websites of more relevance to their subject
 - e.g. <www.incywincy.com>
- identifying Web 2.0 tools that support specific research needs
- customising search engines for their subject
 - e.g. *Google custom search engine* <www.google.com/coop/cse>
- maintaining and developing knowledge about search engines.

How to maintain and develop knowledge about search engines

While *Google* is the dominant search engine, new search engines appear regularly.

- Check out *Hakia* and *Powerset*.
- Search engines are mashing with other tools. *iGoogle* (Figure 1) is an example of this.
- Search engines specifically for Web 2.0 tools, such as *Ma.gnolia* are also developing.
- Search engines do not yet find images – they find text associated with the image, however true image search is developing. Try an advanced image search in *Google* and select face – this will find images on the topic that have faces in them.
- Personalisation of search engines. Check out *Ms Dewey* at <www.msdewey.com>.
- Clustering search engines provide sub categories to support the students in refining their search. See *Quintura* <quintura.com>.

Teaching search strategies

Teaching search strategies to students is subject to ongoing change; I follow a process based on Year levels K–12 or research needs. In general, I use an initial three step process:

1. Use *Wikipedia* to understand the basics of the topic – question the accuracy or authority of the information.
2. Check resources for more in-depth information – books, online databases, etc.
3. Use the advanced search function in *Google* or in other preferred search engines.

Teaching search skills

When search skills are needed, depending on the students' age or topic for research, I then use the following points for explicitly teaching search skills:

- identification of keywords to use for search terms
- identification of synonyms for keywords – use of define function in *Google*, followed by lateral terms
- an understanding that search engines default to the *and* operator, so use basic boolean operators *and* and *or*
- an understanding that search engines, databases and library catalogues can use different terms
- search engines use natural language – therefore the student needs to know the best keywords to use
- databases use a thesaurus and keywords – therefore the student needs to know the best keywords and, once identified, the best thesaurus descriptors to match information needs
- library catalogues use keywords and a structured subject index – therefore the student needs to know the best keywords and how use subject headings
- construct search queries to refine results
- refining searches – use of domain, date, file type functions
- deconstructing assignment questions, including the scaffolding of glossary terms such as *compare* and *evaluate*
- students need some background general reading on a topic to have enough knowledge to develop a further search query
- use of Web 2.0 tools for research – *del.icio.us* tags etc
- show students how to use invisible web search engines.

At Riverview, separate programs have been developed to teach advanced searching for Year 11, and a research program in flexible modules for Year 12.

Advanced research for Year 11

This program requires two periods at the beginning of Year 11 in English,

changing according to the topic, gender justice, what is truth, etc. While the program was reduced to a four step process, there was a great deal of discussion about the brainstorm process and the constructing a search query step.

Step 1 What information is required?

Discussion about the concept of gender justice and related sub topics.

Step 2 If a question is provided, then deconstruct the question to determine:

- the action or instruction to be taken – usually a verb from the HSC Glossary list. These actions or instructions also had learning scaffolds attached as needed, e.g. compare, describe, analyse, evaluate.
- identify the limiting or qualifying words – the limiting words are those that provide parameters for the search, e.g. geographical regions or dates etc
- identify the key concept – After identifying the instruction and the qualifiers, the only terms left should be the key concepts. These need to be developed so that synonyms and lateral terms and sub topics of the key concept are noted.

Once these are determined, a search query would be constructed.

If there are no questions and it is an open research task, the process of instruction, qualifiers, and key concept should be used to develop research topics or questions. Students are reminded that a topic should be chosen based on 20% of what they know and 80% of what they would like to find out.

Step 3 Build a search query. Identify terms and qualifying terms.

Step 4 Identify search engines, catalogues, etc to use.

Year 12 research program

Following on from the Year 11 program, a self paced modular research program was developed for Year 12 (Figure 2).

Year 12 Research Program

Getting started with an assignment

Students will be able to:

Identify the instruction, limiting and key concepts in the question or task in order to deconstruct questions

Define the instruction term and use the process appropriate to the term e.g. explain, compare etc

Develop a plan for research or an assignment by using Inspiration and other tools

Develop and use an Assignment Checklist

Reference materials Part A

Students will be able to:

Define their topic using first level reference material – dictionaries and encyclopedias

Locate and undertake background reading that supports the students understanding of the task

Identify core resources or seminal works for specific topics/subjects

Indexes and databases

Students will be able to:

Access and interrogate *Ebsco*, *ELibrary* and *MacquarieNet* using advanced search techniques

Subscription services

Students will be able to:

Locate hard copy information that is available as a subscription

Use the subscription service effectively for their information need – *Infocus*, *Issues* series

Reference material Part B

Students will be able to:

Access primary sources for information

Access other reference materials for specific information types – almanacs, census data

Digital media

Students will be able to:

Access visual media for information – *ClickView*, podcasts

Online sources for HSC students

Students will be able to:

Access and use Board of Studies and other related sites for study purposes

Find and access practice exams, tests

Locate model answers

Using other libraries

Students will be able to:

Identify and access other libraries relevant to their information needs – universities, State Library of NSW, National Library, Local public libraries

Use the procedure for Inter Library Loans (ILL) available to Yr 12 only

The invisible web

Students will be able to:

Locate information on the www not searchable from the usual search engines

Start to develop subject specific web references

Organising information

Students will be able to:

Develop a notetaking format suitable for their needs

Organise information appropriate to the research

Copyright & plagiarism

Students will be able to:

Define the terms, copyright & plagiarism

Use information or data appropriate to the law

Revise *All My Own Work* content

Bibliographies & referencing

Students will be able to:

Write a bibliography according to Harvard guidelines for books, journals and websites

Reference quotes and material using Harvard guidelines

Presenting your assignment

Organise an essay for an appropriate information topic or audience – reports, narratives etc

Proof read for editing purposes

Using *PowerPoint* or other tools as appropriate for presentations for a specific purpose.

Figure 2 Year 12 Research program modules

Each module has a unit plan, teacher developed resources and student activities. From the unit plan, this could be taught one to one or via an online activity in the school's student learning management system. Each module is designed to be 30 minutes and to stand alone, for students to select on an as needed basis. The modules are also designed in a linear sequence so that the 13 modules provide an overview of the skills necessary for research. For example, the module on the invisible web has the following unit plan (Figure 3).

Power searching

Power searching involves knowing how to search effectively as well as using best websites and tools to find information. To be a power searcher, a search skill set, together with knowledge of search engines and Web 2.0, tools is needed.

Search skills

Effective searching requires knowledge of the functions of the search engine. For any assignment or research based work, students should use the *Advanced search* page (Figure 4) and use the functions of:

- **domain** – the organisational type of the website
- **date** – the date the page was last updated

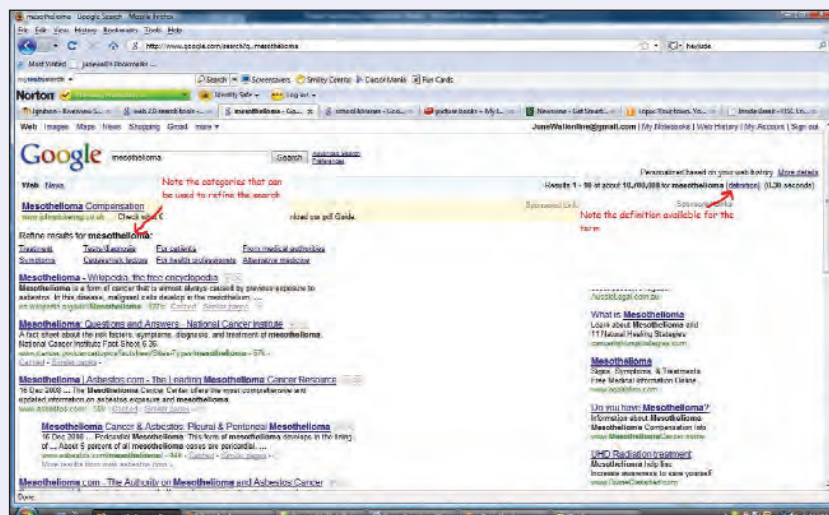


Figure 4 Use the Google advanced search functions

Teaching and Learning	<ol style="list-style-type: none"> 1. Input – the difference between the <i>surface</i> web and the <i>hidden</i> or <i>invisible</i> web. How search engines work and why they don't always help students find the articles on the hidden web 2. Structured activity – do a search on <i>Google</i> on a specific subject relevant to the student, use the same search query on <i>Infomine</i> and compare results. Discuss 3. Input – quality distinctions between the two 4. Unstructured activity – accessing the deep web 5. Structured activity – finding web info for specific subjects relevant to student.
Resources	<ol style="list-style-type: none"> 1. URLs to use for <i>deep</i> web access <aip.completeplanet.com> <www.lii.org> <infomine.ucr.edu> <www.incywincy.com> 2. Articles on the invisible web <ol style="list-style-type: none"> a. The invisible web b. Surface and invisible web comparison.

Figure 3 Unit plan for *The invisible web* module

- **filetype** – the information may be in files such as *PowerPoint*, PDFs, Word documents etc.

There are functions that can be used directly in the basic search screen of *Google*, the syntax of the search terms being {topic function:xxx}. For example,

information literacy site: edu or
defn: dictionary

A brief list of useful functions:

- **~** finds synonyms of the given term e.g. megacities ~problems
- ***** wildcard – means any combination of letters following e.g. megacit* will find megacities, megacity
- **filetype:** returns pages with the given filetype e.g. megacities filetype:ppt finds *PowerPoint* files on megacities
- **site:** returns pages in a given domain e.g. megacities site:edu finds pages only from an educational institution
- **movie:** returns movie titles that have the given topic e.g. movie:megacities
- **allintitle:** returns pages with the given terms in the title e.g. allintitle:megacities.

Yahoo uses search functions such as:

- to look for a page with a specific feature use *feature:index* or *feature:table* *feature:audio* *feature:video*

- to limit by region use *region:africa etc – asia, centralamerica, downunder, europe (incl UK), mediterranean, mideast, northamerica, southamerica, southeastasia*
- check out <yq.search.yahoo.com>.

Knowledge of search engines

While Google is the dominant search engine, there are search engines that are more suitable for specific purposes:

- *Ixquick* – <www.ixquick.com>
- experimental search – <www.google.com/experimental>
- news archive search – <news.google.com/archivesearch>
- <www.nationmaster.com>
- <www.searchme.com>
- <www.findsounds.com>.

Web 2.0 tools

There are countless Web 2.0 tools to use for research. While the tools are becoming easier to use and can provide complex results, there are many more tools than five years ago to use for research purposes. The implication for educators therefore is the need to be as informed as possible about the tools. The following is a snippet of some tools that could be of value to student and staff research needs.

Rollyo (Figure 5) allows you to easily customise and build a topic specific search engine that searches specific sites <rollyo.com/junewall/my_information_literacy>.

Blinkx searches for video and includes *YouTube* as well as other sources <www.blinkx.com>.

Gurulib is a simple library system for a home collection. The additional function of notes and ratings would be of use to senior students doing research as they could maintain an annotated bibliography as well as notes for each resource for their research topic <www.gurulib.com/junewall>.

Triplify is a search engine with a difference – it searches *Google*, *Yahoo* and *Live* simultaneously and then provides



Figure 5 A customised topic specific search on Rollyo <rollyo.com/junewall/my_information_literacy>

results that the searcher can compare. This is a good tool to use when teaching high level searching as the student needs to think critically about which search engine is the most appropriate for his/her topic and search query <www.triplify.com>.

All things web 2 is a site that can keep you up to date with Web 2.0 developments <www.allthingsweb2.com>.

Are you search savvy?

Power searching is not just about creating the perfect search query. It involves:

- critical thinking to determine search terms
- breadth of understanding about the topic so that best websites can be identified
- knowledge of both Web 1.0 and Web 2.0 tools to determine the best tool to use or create

- a tenacious approach to research! Remember research does not need to be an individual activity; collaboration and knowing who the experts are or how to find them will bring much richer results.

Students and staff who are search savvy bring these qualities and good basic skills in research to each search topic. They automatically adjust their search technique based on a critical approach to the search process. They are more than information literate; they are truly lifelong learners. ■

[Editor's note: The Year 12 Research skills module: The invisible web is available at <www.curriculumsupport.education.nsw.gov.au/schoollibraries>.]

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Fabulous flipcharts for IWBs

The Centre for Learning Innovation

(CLI) Team: Hilary Hughes, Kevin

O’Gorman and Linden Hyatt explain how to access Activstudio flipcharts on Tale.

CLI has published 34 Activstudio flipcharts (Figure 1) as exemplars to be used by teachers adapting to the new media-rich file format for use with interactive white boards (IWBs). There are more planned for release in 2009. The flipcharts cover topics for every KLA in secondary and every Stage in primary. Flipcharts are already proving popular with teachers, with more than 6000 downloads so far. The three most popular downloads are for Geography – *What if Australia only had 100 people?*, the new HSC English Area of Study: *Belonging*, and the Early Stage 1 flipchart, *Picnic fun*.



Figure 1 My bedroom flipchart

Comprehensive teacher notes

One of the great features of the CLI published flipcharts is the comprehensive teacher notes which can be printed from the front page and used while teaching from the flipchart. The notes have suggestions for how each page can be used and hints for using some of the Activstudio features to get the most out of the software. There are also instructions embedded in each page. Many of the flipcharts also have a sample unit of work from Curriculum K–12 Directorate embedded in the front page to show

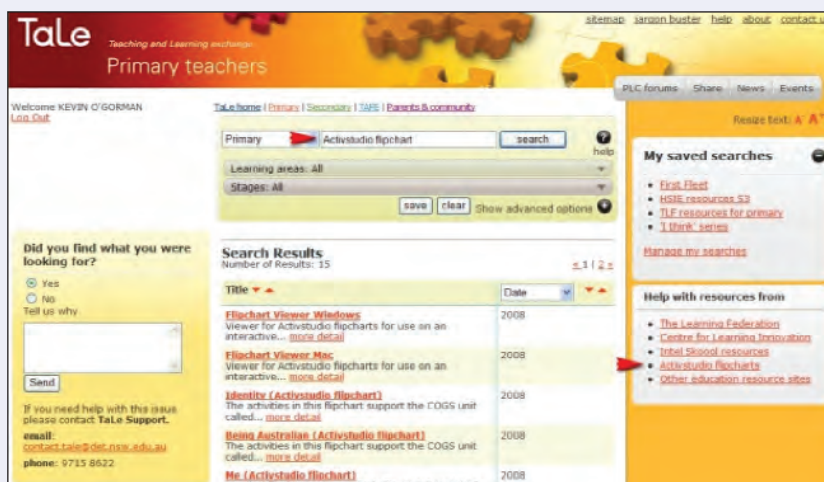


Figure 2 How to search Tale for Activstudio flipcharts

teachers how the IWB lessons can be placed in the full context of classroom teaching and learning. For example, the activities in the *Identity* Activstudio flipchart support the Stage 3 COGS Unit (B): *Identity*, particularly in the KLAs of PDHPE, HSIE and Creative Arts.

Accessing flipcharts on Tale

You can find Activstudio flipcharts in both the public and logged-in areas of Tale. A keyword search by *activstudio flipchart* will provide a full list of what is currently available. To narrow your search, add a specific topic to your keyword search, or select a learning area or Stage from the curriculum options.

If you want only flipcharts created by CLI use *advanced options* to choose Centre for Learning Innovation from the Featured collections list (Figure 3).

- information about Activstudio flipcharts is contained on our help page: <www.tale.edu.au/tale/live/parents/help/flipcharts.jsp>
- logged-in users will find additional information here <www.tale.edu>

[au/tale/live/teachers/shared/help/topic/flipcharts.jsp](http://www.tale.edu.au/tale/live/teachers/shared/help/topic/flipcharts.jsp)>.

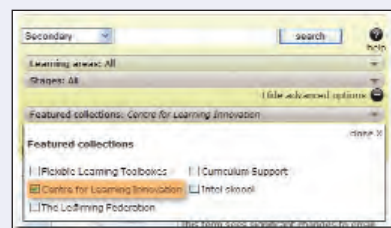


Figure 3 Advanced options for choosing featured collections

Sites2See: Activstudio support for teachers has links to a range of key resources on one page including an overview of the Connected Classrooms Program; user tips; training and support; lesson banks across KLAs; advice and suggestions from CLI on what makes a good IWB learning object. There are also links for ongoing professional development and learning, research and benefits. Access *Sites2See* at <lrrpublic.cli.det.nsw.edu.au/lrrSecure/Tale/Download.aspx?resID=7681&v=1&preview=true> or use the handy abbreviated link: <tinyurl.com/5dzym3>. ■

References and further reading

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 O’Gorman, K. (2008) 'Finding IWB resources on Tale', *Scan* 27(3), pp. 48–49.
 Maugle, G. (2008) 'A snapshot of interactivity at Wiley park School library', *Scan* 27(3), pp. 4–9.

Beyond the review: People, perspectives, place, politics and power: always was, always will be...

Beyond the review...

The resource review program supports teacher librarians and teachers in the selection and effective use of resources. Lizzie Chase, Review Coordinator, School Libraries and Information Literacy, suggests teaching and learning ideas for a resource which is reviewed in this issue.

Resource reviews db
<http://www.schools.nsw.edu.au/resourcereviews/>

First Australians: an illustrated history

/ edited by Rachel Perkins & Marcia Langton. Melbourne University Publishing, Vic, 2008
 ISBN 9780522853155

[994.004]

Audiences fascinated by *First Australians* can explore the book which revisits the original sources with incisive commentary from the documentary. Written by Aboriginal and non-Aboriginal historians, this rigorous account illuminates major historical themes by focusing on the lives of a few extraordinary individuals. Using the written records and illustrations of the colonial and post-Federation periods, readers now have far greater access to Indigenous people and perspectives so often ignored in multimedia depictions of Australian history. The book extends the territory covered by the documentary series, developing events and ideas to great effect. A huge strength of this resource is its capacity to present so much detail, and still outline major issues, such as Native Title and human rights, in a compelling way. With superb illustrations, photographs and a comprehensive and nuanced interpretation of characters and events, this history provides invaluable reading. E. Chase

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; History 7–10
 \$89.99 SCIS 1392318

They have come to stay (DVD)

SBS, NSW, 2008, (75 min.) (First Australians)
 ISBN none

[994.01]

Episode one of this ground breaking documentary series introduces key people and key events from the first years of English-Indigenous contact in Sydney. It shows how the early contact of dancing friendships turned to bewilderment and bloodshed. Bennelong, Pemulwuy and Windradyne teach us about the history of Sydney and NSW from 1788–1824. The episode paints an unforgettable picture in striking images of the destructive impact of the coming of the English on the world's oldest living culture, and it highlights the resilience, adaptability and resistance of the first Australians. Students will gain an understanding of what happened and why, with information that readily supports the History 7–10 Topic: *Aboriginal and indigenous peoples, colonisation and contact history*. E. Chase

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; History 7–10
 \$POA SCIS 1386367

While reading the review of *They have come to stay*, the first episode of the documentary series, *First Australians*, ideas evolved for using this valuable resource to support teaching and learning. This series uses historical sources which have not generally been made available before to many Australians. It focuses on a few individuals to amplify significant historical themes from an Indigenous perspective.

Outlined below are opportunities for using *They have come to stay*, episode 1 from this DVD collection, and related resources. The teaching and learning

ideas include *Quality Teaching* elements, with focus questions which require students to develop the analysing and synthesising skills that underpin the information skills process (ISP). The ideas could be relevant to Stage 3 HSIE, Stage 5 History, Aboriginal Studies 7–10 and Aboriginal Studies Stage 6. Teacher librarians may wish to dip in and use just a few multimodal activities or collaborate with a classroom teacher for an extended unit of work over several weeks.

Extension activities, which appear in the second column, could be suitable for Aboriginal Studies Stage 6 students, for example, to analyse a range of texts

for a Yolngu case study. Please note that Aboriginal staff and students should be aware that some resources contain the names and photographs of deceased people and this may cause distress to their relatives.

Teachers should have background knowledge of their local Aboriginal community and have some understanding of local protocols. *Working with Aboriginal communities: a guide to community consultation and protocols* (BOS) is as a resource that teachers should read before commencing the unit or undertaking activities.

Sample teaching and learning ideas for *They have come to stay*

Some related resources, extension activities, and a Yolngu case study

People

Investigate the lives and contributions of:

- Bennelong
- Pemulwuy
- Patyegarang
- Windradyne

Choose one person:

What was the impact of the arrival of the English on this person?

Quality Teaching links:

- deep knowledge
- engagement
- cultural knowledge

People

1. *Barani: Indigenous history of Sydney City* <www.cityofsydney.nsw.gov.au/barani>
Written by Dr Anita Heiss, Wiradjuri author, this site was the winner of the NSW Premier's History Award - Audio/Visual 2002. The section, *Significant Aboriginal people in Sydney*, contains information about Bennelong and Pemulwuy.
2. *First Australians: an illustrated history* – Chapter One.



Private/public stories

Outsiders could generally find out little about the cultural practices and stories which were passed down. There were, and still are, inside stories. There are also public stories to which non-Aboriginal people have access today, which are simplified versions of private stories.

Why was Governor Phillip speared by Bennelong in December 1790?

Quality Teaching links:

- problematic knowledge
- substantive communication
- cultural knowledge

Yolngu culture

1. Watch *Ten canoes* and write down what you have learned about the death dance – realising that this is what we have been allowed to see and that there will also be a private story.
2. Go to <12canoes.com.au> or watch the *12 canoes* DVD and look at Ceremony, Kinship and Language and make notes about what you have learned.
3. Listen to *Gurrumul* by Geoffrey Gurrumul Yunupingu and make notes.
4. Watch *Yolngu boy*. **Why is his culture so important to Lorrpu?**
5. Watch *The Balanda and the bark canoes: a documentary about making Ten canoes*. **How is Yolngu culture changing?**
6. Create a *PowerPoint* outlining the Yolngu cultural knowledge you have gained and what you believe its purpose to be.

Place

Why did Pemulwuy resist?

1. Invite a local Elder to speak about the significance of Land and to tell the public stories about local sites which can be visited.
2. Visit local places of great significance to Aboriginal people.

Quality Teaching links:

- deep understanding
- student direction
- cultural knowledge

Place

1. Read *Aboriginal Sydney: a guide to important places of the past and present*. As a group, select places to visit.
2. **Extension activity:** Treat these places with the utmost respect. Before you visit, read *A deepening relationship with place* by Carol Birrell who has learned much from Uncle Max Harrison, a Yuin Elder from the NSW south coast <www.accessmylibrary.com/coms2/summary_0286-32255184_ITM>.
3. **Teachers:** Read *A walk with Uncle Max Harrison* by Mari Rhydwen at <www.curriculumsupport.education.nsw.gov.au/primary/languages/aboriginal/assets/pdf/abbulletin004.pdf>.

**Sample teaching and learning ideas for
*They have come to stay***

**Some related resources, extension activities,
and a Yolngu case study**

Perspectives

Different people, different stories:

What are the different explanations for the smallpox disaster in 1789?

Empathy Task:

Write two letters to the editor of a colonial newspaper. Choose to write about Bennelong, Windradyne or Pemulwuy from two perspectives. Write one letter from a perspective sympathetic to Aboriginal beliefs AND another letter from the perspective of a critical English farmer.

Quality Teaching links:

- problematic knowledge
- higher order thinking
- high expectations

Land – people – culture

Aboriginal people, Land, animals, laws, spirituality and culture are completely interconnected.

1. Paint a history panel which illustrates one of the stories told by local Elders.
2. Approach your AECG to find out if there is a local conservation partnership which your school may be welcome to join, or to ask permission to start a conservation partnership.

Quality Teaching links:

- higher order thinking
- student direction
- knowledge integration

Politics and power

Consider Windradyne's story and what happened to the Wiradjuri people.

Was Windradyne a criminal or a freedom fighter?

Research

1. Look at images of The Aboriginal Memorial. What does it represent?
2. What happened in the Gully in Katoomba in the 1950s? Write an account of how you would feel as the bulldozers were coming towards your home.

Quality Teaching links:

- deep understanding
- high expectations
- cultural knowledge
- problematic knowledge

Perspectives on the past

1. Click on Section 16 of Brook Andrew's images at *Tolarno Galleries* <www.tolarnogalleries.com>.

What perspective does Brook Andrew have on colonial representations of Aboriginal people?

2. **Extension:** Read Angela Philp's article, 'Life and art? Relocating Aboriginal art and culture in the museum', at <recollections.nma.gov.au/ejournal_library/attachments/volume_2_number_1/life_and_art/files/24667/LifeAndArt.pdf>.

How have perspectives on the significance of Aboriginal art changed? What have been the politics associated with this art?

Land – people – culture

Teachers: For some examples of Aboriginal landcare projects see

1. *Aboriginal landcare* <www.landcaresw.org/Aboriginal>.
2. Visit *Twelve canoes* <12canoes.com.au> to see an example of a history panel. Click on Gallery – Art – Macassan story – Artwork story.

Please note: Teachers should be aware of and observe any protocols before visiting places and locations that are significant to local Aboriginal people. Ideally, an Aboriginal person should be present to talk about the significance of the place. EEC or National Parks and Wildlife should also be referred to as helpful resources.

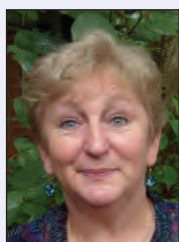
Politics and power

1. *The Aboriginal Memorial* <nga.gov.au/AboriginalMemorial/home.cfm>.
2. Read Dianne Johnson's, *Sacred waters: the story of the Blue Mountains Gully traditional owners*. This recent story will stimulate discussion about the dispossession of Aboriginal Land.

References and further reading

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- The Aboriginal Memorial*, National Gallery of Australia. Viewed 19 January 2009. <nga.gov.au/AboriginalMemorial/home.cfm>.
- Barani: Indigenous history of Sydney City*, Sydney City Council. Viewed 19 January, 2009. <www.cityofsydney.nsw.gov.au/barani>. SCIS 1126513
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- Reynolds, M., Nehme, T. & De Heer, R. (2006) *The Balanda and the bark canoes: a documentary about making Ten canoes*, Film Australia, NSW. SCIS 1301633
- Rhydwen, M. (2006) 'A walk with Uncle Max Harrison', *Aboriginal Languages Newsletter*, Term 3, 2006. Viewed 19 January 2009. <www.curriculumsupport.education.nsw.gov.au/primary/languages/aboriginal/assets/pdf/abulletin004.pdf>
- Ten canoes*, (2006) Film Finance Corp., Australia. SCIS 1304468
- Twelve canoes*, Yolngu People, Ramingining. Viewed 19 January 2009. <www.12canoes.com.au>. SCIS 1391955
- Tolarno Galleries*, Tolarno Galleries, Melbourne. Viewed 19 January, 2009. <www.tolarnogalleries.com>. SCIS 1395297
- Working with Aboriginal communities: a guide to community consultation and protocols*, (2008) Board of Studies NSW, Sydney. SCIS 1395199
- Yolngu boy* (2000), Australian Children's Television Foundation, Fitzroy, Vic. SCIS 1392390
- Yunupingu, G. G. (2008) *Gurrumul*, Skinnyfish Music, Winnellie, NT. SCIS 1391220

Focus on cooperative programming: different people, different stories



Cath Keane,
Scan Editor,
provides an
example of
teaching and

learning information literacy support that focuses on linking the **organising** step of the information skills process with Quality Teaching elements and ICT.

Using the blank programming support proforma available on the *School Libraries and Information Literacy* website and the sample teaching and learning ideas for *They have come to stay* in the article by Lizzie Chase in this issue of *Scan* (pp. 18–20), Cath demonstrates how teacher librarians can focus on a specific part of a task to support student learning.

Students will use a range of research techniques and technologies to locate, select, organise and communicate information and findings on the focus question: *What are the different explanations for the smallpox disaster in 1789?* This task requires students to develop analysing and synthesising

This unit of work could entail complementary teaching and learning support in the library...

skills and to draw conclusions about the issues of denial of human rights to Aboriginal peoples.

This unit of work could entail complementary teaching and learning support in the library by utilising the information literacy expertise of the teacher librarian to enhance a classroom study of the Stage 5 Aboriginal Studies Topic: *Aboriginal autonomy*.

Focusing teaching and learning information literacy support: programming ideas: organising

Topic/Unit support: Core Part 2: *Aboriginal autonomy* (Stage 5)

Focus: Different people, different stories:

What are the different explanations for the smallpox disaster in 1789?

Quality Teaching elements:

Intellectual quality

- Problematic knowledge: The task requires students to treat knowledge as socially constructed, with multiple and conflicting interpretations presented and explored so that a judgement is made about the appropriateness of an interpretation in a given context
- Higher-order thinking: Students are required to synthesise, generalise, explain and analyse information to create new meaning and understanding.

Resources:

- *They have come to stay*, episode 1 [DVD]
- 'Disease: traditional life and illness', *Skwirk*, Red Apple Education Limited. Viewed 12 January 2009. <www.skwirk.com.au/p-c_s-17_u-444_t-1174_c-4512/QLD/5/Disease/Contact-with-Europeans-the-effects/Indigenous-people-culture-and-change/SOSE>.
- 'Human quarantine: the Australian approach to a world problem', in *Year Book Australia* (2008). Viewed 12 January 2009. <www.abs.gov.au/Ausstats/ABS/.nsf/Previousproducts/1301.0Feature%20Article111988?opendocument&tabname=Summary&prodno=1301.0&issue=1988&num=&view=>>
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- Tench, W. 'Chapter IV: Transactions of the colony in April and May, 1789', *The settlement at Port Jackson*, eBooks@Adelaide. Viewed 12 January 2009. <ebooks.adelaide.edu.au/t/tench/watkin/settlement/chapter4.html>.
- *Working with Aboriginal communities: a guide to community consultation and protocols*, (2008) Board of Studies NSW, Sydney. SCIS 1395199

Pre-unit assessment to gauge current level of understanding: (in terms of unit/topic/focus)

eg pre-test, teacher judgment, brainstorm, discussion questions prior to unit study

In Defining, Locating & Selecting students have explored:

Pre-contact Aboriginal culture & differing experiences of early British contact (especially smallpox outbreak)

- Through discussion, identify origin, purpose and context of historical sources (especially journals of Tench and Dawes) – bias & facts
- 'England were masters, and the first masters of germ warfare ... and they brought it [smallpox] here,' (Allen Madden, Gadigal Clan, *They have come to stay*, episode 1.) Discuss: *The release of the smallpox virus decimated the Aboriginal population and facilitated the exploration along the river for suitable farming land.* (Stubbs, 'Relationship with the native inhabitants').

Syllabus Outcomes:

Aboriginal Studies

A student:

5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures

5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal peoples and cultures

5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Suggested teaching and learning activities/strategies for organising phase of ISP

Empathy task:

Write two letters to the editor of a colonial newspaper. Choose to write about Bennelong, Windradyne or Pemulwuy from two perspectives. Write one letter from a perspective sympathetic to Aboriginal beliefs AND another letter from the perspective of a critical English farmer.

Activity:

- view DVD, *They have come to stay*, episode 1 [DVD]. Pause appropriately to highlight evidence from historical sources about the reasons for and effects of the smallpox disaster of 1789 and discuss the modern viewpoints expressed (*genocide, whites immune, spread by Macassans, all accounts bewilderment, despair and horror, wiped out great majority, old rules damaged after decimation of smallpox*)

Related computer competencies focus:

Students:

- use and understand search terms
- use at least 3 websites
- discriminate between websites
- use a *Microsoft Word* scaffold.

Related information skills focus area:

Organising:

Students:

- have knowledge of the writing process, drafting, rereading, revising, editing, proofreading
- have knowledge of structure and language features of exposition text types
- have understanding of a range of grammatical features and punctuation that contribute to the meaning, purpose and clarity of texts
- review the purpose of the task
- review & adjust the structure where necessary.

Literature links:

- use visual texts (eg letters from WatkinTench and Arthur Philip) to assist with format, text and design of this type of expositio

- referring to previously created table of arguments (for debate) re origin of smallpox disaster, and knowledge of significance of selected person from previous task **What was the impact of the arrival of the English on this person?**, students will:
 - use *Microsoft Word* exposition scaffolds to sequence events and organise information

Viewpoint

State position and support with background information

Arguments

Use emotive words and supportive evidence

Use emotive words and supportive evidence

Use emotive words and supportive evidence

Reiteration of viewpoint

Restate position and sum up arguments raised

- use information from exposition scaffold to write 2 letters (model letter format first to show style of writing from that era) to editor of colonial newspaper
- read draft letters to peer for feedback about use of arguments, emotive language, punctuation and supportive evidence
- revise and edit letters.

Planned assessment:

The teacher assesses student’s ability to:

- use scaffold to organise relevant information from a variety of sources
- interpret and evaluate sources for reliability
- synthesise and analyse information to demonstrate an understanding of historical events from different viewpoints.

The students:

- make decisions concerning their presentation in cooperation with peer
- check presentation for design and relevance to the topic.

Post unit assessment to determine progress towards stated outcomes

e.g. post-test, guided evaluation sheet, skills achieved in context of outcomes (indicators) and planned assessment

Personal and or group responses by students to focus questions such as: (could be recorded in a personal learning journal)

What did you learn about internet searching? How can you improve your searches in future?

How successfully did you locate and select information?

What issues and viewpoints did you learn about regarding the smallpox outbreak of 1789?

References and further reading

Information skills in the school, (2007) Updated. School Libraries and Information Literacy Unit, Curriculum K–12 Directorate, NSW Dept. of Education and Training, Ryde, NSW. Viewed 19 January 2009. <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas>. SCIS 1343769

They have come to stay [DVD], (2008) First Australians. SBS, NSW. SCIS 1386367

'Programming profoma', *School Libraries and Information Literacy* website, Curriculum K–12 Directorate. Viewed 19 January 2009. <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6>.

Quality teaching in NSW public schools: an assessment practice guide, (2006) Professional Learning and Leadership Development Directorate, NSW Department of Education and Training, Ryde. SCIS 1273295 [For the full range of Quality Teaching support materials go to <www.det.nsw.edu.au/proflearn/areas/qt/resources.htm#1>.]

Premier's Reading Challenge reception sails into Parramatta

The Premier's Reading Challenge (PRC) Team, Rosie Charles, Dean Neeskens, Trish Anderson and Amanda Joyce, report on this exciting event.



Did you know that Premier Rees holds a degree in English Literature (with Honours) that he obtained at Sydney University?

It was all 'hands on deck' when Premier Rees hosted the Premier's reception for the 2008 Premier's Reading Challenge.

The Premier's reception to celebrate the 2008 Challenge and the joy of reading was hosted by Premier Nathan Rees at the Riverside Theatre Parramatta on Monday 1 December. Premier Rees confirmed, 'I will continue to support the Premier's Reading Challenge, one of the flagships of the State Literacy Program'.

The Premier and the Minister for Education, Verity Firth, congratulated the PRC team, the 156 774 successful students, and the teacher librarians and teaching staff in the 1984 participating schools on their achievements. This year 12 401 students received a gold certificate recognising four years of completing the Challenge.



Figure 1 Students surround Karyn Paluzzano, Member for Penrith, Premier Nathan Rees, Minister Verity Firth, the Director-General, Michael Coumts-Trotter, and some of the PRC ambassadors – Peter FitzSimons, Hazem El Masri, Deborah Abela and Libby Gleeson

A willing crew

A representative group of over 100 students from 17 schools was chosen to attend the reception (Figure 1). The students had an exciting day with all the activities revolving around books and reading.

Peter FitzSimons, well known Australian author and sportsman, conducted an in-depth forum on the value of reading, best loved books and the benefits of the Challenge with Premier Rees, Deb Abela, author of the *Max Remy* series, and Year 7 Sefton High School student, Khushaal Vyas (Figure 2).

'What inspires you to write?' Peter FitzSimons asked Deb Abela.

'People I meet, funny things that may happen during the day – just day to day events', she replied.

Khushaal's favourite book from his younger days was *Robinson Crusoe* and he still remembers the excitement he

felt when Robinson Crusoe discovered a footprint on his island that was not his own.

Special guests at the reception included Australian authors and illustrators Libby Gleeson AM, Peter Fitzsimons, Deb Abela, Gordon Winch, Duncan Ball, Kim Gamble, Tohby Riddle, Frances Watt, Alan Robinson, James Roy and Markus Zusak. These special guests discussed their writing and illustrating with groups of students. Students also had the opportunity to ask questions and have books signed (Figure 3).

Bulldogs, NSW and Australian rugby league star Hazem El Masri, a PRC Ambassador, proved he is a special role model to young Australians as he discussed the value of reading and the joy of books with students (Figure 4). He showed great leadership and enthusiasm to encourage students to pursue learning and experience through reading.

Under a courtyard sail, authors and illustrators talked to students, read, held quizzes, signed books, drew pictures. Davidson High School students entertained with street theatre, the Ashfield Boys High School Jazz Band played, a caricaturist drew and a ventriloquist and his pet dragon enthralled their audience.

Where the Challenge is sailing to...

In 2009, we are expecting an even greater growth in the number of students reading widely for leisure and pleasure, entering their records online and being validated by their school PRC coordinator.

The PRC website will contain more interactive material, opportunities for student feedback, and downloadable video conferences with some great Australian authors and illustrators. There will also be some more material on the very successful models used in both primary and secondary schools that have seized the opportunity to embed the Challenge in the curriculum (see the following article by teacher librarian, Bronwen Loveday).

- PRC supports K–6 English by encouraging the reading of a wider range of texts on less familiar topics which helps to achieve reading outcomes
- PRC supports 7–10 English by encouraging students to read for understanding, interpretation, critical analysis and pleasure and can be used to illustrate students' success in reading widely.

Final salute for 2008

The Premier's Reading Challenge team, from arguably the biggest children's book club in Australia if not the world, would like to congratulate and thank all the exceptional teacher librarians and teachers in NSW for the great work they do and particularly for their support of the Challenge. ■



Figure 2 Peter FitzSimons conducted the PRC book forum, and cartoonist, Mick Joffe, captured the moment



Figure 3 Tobhy Riddle with students from Seven Hills PS and Oatlands PS



Figure 4 Hazem El Masri meets with students from Sefton High School



Deb Abela and Duncan Ball conduct the quiz with Selby and Max Remy prizes for excited booklovers

Meeting the challenge at Oatlands



Bronwen Loveday, teacher librarian at Oatlands Public School, describes

how the school integrated the PRC into their curriculum

What a great way to get children reading! This year's Premier's Reading Challenge (PRC) at Oatlands had a wonderful response with over 95% of our students completing the challenge.

Embracing the Premier's Reading Challenge and integrating it into classroom learning was a focus in our school during 2008. In previous years the approach had been random and poorly organised, with only a small number of students completing the Challenge. Inevitably, these would be the students who were avid readers anyway.

Setting goals

During the preparation of our Library Plan for 2008, it was decided to target the Premier's Reading Challenge with a goal of 100% participation and completion. As the school teacher librarian and an enthusiastic reader myself, I was very excited by this initiative. The Premier's Reading Challenge website, easily accessed by NSW Departmental schools through the DET Portal, was an excellent starting point for educating the staff on the effective management of the Challenge as it provides practical suggestions for maintaining enthusiasm.

The Challenge aims to encourage in students a love of reading for leisure and pleasure, and to enable students to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely.

NSW Premier's Reading Challenge <www.schools.nsw.edu.au/premierreadingchallenge>

In order to introduce the Challenge at the commencement of Term One, every classroom teacher was provided with:

- an introductory sheet containing a summary of relevant information found in the *FAQs* and *Tips and teaching notes* sections of the PRC website
- a printout of the relevant booklist for their class
- a handout explaining the rules of the Challenge
- a class set of *Personal reading logs*.

A collaborative approach

Teachers were then given a demonstration on *OASIS Web Enquiry* and its links to the Premier's Reading Challenge. During collaborative

teaching lessons in the library, students were shown how to access appropriate PRC lists on in *OASIS Web Enquiry* (Figure 1).

They loved the bookworm which indicates a PRC book in the Oatlands library collection and provides the ID number for the Challenge (Figure 2). This was a valuable tool for students throughout the year.

The PRC was easily incorporated into the teacher librarian and classroom teacher Cooperative planning, programming and teaching (CPPT) library program without interrupting the teaching and learning for planned COGs units of work. All PRC books in our library were already identified and labelled with stickers, and were displayed in different locations around



Figure 1 Students access PRC lists on OASIS Web Enquiry



Figure 2 The 'Tashi' search in PRC 3-4 gave 12 results, with the details for one record shown

the library to allow easy access for students and to promote borrowing (Figure 3). In addition, trays of books in appropriate levels were available for class borrowing for students to read in free time. These were regularly renewed for classes to encourage reading in the classroom.



Figure 3 OASIS Web Enquiry results, clear library signage and displays enable students to easily locate resources

An excellent option for a number of our students was to read books from a higher Challenge's booklist. For example, some of our Stage 3 students enjoyed the opportunity to read books from the 7-9 Challenge if they were in our library collection.

Students access the online database to enter their reading records

As the Challenge was incorporated into the homework schedule, Stage 2 and Stage 3 students were encouraged

to store their reading logs in their homework books. They were then guided through the process of entering their individual reading records into the online database. The *Online help* option on the PRC website with its clearly presented step-by-step instructions provides an excellent tutorial. This is a very positive aspect of the Challenge as it encourages the students not only to be reading regularly but to be organised and responsible for their efforts.

Where to in 2009?

Oatlands will take up the Challenge in 2009 and a number of areas have been targeted to ensure students are given every opportunity to get reading. Targeted areas:

- readers who struggled in 2008 will receive additional support and encouragement to ensure they have ample opportunities to read
- charts will be used by the teachers of K-2 classes to record the PRC books read by the teacher to the students in class
- awards will be presented throughout the Challenge at school assemblies. For example, for students who reach the halfway mark
- a PRC noticeboard will be created for lists of 'cool' reads, updates, booklists and student achievements
- regular updates will be placed in the school newsletter.

By approaching the Premier's Reading Challenge as a whole school team with the support of the parent community, the Challenge can only be a success in 2009. Of course, its greatest success is enthusing a generation of children with a love of reading for pleasure and learning! ■

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one 2009

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 asks teacher librarians to focus on the exciting educational potential of the technology intensive environment so that thinking and creating become the predominant actions.

The changing information environment and student learning



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With a growing body of research now over 15 years old, we generally accept the premise that information technology and tools are essential for addressing syllabus outcomes, the complexities of learning, and quality teaching in information intensive and technology intensive 21st century schools. Rapid changes in the information and technology landscape, particularly the developments with Web 2.0, are opening up exciting and challenging opportunities for school libraries (Todd, 2008). Horrihan, (2007)

heralds these developments as the commons of cyberspace and the next phase of the information society. This changing information environment, with its particular focus on digital content and a movement from consumption of information to creation of information, open choice, collaborative and participatory digital spaces, and the transition of the web environments, is an open invitation for teacher librarians to rethink, re-imagine and recreate dynamic learning environments for school libraries. Read again: emphasis on dynamic learning environments.

Selection tools for learning purposes

Amidst the tide of blogging, online journaling and writing diaries, posts, discussion threads, streams of conversation, participating in collaborative wikis, swimming in a veritable sea of RSS feeds, building social networks and communities, receiving and sharing podcasts, it is easy to be captivated by these important technical developments. We have to catch our breath and think and question: what are we doing? Where are we going

with this? What has to be the centre-piece of our professional pursuits with these developments?

...teacher librarians sharing their expertise and engaging their school communities in a range of learning experiences.

We are being encouraged to engage ourselves and our students with these technical tools, to lead the way in their use across the school. It is very important to do this, and I see many teacher librarians developing and sharing their expertise with these tools in their schools, and engaging their school communities in a range of learning experiences. My email is awash with wiki and blog updates, RSS feeds, with invitations (or expectations) that I will participate in numerous blogs because of my academic role, and being chastised for seemingly not doing so. Technocrati's report on the state of the blogosphere

(2008) <technorati.com/blogging/state-of-the-blogsphere> shows not just its pervasive global reach, but also the phenomenal growth in the number of blogs reported daily.

Just last week, I was invited to speak at the opening of a refurbished school library, now called a learning commons, at Chelmsford High School in Massachusetts (see *The Boston Globe* story, and readers comments on this event at <www.boston.com/news/education/k_12/articles/2008/12/08/new_learning_commons_defies_comm_onplace>). The new facility, which has created enormous interest across the school and the community, is a testament to the commitment of the school librarian's vision and current actions to enable active and collaborative learning across a state of the art print and digital environment. The signage in the learning commons consists of three powerful words:

**ask
think
create**

There is also a statement by John F. Kennedy on one wall:

We set sail on this new sea because there is knowledge to be gained.

The school library is the school's physical and virtual learning commons, where inquiry, thinking, imagination, discovery, and creativity are central to students' information-to-knowledge journey, and to their personal, social and cultural growth. In the context of the rich development in the technological and information environments for our students, and the engagement of our students in this wave of technical tools, we must not lose sight of the core work of school libraries:

- enabling the transformation of information to deep knowledge and deep understanding
- developing students' attitudes, values, and beliefs.

This is constructivist learning.

Constructivist learning challenges us to move beyond mastery of technical tools and the technology of creating spaces, which become vessels for the dumping and transmission of information, to focusing on the intellectual input of those spaces so that thinking and creating become the predominant actions. Certainly it is important to develop mastery of the technical dimensions of these tools, but within these tools, the complex scaffolds for knowledge creation and production, both individual and collaborative, are essential.

Take blogging, for instance.

- What constitutes a sustained response or comment in a blog?
- What is the substance of the response?
- How is this shaped by and enabled by the learning goals?
- How is this shaped by where students are at with their inquiry?

Blogging has to be more than students just doing the same kind of writing they have always done and merely putting it up on the web. Its centre-piece has to be the critical engagement with ideas, and fostering the intellectual development of students as they work towards syllabus outcomes. There are of course a variety of responses:

- Expository response: where students provide accurate and authoritative information
- Explanatory response: where the focus is on explanation
- Critical response: where students address previous postings with analysis, argument and evidence
- Analytical response: involving further comparison and analysis, where students identify patterns, trends, themes, issues and associations across postings
- Synthesis response: where students develop conclusions, establishing personal viewpoints and perspectives, and generate position state-

ments from their process of critical analysis and synthesis of multiple postings

- Reflective response: where students reflect on their learning; show internalisation of the range of ideas and personal application.

...wikis provide rich opportunities for students to engage in the social construction of knowledge and to negotiate meaning in a shared information space.

And then of course there are wikis. As open, shared, editable spaces, wikis provide rich opportunities for students to engage in the social construction of knowledge and to negotiate meaning in a shared information space. Go to any entry on *Wikipedia* and view the history to see the development of the representation of a topic. Use the *Compare selected versions* tab to see how representations have changed, and how people have worked to generate and maintain a document. Wikis are living documents, knowledge creation in action.

It is important to carefully consider the range of competencies that underpin the effective use of wikis, and for teacher librarians and classroom teachers to ensure that the thinking and creative dimensions of using wikis are appropriately developed. For example, beyond the technical requirements of creating a wiki space – the medium – there is the fundamental dimension of populating the space with content – the message. As with blogs, this demands the construction of sustained responses and the competencies involved in the publishing of those messages, based on the purpose, nature and sequence of the learning task, and the stage of the constructive process. These

knowledge construction processes, and the thinking and problem solving processes that underpin this, are complemented by other key competencies, such as learning:

- how teams work together in safety and security
- how to deal with team issues such as conflict, for example, when someone edits a collaborative piece without justification or explanation
- negotiation skills, such as a group negotiating to agree on correctness, meaning, relevance of ideas that individuals are posing
- team management and project management competencies, such as planning, creating and staying with timelines, role assignments, and delegation responsibilities

- group communication protocols
- document management and version management procedures.

The technical momentum is there, but the intellectual momentum is needed to ensure that these tools are integrated thoughtfully into students' learning with meaningful inquiry tasks and the appropriate development of the analytical, critical thinking, and reflective scaffolds to construct meaning and understanding.

A key challenge is to lead, and demonstrate the rich educational potential, and document evidence of significant learning outcomes, including virtual publishing and broadcasting of newly gained knowledge and skills. Our research columns in recent issues has focused on evidence based practice and reflective practice, with teacher librarians leading the way. The column in this issue of *Scan* continues that important work. ■

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Kindergarten weaves a wiki: the learners tell their stories



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Scan, he has returned to teacher librarianship after four years in the classroom. In this article, Ian describes how he collected and interpreted research data from 12 Early Stage 1 (Kindergarten) students, tracking their emerging awareness of, and access to, the internet and Web 2.0 tools. An online wiki was used to create jointly constructed fables, and to share the

final products (and the annotated learning journey) with the extended school community - and beyond.

In his PowerPoint presentation about evidence based practice, 'Knowing and showing how school library programs help students learn' (2004), Dr Todd advocates that educators make use of:

- exhibitions and displays of products, plus student self assessments of learning
- putting up 'the story' of learning, as well as the products of new learning
- letting the 'voices' of students tell the story (Todd, 2004).

Can the use of a wiki in literacy activities raise Early Stage 1 students'

awareness of information communication technologies? Can it also facilitate the students' interactions with parents and caregivers about the literacy outcomes being achieved at school? The development of Web 2.0 tools provides multiple opportunities for teacher librarians to demonstrate their educational potential and impact.

Literature review: a selection of quotations

In the 2006 document, *Our young learners: giving them the best possible start: an education strategy for the early years from Kindergarten to Year 4, 2006–2009*, the New South Wales Department of Education & Training takes the position that

*Young children are eager to learn.
We must continue to nurture the*

curiosity they bring to learning, focus on building confidence and ensuring success, and help instill in our young learners a strong love of learning.

Our young learners, (2006), p. 2.

What does the professional literature say about young students and Web 2.0?

Young people have unsophisticated mental maps of what the Internet is, often failing to appreciate that it is a collection of networked resources from different providers...'

Rowlands & Nicholas, 2008, p. 12

At the same time, they

are interested in and quickly become adept at applying new technologies.'

Our young learners, 2006, p. 3

Constant connectivity - being in touch with friends and family at any time and from any place - is of utmost importance.

Frاند, p. 15

Projecting forward to these students entering secondary school in a few years time, they will

... demand involving, dynamic and personalised content experiences that can compete with the likes of Facebook.

CIBER, pp. 45-46

or its evolving and future equivalents.

Members of the so-called Google Generation

... are more competent with technology... have very high expectations of ICTs... [and] prefer interactive systems...

Rowlands & Nicholas, 2008, p. 18

Implications for home and school interactions

Three behaviours exemplify children's prosocial interactions: accepting peer ideas, making friends, and comforting others.

West, Denton & Reaney, 2001, p. 14

Quality teaching and close partnerships between schools and parents, underpinned by the highest of expectations, will support each student to experience a successful educational journey through the early years of schooling.

Our young learners, 2006, p. 2

Our approach... needs to acknowledge the significance of family and community in a child's education

Our young learners, 2006, p. 14

It is predicted that, by 2017, the internet

will have come of age for all ages and be completely integrated into most homes.

Rowlands & Nicholas, 2008, p. 26

Implications for teaching and learning

Young children need knowledge and new experiences to develop and thrive. Schools offer a plethora of learning and development opportunities for children.

West, Denton & Reaney, 2001, p. 25

Going virtual is critical... if libraries are not to become obsolete...

British Library Press Room, 2008, p. 1

In fact, the way forward [would seem to include] ... trying things out in the digital space, monitoring the reaction and adjusting accordingly.

Rowlands & Nicholas, 2008, p. 31

[At the same time, the] library community needs to invest more in data collection and analysis...

Emerging research findings from the US points to the fact that these [information] skills need to be inculcated during the formative years of childhood... This will require concerted action between libraries, schools and parents.

Rowlands & Nicholas, 2008, p. 32

Aims, context and participants

In Term Four 2007, Early Stage 1 (Kindergarten) students at Penrith Public School were involved in the

creation of jointly constructed fables with the teacher librarian. Character generation was through Circle time discussions (McLean, 2007), addressing the English K-6 syllabus talking and listening outcomes, plus drama and drawing activities.

OASIS Web Enquiry was used to research fables (McLean, 2008), and explicit teaching ensured that students knew about Aesop's fables traditionally including a moral, or lesson, at the end. Four fables would be jointly constructed using, as themes, the four school core values of learning, cooperating, respect and environment.

An online wiki was set up to collate ideas, write and edit the narratives (addressing English K-6 syllabus writing outcomes), and present the final drafts of the fables to an international audience via the internet. Circle time was used to evaluate the unit orally, with the teacher librarian scribing students' responses to pre- and post-test questionnaires.

The establishment of a free wiki space, supplied by pbwiki and accessible through a teacher level username and password via the Departmental computers, enabled ICT to be used in drafting and publishing the students' joint constructions. At the same time, the wiki provided a public platform for

- exhibiting the students' final literary products
- sharing the teacher librarian's and students' reflections of their learning
- displaying written feedback from other student groups
- providing online access by the wider community
- easily updating the parallel version of the story of learning as it was taking place.

A wiki, from the Hawaiian term wiki-wiki, meaning quick, quick, resembles a virtual scrapbook of written text and images. The ease of uploading, editing and dating new entries in this form of

Web 2.0 supercedes earlier forms of websites created for the internet. A wiki owner can provide passwords to specify which individuals are permitted to contribute (with original or previous versions of texts easily restored if the owner disagrees with the changes or additions). Wikis also encourage feedback

comments from the general public or nominated groups (and such comments can be moderated or edited). Unlike web pages uploaded via FTP facilities, wikis are extremely user friendly, and require neither knowledge of HTML (hyper text markup language), nor the uploading process. Resultant changes are more readily visible to student users.

The beginning

The only way of discovering the limits of the possible is to venture a little way past them into the impossible.

Arthur C. Clarke, Second law of prediction

The roots of this research project were laid down as the result of this writer attending two versions of a presentation on Web 2.0 at NSW Department of Education and Training (DET) conferences in October and November 2007. There was an emphasis on the advantages of using blogs and wikis for teaching and learning. At the conclusion of 'Web 2.0 for learning', the presenters, Ruth Mason (DET) and Grant Casey (TAFE), challenged attendees: *what will you do next week to incorporate wikis or blogs in your teaching?*

Committing to face this challenge, I was able to upgrade an intended literacy unit of work for Early Stage 1 students, which originally required joint constructions of fables to be created using butcher's paper. Instead, a set of wiki pages was established. The wiki would be used for scribing

all brainstorming, drafting, editing and publishing. It would also provide ongoing exhibiting of four core values fables to a wide (often unknown) audience.

Wikis also encourage feedback comments...

My driving thought was: If I wait till I'm ready, I'll never be ready. I knew very little about wikis, and the school did not

yet have access to an interactive whiteboard (IWB), but I felt that a small bank of computers in the library, connected to the school's network and the internet, would be sufficient.

At the same time, I had a unique opportunity to administer brief pre- and post-test survey questions about the students knowledge of the internet and Web 2.0, which would also capture the students' personal reflections and emotional responses of their learning. In this, I was inspired by the work of Lee Fitzgerald in the area of guided inquiry (Fitzgerald, 2007), and various online book raps run by the School Libraries and Information Literacy Unit of the NSW Department of Education and Training.

Past and current K-6 school based programs which also supported this unit included:

- *Circle time* (especially for character generation and student reflections of the learning process)

- thinking skills, including brainstorming
- factual writing, especially deconstructing types of texts (English K-6)
- hot seat drama activities
- Penrith Public School's K-2 cyclic program - nursery rhymes, fairy tales, dreaming stories, fables.

Finally, at the *School Libraries Leading Learning* conference (2008), jointly presented by the School Libraries & Information Literacy Unit (NSW Department of Education and Training) and ASLA (NSW) Inc., opening keynote speaker, Dr Ross Todd, challenged the attendees to

- have a clear vision for the future of learning we wish to see in our schools, with the teacher librarian in a leadership role
- build from our own experience, and learn by doing
- chart the learning by demonstrating excellence through evidence based practice.

These points helped to clarify and analyse my research results, and to shape this article.

Methodology and procedures for gathering data

Circle time was used to administer short answer, pre- and post- test questionnaires. The teacher librarian scribed answers.

Pre-test results and interpretations

1. *Do you have the internet at home?*

Answer	Tally	Additional comments (scribed from oral)
Yes	5	1 x 'Dad has the internet on his computer.' 1 x 'We have two; one is only for my sister to use.' 3 x (No comment)
No	5	1 x 'I don't have the internet at home, but Mr McLean does and we are here in the school library.' 4 x (No comment)
Don't know	2	

Ignoring the two students who were unable to make a definitive statement about access to the internet in their house, there were equal numbers supporting Yes and No.

Note that only one quarter of the students was able to articulate a sentence about their knowledge of the internet, even with teacher prompting.

2. Why are we using a wiki to write and publish our core value fables?

Initially, this question received no responses, so a brief demonstration of how a wiki page works was required to enable the students to attempt to articulate a response.

- 'I don't know. It gets done quicker and you don't have to draw the pictures again and again.'
- 'If you write letters wrong it's quicker and easier to fix errors.'
- 'It gives us ideas.'
- 'It will help the new person to catch up on what he missed last week.'
- 'It's easier to just print the story when we are finished.'
- 'It's quick to get the job done and so we become famous.'
- 'You told us to.'
- 'It helps us to learn.'
- 'If we look at the badge we know who it belongs to.'
- 'It's really quick to write up what we are saying.'

These responses were encouraging, and gave me a list of attributes of wikis to reinforce with the students over the subsequent weeks.

3. What will we have learned when we have finished?

- 'We can talk about what we wrote.'
- 'How to be famous.'
- 'To write.'
- 'Which newspaper our photos will be in.'
- 'How to write and draw on the computer.'
- 'We can talk about what we did.'

- 'I don't know.'
- 'We will know all the stuff we've done.'
- 'We will have learned to read.'
- 'We will be able to type things on a wiki, like magic.'
- 'We will be learning to read.'

- 'We can read stories by reading stories.'

The students' fascination with instant international fame was probably reinforced by a local newspaper publishing our Stage 3 students' book reviews and photographs a few weeks earlier!

We selected the spotted zebra illustration (representing the school's Core Value of Respect) as the fable we knew most about already through our brainstorming. I pressed the Edit page button and started to type directly onto the wiki as the students selected what sentences should go next. Halfway through, I had hairs rising on my neck; it was feeling so... right. After a few sentences, someone suggested a line that I immediately realised was the last line of our fable. I told them we'd keep writing till we met that line again at the end. The story essentially wrote itself.

We re-read the story several times as we composed it, and again when we were finished, adding some minor editorial touches but, essentially, it's not much changed from the first draft.

Within about ten minutes of uploading the page, I noticed a link on the sidebar. Moving the mouse across the link, it highlighted a message: 'Visitor from California'. A few minutes later we had 'Visitor from New South Wales' and then 'Visitor from Norway'. I started getting the message as to how efficiently our little project was already reaching a world audience!

The next day we also had several new New South Wales visitors (several being me from home the previous night, I assume), then the enigmatic 'Visitor from parts unknown', and more from all parts of Europe.

'We famous!' became the students' catch cry. I keep reminding myself: they are five years old...

Ian McLean

Pre-test results and interpretations

1. Do you have the internet at home?

Answer	Tally	Additional comments (scribed from oral)
Yes	9	'It's Mum's.' 'We play games on it.' 'We read our wiki fables on it and printed out my picture and we sent it in an email to our friends in Canada.' 'It's for Mum and Doug to use.' 'But I don't use it.' 'Mum and Dad use it.' 'I showed Mum how to find our wiki.' 'We can play 'Cartoon Network' on it.' 1 x (No comment)
No	1	1 x (No comment)
Absent	2	2 x (No comment)

Quite dramatically, after only eight weeks of regular exposure to Web 2.0, 75% of the group (up from 25%) now knew that they did, indeed, have an internet connection in their home. Furthermore, the students could articulate with confidence about why they hadn't known about it in the past. For example, 'It's for Mum and Doug to use'.

At least two students reported that they were able to demonstrate typing the URL of the wiki page into an internet browser. At Grandparents' Day in Term One of 2008, several family members made a point of seeking out 'the wiki man in the library' to discuss how their children and grandchildren had spent numerous sessions sharing the content of the core values fables pages.

One parent noted that she was impressed that, although the joint constructions were at a level above her child's usual reading age, he was able to read all four pieces of text, and all hyperlinks on the wiki, with confidence. Together, her family composed an email about the wiki to overseas relatives, and downloaded the student's artwork to the hard drive.

2. Why did we use a wiki to write and publish our core value fables?

During the pre-test, this question had received no responses. In the post-test questionnaire, every student was able to articulate, with confidence, some responses:

- 'We use it to write stories.'
- 'We can show them to Mr Jackson [the Principal] and he can read them in his office on his computer.'
- 'It's easy to show more people our fables.'
- 'It's quicker. We can say what we want to happen and put it on there for everyone to read.'
- 'If you make a mistake it's easy to get it off. Paper can't do that. You'd have to rub it out.'
- 'You don't have to write much [in joint construction writing activities] and your arms don't get tired.'

- 'We can share them at home.'
- 'It's quicker. Easier. And I'm famous! It's on the computer and it only takes one day.'
- 'Pencils run out of lead.'
- 'It grows. On the weekend the teachers can read it at their house. Mr McLean can make things ready to see on Monday. He puts the links in.'
- 'We don't have to stay in our classroom.'

The students' perceptive responses highlight many advantages of using a wiki over a sheet of butcher's paper. The students understand that changes to a wiki page on one computer are readily accessible from any other computer connected to the network. Wikis are arguably a greener alternative for the environment, ('pencils run out of lead' and no wasted paper).

3. What did we learn when we had finished?

- 'It gets faster and easier. You still have to learn how to make words.'
- 'Tanaka's zebra picture helped us to write the fable.'
- 'We can show Mr Jackson [the Principal] how to see our fables on the wiki.'
- 'We need passwords for Kindergarten so we can use the internet. We have shown Mr Jackson how good we are.'
- 'It's quicker to write and easier to fix mistakes. Like pressing rewind on the video recorder.'
- 'It's quicker and you can use the computer at your house to read the wiki.'
- 'Wikis can be at everyone's house.'
- 'It's easier to be famous. Easy to fix problems. Easy to change your words.'
- 'I liked Daniel's idea of the cat and the ladder to write a fable.'

Again, the students' responses were very perceptive. As they brainstormed concepts and characters in *Circle time* for their fables, they were developing prosocial interactions, particularly in

their accepting of peer ideas, making friends, and comforting others. Tanaka's and Daniel's artworks are specifically mentioned above as being inspirational to the group, but there were many instances where the students appreciated each others' contributions in the circle, and reassured others if their idea needed to be modified to fit the story.

The students noted that the addition of graphics aided their group writing experiences, and that literacy skills are equally as important for on paper or online text construction. The students noted the ease with which internet projects can be shared with family and friends via the internet.

Our school had elected to create a generic password for the Early Stage 1 students' internet access. It was amusing that at least one student interpreted the high quality of the group's wiki work to be evidence that they deserved individual passwords, and that he intended to inform the principal of their needs.

4. What will we do next?

- 'Write more stories. Make more drawings.'
- 'Whatever we want!!! Make a book!'
- 'More drawings! Make lots more fables. Make a book with page numbers.'
- 'Write lots more stories on the computer.'
- 'More fables and more wikis.'
- 'Put coloured pictures in the wiki for all the other countries to see.'
- 'I'm going to another school next year but I'll tell Mum to bring me back every Monday and Thursday so we can do more work on the wiki.'

With many media commentators fearing the death of the book (Wyatt, 2008) due to the rising popularity of online books, especially the *Kindle* eBook reader, soaring prices of paper and distribution, and social networking, it is interesting to note that the Early Stage 1 students envisaged

turning their online texts into a book with page numbers.

I had deliberately asked the students to draw their final illustrations in black and white, so that we had access to print ready images for the school newsletter. Interestingly, they place a lot of importance on coloured artwork.

The final comment in the list belongs to a student who was departing to another school in a different suburb. His comment actually brought a parent up to school so she could understand why her child was insisting he needed to come back every Monday and Thursday throughout 2008.

Implications for practice

Can the use of a wiki in literacy activities raise students' awareness of information communication technologies?

Most definitely! The public profile for the Early Stage 1 students' wiki fables has continued throughout the next academic year. The wiki has become a teaching tool and invaluable resource for modelling during numerous lessons K-6 throughout the year.

Repeating the fables unit with a new cohort in Term Four of 2008, the new pre-test responses were of a much higher standard compared to 100% no response when first attempted in 2007.

For example, the new cohort has stated:

1. *Do you have the internet at home?*

Answer	Tally	Additional comments (scribed from oral)
Yes	8	4 x 'You can use internet to go on games/[name of game].' 1 x 'I look at Lego Star wars figures.' 1 x 'You can use the internet to do amazing stuff.' 1 x 'You can use internet to see scary things.' 1 x 'You can use the internet to print things out.'
No	4	3 x 'You can use internet to go on games.' 1 x 'When i was five, Mum said, "Wait till you're six" to use the internet. Now I'm six, she says, "Wait till you're seven".'
Don't know	0	

Note that even students who have claimed they do not currently have internet access at home were still able to describe its attributes, or make a statement about it.

Can the use of a wiki in literacy activities facilitate students' interactions with parents and caregivers about the literacy outcomes being achieved at school?

Again, a resounding 'Yes'. Without pre- and post-test questionnaires, the educator can offer little more than a gut feeling that changes have occurred. Gathering evidence (answers to specific questions) provided an important focus. In the last week of the unit in 2007, the students stated that they remembered that they had been quizzed before they started, and the questions provided an anchor for plotting their learning curves. During the unit, some students would often refer back to their assumptions that they didn't have the internet at home, and would boast about showing relatives and friends how to access the wiki pages.

Implications for young students using Web 2.0

Using the wiki for the fables unit has affirmed that young students can be assisted to form mental maps of what

the internet is, and to appreciate that it is a collection of networked resources from different providers. The school's wiki pages have enabled the school to annotate the students' learning, letting the voices of the students tell the story of their learning journey.

Implications for home and school interactions

The *Circle time* aspects of the students interacting as they brainstormed concepts and characters for their fables assisted the students with their prosocial interactions; particularly in their accepting of peer ideas, making friends, and comforting others.

Wikis do help to acknowledge the significance of family and community in a child's education. The wiki pages have enabled the school to provide an efficient, appealing and motivational online exhibition of student work that can be accessed from any internet computer.

Implications for teaching and learning

Our school community will continue to collect and analyse data in this area. The project appears to support emerging research findings (*Information behaviour of the researcher of the future*, 2008, p. 31-32) that information skills 'should be inculcated during the formative years of childhood' and requiring 'concerted action between libraries, schools and parents' to achieve this.

At the same time, Early Stage 1's core values fables wiki project is an encouraging example of how a teacher librarian can try things out in the digital space. Monitoring our students' reactions provided evidence of the achievement of literacy and ICT outcomes. Our wiki site has enabled us to put up our story of learning, in tandem with the products of that new learning.

A respect fable work sample with syllabus outcomes

English K–6 syllabus *outcomes*

V1 Enjoys creating a range of spoken and written texts.

TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics. (*Moving towards... TS1.1*

Communicates with an *increasing range of people for a variety of purposes* on both *familiar and introduced topics* in spontaneous and structured classroom activities.)

WES1.9 Engages in writing texts with the intention of conveying an idea or message. (*Moving towards... WS1.9 Plans, reviews and produces a small range of simple literary and factual texts* for a variety of purposes on *familiar topics* for *known readers*.)

In addition to the above, the following outcomes were also addressed by the project:

V4 shows confidence in using language in a variety of contexts

RES1.5 Demonstrates developing reading skills to short, predictable written texts on familiar topics (*Moving towards... RS1.5 Reads a wider range of texts* on less familiar topics with *increasing independence and understanding, making connections between own knowledge and experience and information in texts*).

WES1.12 Produces most lower case and upper case letters and uses computer technology to begin to construct texts. (*Moving towards... WS1.12 Produces texts* using letters of consistent size and slope in NSW Foundation Style and *using computer technology*.)



A respect fable

by *Early Stage 1 students at Penrith Public School, 2007*

Once upon a time, there was a zebra who had black spots instead of stripes. All the other zebras laughed at him because he didn't have black stripes like them. The other zebras looked like white horses wearing pyjamas.

'We think you look ugly!' they said.

'Don't be so mean,' said the spotted zebra, crying. 'You make me feel sad when you tease me. I won't play with you if you are mean.'

The stripy zebras liked being stripy because it helped them to camouflage in the long grass. The black stripes looked the same as the shadows in the grass.

First of all, the spotty zebra tried to make coloured spots out of Playdoh. The Playdoh spots looked very colourful but then they all fell off.

Then he got the idea to squash blueberries, cherries, purple grapes, green grapes and tomatoes all over his black spots. He looked like a fruit salad!

The stripy zebras wanted to lick off all the squashed fruit and soon he was black-spotted again.

'Don't worry, you are still black and white just like us. We do like you.'

The moral is: Have respect for your friends' differences.

More fables are available at
Penrith Public School library's wiki <penrithpslibrary.pbwiki.com>. ■

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for a future *Scan* article?

Please ring The Editor on
02 9886 7501 or email
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The eGATS! Online Program:

an interactive online program for Gifted and Talented (GAT) primary students



Jennifer Andrews, Acting Assistant Principal at Drummond Memorial Public

School, shares the success of an innovative online program to support GAT students from a community of schools in the New England Region.

The eGATS! Online Program for New England Region (NER) students was launched this semester at Drummond Memorial Public School. Whilst there are plenty of opportunities for gifted and talented students in the cultural and sporting arenas to excel and be coached to higher levels, there are not as many opportunities for students whose talents may be in other academic fields to receive this type of feedback and development. The eGATS! Online Program addresses this issue by providing opportunities for students to engage with like-minded students, and have expert feedback (Figure 1). The eGATS! Online Program is an initiative of Drummond Memorial Public School (Drummond) and operates in partnership with the New England regional office and the local high schools.

The eGATS conception

The program evolved from a discussion about gifted and talented students and how best to utilise the community



Figure 1 Mentors at work

of schools philosophy by Drummond's Principal, Phil Roberts, and the Acting Assistant Principal, Jennifer Andrews. Both were new to the school and they brought concerns about how to cater for GAT students from their roles as a small schools principal and a Quality Teaching consultant respectively. Drummond is fortunate to have the 2008 winner of the innovative technology award, Michael Wilson, who saw the possibility of the program to be accessed using the school's Microsoft Windows SharePoint Services 2.0 technology.

Discussions took place with the Relieving Regional Director, Jim White, local high schools and key regional personnel. High school teachers were selected as mentors to provide expert feedback in order for the students to maximise their academic potential. The mentors have a strong knowledge of their Stage outcomes and, whilst the students are not doing work that they would do in high school, they are accessing the outcomes and being catered for in a creative way. Andrew Beaton (Armidale High), Howard Grant (NER office), Sandra Cotton (Duval High) and Joseph Bell joined the program and participated in

training, including working with Angela Chessman, Leader, Gifted and Talented Unit, NER consultant Julie Rees and the University of New England (Figure 2). The mentors are incredibly talented teachers who have ensured the success of the eGATS! Online Program.



Figure 2 Participants at the training day

The establishment of eGATS

A virtual classroom has been established through the use of Microsoft SharePoint 2.0 technology hosted at Drummond Memorial, enabling 35 Year 4–6 students based in schools around the New England Region to participate in online tasks and course work. Where the program differs from other programs is that it is an interactive tailored program that offers quality feedback by experts in subject areas. Students utilise the technology, such as podcasts, VoiceThread (Figure 3) and the creation of avatars to enhance their communication and work.

It was important that the tasks were a set of planned learning experiences designed to meet the specific needs of GAT students. The pace, complexity and teaching support for tasks was considered. The students utilise weekly online tasks and discussions designed by mentors (Figure 4) who

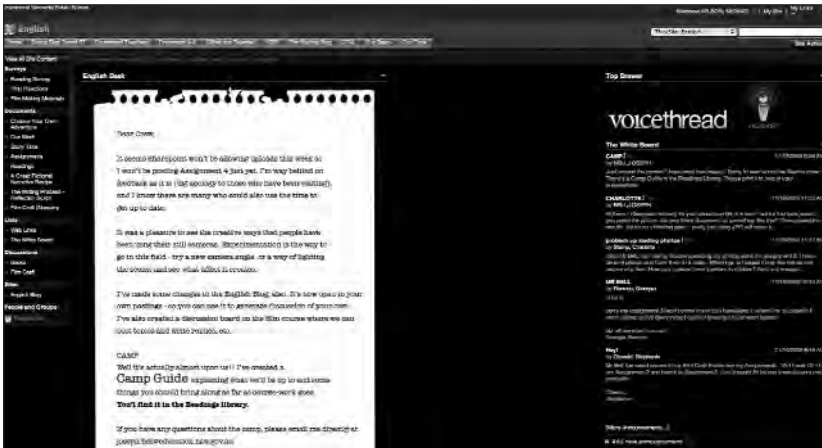


Figure 3 Students and teacher mentors use VoiceThread as a collaborative communication tool

are high school teachers with expertise in their field. Each student is linked to a mentor in the area of English, Mathematics or Science and Technology.



Figure 4 Joseph Bell and Howard Grant are eGATS mentors

Transitional nature

The NSW Department of Education and Training has identified five areas of action for Middle Years transitional programs:

- administrative
- social and personal
- curriculum
- pedagogy
- management of learning.

Likewise, McIver (1990) identified three critical areas that transition programs need to address, including the bringing together of high school and primary personnel to learn about each other's curriculum. The co-curriculum planning and discussion can be witnessed in the eGATS! Online Program which has seen primary and

secondary teachers engaged in professional discourse around curriculum planning. The mentors regularly discuss the pace, challenge and task complexity of the program with their primary colleagues, who are grateful that this assistance has enabled students to perform at a higher level.

Expect the unexpected

One of the most unexpected outcomes of the program has been the social aspects of the program. So many of our students are isolated and lack the peer interaction they need. One student commented that she was pleased to have someone her own age who 'got her sense of humour'. A space was set up on the eGATS website for students to engage and interact. The students have set up their own challenges and discussions for each other in this site. In addition the students also have set up places where they invite each other to look and comment on work they have produced ranging from scientific theories to narratives.

Another interesting aspect was the need for the coordinators and mentors

to adjudicate and monitor internet etiquette. Many GAT students like to have their opinion voiced, however they were not so willing to take on ideas differing from their own.

Consequently, training on communicating respectfully with their peers was conducted. There was also a case of two students sharing how to hack into a cheat engine – that conversation was shut down very quickly.

The need for face to face meetings is important. This semester, two eGATS enrichment days and an eGATS camp are taking place. These days aim at

- consolidating the students learning
- showcasing the students work.

Supporting GATS' parents

The need to support parents of GAT students was evident. The New England Gifted and Talented Parent Network Group has been established, and a parent communication discussion is available on the website. As a result of parents' involvement, a two-day *Mind circus holiday enrichment* program was inaugurated and attended by nearly 100 students from around NSW.

Future directions

The Relieving Regional Director, Jim White, stated at the launch of eGATS! that the program highlights the benefits to students who are part of the 2240 strong network of NSW public schools offering unprecedented access to resources and educational opportunities which no single school can offer. The possibilities, technology and the future of the eGATS! Online Program are exciting. ■

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Where can I find literacy support?

The Literacy Team, Curriculum K–12 Directorate, outlines the teaching and learning support provided on the Literacy website.

The Literacy Unit's website is a section of the Curriculum Support website. Taking the time to find your way to the site and bookmarking it will give you access to a wide range of literacy resources to support your work and the work of classroom teachers.

When navigating to the site from Curriculum Support home page, select the Policies button, then scroll down to Literacy Policy (Figure 1). Clicking on this link will take you to the Literacy website. Once you are at the site, there are a range of resources.

In Literacy policies and guidelines, there is a link to the Literacy K–12 Policy, released in 2007. The Policy provides direction for the teaching of literacy for all teachers from Kindergarten to Year 12. The policy's key statements carry some big ideas, including:

- all teachers at every Stage of schooling in all subject areas share responsibility for the teaching and learning of literacy skills and understandings
- teachers ensure students are equipped with a toolkit of literacy skills and understandings, supporting them to understand, use, analyse and evaluate texts
- teachers use a range of approaches to meet the different and changing needs of all students and continually refine their literacy teaching practices.



Figure 1 Navigate to the Literacy website from Curriculum Support <www.curriculumsupport.education.nsw.gov.au>

The State Literacy Plan Resource materials page (Figure 2) expands to buttons (Reading, Writing, Talking and listening, Spelling) for resources produced under the previous State Literacy Strategy, including Focus on Literacy: Writing; Focus on Literacy: Spelling; Teaching spelling K–6.

Literacy teaching guides includes links to new documents (draft) produced during 2008.

Literacy teaching in NSW government schools supports teachers from Kindergarten to Year 12 to implement the Literacy K–12 Policy. The document revises and reviews explicit and systematic, balanced and integrated literacy teaching. It also examines the literacy teaching practices and strategies that contribute to effective literacy teaching and improved literacy learning.

Literacy teaching: phonics and Literacy teaching: phonemic awareness support



Figure 2 Resource material <www.curriculumsupport.education.nsw.gov.au/policies/literacy/materials>

NSW teachers in the early years to explicitly and systematically teach phonics and phonemic awareness within balanced and integrated contexts. ■

Copyright and Creative Commons in schools



Fiona Migan,
Senior Policy
Officer, Copyright,
External Relations
Policy Directorate,

explains how teachers can create, adapt, share and use works by following the Creative Commons guidelines.

Confusing, complicated, complex, convoluted, crazy... are just some of the words I have heard teacher librarians use to describe copyright. Is it one chapter, 10% of words, 10% of total pages? And what if it is separately published, no longer published or published by another teacher, what then?

There are another two Cs that might help to erase at least some of these worries... Creative Commons, a progressive approach to copyright that is quietly edging its way into our classrooms!

What is Creative Commons?



Creative Commons defines the spectrum of possibilities between full copyright — *all rights reserved* — and the public domain — *no rights reserved*. Our licenses help you keep your copyright while inviting certain uses of your work — a **“some rights reserved” copyright**.

Figure 1 This definition of Creative Commons is available at [Creative Commons: learn more <creativecommons.org/learnmore>](http://creativecommons.org/learnmore) and licensed under creativecommons.org/licenses/by/3.0

Creative Commons defines the spectrum of possibilities between full copyright — all rights reserved — and the public domain — no rights reserved. Our licenses help you keep your copyright while inviting certain uses of your work — a “some rights reserved” copyright (Figure 1).

How can schools use Creative Commons?

Schools can usually use Creative Commons resources in their teaching and learning without the fear of breaking the law. Resources such as music, film clips, photographs, clip art, and textbooks are just some of the materials you can find licensed under Creative Commons.

Every time you use a Creative Commons resource you will be helping to reduce the Department’s annual bill for use of copyright materials which is in the region of \$17 million for schools and TAFE.

But first, some background into how Creative Commons came about.

In Australia, copyright protection is automatic and applies once material is written down, recorded, photographed, drawn, painted or

broadcast into a material form. This can be anything from an artistic masterpiece to a dot to dot to a graph carelessly sketched onto some paper.

But what does it actually mean once a creator owns copyright in something?

Copyright means that the creator has the right to reproduce, publish, commercialise, perform in public, communicate to the public, adapt and modify their work.

The creator also has the right to *not* take these actions! This bundle of automatic rights is known as All Rights Reserved and you will often see this statement at the start of a film, on the verso page of a book or on a CD cover.

Schools are usually permitted to use and occasionally adapt portions of many materials despite the presence of an All Rights Reserved tag.

Schools are usually permitted to use and occasionally adapt *portions* of many materials despite the presence of an All Rights Reserved tag. This is because of special exceptions and licences in place for schools which require certain rules to be followed before the material can be copied or communicated, such as only taking a

set percentage, a set number of pages or meeting certain conditions (see <www.smartcopying.edu.au> for more information on schools' entitlements to use copyright material).

The length of time these *copyrights* apply will vary depending on when the material is created and the type of material it is. Generally, consider something to be protected by copyright for the lifetime of the author plus another 70 years (again, check <www.smartcopying.edu.au>). Once this time expires material will enter the Public Domain where it is no longer controlled, protected or owned by anyone (No Rights Reserved). Anyone wishing to copy, communicate, commercialise, adapt or publish the original work can generally do so without seeking permission or paying royalties. A good example of material which is now in the Public Domain is the famous Australian folk song, *Waltzing Matilda*. In the past, creators could choose to place their material into the public domain, but rarely did so as it meant throwing away all rights entirely!

Enter some street-smart Americans...

They recognised the wide spectrum of possibilities between All Rights Reserved and placing something into the public domain. They realised that there needed to be space in the copyright system for sharing and building on material while retaining select rights.

The Creative Commons team, as they called themselves, came up with four licence conditions between All Rights Reserved and public domain. The following cartoon (Figure 2) summarises the four licences conditions well.

The goal of Creative Commons is to *revive balance, compromise and moderation* to the copyright system. The licences recognise that some individuals get fulfilment from contributing their creations to the commons for public use. Although there are 11 possible licences, there are six main Creative

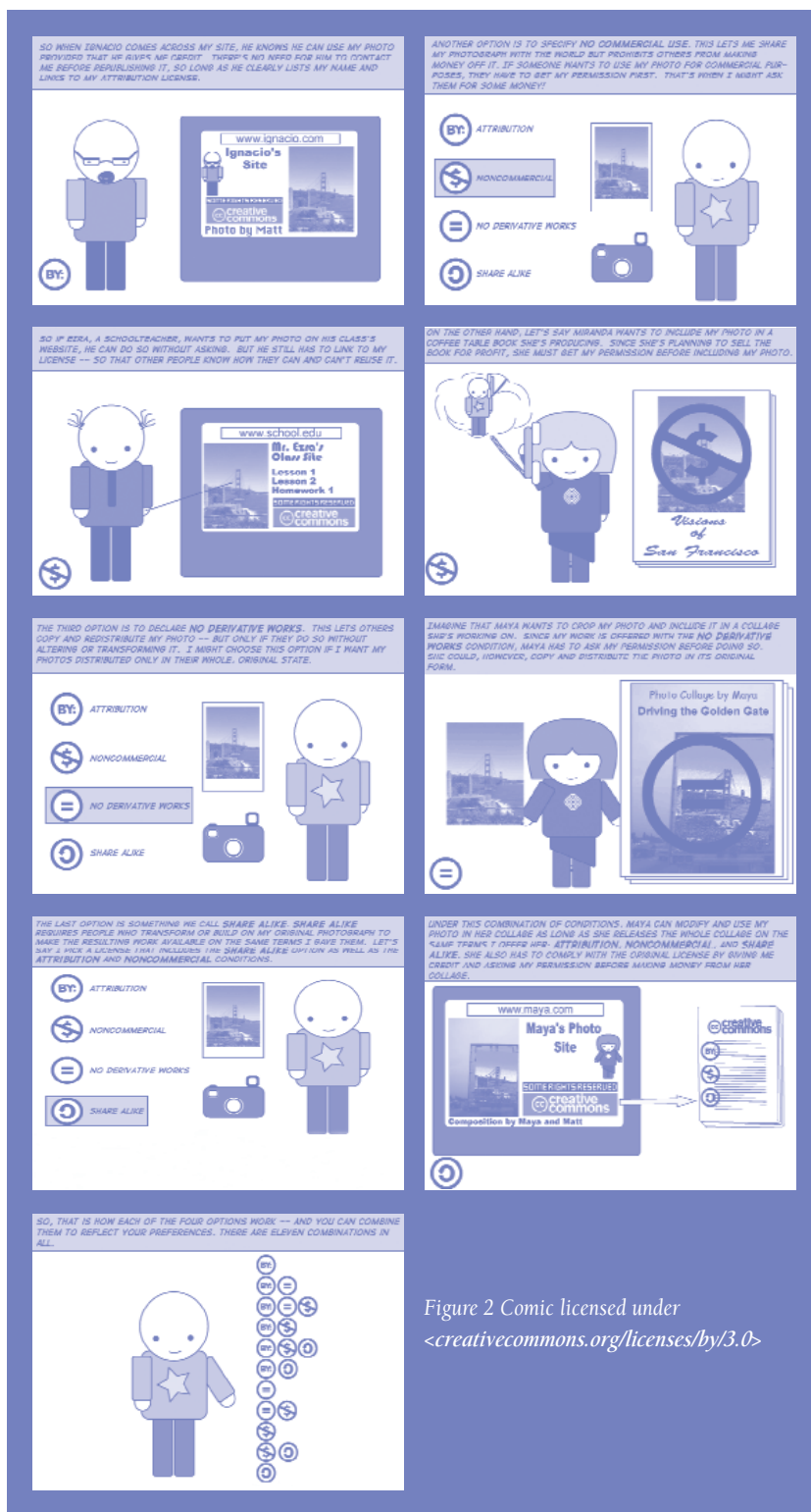


Figure 2 Comic licensed under <creativecommons.org/licenses/by/3.0>

Commons licences used (Figure 3), starting with the most restrictive.

In coming issues of *Scan*, we will look at some of the Creative Commons materials which teachers may find useful in the school environment.

Meanwhile, check out the *Creative Commons* site at <www.creativecom

mons.org>. Go to the new Smart copying website <www.smartcopying.edu.au> where you can access interactive resources for teaching copyright in the classroom, find answers to FAQs, read Information sheets on hot topics such as *YouTube*, podcasts and format shifting. ■

Licence	Licence Symbol	How you can use works without asking for permission by following these terms of use
Attribution Non-commercial No Derivatives		This licence is the most restrictive of the Creative Commons licences. This licence is often called the 'free advertising' licence because it allows others to download the work and share it with others as long as they mention you and link back to you, but they cannot change it in any way or use it commercially.
Attribution Non-commercial Share Alike		This licence allows you to remix, tweak, and build upon works non-commercially, as long as you credit the creator and license their new creations under the identical terms. This means others can download and redistribute the work just like the first license, but they can also translate, make remixes, and produce new stories based on the work. Anything new based on the original work will carry the same license, so any derivatives will also be non-commercial in nature.
Attribution Non-commercial		This licence lets you remix, tweak, and build upon works non-commercially and, although your new work must also acknowledge the creator and be non-commercial, you do not have to license your derivative works on the same terms.
Attribution No Derivatives		This licence allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to the original creator.
Attribution Share Alike		This licence lets you remix, tweak, and build upon works (even for commercial reasons), as long as you credit the owner and license their new creations under the identical terms. This license is often compared to open source software licenses. All new works based on the original will carry the same licence, so any derivatives will also allow commercial use.
Attribution		This licence lets you distribute, remix, tweak, and build upon the work, even commercially, as long as you credit the owner for the original creation. This is the most accommodating of licences offered, in terms of what others can do with the works licensed under Attribution.

Figure 3 Adapted from Creative Commons licences <creativecommons.org/about/licenses/meet-the-licenses>

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Cooperative partnerships: schools and public libraries



Andrew Downie, teacher librarian at Fairfield High School, describes the valuable partnerships that have developed between the staff and students at his and other local schools and Fairfield City Library Service librarians, **Jaqui Ayo** and **Yvonne Georgopoulos**. Andrew provides an insight into the availability of resources beyond the school library for all library users.

Teacher librarians have all been asked for information by their staff or students which, by its very nature, they are unable to provide them with. One such occasion arose at Fairfield High School in early 2006, when one of our Extension History students asked for some information on her major History essay topic. The topic was so precise, that there was no way that our school would have had any information on it. This A grade student had already contacted the State Library, but she wanted further assistance. I suggested that she contact our local public library, which she did, and they were able to provide her with many resources.

As a result of this enquiry, the staff at Fairfield City Library Service then gave a talk to all our Extension

From one small step, successful cooperative partnerships have flourished.

History students. This after school session provided the students with information about the library services that were available. In 2007, this talk was expanded to include all the students who studied Extension History, Extension English, Business and Legal Studies, and Society and Culture. In 2008, a similar talk was given on the Professional Development Day in Term 2 for the six High School teacher librarians in the Fairfield area.

Building awareness of available resources

The benefits of the presentations allowed Fairfield City Library to market directly to one of its main client groups and build awareness of what resources are available within the Fairfield libraries that will assist them with student studies and teacher resources. Being a member of the Fairfield City Library Service enables students and teachers to have free access to a wide variety of resources and services from home, school or within the public library. From one small step, successful cooperative partnerships have flourished.

Students and teachers attended presentations where they learned from their local librarians that Fairfield City Libraries have created a virtual library service (Figure 1). This includes subscriptions to a variety of online databases, subject bookmarked

internet sites, an online tutoring service, virtual youth room, local studies, HSC resources and HSC Blog. All these are free to library members.

Modelling the use of online services

During the information sessions, the librarians modelled how to access tutoring service and online databases. For example, History students were shown how to access a variety of full text newspaper and journal articles, maps, academic research and current event information that is available online. Using examples from the online tutoring service and online databases, the librarians tailored their presentations to each of the subjects studied by the students; English, History, Legal Studies, Business Studies, and Society and Culture. At both the student and teacher librarian information sessions a library bag, with promotional material describing all the services and how to use them, was given to each participant.

The importance of resource sharing

Feedback from evaluations after each presentation showed that many students and teacher librarians were unaware of the services offered by Fairfield City Library. The outcomes of these sessions showed

- the importance of resource sharing within the community
- the benefits to both schools and libraries of increased library membership
- the increased access to resources
- the promotion of services available within the school classroom and home

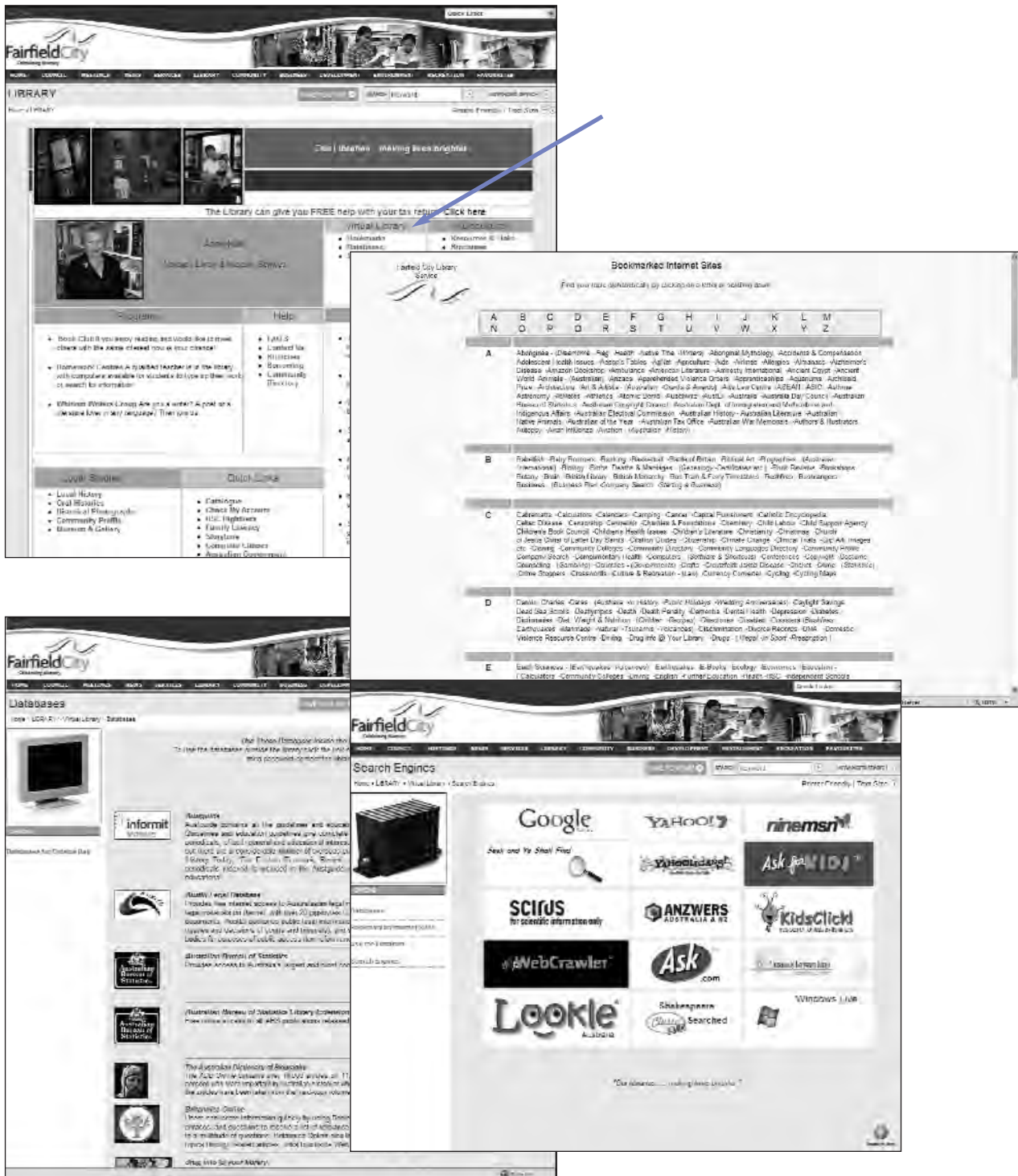


Figure 1 Fairfield City Library's virtual library offers online support for students <www.fairfieldcity.nsw.gov.au/default.asp?iNavCatId=1&iSubCatId=12>

- the value of cooperation between schools and public libraries.
- The ultimate aim is to provide effective assistance to students in their areas of research and, in the case of our students, to maximise their grades.
- In 2009, another Professional Development Day has been proposed.

This time, all the teaching staff at Fairfield High School will attend. Based on the feedback from this year's Professional Development Day, this should result in more cooperation between the school library, Fairfield City Library and individual faculties, particularly, when it comes to the setting of assessment tasks.

Have you checked out what your local public library can offer your school? ■

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Enhancing *Special forever* with ICT



Val Noake,
Project

Manager, e:lit the new name of Primary English Teaching Association (PETA), describes the wonderful learning opportunities available for students engaged in and reading about the *Special forever* project.

A partnership between e:lit (Primary English Teaching Association) and The Learning Federation (TLF) is helping Murray-Darling Basin teachers participating in *Special forever* enhance their environmental projects with information communication technologies (ICT) including the freely available digital content from TLF. The new teaching units and a digital tool being developed by TLF to allow students across the Basin to share information, photographs, sound and video files will also provide opportunities and benefits for teachers and students outside the Basin. [Editor's note: NSW government schools have access to TLF resources through *TaLe* <www.tale.edu.au>.]

What is *Special forever*?

For the last 16 years *Special forever: an environmental communications project* has been giving primary school students in the Basin a voice, encouraging them to share their appreciation, knowledge and understanding of their environments with a wider audience. A joint project of the Murray-Darling Basin Authority and e:lit, it is open to all primary schools in the Basin and involves thousands of students in

learning based on the themes of managing resources, time and change, and living together (Figure 1).



Figure 1 *Special forever: themes and teaching units* <www.specialforever.org.au/Themes_and_Teaching_units/page_1957.aspx>

The teaching units developed for *Special forever* offer potential support across English, SciTech, HSIE, PDHPE and CA for integrating ICT. For many teachers, the appeal of the project is its flexibility in allowing them to address topics relevant to their place in the Basin. For schools using COGs, *Special forever* can relate to a number of units:

- Early Stage 1 (A): *Our place*
- Stage 1 (A): *Local places* and (C): *Growing and changing*
- Stage 2 (A): *Local environments* and (C): *Effects of growth and change*
- Stage 3 (A) *Living land* and (B) *Identity* and (C) *Interconnecting growth and change*.

A key outcome of the project is the annual publication of a book of writing and artwork by children of the Murray-Darling Basin. The 2008 book, *The places we call home* (Figure 2), published in full colour, is a beautiful and poignant record of Basin life through the eyes of young people. The book is a great source of pride for the 350 students whose work is published every year. Pam Davis and Jo-Anne

Reid (2008) discuss innovative ways of using the book to

- build students' appreciation for both written and visual texts
- support students' learning about different parts of the basin
- develop students' deep understanding of text types, and to help them create their own texts.



Figure 2 *The places we call home: writing and art*

In February, all primary schools in the Murray-Darling Basin will receive a copy of *The places we call home* with an invitation to participate in the project. Managed by e:lit, the project is supported by the *Special forever: an environmental communication project* website <www.specialforever.org.au> and a network of regional coordinators who are classroom teachers, teacher librarians and literacy consultants, from government and non-government schools. Coordinators volunteer their time to administer the project at the local level and provide on the ground support for the schools in their region.

Developing communication skills

Special forever is not just about the environment. It is about the importance of communicating the learning, the understanding, the actions and the

passion for all the environments of the Basin to a wide audience. The texts that are published cover all genres, they are not just literary texts.

More recently, the project has recognised the need to move beyond the publication of a book and to cater for multimedia and multimodal texts. The project website now includes movie, PowerPoint and sound files. You can take a tour of Broken Hill with students from Morgan St Public School as your guides or let Kingston on Murray Primary School students tell you what to see on your visit to Banrock Station in South Australia. In 2009 the web capacity will be increased to allow larger files to be uploaded and a blog will be added.

The Le@rning Federation project – creating ICT support

In 2008–09, e:lit and TLF are working on a project to support teachers' use of ICTs in their teaching and learning activities associated with *Special forever*. With the help of specialist writers, some existing teaching units will be revised and new ones created. The unit writers will incorporate learning objects and digital resources from TLF, and other ICT in all the units.

Titles for a range of possible digital resources are available at <www.tlf.edu.au/verve/_resources/Murray_Darling.pdf>.

In the *From river to rain* unit (K–2) that she is currently developing, teacher librarian Barbara Braxton, has integrated a number of TLF digital resources. These include *Where does tap water come from?* (Figure 3), in which students assemble a jigsaw puzzle with pieces labelled rainfall, tank, runoff, collection, storage, pumping, treatment and wastewater disposal. These show the water cycle. There are puzzles for both city and country areas and a comparison table to complete. The puzzle can be completed on screen or printed. This interactive learning activity may also support aspects of assessment.

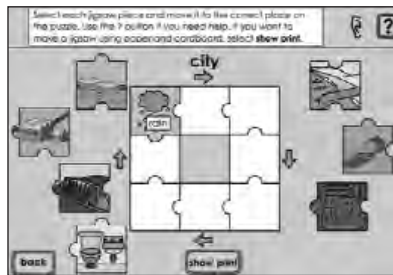


Figure 3 *Where does tap water come from?* (TLF digital content L19)

Where appropriate, the units will be adapted by TLF for a range of formats including as interactive whiteboard digital learning resources. The completed units will be available on the *Special forever* website and through TLF, which NSW government schools can access through *TaLe*. Three new units will be available by February and a further 15 units will be developed in the first half of 2009 with the assistance of regional coordinators and other interested teachers.

Students and schools collaborating

Another feature of the e:lit and TLF partnership planned for 2009 is a unique collaborative activity among students in the Murray-Darling Basin. A new digital tool, developed by TLF, allows students to tag their location

onto a map and upload photographs, sound files, video and text documents to their location. It is hoped that a snapshot of life in the Basin from the upper reaches of the rivers to the Murray mouth will be captured as the tool is passed progressively from one school to the next. For example, students will be asked to film and report, for example, on the health of the waterways nearest to them and to what extent their local environment depends on the rivers economically. They might also include images of special features in their local town and post art, poetry and stories constructed during their school's *Special forever* activities.

The final product, which will be available online as a resource for teachers and students, will be an historical record of life in the Murray-Darling Basin in 2008.

Interested in getting involved?

If you would like to participate in the project, contact Val Noake <val.noake@elit.edu.au> by the end of February. ■

[Editor's note: Copies of *The places we call home* and previous *Special forever* books are available from e:lit. Download an order form or purchase online from <www.elit.edu.au>.]

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Leading the way: library sections of school websites

Mel Gilkes is the Service Manager for the Schools Website Service, Corporate Communication, NSW Department of Education and Training. Here she provides some tips on how teacher librarians can start reflecting on organising content for the launch of the Schools Website Service, introduced by Frank Avdi, the Online Communication Manager, Corporate Communication, in 'An update for NSW Departmental schools' in Scan 27(4), p. 17.

The November issue of *Scan* (2008, pp. 17–27), showcased some of the best library websites that teacher librarians have produced. Imagine what we can achieve with the launch of the Schools Website Service (SWS), which gives every public school in NSW opt-in access to a professional website and easy to use multimedia tools!

The service is designed for everyone to use, regardless of their technical skills.

The service is designed for everyone to use, regardless of their technical skills. It also allows for multiple users. With appropriate delegation from the

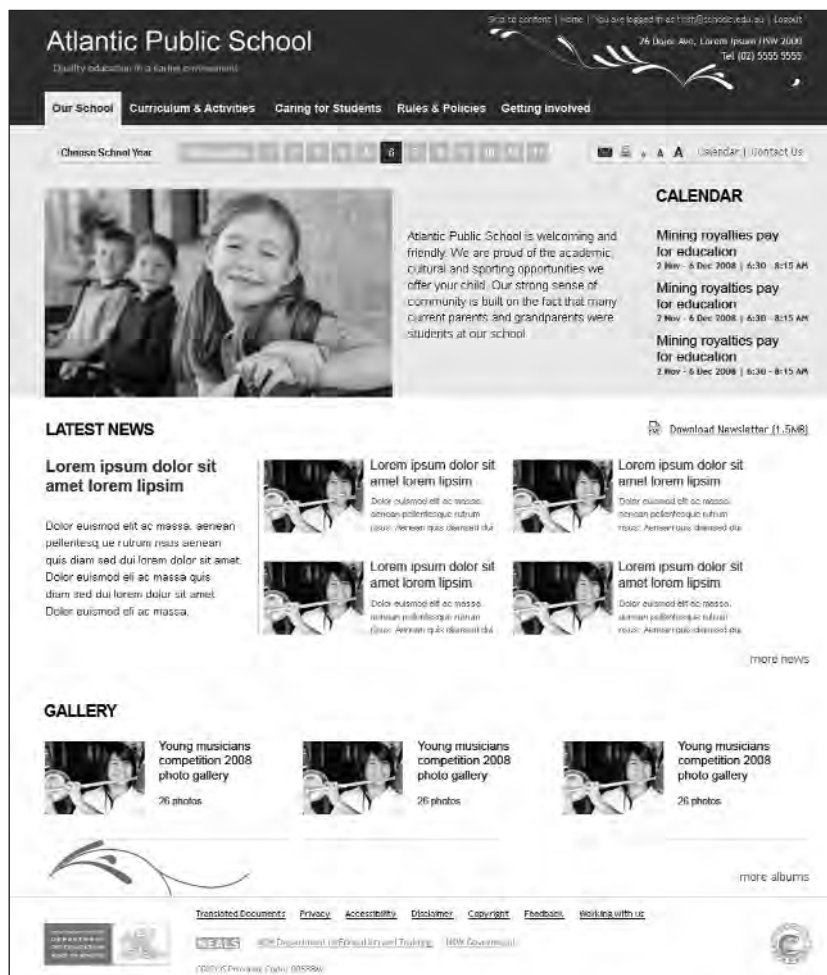


Figure 1 One of the homepage designs available at <detwww.det.nsw.edu.au/communications/sws>

principal, the sports coordinator can manage all the information on the site about school sport, and the teacher librarian can manage the pages where school library information and links to key learning areas appears. This way responsibility for the site does not fall on one person's shoulders.

To further promote the library on the school's site and engage parents with students' learning in the library, consider adding content to the *Curriculum* area, where the *Helping with homework* section could feature:

- recommended reading lists
- pathfinders and information literacy
- links to online activities and learning tools
- search tips.

Who can publish?

The principal decides who can publish content and who can make it live. For example, non-staff members (parents and students) may be given access to add content and a school staff member can approve it to go live.

One of the key advantages of using the service is that it can be customised by each school. The school specific content you add is really only limited by your imagination and willingness to embrace the opportunities presented by the internet.

The target audience for the service is parents and the wider community.

The goal of the site is to promote the school and engage site visitors. Part of the structure is fixed, with each school site including the following sections:

- *Our school*
- *Curriculum & activities*
- *Caring for students*
- *Rules & policies*
- *Getting involved*
- *School years*
- *Calendar*
- *Contact us.*

Each section has various sub sections where parents can learn more about their child's schooling. Each year will have its own area and teachers can add relevant content from details of assessments to galleries of class projects and artwork. Schools can add their own pages to the fixed section, as well as adding their own sections.

School library pages can feature under *Facilities* in the *Our school* section, under *Curriculum & activities*, or anywhere else that is appropriate to the school. Content can range from text-based pages to image galleries and audio and video files. Here are some suggested pages:

- Our library – a page to introduce the library, its overall support for teaching and learning, and its collection. Include some panoramic photos of the room(s), preferably containing students (with appropriate parent/care-giver permission)
- School library policy – may include a link to the Departmental *Library policy: schools* <www.det.nsw.edu.au/policies/curriculum/schools/libraries/PD20050221.shtml>

Think about the target audience (students, parents and possibly the local community), when planning the library pages.

- Library staff – introduce each staff member by adding a short profile, a photo, or perhaps a video with details of their specialities and interests
- Resources – list the various resources available in the library and include information on how to use them. Perhaps include learning programs, book lists and other relevant curriculum material for each class/year, with related links to *My library*
- Catalogue – link to the online catalogue, or a virtual library, if available
- Links – list a range of sites relevant to students.

Think about the target audience (students, parents and possibly the local community), when planning the library pages. Prospective parents, for example, will visit this section to find

out about the learning opportunities offered by the school and how integrated the library and its staff are to the school community.

Suggested topics for audio or video content include:

- What does a teacher librarian do?
- Research skills and information literacy
- Virtual library tour
- How to...
- Q&A interviews with library staff
- A student-made tour of the library.

The SWS intranet site provides complete information about the features of the opt-in website service, its pages and supplementary content.

It gives access to content, audio and video guides, as well as ideas for enhancing your web pages.

New features will be added to the service in the near future. For further information, please visit <detwww.det.nsw.edu.au/communications/sws>. ■

[Editor's note: You may wish to go to <www.culture.gov.au/bluey> to install a free Bluey Australian Cultural search engine on your webpage.]

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Children's choice awards:

Andy Griffiths is national winner

In all six states and territories with active children's choice awards *Just shocking!* by Andy Griffiths, illustrated by Terry Denton, has won a children's choice award. Young readers in New South Wales, Queensland, Victoria, Western Australia, Northern Territory and the Australian Capital Territory all agree, Andy is king!

In NSW and Victoria students participating in KOALA and YABBA respectively agreed in three of the four categories.

- Younger readers: *Just shocking!* by Andy Griffiths & Terry Denton
- Older readers: *The key to Rondo* by Emily Rodda

- Fiction for Years 7–9: *Mao's last dancer* by Cunxin Li.

Interestingly, the young readers in NT and ACT also have a lot in common. As well as choosing *Just shocking!* in the Younger readers category, students from both territories chose

Spookiest stories by Paul Jennings in the Older reader category and *Dragon moon* by Carole Wilkinson in the Fiction Years 7–9 category.

For information on the children's choice award in your state:

NSW – KOALA (Kids Own Australian Literature Awards) <www.koalansw.org.au>

ACT – COOL Awards (Canberra's Own Outstanding List) <www.library.act.gov.au/kids/cool>

NT – KROC (Kids Reading Oz Choice) <www.darcity.nt.gov.au/residents/libraries/childrenand-outh.htm>

QLD – BILBY (Books I Love Best Yearly) <www.pa.ash.org.au/cbc/bilbyawards>

VIC – YABBA (Young Australians' Best Books Awards) <home.vicnet.net.au/~yabba>

WA – WAYRBA (West Australian Young Readers Book Awards) <www.wayrba.iinet.net.au>. ■

CBCA NSW Clayton's Shortlist event 2009



The CBCA will announce the list of Notable Books and the Shortlist for the 2009 Children's Book of the Year Awards. Mingle with authors, illustrators, and publishing house representatives at The State Library, Macquarie Street Sydney on Tuesday 31 March.

Booking for this event is essential, and a copy of Notable Books and the Shortlists will be available for each attendee.

Bookings: CBCA (NSW Branch) Tel: 02 9818 3858 e-mail: <cbcansw@bigpond.com> or download a booking form: <nsw.cbca.org.au>. ■



Sydney Region Teacher Librarian Network

meets each term to share ideas and take part in professional learning. Their *Sydney Region T L Network* blog, managed by Lisa Haller, provides communication and support at <sydneyregionteacherlibrarians.wordpress.com>.

Out and about



Penrith, Mt Druitt, Blacktown & Windsor Teacher Librarian Professional Learning Group

met on 7 November 2008 at Rooty Hill RSL. Using humour and candour,



Kevin Henna's presentation, 'Shoestring makeover', offered simple and inexpensive solutions for school library makeovers.



Monaro Teacher Librarians' Association

meetings are held on the second Thursday of each term at 4pm. The Term 1, 2009 meeting will be at Jindabyne Central School.

Contact: Julie Ware, teacher librarian, Jindabyne Central School 6456 2346



New school library opens

Eastern Creek Public School's library officially opened 3 December 2008.



QT Award

Sharon MacGuinness, teacher librarian at Thirroul Public School, receives the *Quality Teaching* award from Dr John DeCourcy, President of the Australian College of Educators. Congratulations!



ALICE school libraries have been converted to OLIVER

Peel High School, one of 22

Departmental pilot schools, hosted an Oliver training session on 18 November 2008. Unlike Windows based ALICE, OLIVER is web based so that the data can be centralised. These schools will now have the same services as OASIS Web Enquiry schools i.e. cover images, reading lists such as PRC, and links to the resource reviews database. ■



All right to copy?
<www.smartcopying.edu.au/scw/all-right-to-copy>

is a video guide for students that explains what they can and cannot do when downloading and uploading film, text, images and music.



Librarians' internet index
<liiwww.ischool.drexel.edu/cs/lii/print/news/178>.

Free subscription for weekly website updates by RSS and email.

Have you seen...



Larry Ferlazzo's website of the day ... Larry is an American educator who finds resources for English learners. Check out his findings and sign up for his daily email at <larryferlazzo.edublogs.org>.



The miniature earth
<www.miniature-earth.com/index.html> is a web

movie to stimulate discussion and reflection about the world.



Purple planet <www.purple-planet.com> offers royalty free music organised by genre. The authors request acknowledgement under a Creative Commons licence. ■

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>



Lizzie Chase is Review Coordinator,
School Libraries and Information Literacy
Unit elizabeth.chase@det.nsw.edu.au

The following resources have been reviewed by a panel of teacher librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in Scan for nonfiction material is the 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 22nd may be specified. Many more reviews than we publish in Scan go onto the DET website <www.curriculumsupport.education.nsw.gov.au/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>.

PRICES: 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.

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. 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.

Computer tutor: the BBC's guide to using a computer

www.bbc.co.uk/computertutor/computertutorone/index.shtml

Aimed at complete novices in computer usage, this site provides tutorial instruction in the use of mouse, keyboard and screen through game-based practice. The initial screen is white and uncluttered and a tutor offers thorough, basic, step-by-step verbal instructions throughout. The games are engaging and simple. Sessions on the mouse (activating scary things in *Cobweb Castle*) and keyboard (rounding up dogs that have escaped from a pet shop) are suitable for young learners, but the dating game format for *Find my match* would be inappropriate. Although the tutorial takes at least two hours to complete, it can be broken into smaller time frames. M. Davis

USER LEVEL: Stage 2
SCIS SUBJECTS: Computer literacy
PUBLISHER: BBC, UK
REVIEW DATE: 17/12/08 [004]

SCIS 1391824

Stop cyberbullying

www.stopcyberbullying.org/

The introduction to this site provides clear definitions of cyberbullying and related computer crimes such as cyberharassment and cyberstalking. Further clarification of this is provided in **How it works**, which explains the two types of cyberbullying: *Direct attacks* and *Cyberbullying by proxy*. **Why cyberbully?**, **Prevention**, and **Take action** point to indicators and outline some reasons why young people may engage in this type of behaviour, how teachers and parents could prevent it happening, and how they can deal with the consequences. The content for students in 7-10, 11-13 and 14-17 is almost identical for each age range with quizzes and a checklist, *Are you a cyberbully?* There are interesting suggestions for actions that SRCs can take. A. Soutter

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
SCIS SUBJECTS: Community Professional
Bullying; Children – Safety measures;
Computer crime; Internet – Safety measures
PUBLISHER: WiredKids, Inc, USA
REVIEW DATE: 18/12/08 [004.67] SCIS 1385687

Animasher

www.animasher.com

This interesting site allows users to devise and produce their own animations. After viewing the **Tutorial**, students can select from a range of backgrounds. They can drag and drop objects from the library into the animation area, then manipulate objects to animate them. They may add text, music and sound effects, and view and present their final product. This is an easy to use tool that should allow all students to create animations competently, to suit their desired purpose such as accompanying a narrative or creating an advertisement for a product. Teachers need to be advised that not all of the content of this website is appropriate for all students, and teachers will need to use their discretion as to the suitability of sections for their class. L. Doyle



USER LEVEL: Stage 3
KLA: CA; SciTech
SYLLABUS: Creative Arts K-6; Science & Technology K-6
SCIS SUBJECTS: Computer animation
PUBLISHER: Animasher, Sweden
REVIEW DATE: 29/11/08 [006.6] SCIS 1386058

TIME.com's first annual blog index

www.time.com/time/specials/2007/0,28757,1725323,00.html

Students will connect with the transient and real time conversationalist nature of these blogs, and they can participate in a range of discussions on several blog sites. Of particular use for schools are **Web 2.Oh...really?**, the environmentalist observations in **Treehugger**; **PostSecret**, a community art project; and **The sartorialist**, a visual blog on street fashion. The blogs are critically annotated by the highly respectable magazine *Time* and the site allows teachers and students to quickly access some of the best and most popular blogs in the world. The site would be useful for students interested in current events and specialist topics, and for those involved in blogging. It would be a useful site for teachers

requiring examples of how blogs and Web 2.0 technologies may be developed and used within ICT contexts. A. Frost

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English; HSE; TAS
SYLLABUS: English 7-10; Society & Culture Stage 6;
Textiles Technology 7-10; Visual Arts 7-10
SCIS SUBJECTS: Weblogs
PUBLISHER: Time, USA
REVIEW DATE: 15/11/08 [006.7] SCIS 1391880

World Book

www.worldbookonline.com/

Revamped and improved, this online encyclopaedia will readily engage young researchers. The site has distinct sections: *World Book kids* is a visually orientated tool for beginning readers; *World Book advanced* has primary source materials; *World Book discover* utilises different learning styles for students needing extra support; and *World Book student* has very worthwhile explanations on how to plan, conduct, evaluate and present research, including an **Explore Australia** section. In the latter, the search bar responds to keywords and a biography section lists a vast range of people who can be accessed by either name or their field of significant contribution. Other areas of interest include most popular articles, quizzes and activities, and the *Customer training guide* offering tutorials for each section use. Easy navigation and clear, concise information make this site very user friendly. The site is relevant for teaching students the information skills process and for transforming information into knowledge. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
SCIS SUBJECTS: Encyclopaedias
PUBLISHER: World Book, USA
REVIEW DATE: 19/11/08 [030] SCIS 1022437

Victory over violence

www.vov.com/

An initiative to help young people counteract the causes of violence in their lives and in the community, this site has many useful features. A series of warm up exercises and role play activities are explained for teachers to use in running group activities. There is a comprehensive workbook that offers information, skits on nonviolence, a peace pledge, the *Declaration of Human Rights* with a quiz to check student understanding, and valuable directions on effective public speaking and active listening. A downloadable set of lessons includes some gems. The site does not appear to have been updated for several years but its message is universal and timeless. A. Soutter



USER LEVEL: Stage 4 Stage 5 Community Professional
SCIS SUBJECTS: Social ethics; Violence and non-violence – Social aspects; Violence and non-violence – Study and teaching
PUBLISHER: Soka Gakkai International, USA
REVIEW DATE: 04/11/08 [179.7] SCIS 1384653

About the Tao

www.thetao.info/

Lovingly created as a hobby and an extension of personal interest, with no attempt to sell a belief system, this site is an introduction to the philosophy of Tao. Easily navigated, the site is pleasant to

look at, with plenty of photographs of places and objects connected with Tao. Of particular interest are **Read the Tao**, the Taoist images in **Downloads**, and, in **About the Tao**, the outline of the differences between **East & west logic** and a lesson on the symbols of **Yin & yang**. The tone is conversational and personal and the information is well organised, brief and to the point. Teachers may find the information on this site supports understanding of cultural diversity in HSIE. M. Davis

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; Studies of Religion 7-10
SCIS SUBJECTS: Lao-Tzu. Tao te ching; Taoism
PUBLISHER: Single Step Media, USA
REVIEW DATE: 11/12/08 [181] SCIS 1391778

Making the modern world: stories about the lives we've made

www.makingthetmodernworld.org.uk

An outstanding example of the educational uses of internet technology, the site has information on the development of modern society since the mid 1800s, with a timeline facilitating understanding. **Icons of invention** in scientific, technological and medical concepts are explored in images, sound and words. How technology and science have impacted on **Everyday life** is discussed. **Guided tours** focus on a variety of topics, including transport, women, conflict, health and employment. **Learning modules** currently feature demonstrations and activities using a variety of media on **Biology, History and Psychology**. Especially useful for science and technology topics, the site has extraordinary breadth and capacity for cross curriculum student engagement, from **Urban sustainability** essays to a creative audio visual using Kennedy's moon landing speech. The site is designed for older students and is worthy of investigation by educators. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; Science; TAS
SYLLABUS: Biology Stage 6; Design & Technology Stage 6; Geography Stage 6; HSC History Stage 6: Extension; Science 7-10; Textiles Stage 6
SCIS SUBJECTS: History, Modern; Science and civilisation
PUBLISHER: Science Museum, UK
REVIEW DATE: 16/11/08 [303.48] SCIS 1391894

Ecological footprint: measuring our impact on the environment

www.epa.vic.gov.au/ecologicalfootprint/default.asp

A useful resource exploring the concept of ecological footprints, the site shows students how to measure human impact on the environment on a global and local scale. The site details why we need to calculate human impact on the environment, and it provides **Case studies** of how the impact has been measured in Australia, and the outcomes of these findings. Plain language and audio visuals are used to describe **Australia's footprint** and the **Calculator** of ecological footprints in personal, home, office, school, retail, and special events contexts. A useful number of links will extend students' research options. This quickly downloadable and straightforward site will be useful when studying humans' relationship to, and impact on, the environment in Science 7-10 and Geography 7-10. A. Frost



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

SYLLABUS: Geography 7-10; Science 7-10
SCIS SUBJECTS: Environmental protection; Human ecology
PUBLISHER: EPA Victoria, Australia
REVIEW DATE: 18/12/08 [304.2] SCIS 1385979

Population flows: immigration aspects 2006-07 edition

www.immi.gov.au/media/publications/statistics/popflows2006-7/index.htm

ABSTRACT

The online version of *Population flows: immigration aspects*, contains information on Australia's population growth through immigration. The site is laid out in PDF chapters. Chapters are: *Population growth and international movement; Migration program; Temporary entry; Humanitarian program; New Zealand movement; Economics of immigration; Settlement and cultural diversity and Migration flows to the states*. Chapters can be downloaded in their entirety or the sections listed can be opened as separate PDF files. Written, statistical and graphical information is presented. Where migrants come from, the places they settle, their skills, cultural background, and the economic benefits of migration are some of the areas of focus.

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Economics Stage 6; Geography Stage 6; Legal Studies Stage 6; Society & Culture Stage 6
SCIS SUBJECTS: Australia - Immigration and emigration - Statistics; Australia - Population - Statistics
PUBLISHER: Dept. of Immigration and Citizenship, Australia
REVIEW DATE: 01/12/08 [304.8] SCIS 1393172

Twelve canoes

www.12canoes.com.au/

The site is a wonderful companion for the film *Ten canoes* by Rolf De Heer and the Yolngu people of Ramingining in central Arnhem Land. This striking site presents their language, history, art and culture in a series of short videos and informative chapters. Presentations of **Ceremonies, Language, Seasons, Our ancestors, Kinship, Creation, Plants and animals, The swamp, The Macassans and The first white men** provide fascinating resources for students. There are slideshows on **Art, People and Place** and audio recordings of traditional music. For studies of relations between Indigenous and non-Indigenous Australians in the 20th century, **Thomson time**, an account of the role of Dr Donald Thomson, is a highlight. This anthropologist lived with the Yolngu in the 1930s, studying their culture and defending their rights in the face of extreme government hostility. The site has a significant collection of Thomson's remarkable photographic records of traditional Yolngu life. There is a downloadable, comprehensive study guide to this website in **About us**. R. Darlington

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; History 7-10
SCIS SUBJECTS: Aboriginal peoples - Northern Territory; Yolngu (Aboriginal people)
PUBLISHER: Yolngu People, Australia
REVIEW DATE: 02/12/08 [305.89] SCIS 1391955

ThinkB4YouSpeak.com

www.thinkb4youspeak.com

Negative language about gay, lesbian and transgender people is common in many schools and is sometimes accompanied by

bullying and harassment. This site was established to inform students, teachers and parents about the consequences of careless language. The site is interactive and it encourages students to say something original and challenge discriminatory language. For parents has few resources, however For educators has an excellent downloadable **Educators guide** and a variety of posters. There are links to the GLSEN site which has additional lesson material. Overall, there is good information here, on an important topic. A. Soutter

USER LEVEL: Stage 4 Stage 5 Community Professional
SCIS SUBJECTS: Bullying; Discrimination; Homosexuality
PUBLISHER: The Gay, Lesbian and Straight Education Network, USA
REVIEW DATE: 01/12/08 [306.76] SCIS 1391933

Gov gab: your U.S. government blog

www.blog.usa.gov/roller/

Through the use of a blog and its inherent conversationalist style, the US government effectively disseminates information on a myriad of contemporary topics in this site. The blogs are readable – informative and entertaining – and they incorporate an enormous number of links to concepts, events, terms, people and places. This makes the site an exceptional resource for the study of the USA in the Society and Culture Stage 6 Topic: *Continuity and change in a selected country*. Information ranges over broad areas of politics, travel, home and family, finance, social media, health and consumer topics. The site is also an excellent model of website blogging. Well laid out and with a fast and efficient search facility, the site's language, style and format are very suitable for student researchers. A. Frost



USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Society & Culture Stage 6
SCIS SUBJECTS: United States – Politics and government; Weblogs
PUBLISHER: Office of Citizen services and Communications, USA
REVIEW DATE: 11/12/08 [320.973] SCIS 1385857

Cuban Missile Crisis and aftermath

www.state.gov/www/about_state/history/frusXI/index.html

Part of the US Department of State's permanent electronic archive, this huge volume now has online volumes covering US foreign relations from 1945 to 1968. Volume XI contains a vast range of sources including briefing papers, memoranda, transcripts and summaries of meetings, telegrams and messages. It provides many insights into the thinking of American political, military and intelligence leaders during the Cuban Missile Crisis. These are vital sources for Case Study 20: *The nature of the presidency of John Fitzgerald Kennedy* in the HSC History Stage 6: *Extension* course and for the Modern History Option: *The Cold War 1945-1991*. R. Darlington

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: HSC History Stage 6: *Extension*; Modern History Stage 6
SCIS SUBJECTS: Cold War; Cuba – Foreign relations – United States; Cuban Missile Crisis, 1962; United States – Foreign relations – Cuba
PUBLISHER: Department of State, USA
REVIEW DATE: 25/11/08 [327.73] SCIS 1377350

Students @ work: balancing school and work

www.studentsatwork.org.au

This well laid out site has information pertaining to students in the work force, assisting students to undertake part time work. It also has information to help teachers, parents and employers understand and support students in this endeavour. The site has useful links to agencies and organisations, questions students may be likely to ask regarding work arrangements, induction and pay, and important information such as legal protection, awards, and staying safe at work. There are two very useful tools built into the website, a **CV maker** and **Time tamer**, which will help students to scaffold their CV and plan and manage their time. For teachers, it also provides a classroom activity sheet on harassment, violence and bullying, and quick links for more information. Parents and employers have access to similar information tailored to their particular perspective. Year advisers and careers advisers may find it useful to refer students and parents to the site and to use some of the information in the classroom. K. Bromhead

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: HSIE
SYLLABUS: Commerce 7–10
SCIS SUBJECTS: Part-time employment; Students – Employment
PUBLISHER: NSW Teachers Federation, Australia
REVIEW DATE: 03/12/08 [331.3] SCIS 1365646

ESSI money: earning, saving, spending, investing

www.essimoney.com.au

Interactive and engaging, this financial literacy game will engage students in quality learning about concepts of financial management. Schools register to participate in the simulated 26 week program and they may participate online or by using a CD-ROM. Focussing on the concepts of earning, saving, spending and investing, students will learn the importance of budgeting, goal setting, and seeking professional advice. Students will make simulated decisions regarding real life choices and daily finances. Colourful graphics, cartoons and easy to follow instructions facilitate use of the program. Teachers may assess student ongoing performance via a tracking link. A. Frost



USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Commerce 7–10
SCIS SUBJECTS: Finance, Personal
PUBLISHER: Financial Basics Foundation, Australia
REVIEW DATE: 16/11/08 [332.024] SCIS 1391906

Boardroom Radio Australia

www.brr.com.au

Webcasts convey a huge amount of reliable and relevant information from companies to investors via this communication site. Economic and business experts, commentators and company representatives deliver their papers and speak directly to presenters in on-demand playback or real time podcasts. Navigation through so much material is facilitated by the logical arrangement and accessibility from **Home** or through **Search**, which allows users to access the entire site or search for specific events. There is a choice of audio

or, in some cases, video presentations. **For listeners** details the minimum hardware and software requirements and there are FAQs for additional technical help. Students may find something original on this site that is not otherwise readily available. Teachers will appreciate the accurate corporate communication covering much of the syllabus and being able to register for **Alerts** to know when companies are broadcasting events. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Australia – Economic conditions – 21st century; Australian Stock Exchange; Companies; Investments; Stock exchange
PUBLISHER: Boardroom Radio, Australia
REVIEW DATE: 18/11/08 [332.6] SCIS 1384594

Forest protection portal: ecological science based forest preservation & conservation advocacy

www.forests.org

Designed for educational use, the site has much information on forests but most of it is best navigated by teachers. In an international collection of material and news, the site contains information on deforestation, preservation of primary and old growth forests, and ecological restoration. The most useful sections for schools are **Forest biodiversity**, **Forest regions**, **Forest ecology** and **Forest information**, which has a specific **For kids** section. Multitudes of links provide in-depth discussion and data. Links and the search facility download quickly and efficiently. The site will be very helpful for the study of global environments and primary production relating to forestry in Geography 7–10, and the study of forestry, biophysical interactions, and global challenges in Geography Stage 6. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6
SCIS SUBJECTS: Forests and forestry; Sustainable development
PUBLISHER: Ecological Internet, Denmark
REVIEW DATE: 11/12/08 [333.75] SCIS 1385962

WaterAid: international site

www.wateraid.org

This outstanding site provides extensive information on the international charity WaterAid, including G8 findings into water and sanitation, **Sustainable technologies** and strategies regarding safe water, sanitation and sound hygiene practices as a tool to overcome poverty. The excellent **Teacher resources** are flexible and lend themselves to IWB use. The site's slideshows, interactive activities, videos, games, songs, and people's stories will engage students in learning. Topics across the site include many connections to active classroom learning. Activities relating to healthy living would be valuable when studying balanced eating habits in Stage 3 PDHPE. Material which explores global water, mapping water resources, and water rights would be useful in Geography 7–10. Colourful graphics and images complement the easy to read text. A. Frost

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; PDHPE
SYLLABUS: Geography 7–10; HSIE K–6; PDHPE K–6
SCIS SUBJECTS: Developing areas; Nutrition; Sanitation; Water resources; Water supply



PUBLISHER: WaterAid, UK
REVIEW DATE: 01/10/08 [333.91] SCIS 1385477

EcoLogic: creating a sustainable future

www.powerhousemuseum.com/education/ecologic/games.htm

Tied to a permanent Powerhouse Museum exhibition, this site offers a wealth of attractively laid out and substantial information. A series of **Print material** in **Teachers & students** covers topics such as **Indicators of sustainability** and **Life cycle analysis**. **Online interactives** enable players to create a sustainable town or measure their carbon footprint, while engaging their capacity to make decisions and apply knowledge. Videos offer a historical and current look at issues such as **Soil salinity**. The focus is on ways to minimise consumption of materials, energy and waste. Teachers planning a class trip to the Powerhouse Museum can use online trails to plan the visit. M. Davis

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: Science; SciTech; TAS
SYLLABUS: Design & Technology 7–10; Food Technology 7–10; Food Technology Stage 6; Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Ecology – Australia; Environmental policy – Australia; Sustainable development; Sustainable living
PUBLISHER: NSW Powerhouse Museum, Australia
REVIEW DATE: 01/12/08 [338.9] SCIS 1391830

Creating the United States

myloc.gov/Exhibitions/creatingtheus/Pages/default.aspx

The site is a superb resource to support HSC History Stage 6: *Extension* students in exploring the origins and early development of American democracy. The **Interactives** section contains drafts of the Declaration of Independence, the Constitution and Bill of Rights. Major themes within each US document are linked to their appearance in much earlier documents, conveying the historical context and evolution of ideas. **Object list** provides facsimile snapshots of writings by Benjamin Franklin, Thomas Jefferson, John Locke and Henry Home, with links to further reading about democracy, human rights and the movement for the abolition of slavery. **Learn more** provides links to relevant collections held by the Library of Congress and other institutions. There are three lesson plans to assist teachers in optimising student use of this resource. It is a fine resource in its summary of key themes, its mapping of major thinkers and the unfolding of the processes involved in developing American democracy. E. Chase

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: HSC History Stage 6: *Extension*
SCIS SUBJECTS: United States. Constitution; United States – Constitutional history; United States. Declaration of Independence; United States – History – Sources
PUBLISHER: Library of Congress, USA
REVIEW DATE: 10/11/08 [342.7302] SCIS 1381882

War & identity: education

www.warandidentity.com.au/

Providing online classroom resources for Australian history, this site shows evidence of careful thought and creative construction. Each resource is colour coded to indicate its suitability for early childhood, primary or



secondary students. The site can be searched by themes or specific wars. **Themes**, **Wars** and **Interactives** offer readily accessible drop down menus. Resources are classified as **Classroom units**, **Student resources** or **Interactives**, including one in which students try to navigate the submarine AE2 at Gallipoli. A most welcome resource for teaching and learning in HSIE K–6 and History 7–10, the site offers a wide range of valuable information. It is particularly useful for the History 7–10 Options: *Australia and World War I*; *Australia and World War II* and *Australia in the Vietnam War era*. R. Darlington

USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
SCIS SUBJECTS: Australia – Armed forces – History; Australia – History, Military; Korean War, 1950–1953; National characteristics, Australian; Vietnam War, 1961–1975; World War, 1914–1918 – Australia; World War, 1939–1945 – Australia
PUBLISHER: ANZAC Commemoration Committee, Australia
REVIEW DATE: 25/11/08 [355.00994] SCIS 1306046

Global voices

www.globalvoicesonline.org

This site distils some of the more credible output of 100 million webloggers into an alternative global newscast. Hosted by the Harvard law school, a team facilitates collecting, synthesising, translating and republishing blogs in 16 languages for the site. It aims to promote freedom of expression and counterbalance dominant English speaking corporate media. North America and western Europe are not included. Navigation features selection by area, country or themes. Maps indicate the numbers of articles from each country and related items appear as sidebars. Having more credibility than most blogs, this site effectively utilises the internet's potential to give voice to the voiceless. G. Spindler

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Economics Stage 6; Legal Studies Stage 6; Society & Culture Stage 6
SCIS SUBJECTS: Current events; Journalism; Social problems; Weblogs
PUBLISHER: Global Voices, USA
REVIEW DATE: 17/12/08 [361.1] SCIS 1382430

Food force

www.food-force.com/

Learning about the United Nations World Food Program is aided by the content of this comprehensive website. It uses a number of resources, including video clips, media updates, photographs and an interactive virtual reality game to teach users about world hunger. Specifically, the site looks at countries where world hunger is a problem, examining why it is a problem, and showing ways in which students can become involved in combating this issue. There is also a useful teacher section with links and lesson plan ideas. The layout and presentation are appropriately designed to appeal directly to the target audience. The website is certainly a valuable resource, with potential to be used in conjunction with HSIE content strands. L. Doyle

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10; HSIE K–6
SCIS SUBJECTS: Educational games; Hunger; Poverty
PUBLISHER: United Nations World Food Programme, Italy
REVIEW DATE: 10/11/08 [362.5] SCIS 1370661

Global Gang

www.globalgang.org/



Featuring an easy to navigate tool bar, this environmentally aware website aims to inform users of the current international issues of poverty, natural disasters such as earthquakes, and war. Students will be interested in **Fun and games** which offers five interactive activities such as *Disaster watch*, which allows students to travel through a virtual world consisting of three levels. Students are able to predict the occurrence of natural disasters and learn how to prepare for them. Vibrant graphics, animations and characters make the site aesthetically pleasing while instilling a sense of global awareness within the minds of the users. This site would be appealing to Stage 3 students studying the COGs Unit (E): *Global and social issues*. K. McDonnell

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS SUBJECTS: Disasters; Hunger; Social justice; Social problems
PUBLISHER: Christian Aid, UK
REVIEW DATE: 17/12/08 [363] SCIS 1379897

Giddy Goanna

www.giddygoanna.org/

Aiming to improve the health and safety knowledge, attitudes and behaviours of young students, this colourful site presents a useful set of printable activity sheets that Stage 1 students will enjoy. These include word puzzles, code breaking, mazes and jigsaw puzzles. Books on safety in various contexts can be ordered, with titles such as *Farm safety fun*, *Fun on the farm*, *Bikes, buses and roads*, *Home safe home* and *Busy in the backyard*. The books contain puzzles and a board game in the centre. There is also a DVD available on water safety and bike safety. An engaging means to convey safety messages, this site is worth a look. A. Soutter

USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K–6
SCIS SUBJECTS: Accident prevention; Children – Care and health; Children – Safety measures; Safety education
PUBLISHER: Giddy Goanna, Australia
REVIEW DATE: 04/11/08 [363.1] SCIS 1384633

Games

www.bbc.co.uk/schools/ks1bitesize/

Simple and varied interactive games with animation and sound give students a chance to practise aspects of literacy and numeracy in **Phonics**, **Rhyming words**, **Using conjunctions**, **Using pronouns**, **Multiplication**, **Division**, **Number sequences** and **2D and 3D shapes**. The wrong answer provokes an impressive disturbance to on-screen events or a gentle rebuke. The games, based on things like kung-fu, ballooning, and aliens, have three levels, with a small number of tasks at each level providing effective reinforcement of learning. For each topic there is a downloadable worksheet. The site is attractive and uncomplicated to navigate, although downloading is slow and the voices could become irritating. M. Davis



USER LEVEL: Early Stage 1 Stage 1
KLA: English; Mathematics
SYLLABUS: English K–6; Mathematics K–6
SCIS SUBJECTS: Computer games; Computers in education; Educational games
PUBLISHER: BBC, UK
REVIEW DATE: 01/12/08 [371.33] SCIS 1216401

Curious George

pbskids.org/curiousgeorge/

A wealth of engaging **Video clips**, **Printables**, interactive **Games**, and **Activities & more** are available on this colourful site for devotees of the *Curious George* books and CDs. Numerous videos such as **Follow the map**, **Habitats**, **Building a house** and games such as **Everything must go** and **Big picture** are suitable in length and vocabulary for use with the Early Stage 1 COGs Unit (A): *Our place*. Spoken instructions and clear functions make the games valuable for small groups of pre-readers who are using an IWB. **Site map** is a boon for busy teachers searching for just the right game, video or printable to enhance a lesson, and classroom investigations for early childhood are available in **Let's build! Teacher's guide** and **Curiosity center activities**. S. Rasiaiah

USER LEVEL: Early Stage 1
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Classroom activities; Educational games
PUBLISHER: Universal Studios, USA
REVIEW DATE: 17/12/08 [371.33] SCIS 1383465

Youth radio

www.youthradio.org

A dynamic resource that will engage students in learning, this contemporary site provides much interesting discussion on issues relevant to Australian students. The areas of **Web radio**, **Music**, **Science and technology** and **Youth culture** will probably be most useful for students. Topics are very interesting in content and effectively presented. They are sparsely laid out, annotated for ease of research, and include videos, audio and graphics. **Web radio** runs live music and commentary, and **Music** has a featured artist, original music and video interviews. Podcasts, vodcasts and RSS feeds are available. Comments can be made and discussions may ensue; the quality of discussion is fairly high. Site content is run by youth trained in the technical aspects of broadcasting. The site will be very useful for students examining the USA within the Society and Culture Stage 6 Topic: *Continuity and change in a selected country*. A. Frost

USER LEVEL: Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: Music 7–10; Society & Culture Stage 6
SCIS SUBJECTS: Mass media – United States; Radio broadcasting; Radio stations; Young adults
PUBLISHER: Youth Radio, USA
REVIEW DATE: 12/12/08 [384.54] SCIS 1385878

Ancientscripts.com: a compendium of world-wide writing systems from prehistory to today

www.ancientscripts.com/

The comprehensive origins of **Writing systems** are included in the **Introduction**, **Types**, **Families**, **Regions**, **Timeline** and an **A to Z**

listing on this valuable site. These menus enable students to access information on a huge range of scripts. There are also menus for **Phonetics**, **Historical linguistics**, **Journal articles**, **Games**, **Downloads**, **Reference** and **Links**. **Go to articles archive** has links to online articles on topics such as **Etruscan text find** and a possible Canaanite spell, transcribed in Egyptian hieroglyphs from the third millennium BCE. While **Games** is still being developed, **Links** leads to a vast array of sites dealing with writing systems, archaeology and related topics. Although Ancient History Stage 6 students are not required to have knowledge of ancient writing systems, a visit to this site will enrich a study of sources used in any of the topics in the Preliminary and HSC courses. R. Darlington



USER LEVEL: Stage 5 Stage 6 Professional
KLA: English; HSIE
SYLLABUS: Ancient History Stage 6; English 7–10; HSC History Stage 6: *Extension*
SCIS SUBJECTS: Writing systems – History
PUBLISHER: L. Lo, USA
REVIEW DATE: 02/12/08 [411] SCIS 1391950

Quizlet

www.quizlet.com

The resource enables students to make their own lists or use lists already made up by other students to learn subject or language specific vocabulary. The site has been designed so students can learn their lists and complete two interactive activities, *Scatter* and *Space race*. The site has multiple choice tasks, true or false, written and matching questions. Instant feedback is provided and there are some interesting user comments, such as the dyslexic student whose understanding improved using site material. The site is suitable for students, with a range of topics from languages to geometry. The site provides opportunities for teachers to make up lists for their students and also for students to make up lists for themselves and their peers. A video tour of instructions for use gives a very clear explanation of the scope of the site. The site is the personal project of an American teenager, and it is a most interesting example for students creating their own websites. S. Cousins

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Mathematics; Science; SciTech; TAS
SYLLABUS: HSIE K–6; Information & Software Technology 7–10; Mathematics K–6; Mathematics 7–10; Science 7–10; SciTech K–6
SCIS SUBJECTS: Educational games; Language and Languages – Problems, exercises, etc.; Vocabulary – Problems, exercises, etc.; Word games
PUBLISHER: B. Flare, USA
REVIEW DATE: 25/11/08 [418] SCIS 1375419

Lexipedia beta: where words have meaning

www.lexipedia.com/

A word search site, this resource provides graphic representations of connected words. They are classified by parts of speech, antonyms, synonyms, and fuzzynyms (closely associated words). Using the pointer on each word, in a web-like diagram, provides a definition and the option to hear the word spoken. In addition, the site presents examples of meanings in different contexts. By entering a word such as *walk*, the resource differentiates meanings, for instance: walk to the car, walk out with. Each complex web can be reduced to specifics such



as only verbs or only adjectives. Lacking introductory information, the site may be perplexing at first, but its value becomes evident with use. It has possibilities for students investigating alternative word choices and the range of usage possible for particular words. M. Davis

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: English language – vocabulary
PUBLISHER: Vantage Technologies, UK
REVIEW DATE: 24/11/08 [428.1] SCIS 1383370

Learning vocabulary fun: the fun way to build vocabulary skills!: test preparation & vocabulary building made fun

www.vocabulary.co.il/

Created to build students' vocabulary, this site offers links to eight games devoted to the English language. Each game can be adjusted to suit individual users, featuring varying levels of difficulty and a range of topic areas. Teachers and students of all ages will find these games both educational and addictive. **Match game** and **Hang mouse** are excellent tools for lower primary students learning about colours, animal names, transport, and body parts. **Quiz**, **Word search**, **Unscramble** and the crosswords would be fantastic resources for upper primary teachers aiming to increase and enhance the vocabulary of their students, while keeping them engaged in their learning. Complete with hints and easy to follow instructions, these word games are sure to captivate and challenge the user. They would be engaging for students when presented using an interactive whiteboard. K. McDonell

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: English language – Vocabulary – Problems, exercises, etc.
PUBLISHER: Vkidz, UK
REVIEW DATE: 17/12/08 [428.1076] SCIS 1379873

Sight words with Samson

www.sightwordswithsamson.com/sw/sight_words.asp

Hosted by Samson, a talking dog, this well organised site offers a variety of interactive exercises designed to practise sight words, clustered in short lists at different levels. The exercises require students to **Learn words**, **Build words**, **Identify words** in a sentence and take a **Quiz**. There are spoken instructions throughout. The **Resource centre** leads to **Lesson plans** which offers classroom games, such as **Bingo**, to engage students in learning. Numerous printable **Worksheets**, downloadable as PDFs, create exercises to reinforce basic reading and writing skills, including identifying vowels and letter case. **Toolbox** contains letters to parents with the web address, certificates and class list proformas to monitor progress. The simplicity of this site makes it useful for students to use independently, although care needs to be taken when navigating back to the main menu. M. Davis

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Educational games; English language – Spelling – Problems, exercises, etc; English language – Vocabulary – Problems, exercises, etc; Word games

PUBLISHER: Knowledge Wand, USA
REVIEW DATE: 01/12/08 [428.1076] SCIS 1391628

ESL blues: number recognition

ww2.college-em.qc.ca/prof/epritchard/numbers.html

This website offers a listening and number recognition activity suitable for all students, despite having ESL in the title. Students listen to an eight digit number being called and must identify the number from a choice of 12 similar looking numbers. Once identified, the number is dragged onto a bar and a coloured light indicates whether or not it is correct. The activity must be completed within three minutes and there is a timer on the screen. A percentage score is given on completion. The website supports the Stage 3 Mathematics outcome NS3.1: *Orders, reads and writes numbers of any size*. The **Main index** link provides a large range of reading, language and grammar activities suitable for all students. A. Vella



USER LEVEL: Stage 3
KLA: English; Mathematics
SYLLABUS: English K–6; Mathematics K–6
SCIS SUBJECTS: English as a second language – Problems, exercises, etc.; Numerals; Number games
PUBLISHER: College Edouard-Montpetit, Canada
REVIEW DATE: 17/12/08 [428.3076] SCIS 1386605

Scanning Electron Microscope

www.mos.org/sln/SEM/

The microscope is used to produce high resolution images of the surfaces of cells and organisms. **How the SEM works** has an extremely clear and concise explanation of this process. The **Image gallery** presents electron micrographs of a range of tissues at various levels of magnification, including moth scales and earthworm hairs, diatoms and cucumber skin. **How it works** includes a self paced tour and an animation to illustrate how the microscope functions. This extremely user friendly site contains little written text and superb photography. It offers interesting support for the Stage 6 Biology Topic: *Patterns in nature* and the Science 7–10 syllabus, with some crossover to Visual Arts. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; Science
SYLLABUS: Biology Stage 6; Science 7–10; Visual Arts 7–10
SCIS SUBJECTS: Classroom activities; Microscopes and microscopy; Science – Experiments
PUBLISHER: Boston Museum of Science, USA
REVIEW DATE: 20/11/08 [502.8] SCIS 1374584

ARKive: images of life on earth

www.arkive.org/

Backed by a variety of conservation organisations and drawing on a vast range of sources, this centralised digital library offers photographs, videos and detailed fact files on the world's species. **Search** enables users to efficiently explore the vast multimedia collection using **Species**, **Video**, **Images**, or **All** as search terms. **ARKive education** presents zipped audiovisual modules on science and environmental topics such as **Plant life cycles** and **Ecosystems**, and notes on topics such as **Endangered species**. There are also **Games** for 5–16 year olds, such as **Design a habitat** for the black-footed ferret, which require thinking and reading

skills. By signing in, users can set up a personal scrapbook to save their image and video collections. M. Davis

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE; Science; SciTech
SYLLABUS: Geography 7–10; Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Animals – Pictorial works; Animals – Study and teaching; Natural history – Study and teaching
PUBLISHER: Wildscreen, UK
REVIEW DATE: 01/12/08 [508.07] SCIS 1391773

Understanding the universe: an exploration with the American Museum of Natural History

school.discoveryeducation.com/schooladventures/universe/

Students will engage in a journey through time and space on this colourful and interactive site. They can take a **Galaxy tour** and investigate space concepts in **It's awesome!**. The easy to read text is complemented by audio and outstanding graphics, photographs and illustrations, providing detailed insight into the universe, galaxies and space. Topics include the cosmic calendar, time and light years, the Milky Way, Magellanic Clouds, Andromeda, the Virgo cluster, and unusual and past galaxies. Ten astronomers and scientists are described. An interactive space travelling game will entertain students and reinforce key ideas and concepts. The site supports the study of space and the universe in Science 7–10, and the Senior Science Stage 6 Option: *Space science*. Teacher tips facilitate effective quality teaching. A. Frost



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Science 7–10; Senior Science Stage 6
SCIS SUBJECTS: Universe
PUBLISHER: Discovery Education, USA
REVIEW DATE: 15/11/08 [523.1] SCIS 1391885

Aqua: project science

www.terra.nasa.gov

Containing detailed information from the NASA satellite collecting data about Earth's water cycle, the site would be useful when studying the hydrosphere in Science 7–10. Teachers would need to simplify the terminology. A variety of information is being collected on conditions of evaporation, clouds, vapour, precipitation, ice and snow. The site includes diagrams to show how the data is being collected. A newsroom presents regular updates and details significant events such as hurricanes. The reference area contains colour fact sheets, brochures, and a photographic gallery. Language, style and format are suitable for senior students, and relevant to the Senior Science Stage 6 Module: *Water for living*, and the Biology Stage 6 Module: *Patterns in nature*. A. Frost

USER LEVEL: Stage 4 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10; Senior Science Stage 6
SCIS SUBJECTS: Satellites; Space probes; Water cycle; Weather
PUBLISHER: NASA, USA
REVIEW DATE: 11/12/08 [551.5] SCIS 1385502

The Mammoth Site of Hot Springs, South Dakota

www.mammothsite.com/k-5.html

The website for a tourist destination in the Black Hills, this resource contains significant local content about mammoths and studies of general palaeontology. **Palaeontology** and **Geology** provide photographs and diagrams which clearly support and enhance the scientific terms. The site has straightforward, linear navigation, making it simple to use and engaging for students. Educators may use this site as a factual text model in teaching *Learning about writing* in English K–6, using Science and Technology K–6 as the content focus. The way that the topics are presented provides teachers and students with opportunities to explore further, supporting the SciTech outcomes, *Investigating*, *Using technology* and *Living things*. Additional site features include a **360 degree virtual tour** of the exhibit, downloadable lists of recovered fossils from the Hot Springs area, and links to sites that offer further reading on palaeontology. D. Croker



USER LEVEL: Stage 3
KLA: English; SciTech
SYLLABUS: English K–6; SciTech
SCIS SUBJECTS: Fossils; Mastodons
PUBLISHER: Mammoth Site of Hot Springs, USA
REVIEW DATE: 02/12/08 [569] SCIS 1375393

EOL: Encyclopedia of Life

www.eol.org/index

Here is an evolving online encyclopaedia with contributions from scientists and amateurs. A database which aims to describe all known species, it is continually kept up to date by a global effort from a wide range of contributors. Students can enter the common or species name of an organism, and they will then be presented with detailed information, including an image, classification, distribution, habitat, conservation threats and links to other websites on the species. Using **Preferences**, students can select whether they wish to see information at a beginner or expert level, and whether they wish to see scientifically authenticated information only. They can also join several discussion groups at the **Forum** in the **Feedback** section. A video is provided in **Using the site** where students can learn how to navigate EOL effectively to search for content. This site is clearly written, well laid out and highly relevant to the Science 7–10 syllabus and the Stage 6 Biology syllabus. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Life sciences – Encyclopedias
PUBLISHER: Encyclopedia of Life, USA
REVIEW DATE: 20/11/08 [570.3] SCIS 1372892

Nikki Verrills

http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/7890/lo/Nikki_Verrills/Nikki_Verrills_00.htm

ABSTRACT

Medical researcher Nikki Verrills is a biochemist who conducts medical research at the University of Newcastle investigating how a gene, called PP2A, changes in breast cancer cells. Verrills is considering new drugs that target this change. Through brief video

segments from a presentation and interview, she describes her work as a medical researcher, the path that she has taken in her career, and she gives advice to young female students considering science as a career. There are questions designed to stimulate reflection on the content of the presentation and interview. This resource has been constructed by the Centre for Learning Innovation in the *Science Talk 2008* series which comprises a range of electronic resources focusing on the work of contemporary Australian scientists.

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10; Senior Science
SCIS SUBJECTS: Cancer – Research; Molecular biology – Careers; Molecular biology – Research; Scientists
PUBLISHER: NSW Centre for Learning Innovation, Australia
REVIEW DATE: 23/11/08 [572.8072] SCIS 1382511

The world's biomes

www.ucmp.berkeley.edu/exhibits/biomes/index.php

Six biomes are presented on this informative site: **Freshwater, Marine, Desert, Forest, Grassland** and **Tundra**. There is a strong focus on the conservation and preservation of biomes with a useful summary of the impact of human activities. Comprehensive information is included on each biome, as well as representative photographs. Each page contains a link to a gallery of photographs that shows the diversity of ecosystems that exist in each biome. This site is relevant to Focus Area 4G2 in the Geography 7–10 syllabus and outcome 5.10 in the Science 7–10 syllabus, as well as supporting the Stage 6 Biology Module: *Evolution of Australian biota* and aspects of Earth and Environmental Science Stage 6. J. Morgan



USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; Science
SYLLABUS: Biology Stage 6; Earth & Environmental Science Stage 6; Geography 7–10; Science 7–10
SCIS Subjects: Biomes; Earth sciences; Human ecology
PUBLISHER: University of California, USA
REVIEW DATE: 20/11/08 [577] SCIS 1139372

Svalbard Global Seed Vault

www.regjeringen.no/en/dep/lmd/campain/svalbard-global-seed-vault.html?id=462220

The seed vault is an international venture which is gathering and storing seeds from around the world. In the event of an ecological disaster, the world's seed collection can be re-established from the seed vault. The website contains a plethora of information on seeds, genetic diversity in plants, and the impact that natural disasters may have on plants. The easily navigated site uses plain English and photographs, with a description of the facilities, management and operation of the vault. The resource will be useful when studying agricultural sustainability and environmental factors that affect plant production in the Agriculture syllabuses. A. Frost

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agricultural Technology 7–10; Agriculture Stage 6
SCIS SUBJECTS: Plants, Cultivated; Seeds – Collection and preservation

PUBLISHER: Ministry of Agriculture and Food, Norway
REVIEW DATE: 11/12/08 [580.7] SCIS 1385941

The Dove self-esteem fund

www.campaignforrealbeauty.com.au/self-esteem-fund/

Developed by a corporate self esteem fund, the site aims to empower women and young girls to take control of their body image and develop a broader definition of beauty. It includes articles, press releases, online training courses, workshops, booklets and guides. Mothers are encouraged to use the material to mentor their daughters. Short films on body image and self esteem may be useful for media or short film study in English as well as personal development and health. Tools for students to create their own magazine enable them to drag and drop the title, main story, topics and images and compose text. Visitors to the site are invited to participate in training videos on financial literacy, public speaking, authentic voice, advocacy and negotiation, led by female mentors. K. Bromhead

USER LEVEL: Stage 4 Stage 5 Community Professional
KLA: English; PDHPE
SYLLABUS: English 7–10; PDHPE 7–10
SCIS SUBJECTS: Body image; Girls – Care and health; Girls – Psychology; Grooming, Personal; Self-esteem
PUBLISHER: Unilever, Australia
REVIEW DATE: 03/12/08 [613] SCIS 1381379

How do you measure up?

www.measureup.gov.au/internet/abhi/publishing.nsf/Content/Home

ABSTRACT

In this new government campaign for better health, the website supports, and opens with, the television advertisement. The focus of the site is on the technique of waist measurement and on achieving and maintaining a healthy weight. The campaign does not use BMI. The site's main areas include **Why measure up?**, **How do I measure myself?** and **Tips for getting active**. These areas of the site support teaching and learning about health in PDHPE. **What should I be eating?** also supports the study of eating well for good health in Food Technology syllabuses. The resource has some quizzes, and interactive activities are planned. The site is not suitable for teaching the measurement of physical characteristics in schools. It is most suitable for teaching senior students about healthy food, as the site is aimed at adults.



USER LEVEL: Stage 6 Community Professional
KLA: PDHPE; TAS
SYLLABUS: Food Technology 7–10; Food Technology Stage 6; PDHPE Stage 6
SCIS SUBJECTS: Australian Better Health Initiative (Program); Health; Physical fitness
PUBLISHER: Dept. Health and Ageing, Australia
REVIEW DATE: 17/11/08 [613] SCIS 1390056

Health games for kids and adults: making health games fun at Playnormous

www.playnormous.com/

Promoting knowledge about health issues is achieved on this comprehensive and colourful site through interactive games such as **Lunch crunch** and **Brain gain**. Conceptualised for children

from 6–16 years and their parents, content comes from work with the medical research community. **Games** focuses on aspects of health including aerobic activity and healthy meals. **Teacher guides** attached to the games include appealing activity cards, quizzes and answers. **What's new** takes the user to simple animations which address such issues as what happens if we do not brush our teeth and how the heart works. **Monster's blog** provides outlines of and links to research on health topics. M. Davis

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE; SciTech
SYLLABUS: PDHPE K–6; Science & Technology K–6
SCIS SUBJECTS: Children – Care and health; Children – Nutrition; Computer games; Food – Problems, exercises, etc.
PUBLISHER: Playnormous, USA
REVIEW DATE: 11/12/08 [613.2] SCIS 1391837

Teaching Gutenberg

www.hrc.utexas.edu/educator/modules/gutenberg/

Organised around the beautifully decorated Gutenberg Bible, the first book printed with moveable type, the site provides extensive teaching material covering a wide range of subjects. The most useful button on the tool bar is **Activities** which contains a number of units with lesson plans, resources, suggestions for catering for GATS and ESL students, and printable PDF activity sheets. It uses the bible as a starting point to stimulate students' critical enquiry and research while addressing syllabus competencies including teamwork and the use of technology. The activities emphasise higher order thinking skills such as comparison, contrast, prediction and analysis. The range of practical lessons include producing reports, research projects, visual literacy, descriptive writing, decorative drawings, paper making and encouraging students to consider the impact of technology on society. K. Bromhead



USER LEVEL: Stage 4 Stage 5 Professional
KLA: CA; English; TAS
SYLLABUS: Design & Technology 7–10; English 7–10; Visual Design 7–10
SCIS SUBJECTS: Gutenberg, Johann; Printing – Biography; Printing – History
PUBLISHER: Harry Ransom Center, USA
REVIEW DATE: 03/12/08 [686.092] SCIS 1381370

ArtWonders

www.huntington.org/Education/artwonders.html

Students and teachers will find this excellent site from The Huntington library in California, interesting and informative. The exciting, interactive format also makes it a suitable resource to use with an interactive whiteboard. From the main menu it is possible to select either **ArtWonders kids** or **ArtWonders teachers**. When selecting the former, three ovals of bigger pictures are presented, representing portraits, landscapes and furniture (decorative arts), each asking a provocative question. Upon opening the small image, the whole picture is revealed as well as more hyperlinked information. The teacher option contains a wealth of background information about each picture, lessons and student worksheets, access to many more artworks and other useful links. Overall, this site satisfies outcomes VAS2.4 and VAS3.4 in Creative Arts K–6. J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: CA

SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Art appreciation; Art, Decorative
PUBLISHER: The Huntington, USA
REVIEW DATE: 09/12/08 [701] SCIS 1381731

Online interactives for kids!

www.qag.qld.gov.au/kids/online_interactives

On this site, users will find links to three interactive games related to artists and their work. **Warhol's world** focuses on the life and art of Andy Warhol through a series of vibrantly presented multiple choice questions and appealing animations. **The call of the wild** relates to the work of Justine Cooper and requires young users to match animals to the sounds they make and to their natural habitat. **Kusama's world of dots** is a creative activity whereby students choose one of five scenes to cover with dots of varying colours and styles. Teachers may use these activities to supplement learning about artists or art forms and to further develop basic computer technology skills. L. Doyle

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: CA; SciTech
SYLLABUS: Creative Arts K–6; Science & Technology K–6
SCIS SUBJECTS: Art; Educational games
PUBLISHER: Queensland Art Gallery, Australia
REVIEW DATE: 26/11/08 [707] SCIS 1383971

The Parthenon

www.debevec.org/Parthenon/

The site explains the technical aspects of making a Greek film called *The Parthenon*. Using 3D scanners, the site virtually reunites the ruined shell of the Parthenon with its treasures and it opens with some detailed articles on virtual reality imaging. Users should initially scroll to the bottom and investigate **About**. Using Virtual Reality Modeling Language, the site makes it possible to view plaster casts of many of the known Parthenon sculptures. The site has terrific images throughout. **Sculptures** and **Images** are exciting resources for the study of ancient Greece in the History 7–10 Topic: *Societies and civilisations of the past*, and the Ancient History Option: *Athenian society in the time of Pericles*. R. Darlington



USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7–10
SCIS SUBJECTS: Architecture, Greek; Greece – Antiquities; Parthenon (Athens, Greece); Temples
PUBLISHER: University of Southern California, USA
REVIEW DATE: 25/11/08 [726] SCIS 1377431

Paper toys: paper stuff for kids and grown-ups

www.papertoys.com/

Searching for a creative paper project? You may just find what you are looking for on this website. It presents a wide range of models to make at home or in the classroom. Directions are easily accessible and printable. The projects would suit a wide variety of topics including transport, Christmas, landmarks and dinosaurs. Activities vary in difficulty, so it would be advisable to try your selections personally to make sure the skill level required is appropriate for the target user group and that the instructions provided are adequate. Fine motor skills and the ability to follow written instructions are important competencies which could be the focus of these tasks. L. Doyle

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Models and model making; Paper crafts
PUBLISHER: PaperToys.com; USA
REVIEW DATE: 17/12/08 [736] SCIS 1380138

Mutapic: visual brainstorm

www.mutapic.com/Index.html

On this website users will be inspired to employ the picture generator to create original art. Students can choose to design and produce new pictures, or use a variety of tools and techniques to mutate existing examples. This is achieved by selecting two symbols from 16 variations of the extensive range provided, blending and continuing to alter them until the desired result is achieved. At first glance the tool appears complicated, but it contains a comprehensive help section to support users. Creativity should come alive as students experiment, try ideas and appraise their work. L. Doyle

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Computer graphics
PUBLISHER: wotoco, USA
REVIEW DATE: 29/11/08 [741.6] SCIS 1386060

Marla Mallett: textiles and tribal oriental rugs

www.marlamallett.com/

Mallett is a textile researcher, lecturer, and fibre artist. She has researched over 1600 textiles and presented them on this great site, for educational and commercial purposes. Users can view textiles by searching a wide range of countries from Laos to the Ottoman Empire; by type of textile, such as kilims, **Folk art tapestries** and **Japanese kimono and obi**; and by articles on textiles and processes, such as **The basic tribal weaves**. A large number of links to textile related sites will be very valuable for students as the list is annotated and extensive. The site has detailed information on textile items and their cultural uses and there are many colourful images. Textile students studying the influence of culture on design will find this resource a useful research tool. M. Timperley



USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design Stage 6; Textiles Technology 7–10
SCIS SUBJECTS: Ethnic groups; Social life and customs; Soft furnishings; Textile crafts
PUBLISHER: M. Mallett, USA
REVIEW DATE: 17/12/08 [746] SCIS 1374651

FiberScene: the leading website for showcasing fine art with a textile sensibility

www.fiberscene.com/

Beginning with works from the 1950s, this artist resource and fine art gallery specialises in San Francisco Bay area fibre art. The gallery's aim is to educate, exhibit and offer sales online. Fibre art is a fine medium for art expression using textiles with a history that can be traced back over thousands of years. Users can view artists'

work, providing inspiration for students for their textile projects. Work examples include the mediums of cotton, silk organza and techniques of batik, stenciling and other combinations of creativity. **Artists** provides a list of local fibre artists, biographical information and examples of current work. M. Timperley

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECTS: Art, Modern – Exhibitions; Textile crafts
PUBLISHER: FiberScene, USA
REVIEW DATE: 17/12/08 [746.074] SCIS 1374680

Textile culture of India

www.indistudio.com/india/

Designed by an admirer of Indian textiles, this enthusiastic and colourful site contains photographs of Indian textiles and information on **Weaving** techniques and weaving in local cultures, **Embroidery** locations and mirror work, and **Surfacing** media and processes. The latter looks at techniques of **Batik**, **Ikat** weaving, **Tie-dyeing** and **Handpainting**. There is a link to the Bengal weavers and articles on textiles and their makers. The **Site map** icon can be helpfully used for navigation and to access a full page of links to Indian culture, textile production and textile art forms. There is information on traditions and ceremonies such as weddings. Textile students will value this useful site while studying the influence of culture on design. M. Timperley



USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design Stage 6; Textiles Technology 7–10
SCIS SUBJECTS: India – Social life and customs; Textile crafts; Textile industry – India
PUBLISHER: Indistudio, Canada
REVIEW DATE: 17/12/08 [746.0954] SCIS 1374608

Dyed and gone to heaven: an online magazine and needlework resources

www.caron-net.com/

This online store provides products as well as information on textiles and techniques. There are tips and guides on needlework and in **Designer spotlights** students can discover the inspirations behind designers' designs. There are **Free patterns** ready for download, and a large number of patterns can be found in **Kids projects**, including hair bands, tags, hardanger embroidery, t-shirts and artwork, complete with instructions and colour photographs. The **Innovation gallery** will inspire Textiles students and the site supports students investigating the elements and principles of design. M. Timperley

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; TAS
SYLLABUS: Creative Arts K–6; Textiles & Design Stage 6; Textiles Technology 7–10; Visual Arts 7–10
SCIS SUBJECTS: Needlework
PUBLISHER: CARON Collection, USA
REVIEW DATE: 17/12/08[746.4] SCIS 1374665

SoundJunction

www.soundjunction.org/default.aspa

Extensive and innovative, this music site contains a vast array of information and interactive tools. The homepage is dynamic and

easy to navigate. An eye catching layout with engaging audio leads to a plethora of resources including **How music works**, tools for composition, a history of world music, audio links and samples, video interviews with musicians, and resource links for educators. Kits and worksheets are included. **Sound explorer** allows the deconstruction and manipulation of pieces of music. Following the **Learning trail forum** and taking the **SoundJunction tour** will provide an insight into the mass of activities and interesting material on the site. Teachers and students will find this multimedia site informative, stimulating and enjoyable. C. Beckett

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
SCIS SUBJECTS: Music
PUBLISHER: Associated Board of the Royal Schools of Music, UK
REVIEW DATE: 04/11/08 [780] SCIS 1258383

Classics for kids

www.classicsforkids.com/shows/thisweek.asp

An American radio show is shared with the world through this musical site. Each week the site features a different composer, period of classical history or classical song with an aural presentation including historical stories and classical music. Students can choose to learn **More about music** and orchestral instruments or research their favourite **Composers**. **Games** allows students to compose their own music, challenge their understanding of rhythm and test their knowledge of musical notes. **For grownups** offers lesson plans which could be adapted to meet Stage 2 and 3 Music outcomes. Minimal graphics, easy to find links and weekly quizzes will appeal to students, teachers and classical music lovers. K. McDonell



USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Composers; Music, Classical; Orchestral music
PUBLISHER: Cincinnati Public Radio, USA
REVIEW DATE: 17/12/08 [781.6] SCIS 1379797

The poetry zone

www.poetryzone.ndirect.co.uk/howto.htm

In this online book, *How to write poetry*, users will find details on how to write poetry in an extensive range of styles, including haiku, cinquain, limerick, acrostic and concrete poems. The language is simple and conversational and should involve students in poetry creation. The site's attitude is encouraging and the advice is practical. Material aims to develop a love of poetry writing and the resource builds the belief that writing is fun, rather than a difficult task. Samples of poems are presented in each of the styles. As a teaching tool, this website is a useful starting point to engage students in composing original poetry. L. Doyle

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Poetry – Study and teaching; Writing (Authorship)
PUBLISHER: Poetry Zone, UK
REVIEW DATE: 17/12/08 [808.1071] SCIS 1221044

Hamlet works

www.leoyan.com/global-language.com/ENFOLDED/index.html

Supporting a prescribed text within HSC English, this site is a useful resource. It provides a close evaluation of the language, content and construction of the play. This site reveals that *Hamlet* is far from being a stable text as there were a number of early versions which editors have tended to conflate. Each line in the play can be searched for commentary and textual notes made over the centuries by famous critics. There are facsimile versions of *Hamlet* which can be compared using a split screen. **Concordances** offers a search to find the appearance of words in different versions of the play. The site is a valuable scholarly resource that allows for historical and comparative analysis of various versions of *Hamlet*. Students can read different versions of a scene or analyse the impact and symbolic functioning of particular words. There is rich opportunity for classroom discussion about Shakespeare's language and his craft as a playwright. E. Chase



USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Advanced*
SCIS SUBJECTS: Shakespeare, William. Hamlet.
PUBLISHER: Hamletworks.org, USA
REVIEW DATE: 17/12/08 [822.3] SCIS 1381880

Freak Street

www.freakstreet.com.au/home.html

In the official website for the *Freak Street* series, students are invited to meet the characters and their families. The books feature full colour illustrations and are great for readers who are graduating to chapter books. Users can download wallpapers and complete findawords, join a mailing list, and get sneak previews of upcoming books in the series. There is also a fan wall encouraging response and opinion. Students will enjoy the printable **Create a freak** activity where they can choose body parts and clothing. A boldly designed website, this will interest fans of the series and help to cultivate ICT skills. A. Vella

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Freak Street; Knife; Packer
PUBLISHER: Scholastic, NSW
REVIEW DATE: 17/12/08 [823] SCIS 1386609

Nicki Greenberg

www.nickigreenberg.com/index.shtml

Acclaimed for her graphic adaptation of F. Scott Fitzgerald's *The great Gatsby*, this contemporary Australian writer has a fascinating website. Greenberg explains her creation and use of bizarre creatures in her graphic representation of Fitzgerald's novel. She also includes information on the process of developing these weird visual characters. Her **Comic art gallery** presents other graphic tales online, providing interesting examples of the sequential art narrative style. The **News/blog** link hosts valuable content on the artist's own creative processes and links to the websites of other significant Australian graphic narrators, including Shaun Tan, Bruce Mutard and Queenie Chan. A very well presented and engaging site, this is well worth a visit. C. Sly

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: English 7–10; English Stage 6; Visual Arts 7–10; Visual Arts Stage 6
PUBLISHER: N. Greenberg, Australia
SCIS SUBJECT: Authors; Authors, Australian; Illustrators; Illustrators, Australian
REVIEW DATE: 17/12/08 [823] SCIS 1381202

The crusades

crusades.boisestate.edu/

With study units covering all of the major crusades, this site offers a wealth of material including timelines, maps, images, and a bibliography. The site is provided for an online college course, but as the **Content index** shows, there is a good deal of information available for general use. Each of the five **Study units** includes links to primary sources, secondary sources, discussion notes and questions based on the sources. Although the language level and complexity of concepts may be too advanced for Year 7 and 8 students, it is an excellent resource for teachers looking for source extracts and images for the study of medieval Europe and the Islamic world in 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: Crusades; Middle East; Middle East – History
PUBLISHER: Boise State University, USA
REVIEW DATE: 25/11/08 [909.07] SCIS 1377365

Titanic: a special exhibit from Encyclopaedia Britannica

www.britannica.com/titanic/index.html#the

The site is a slide show exhibit of the luxury passenger liner, *Titanic*, lost on its maiden voyage in 1912. Annotated slides include images of the *Titanic* under construction in Belfast, poor Irish emigrants waiting to board the ship, facsimiles, close-ups of construction details, the ship's lifeboats, the lavish fittings of the first class staterooms, parlour suites, lounge and dining rooms. Photographs of passengers, and profiles of some first class passengers such as **Astor** and **Strauss**, make the site an interesting visual resource for the study of rich and poor in European society in the Modern History Stage 6 Core Study: *The world at the beginning of the twentieth century*. Historically, the event caused a societal shift in thinking about wealth and excess. Underwater images of the wreck and some scientific images dramatically illustrate the effect of the sea for students of the Chemistry Option: *Shipwrecks, corrosion and conservation*. For students pursuing an interest in this famous ship, **Titanic on the web** and the site's reading notes will prove useful resources. R. Darlington



USER LEVEL: Stage 6
KLA: HSIE; Science
SYLLABUS: Chemistry Stage 6; Modern History Stage 6
SCIS SUBJECTS: Titanic (Ship); Shipwrecks – Atlantic Ocean
PUBLISHER: Encyclopaedia Britannica, USA
REVIEW DATE: 25/11/08 [910.9163] SCIS 1377768

The Ancient Egyptian Culture Exhibit

www.mnsu.edu/emuseum/prehistory/egypt/index.shtml

Containing a plethora of detailed information on ancient Egypt, this site would be helpful when studying Egypt in History 7–10. The site is simply laid out in headings of **Daily life**, **Art**, **Military**, **Architecture**, **Hieroglyphs**, **Religion**, **Government**, **Maps**, **History** and **Archaeology**. Each topic contains comprehensive, well organised information that will suit middle school students. The easy to read written material is complemented by colour and black and white diagrams and photographs. All links are functioning and quickly download. Reference and bibliography lists are provided. The site's games reinforce key ideas and concepts. A. Frost

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7–10
SCIS SUBJECTS: Egypt – History – To 332 B.C.
PUBLISHER: Minnesota State University, USA
REVIEW DATE: 16/11/08 [932] SCIS 1018436

World War I

www.authentichistory.com/ww1.html

Providing primary sources from American popular culture, this site includes **General images of WWI**, **Political speeches** (audio recordings), **Patriotic warfare: the music of WWI** (audio recordings), **WWI sheet music**, **WWI posters**, **Political cartoons** and **Political cartoons: the League of Nations**. This extensive collection includes postcards, a rare speech by General Pershing and such contrasting songs as 'I didn't raise my boy to be a soldier' and the fiercely patriotic 'It's a long way to Berlin but we'll get there'. The cartoons are artistically crude and the sheet music covers are often as colourful and emotive as the posters, which are remarkably similar to those produced in Britain. This is a good resource for studies of changing attitudes, wartime propaganda and the impact of the American entry into the war in the Modern History Stage 6 Core: *World War I 1914-1919*. R. Darlington

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Political satire – Cartoons and caricatures; Propaganda – History; Speeches, addresses, etc – History and criticism; World War, 1914-1918 – Cartoons and caricatures; World War, 1914-1918 – Propaganda; World War, 1914-1918 – Songs and music; World War, 1914-1918 – Sources
PUBLISHER: Authentic History Center, USA
REVIEW DATE: 02/12/08 [940.3] SCIS 1391966

World War I political cartoons

rutlandhs.k12.vt.us/jpeterso/uboaatcar.htm

Created by a teacher, this small collection of mainly American political cartoons from 1915 and 1916 provides some insight into wartime propaganda and the American entry into the war. The collection includes a cartoon on the **Zimmerman note** and five cartoons on the U-boat war. They include cartoons critical of the British blockade of German maritime trade and the practice of the British merchant navy of flying neutral flags. The site also provides brief background notes and questions to guide students' analysis.



As these cartoons provide different perspectives to the many readily available British and German wartime cartoons, the site is a useful resource for studies of wartime propaganda in the Modern History Core: *World War I 1914-1919*. R. Darlington

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Cartoons and caricatures – History; Political satire – Cartoons and caricatures; Propaganda – History; World War, 1914-1918 – Cartoons and caricatures; World War, 1914-1918 – Propaganda
PUBLISHER: J. Peterson, USA
REVIEW DATE: 02/12/08 [940.302] SCIS 1391957

D-Day Museum & Overlord Embroidery

www.ddaymuseum.co.uk/memories.htm

Although the museum has a large collection of archive material, it is only the written and photographic material that students and teachers can access on the website. These eyewitness accounts and contemporary photographs complement the background information and evoke powerful wartime images. This fascinating material is very accessible with easy to use links including **Preparing for D-Day**, **Crossing the channel**, **The air forces and airborne troops** and **Naval memories**. The site also provides glimpses into aspects of Britain's social history during the war, including the impact on children and the role of women. There is a selection of moving recollections from civilians at the time. The narrative style is conversational and informative and includes letters and descriptions of the events from perspectives as different as an American war correspondent, to merchant seamen, officers, a wireless operator and school children. It also contains a variety of typical questions a student might ask and short, concise answers. K. Bromhead

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Normandy, Attack on, 1944
PUBLISHER: Portsmouth City Council, UK
REVIEW DATE: 03/12/08 [940.54] SCIS 1381347

Dr Sun Yat-sen Museum

www.lcsd.gov.hk/CE/Museum/sym/en/index.php

The Dr Sun Yat-sen Museum in Hong Kong is dedicated to preserving evidence of the famous revolutionary's life, ideas and achievements while highlighting his connections with Hong Kong where he was educated. The site serves as an introduction to Dr Sun for students of the Modern History Stage 6 Option: *China 1927-1949*. Only a very limited amount of material from the museum's collections is available online, but it does allow students to get a feeling for the time and place, and this is enhanced by the useful graphics and photographs found in every section of the site. Several of the **Links** are also worth an investigatory look, especially for images. R. Darlington



USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: China – History – 1912-1949, Republic – Biography; Museums; Sun, Yat-sen
PUBLISHER: Dr Sun Yat-sen Museum, China
REVIEW DATE: 25/11/08 [951.04] SCIS 1377358

The Vietnam Center and Archive

www.vietnam.ttu.edu

The site is a virtual archive of over 2.7 million pages of scanned materials, including documents, photographs, letters, oral histories, artefacts, sound recordings, moving images, slides, negatives and maps. Centring on the American experience in the Vietnam War, this outstanding website has a terrific collection of digitised personal records, and fascinating art and language records, some sexually explicit, within the **Vietnam graffiti project**. The site contains a wealth of information on the conflict and it employs a variety of comprehensive search strategies. A search for Australian records is productive and reveals a large number of political and military and personal records from the 1960s to the present. Resources are available in digital format for a small cost. This detailed resource supports the Modern History Option: *Conflict in Indochina 1954-1979* and the History 7-10 Topic: *Australia in the Vietnam War era*. A. Frost

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7-10; Modern History Stage 6
SCIS SUBJECTS: Vietnam War, 1961-1975
PUBLISHER: Texas Tech University, USA
REVIEW DATE: 19/12/08 [959.704] SCIS 1391844

National Heritage Museum

www.nationalheritagemuseum.org/

Much of the material in these collections is related to the history of American Freemasonry. However, the museum's website has two online exhibitions relevant to Modern History Stage 6. **Journey out of darkness** features the stories of 20 American servicemen who were held in Nazi POW camps. It should interest students undertaking the Modern History Options: *International studies in peace and conflict* and *Conflict in Europe 1935-1945*. The other exhibition, **Teenage hoboes in the Great Depression**, contains sources that provide fresh insights into the experiences of the many thousands of young Americans who took to the roads and railroads during the 1930s. This makes it an excellent resource for Modern History students undertaking *National studies: USA 1919-1941*. R. Darlington

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Freemasons – History; United States – Civilisation; United States – History
PUBLISHER: National Heritage Museum, USA
REVIEW DATE: 14/01/09 [973.074] SCIS 1377760

Wounded Knee: the Museum

www.woundedkneemuseum.org/index.htm

Exceptional graphics will engage students in this account of what happened in the final major military operation to suppress Native American tribes at Wounded Knee Creek in 1890. The story of Big Foot's group moving through South Dakota, their capture by the cavalry, and the horrors that followed, is told through eight visually magnificent **Exhibits**. The site begins with an introductory faux movie and questions to think about, and students investigating the site's material will be immersed in its interactive images and audio. **For educators** has a **Basic chronol-**



ogy timeline, and an interesting open letter which explains the background of this event within **Scheduling a class visit**. Students can read quotations and watch interviews with survivors on the site. The site is a pleasure to navigate and it would be useful and informative when studying indigenous peoples and Native Americans in History 7–10 and Aboriginal Studies 7–10. The site is also an interesting model for the study of digital media design in Design and Technology 7–10. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; TAS
SYLLABUS: Aboriginal Studies 7–10; Design & Technology 7–10; History 7–10
SCIS SUBJECTS: Dakota (American Indians) – History; United States – History – 1865-1919
PUBLISHER: Wounded Knee Museum, USA
REVIEW DATE: 15/11/08 [973.8] SCIS 1391856

History and politics out loud

www.hpol.org/

An archive of audio materials related to America in the 20th century, the site includes recordings and transcripts of some extraordinary speeches. Content includes Martin Luther King on civil rights, John F. Kennedy's discussions during the Cuban missile crisis and Lyndon B. Johnson's conversations on Vietnam in 1964. Students can browse by date, speaker and title. These sources include many that are useful for the HSC History Stage 6: *Extension Case Study: The nature of the presidency of John Fitzgerald Kennedy* and for several Modern History Topics, including: *The civil rights movement in the USA in the 1950s and 1960s; Conflict in Indochina 1954-1979; and The Cold War 1945-1991*. Audio files are streamed, giving quick and easy access. R. Darlington

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6; HSC History Stage 6: *Extension*
SCIS SUBJECTS: Oral history; United States – History – Sources; United States – Politics and government – 20th century
PUBLISHER: Northwestern University, USA
REVIEW DATE: 25/11/08 [973.9] SCIS 1377771

Presidential recordings program

millercenter.org/academic/presidentialrecordings/

Between 1940 and 1973, US presidents from Roosevelt to Nixon secretly recorded almost 5000 hours of their telephone conversations and meetings. These audio recordings and transcripts are now publicly accessible. The site can be searched by specific presidents or by topics such as Cuba, nuclear weapons, and Vietnam. The site also has virtual exhibits and classroom activities on several events, including the Vietnam War. This is an excellent resource for the HSC History Stage 6: *Extension Case Study: The nature of the presidency of John Fitzgerald Kennedy* and for several Options in Modern History, especially: *Conflict in Europe 1935-1945; Conflict in Indochina 1954-1979; Conflict in the Pacific 1937-1951 and The Cold War 1945-1991*. R. Darlington



USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6; HSC History Stage 6: *Extension*

SCIS SUBJECTS: United States – Politics and governments – 20th century; United States – Presidents – Quotations
PUBLISHER: Miller Center of Public Affairs, USA
REVIEW DATE: 25/11/08 [973.9] SCIS 1377721

Huey Long

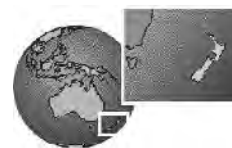
www.hueylong.com/

Huey Long was a Governor of Louisiana and American senator during the Great Depression. The site extols his virtues as builder and consolidator, a radical reformer who championed the interests of the poor, opposed racism and broke the hold of the southern aristocracy on political power in his home state. In **Life & times** and **Programs**, the site carefully explains Long's ideas and their outcomes. Written material is well laid out, very readable, and illustrated with many photographs and some contemporary cartoons. The site is a fine political biography and an excellent resource for understanding how America thought and worked during the Great Depression. It strongly supports the Modern History Option: *USA 1919-1941*. R. Darlington

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Long, Huey Pierce; Louisiana – Governors; Reformers – Biography; United States – Politics and government – 1919-1933; United States – Politics and government – 1933-1945
PUBLISHER: Long Legacy Project, USA
REVIEW DATE: 25/11/08 [976.3] SCIS 1377784

Newzealand.govt.nz

www.newzealand.govt.nz/aboutnz



Quick access to information on New Zealand's population, history, culture, climate and economy can be found via this resource. The website points researchers to a myriad of locations to source the information they are seeking. It acts as an efficient portal and collection of useful sites for student researchers. By following the **Our country** link underneath **New Zealand at a glance**, followed by **New Zealand national symbols**, students are greeted with a combination of text and pictorial information regarding the country's flags, coat of arms, anthems and days of significance. Students will be able to use the information they discover for writing information reports, or as a resource tool to support the Stage 3 COGs Units (H): *Symbol systems* and (E): *Global and social issues*. K. McDonell

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
SCIS SUBJECTS: New Zealand
PUBLISHER: Newzealand.govt.nz, NZ
REVIEW DATE: 17/12/08 [993] SCIS 1386776

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: elizabeth.chase@det.nsw.edu.au.

Professional reading

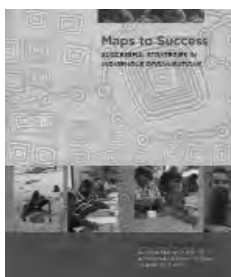
Resources are in Dewey order.

Maps to success: successful strategies in Indigenous organisations: a handbook

/ edited by Bruce Sims. Australian Institute of Aboriginal and Torres Strait Islander Studies, ACT, 2007
ISBN 9780855755904

[307.1]

This handbook is organised to reflect a welcoming community space, starting at *Front door* and moving through spaces such as *Staff room*, *Accounts*, *Board room* and *Meeting area*. Every chapter includes *What do we do if?* and *More information*, making it easy to find information on all aspects of running a successful community organisation. The handbook is based on case studies and is published with the support of the 16 participating Indigenous organisations and their respective community groups and agencies. Teachers, parents and community members of both Indigenous and non-Indigenous communities will find the *Key success factors* identified by each community useful for any organisation. The handbook is easy to read and attractively presented with photographs of community workers and spaces. K. Rushton



USER LEVEL: Community Professional
Paper \$POA SCIS 1368482

Classification website

www.classification.gov.au/special.html?n=174&p=1

ABSTRACT

The site contains information about the operations of the National Classification Scheme in Australia. The site includes information about the **Classification Board**, an independent statutory body which makes classification decisions about films, computer games and publications. The Australian Government and states and territories have agreed on principles for decision making and these are set out in the National Classification Code. Site users can find information about particular classification decisions made by the Classification Board by searching the **Online database**. Teachers can **Search classification database** for classifications for films made overseas. A search on title gives instant results with associated titles. The site has consumer advice for the viewing and purchase of films, publications and computer games.

USER LEVEL: Professional
SCIS SUBJECTS: Censorship; Literature – Law and legislation; Mass media – Law and legislation
PUBLISHER: Classification Board, Australia
REVIEW DATE: 25/11/08 [363.3] SCIS 1213314

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.

Quality teaching to support the NSW Professional Teaching Standards. Part A: linking the NSW Professional Teaching Standards and the NSW Quality Teaching Model

NSW Dept. of Education and Training, NSW, 2008
ISBN 9780731385485

[371.102]

ABSTRACT

The resource is designed to support teacher professional learning by demonstrating links between the Professional Teaching Standards and the *Quality Teaching* model. The resource can be used by all classroom teachers and is presented in two parts. *Part A* has frameworks for professional learning, current research on *Quality Teaching*, and it demonstrates links between Professional Teaching Standards at Professional Competence and the *Quality Teaching* model. *Part B* provides professional learning activities to address Professional Teaching Standards at Professional Competence, using the *Quality Teaching* model. It has more practical content which gives examples of what *Quality Teaching* elements might look like in the classroom. References and support materials include published documents and websites.

USER LEVEL: Professional
Distributed free to NSW DET schools
SCIS 1335238

Other reviewed title:

Quality teaching to support the NSW Professional Teaching Standards: Part B: putting the NSW Professional Teaching Standards and the NSW Quality Teaching Model into practice
SCIS 1335243

AUSTAR for schools

www.switchedonschools.com.au/home.asp

Teacher librarians in the AUSTAR satellite service area can freely access 19 AUSTAR channels through this resource. Channels include SBS and ABC1, plus **The History Channel**, **National Indigenous Television**, **National Geographic Channel**, several news channels, and the **Business Channel**. **Join us** explains the simple process of getting connected to this great educational service. **Highlights**, the **TV guide** and the *Imaginative learning* newsletter allow teacher planning for viewing or taping programs. **Teacher's materials**, which change monthly, are fairly basic ideas offered on selected channels. Materials are archived for teacher research. **Competitions** could help teachers prepare for cross KLA competitions during the 2009 school year. C. Thomas

USER LEVEL: Professional
SCIS SUBJECTS: AUSTAR; Educational technology; Television in education
PUBLISHER: AUSTAR, Sydney
REVIEW DATE: 17/11/08 [371.33] SCIS 1390263

Doug Johnson: writing, speaking and consulting on school technology and library issues

www.doug-johnson.com/presentations/

Workshop scripts and handouts intended for teachers, librarians, or administrators are provided here in a variety of categories. In **Presentations/workshops/handouts** there are written notes on a

number of presentations pertinent to the impact of technology and the changing role of libraries. They provide ideas for thinking about current practice and visions for the future in relation to teaching and libraries. The scripts, with titles such as *The sane teacher's guide to technology integration* and *Designing research projects that kids (and teachers) love*, are very readable, and the worksheets can be freely used with acknowledgement. Information on this website is current and offers thought provoking content for teacher librarians. M. Davis



USER LEVEL: Professional
SCIS SUBJECTS: Computers in education; Educational technology; Information skills; School libraries
PUBLISHER: D. Johnson, USA
REVIEW DATE: 24/11/08 [371.33] SCIS 1066286

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.

BEAN, Wendy

How to be a hot speller: tips and tricks for spelling success

Scholastic, NSW, 2008
 ISBN 9781741691399

[428.1076]

A training manual for budding spelling champions, this student motivator treats spelling as a sport, adopting the voice of a super coach. Consistently linking spelling to athletics, this wonderful text provides a step-by-step guide to spelling success. Visually appealing and filled with spelling tips and strategies, it provides fascinating information for young spellers and even teachers. A multitude of rules line the margins, and the text details how to use a dictionary and a thesaurus. The limitations of computer spell checking are discussed. There are close links to English K–6 and

the four forms of spelling knowledge, including morphemic and etymological knowledge, with many exemplars. A nation of spelling champions awaits! H. Evans

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
 Paper \$12.95

SCIS 1352718

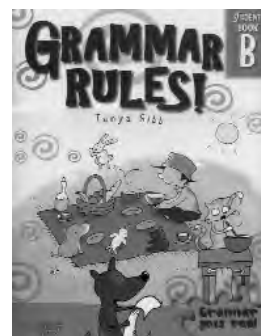
GIBB, Tanya

Grammar rules! Book B

Macmillan Teacher Resources, Vic, 2008
 ISBN 9781420261318

[428.2076]

Attractively presented, these large grammar workbooks cover 35 topics which can be used across the school year. Linking text types to grammar, the books provide some interesting ideas for explicit teaching. Traditional and functional grammar terminology is used and although not related explicitly to NSW outcomes, there is a focus on context and audience consistent with English K–6. A double page spread is provided for each topic, with a model text, plenty of graphics, and a range of written activities which vary in quality and interest. The grammar rules are different for each book in the set. The model texts would hopefully be used in addition to texts that students are reading and writing, which is the ideal vehicle for the explicit teaching of grammar. In the teacher references, a variety of activities, answers and extra information is included to accompany the written activities in the workbooks. Annotated models and work samples provide strong support and would be particularly helpful for early career teachers. These resources are useful as a reference, independent of the workbooks. *Book A* is not yet published. H. Evans



USER LEVEL: Stage 1 Professional
KLA: English
SYLLABUS: English K–6
 Paper \$12.75

SCIS 1369669

Other reviewed titles:

Grammar rules! Book C SCIS 1369667
Grammar rules! Book D SCIS 1369665
Grammar rules! Book E SCIS 1369664
Grammar rules! Book F SCIS 1369662
Grammar rules! Book G SCIS 1369657
Grammar rules! Ages 5–8, Teacher resource book SCIS 1369648
Grammar rules! Ages 8–12+, Teacher resource book SCIS 1369638

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Picture books

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

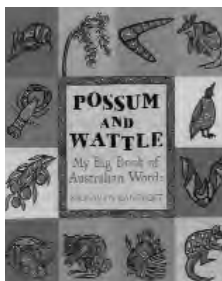
BANCROFT, Bronwyn

Possum and wattle: my big book of Australian words

Little Hare, NSW, 2008
ISBN 9781921272585

[428.1]

Beautifully illustrated and compiled, this resource explores, through Bancroft's Bundjalung woman's eyes, the natural landscape of Australia. Large artworks in vibrant colours will be great to use for Creative Arts outcomes in the Early Stage 1 COGs Unit (B): *Me*. The picture book strongly supports English reading outcomes and early reader activities where students are matching print to meaning. Students will enjoy matching these representations of flora and fauna to the Aboriginal and non-Aboriginal words printed alongside each image. The book is really an art book, with supporting words and a glossary with Indigenous words, such as *willy-willy*, that are now part of everyday use. The book also could be used in HSIE to discuss the flora and fauna of students' communities and to discuss the interpretations of such concepts as home and environment. C. Ah See & C. Keane



USER LEVEL: Early Stage 1 Stage 1
KLA: CA; English; HSIE
SYLLABUS: Creative Arts K-6; English K-6; HSIE K-6
\$24.99 SCIS 1379582

BLABEY, Aaron

Sunday Chutney

Viking, Vic, 2008
ISBN 9780670071791

Moving from place to place around the globe following parental work commitments brings with it the glamour of foreign places and an air of sophisticated experience. However, as this poignant picture book reveals, while Sunday Chutney appreciates this lifestyle, she has no place she feels she belongs. She longs for the comforts that lasting friendships bring. There is potential to explore and discuss issues to do with families, feelings, self and relationships through the artwork and the written text. A reader's visual literacy and self awareness can be developed while engaging with this book. N. Chaffey



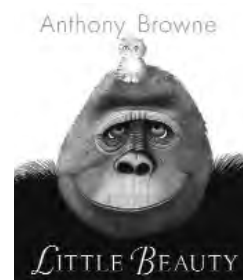
USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
\$24.95 SCIS 1369240

BROWNE, Anthony

Little Beauty

Walker, UK, 2008
ISBN 9781406308662

Browne once again uses charmingly detailed art and simple written text to blend realism and magic. Full page pencil and watercolour pictures invite closer scrutiny. A lonely gorilla who has been taught sign language tells his keepers that he wants a friend. He is given Little Beauty, an adorable kitten, and they become the best of friends, doing everything together. One delightful spread shows the gorilla on a toilet with Little Beauty sitting next to him in a litter tray. After watching *King Kong* on the television the gorilla becomes angry and smashes up the television and the friendship is threatened. Interestingly, this is based on a true story of a gorilla in a Californian zoo who knew sign language and babysat a kitten. Pure joy, this picture book will not disappoint. G. Maugle



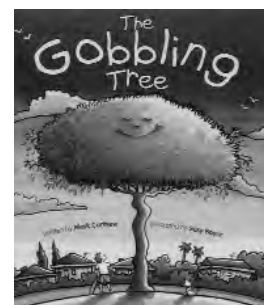
USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
\$27.95 SCIS 1368525

CARTEW, Mark & BOYER, Susy

The gobbling tree

New Frontier, NSW, 2008
ISBN 9781921042973

Colourful and engaging, this vibrant picture book recounts the story of some playful children who lose their ball in a tree. They seek the help of a variety of community friends to retrieve it. Each page contains wonderful rhyming language featuring onomatopoeia to enhance the story. The concise poetic stanzas on each page are accompanied by vibrant and amusing illustrations. Everything that is used to pry the ball loose gets stuck too, until a wild storm finally shakes them free. This resource can be used by teachers to stimulate the use of rhyming language and will be a favourite for students to borrow and enjoy at their leisure. D. Johnston



USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1368248

CHAPMAN, Gaye

Little Blue

Little Hare, NSW, 2008
ISBN 9781921049989

Beautiful, willow pattern inspired artwork accompanies lyrical text in this whimsical picture book. Design is reminiscent of the fanciful style used by Arthur Rackham and May Gibbs. A small boy, adventuring in his garden, enters the world of a girl trying to find her way home. On their quest to return the girl to her rightful place, the children explore similarities between their abodes, amidst smoky sketches from the girl's memory. Without giving away the ending, suffice it to say that this beautiful book will certainly inspire the imagination and encourage young readers to think within the circle rather than outside the square. A. Beedles



USER LEVEL: Early Stage 1 Stage 1
\$29.99 SCIS 1368878

CHILD, Lauren & FLETCHER, Corina

Who's afraid of the big bad book?: a pop-up classic

Hodder, UK, 2008
ISBN 9780340956526

Child's archetypal style bursts from this picture book in the pop-ups and lift the flap illustrations that meander around and through the irregular written text. The protagonist falls into his own storybook and comes face to face with his doodling, scribbling and torn out sections of fractured fairytales. He is forced to confront the scorn and derision of the characters from Cinderella and Goldilocks whom he has defaced and moustached. There is much happening in this book for young students. Year 7 students beginning to explore the literary working of representations may enjoy this fractured fairytale as a picture book study in English 7–10. S. Rasaiah



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

SCIS 1383774

DE SEVE, Randall & LONG, Loren

Toy boat

Penguin Group (Australia), Vic, 2008 (Viking)
ISBN 9780670072170

A little boat made from a can, a cork, a pencil and some cloth, dreams of bigger things than his life with the boy who made him. When his string is eventually released he floats out into the deep water and meets many larger, sterner boats. He realises all is not necessarily better in the big wide world and he appreciates the loyal friend waiting on the beach for his return. This charming picture book is beautifully illustrated, showing all kinds of boats that sail on the lake near the toy boat. Studies relating to sea transport in Science and Technology could find this resource useful. R. Parnis



USER LEVEL: Early Stage 1 Stage 1
\$24.95
SCIS 1357410

FEELY, Eliza

Peka-Boo, the smallest bird in all the world

Allen & Unwin, NSW, 2008
ISBN 9781741755411

Dedicated to all boorai, this surprising picture book embodies Australiana, from its idiom to its bush birds. The protagonist is a snail sized magpie who befriends an aging kookaburra, develops a colourful warble, and raises his stature to great heights. The colloquial language lends itself to class discussions when deconstructing



the meaning behind the slang. The written text is offset and irregularly spaced, providing scope for expressive oral reading. Giving colour and shape to the warbling sounds heralds the resolution of this narrative and may involve students in an exploration of elements of visual literacy and synaesthesia. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
\$24.95
SCIS 1377451

FENTON, Corinne & GOULDTHORPE, Peter

The dog on the tuckerbox

Black Dog Books, Vic, 2008
ISBN 9781742030081

A heartfelt rendering of the story behind the Gundagai monument, this picture book interpretation is believable and emotional. Extensive research in the museums and amongst the people of the Gundagai district has contributed to this publication. It includes a photograph of the monument and its dedication. Readers will be immersed in the era of the bullock teams and hard working pioneers. Through limited words, Bill and Lady's tale is explained and her loyalty to her master will be admired by every reader. Gouldthorpe's artworks evoke the bush and depict the life and times of the early days in Australia. This text would supplement studies of Australia's heritage in the Stage 2 COGs Unit (B): *Being Australian* and the Stage 3 COGs Unit (G): *Traditions and heritage*. R. Parnis



USER LEVEL: Stage 2 Stage 3
\$24.99
SCIS 1371060

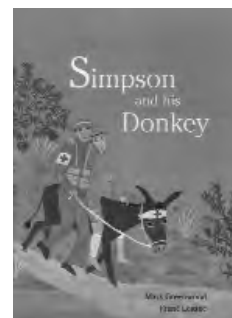
GREENWOOD, Mark & LESSAC, Frané

Simpson and his donkey

Walker, NSW, 2008
ISBN 9781921150180

[940.4]

This well referenced picture book tells the traditional story of John Simpson Kirkpatrick, from his humble beginnings leading holidaymakers on donkeys along English beaches, to carrying injured soldiers on donkey back in the Turkish battlefields in WWI. Childlike paintings using colours appropriate to the settings complement the story. Atmospheric language creates a sombre mood, without being too explicit for its intended young audience. Good use is made of onomatopoeia, alliteration and effective, repetitive rhythm. A montage of everyday life on the battlefields will provide a basis for discussion, as will the two pages of historic notes. This significant book may support the Stage 3 COGs Unit (B): *Identity*. A. Beedles



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
\$27.95
SCIS 1353399

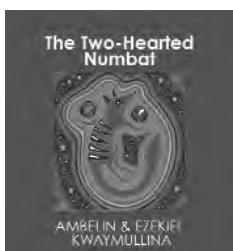
Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

KWAYMULLINA, Ambelin & KWAYMULLINA, Ezekiel

The two-hearted numbat

Fremantle Arts Centre Press, WA, 2008
ISBN 9781921361234

Numbat decides he needs to choose between his heart of a stone and his heart of a feather so he travels to the leader of the numbats to ask advice. Along the way, both hearts are useful and this adds to his dilemma. An Aboriginal tale, written by the children of renowned author Sally Morgan, its message about self perception is conveyed in a gentle and clear way. This picture book will appeal to readers and would be a great discussion starter in values lessons. Bold, bright, visually appealing illustrations add to the simple story of self discovery composed by authors from the Bailgu and Nyamal peoples of the Pilbara region of Western Australia. R. Parnis



USER LEVEL: Stage 1 Stage 2
\$26.95

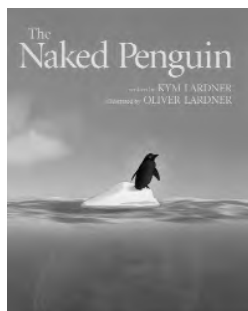
SCIS 1368479

LARDNER, Kym & LARDNER, Oliver

The naked penguin

ABC, NSW, 2008
ISBN 9780733320729

A lovely, tactile cover and sweet end papers will be the initial points of attraction to this collaborative effort by father and son. The text, although lightly written, deftly explores the concepts of self esteem and self confidence. A little unnamed penguin never seems to fit in with his peers, but some astute observation helps him to realise that there are other animals that are different too. Application of some wise parental counsel sees him joining in with the other young penguins. A reading aloud of this tale is sure to elicit audible responses of sympathy and empathy. With its humorous illustrations, this picture book will be an effective discussion stimulus for teachers and parents, with the overwhelming message that it is okay to be different. A. Beedles



USER LEVEL: Early Stage 1 Stage 1
\$24.95

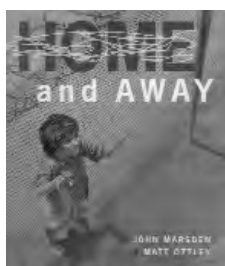
SCIS 1366147

MARSDEN, John & OTTLEY, Matt

Home and away

Hachette, NSW, 2008 (A Lothian Children's Book)
ISBN 9780734410566

Satirically using the title of a television soap opera, this powerful picture book shows a typical Australian family impoverished and displaced by war. The narrative explores physical and psychological suffering, through the sudden loss of livelihood and homeland, in disturbing diary entries and jottings of the 15 year old narrator. Both parents die and the three siblings' hopes are shattered when they are imprisoned as illegal refugees in the country where they had hoped to gain political asylum. The tale



is emotionally supported by a blend of realistic illustrations and childlike art, which shifts from joyful, colourful images to oppressive, sombre artwork. This disturbing visual narrative is extremely thought provoking and a valuable choice to support the English Stage 6 Area of Study: *Belonging*. Teachers should be aware that the book may evoke strong emotions in students who have lost family members or experienced war, violence and displacement. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
\$28.95

SCIS 1380848

NEWBERY, Linda & RAYNER, Catherine

Posy

Orchard, UK, 2008
ISBN 9781843629900

Posy is a typical kitten: playful, mischievous, energetic and above all lovable, interacting with her environment with the innocence and curiosity of the very young. Rayner's illustrations in this picture book are great fun and capture the essence of a kitten's behaviour, supporting the rhythmic text with Posy's expressive movements. The illustrations are distinctive, layering Posy's body into vivid stripes by using crayon scribbles, line drawing and splashes of paint which show her bold and free spirit. Newbery uses short bursts of descriptive, rhyming language to build a picture of Posy's energetic character. This book engages the reader and successfully integrates written text and illustrations. R. Higginbottom



USER LEVEL: Early Stage 1
\$8.99

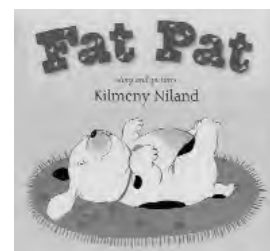
SCIS 1367391

NILAND, Kilmeny

Fat Pat

ABC, 2008
ISBN 9780733322396

Pat is an over indulged, overweight dog who must go on a diet and start exercising. Unhappy with all the new rules imposed by the vet, Pat decides to run away but he quickly learns that he would rather be at home. When he is reunited with his family he is much lighter! Issues surrounding diversity, acceptance and healthy lifestyles may be explored using this book. It will support the Early Stage 1 COGs Unit (D): *Healthy choices* as well as the Stage 1 COGs Unit (I): *Physical education*. This charming picture book about a much loved pet touches on a range of themes suitable for young learners. Students will enjoy the bright illustrations and the happy ending. A. Vella



USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
\$24.95

SCIS 1372560

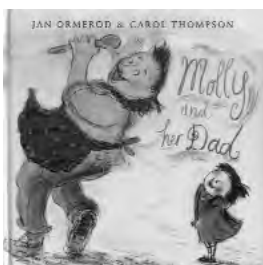
ORMEROD, Jan & THOMPSON, Carol

Molly and her dad

Little Hare Books, NSW, 2008
ISBN 9781921272554

The reason that Molly's dad lives a whole plane ride away does not need to be explained in this picture book. The reader is satisfied that is just the way it is. Molly lives with her mother and cheerfully

invents stories to tell her school friends about the father whom she cannot remember. The characters in this book are well developed through sensitive language and humorous illustrations. When her mother goes away for a week, Molly's father comes to look after her. A relationship with her big, noisy father gradually develops as Molly gets to know him in this delightfully positive tale about delicate family issues. Teachers may find this story a valuable resource to support the Early Stage 1 COGS Unit (B): *Me. S. Rasaiah*



USER LEVEL: Early Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
 \$24.99

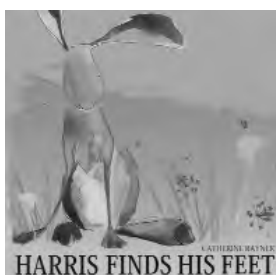
SCIS 1370290

RAYNER, Catherine

Harris finds his feet

Koala, NSW, 2008

Grandfathers have many things to teach their grandchildren, and Harris, a young hare on his journey towards independence, learns willingly from his ageing grandad. The essential elements of narrative writing are present in this charmingly simple picture book. It provides valuable examples of orientation, sequence of events, complication, resolution and how to include a simple coda at the conclusion of a story. Visual techniques support the reader in engaging with the written text. Movement and feeling are generated by the use of perspective, size, colour and contrast. The choice of title may be a focus to elicit perceptive comments from students about using words literally or figuratively. *S. Rasaiah*



USER LEVEL: Early Stage 1 Stage 1
 \$25.99

SCIS 1354708

THOMPSON, Colin

Sometimes love is under your foot

Scholastic Australia, NSW, 2008
 ISBN 9781741690873

Subtle humour creeps into the emotive illustrations in this picture book. These touches temper the pathos and envelope the reader with warmth, reminding us that an animal's love is unconditional. Kevin, the dog, belongs to an unemotional family. Kevin adores Brian, the husband and father, and yearns for the day when Brian notices him, not merely when he accidentally treads on his tail. Kevin's quiet, gentle efforts to help when Brian becomes ill are sure to tug at the heartstrings, and Brian's responses will reassure students that all will be well in the life of this unremarkable small dog. The detail in the illustrations allows students to read the pictures and the minimalist written text is perfect for reading to a sympathetic audience. *S. Rasaiah*



USER LEVEL: Stage 1 Stage 2
 \$24.99

SCIS 1368812

VERROKEN, Sarah

Feeling sad

Walker, NSW, 2008
 ISBN 9781921150692

Duck is feeling disheartened and sad. Surrounded by black clouds and darkness, she decides to continue moving through the gloom to search for the sun. Along with her toy, Dudley, she sees a glimmer of hope and forges on to discover a tiny frog, who encourages Duck to complete her quest for sunshine and happiness. The use of black and white illustrations aids the written message that brighter days will come, by gradually introducing more colour as Duck moves through her dark surroundings. The picture book is perfect for reading aloud and an excellent tool for addressing sadness, allowing students to understand that these times will pass and we can find the sun in our own way, as Duck did. *K. McDonell*



USER LEVEL: Early Stage 1 Stage 1
 \$24.95

SCIS 1368514

WHITING, Sue & RAWLINS, Donna

The firefighters

Walker, NSW, 2008
 ISBN 9781921150296

A make-believe game of playing at being firefighters cleverly leads into a visit to a preschool by real firefighters in this charming picture book that includes a message about fire safety. When a fire engine makes a surprise visit to the school, the reader is caught up in the excitement and enthusiasm of the child narrator. The book is beautifully crafted with clear text, bright pictures and a wonderful use of white space to lift the story and illustrations off the page. This book is great for reading aloud and full of sounds that encourage joining in. It is very relevant to learning about people in our community and supports the Early Stage 1 COGS Unit (E): *Our needs*. *J. Foster*



USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
 \$27.95

SCIS 1361506

WILD, Margaret & DENTON, Terry

Big Red Hen and the little lost egg

Penguin Group (Australia), 2008
 ISBN 9780670871919

Young readers will enjoy this endearing picture book about a hen's longing for a chick of her own. Big Red Hen loves to look after little ones, including goslings, moorhen chicks, ducklings and turkeys. When she finds an abandoned egg she is determined to love it no matter what type of bird it is. As she ponders on what type of bird's egg it could be, she describes its features in similes, adding a textual richness to this heart-warming tale about unconditional love. The attractive, pastel watercolour illustrations readily



complement the simple, repetitive text which builds to an exciting climactic ending. What chick will it be? J. Eade

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1373498

WILLEMS, Mo

The pigeon wants a puppy

Walker, UK, 2008
ISBN 9781406315509

In Willems' latest witty offering, we are reminded to be careful what we wish for because it may not really suit us. The puppy obsessed pigeon talks directly and insistently to the reader in speech bubbles which feature hand drawn text and few words. With delightfully simple line drawings and minimal colour we feel the emotion of the pigeon's yearnings for a puppy as he cavorts, struts and parades his feelings. The pigeon is convinced that his wishes will be thwarted by an uncaring and resistant world. This attitude positions child readers to sympathise with the pigeon until his wishes are unexpectedly fulfilled. With a surprise ending, this charming picture book operates on two levels to celebrate optimistic denial and also to remind us that we need to really explore our decisions before the consequences hound us. R. Higginbottom



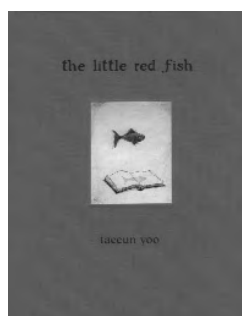
USER LEVEL: Early Stage 1 Stage 1
Paper \$15.95 SCIS 1368569

YOO, Taeun

The little red fish

Penguin Group (Australia), 2008
ISBN 9780670072354

Captivating illustrations drawn predominantly in shades of tan and black are a striking feature of this picture book, so much so that a number of the pages have no need for written text at all. JeJe and his fish visit a library in a forest, where they fall into the pages of a book. The story is mysterious and sure to have readers and listeners holding their breath in anticipation. Students will want to speculate on the outcome and debate the likelihood of the events contained within these magical pages. The book will fascinate younger thinkers as they make predictions and enjoy being read to, and it will stimulate older readers focusing on the visual elements and features of the illustrations. L. Doyle



USER LEVEL: Stage 1 Stage 2 Stage 3
Paper \$19.95 SCIS 1364189

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: <elizabeth.chase@det.nsw.edu.au>.

Fiction for younger readers

Resources are arranged alphabetically by author.
Some of these books are also suitable for lower secondary students.

ADLAM, Frances & COOPER, Jenny

Rugby for Rosie

Mallinson Rendel, NZ, 2008

When rugby union is a passion, it is all consuming for players and spectators alike, and so it is for Rosie, who wants more than anything to play in the school rugby team. She is barred from the team as there has to be a minimum of three girls in every mixed team, and no other girls at Rosie's school are interested in playing as they are besotted with their Mandy mega-woman dolls. Sexism in sport is handled expertly in this fast paced novel and the reader is left in no doubt that gender equality should be the norm on the sporting field and in everyday life. Healthy lifestyle messages are delivered with humour and gentle persuasion. S. Rasiaiah

USER LEVEL: Stage 1 Stage 2
Paper \$14.95 SCIS 1383377

AINSWORTH, Marlane

Beat feat

Fremantle Arts Centre Press, WA, 2008
ISBN 9781921361135

A sequel to *Offbeat*, this novel continues the stories of musicians Tommo and Mikki and footballer Smelly. When Mikki decides to join the football team, a distraught Tommo gives up his beloved trumpet and quickly learns the drums in order to help the band's chances in an important competition. On the band's visit to Melbourne, Tommo plays the drums while minding the principal's destructive dog, Nessie, and there is ongoing antagonism between the music teacher and the fanatical coach. This hilarious read explores friendships and feelings, commitment and stereotypes. As Tommo watches three predictions of a fortune teller come to pass, he must contend with betrayal, make a difficult choice and battle with opposing desires. J. Foster

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1351270

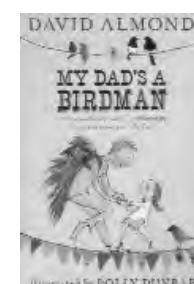


ALMOND, David & DUNBAR, Polly

My dad's a birdman

Walker Books, UK, 2008
ISBN 9781406313246

Amusing situations illustrated by colourful pictures will engage the reader of this touching tale. Originally written as a play, this story lends itself beautifully to oral reading and would evoke spirited discus-



sion amongst students. The eccentricity of the father, the role reversal of father and daughter and the subtle hints dropped here and there evoke questioning and teasing out of the underlying reasons for the father's bizarre behaviour. British colloquialisms in the dialogue place the story in the context of a rainy town in the north of England and enrich the reader with the gentle language of a family struggling to find hope. S. Rasiaiah

USER LEVEL: Stage 1 Stage 2 Stage 3
Paper \$14.95 SCIS 1378408

BEALE, Fleur & WEBB, Philip

Quin Majik and the marvellous machine

Mallinson Rendel, NZ, 2008
ISBN 9781877423239

Boys are made to dress and act formally on Tidy Street, which makes newly arrived Quin nervous. He sets about changing the strict rules with the cooperation of his more liberal, supportive parents and his new friend. The descriptions of the marvellous machine, workshop tools and their application, as the boys concoct their invention, are technical and sure to intrigue mechanically minded readers. With chapters averaging two pages in length and cartoon illustrations throughout, the narrative hurtles along at a brisk pace. Students who are inventive, who thrive on a challenge and who enjoy getting their hands dirty will relate well to this humorous novel. S. Rasiaiah

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1383379

DUBOSARSKY, Ursula & MULLINS, Patricia

Jerry

Penguin Group (Australia), 2008 (Puffin) (Aussie nibbles)
ISBN 9780143303022

Jerry was a familiar sight in the field and, although he did not like being patted, he accepted carrots and was a constant and comforting part of the lives of Martha and the other students. When this old, skinny, cranky horse dies, the children in the school across the road join with the local community to leave flowers and messages expressing their sorrow. Mullins' empathetic illustrations form a large part of the narrative. Martha's vision of Jerry as a young, magical white horse with wings helps her to cope with the harsh reality of Jerry's death. This uplifting image may be cathartic for young readers as they empathise with their peers over the loss of a pet. S. Rasiaiah



USER LEVEL: Stage 1
Paper \$12.95 SCIS 1378930

EATON, Anthony

Nathan Nuttboard: upstaged

UQP, Qld, 2008 (Nathan Nuttboard)
ISBN 9780702236655

Loyal friend and likeable main character, Nathan will hold strong appeal for upper primary readers. Nathan is forced to act as Romeo in a class play opposite Sally-Anne, the most popular girl in the class, who has publicly dumped him when he did not even know they were going out. Humour abounds in this book, with the

author engaging readers through realistic and, at times embarrassing, life events and predicaments that young people often face. Dilemmas arising for Nathan, and the reactions of his family, teacher and friends provide a springboard for exploring relationships. The short chapters are suitable for a shared reading context and will maintain interest. This very enjoyable read provides an honest exploration of family life, relationships, loyalty and school life. R. Neagle



USER LEVEL: Stage 3
Paper \$16.95 SCIS 1357305

FUSSELL, Sandy

Samurai kids: white crane

Walker, UK, 2008 (Samurai)
ISBN 9781921150203

The Cockroach Ryu is a Japanese samurai training school with a difference. Each student has a physical disability and Niya, the 14 year old narrator, has only one leg. The novel follows the students' physical and moral training as their sensai prepares them for the samurai games where they must compete against other schools and risk humiliation and defeat. We are introduced to the samurai code of bushido: chi (wisdom); jin (benevolence); and yu (courage), the values by which they learn and live. Niya and his friends live in a harsh world where the consequences for mistakes can be fatal. Fussell takes the reader on a deeply moving journey which affirms the value of moral courage. Highly suitable for reflective and confident readers, this is a spiritual and philosophical look at the importance of the decisions we make. R. Higginbottom



USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1355510

GAIMAN, Neil

Odd and the frost giants

Bloomsbury, UK, 2008
ISBN 9780747595380

Twelve year old Odd is supposed to be lucky. However, losing a father at a young age, being crippled by a falling tree and being without friends is not what some would regard as lucky. This brief novel is set in Viking times in Norway and reads like an extended folktale, with its emphasis on moral choices and magical interventions. One year, spring does not arrive, which means that the world will die, and it falls to Odd to set this right. The frost giants have invaded Asgard, city of the Norse gods, and Odd must journey there to save the world without offending the giants or the gods. In this enjoyable short adventure story Odd learns the value of believing in yourself and being true to yourself. R. Higginbottom



USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1360806

GARDNER, Scot

The detachable boy

Allen & Unwin, NSW, 2008
ISBN 9781741753455

Hardly destined to become a classic, this junior novel will nevertheless entertain its intended audience and keep them reading. Middle school students will connect with the humour of the story. John Johnson is literally a detachable boy. His body parts separate at the most unlikely moments leading to bizarre adventures. He will need all his unique abilities to complete his mission of crossing the globe, in a specially designed suitcase, to rescue his kindred spirit, Crystal. She is imprisoned in a lift shaft in mid-western America. The totally implausible plot is no obstacle to the success of this irreverent, zany tale that will delight readers who have a sense of the ridiculous. S. Taylor



USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1368833

GRIFFITHS, Andy

Treasure fever!

Pan Macmillan, NSW, 2008 (Schooling around)
ISBN 9780330423892

Henry McThrottle and his classmates are unprepared for their substitute teacher, Mr Brainfright, whose teaching methods prove to be unorthodox, to say the least. Suddenly, lessons like sliding on banana peels and repeatedly falling from windows become the agenda of the classroom. While light and humorous in every sense, this publication marks a change in the author's style, with the absence of his trademark toilet humour or cartoon drawings of any kind. Perhaps this text could be the bridge that leads young fans towards the world of novels. S. Taylor



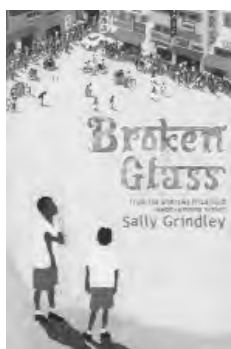
USER LEVEL: Stage 1 Stage 2
Paper \$12.95 SCIS 1359547

GRINDLEY, Sally

Broken glass

Bloomsbury, UK, 2008
ISBN 9780747586159

Is homelessness a choice? Suresh and Sandeep leave their parents' home because of their abusive father, and flee to an unnamed Indian city where they become homeless, encountering the difficulties of survival, but also learning to exist within the network of other homeless children. Throughout the story, feeling responsible for his little brother, Suresh often questions the choice he made to leave home, where they had attended school well dressed, wearing shoes and expecting education to lead them to a better life. Sometimes the story seems contrived and somewhat implausible. The island where they live is not explained until towards the end of the story, where it is revealed to be a traffic island. D. Imison



USER LEVEL: Stage 3
Paper \$15.95

SCIS 1359496

KIBUSHI, Kazu

Amulet. Book one, The stonekeeper

Graphix, USA, 2008
ISBN 9780439846813

In this graphic novel, about 12 cartoon images of various sizes, complete with written captions, are scattered across each double page. The artwork images are of high quality showing depth and surprising perspective in various scenes. Visual learners will be quickly drawn into this rather disturbing tale of a young girl who watches her father plummet to his death from a high ravine and who later is responsible for rescuing her mother from the inside of a hideous beast with many tentacles. Despite the presence of a pink rabbit as a support character, this text is not for young or sensitive readers. It is geared towards action lovers who enjoy the momentum of fast changing images. S. Taylor

USER LEVEL: Stage 2 Stage 3
Paper \$15.00 SCIS 1350738

Lightning strikes [series]

Walker, NSW, 2008

It is always pleasing to discover a new Australian series, especially one that involves quality Australian authors. Bright covers, enhanced with silver raised titles, will attract readers. The design of this series is eye catching; a lightning strike at the beginning of each chapter and a silver one on the spine makes for easy identification. An added bonus is a first chapter of another book in the series printed at the end, giving the reader a taster and ensuring an ongoing readership. The fast paced, short chapters will appeal to readers. Making quick cash with disastrous results in *Jinxed*, an unusual friendship in *Heart of magic*, outsmarting a bully in *Oddball*, and a little danger involving bikes in *Queasy rider* are plots that will appeal to young readers. The use of multiple text types including lists, emails and jokes will help to keep the reader's attention. G. Mauge



USER LEVEL: Stage 3 Stage 4
Paper \$12.95 each

Reviewed titles in this series:

<i>Heart of magic</i>	SCIS 1368750
<i>Jinxed</i>	SCIS 1365772
<i>Oddball</i>	SCIS 1368784
<i>Queasy rider</i>	SCIS 1365765

MASSON, Sophie

The case of the diamond shadow

ABC Books, NSW, 2008
ISBN 9780733323300

Set in the 1930s in the style of Agatha Christie's detective sagas, this book is sure to imbue readers with a love of this exciting and thought provoking genre. The mystery revolves around a daring jewel thief, The Shadow, and two amateur sleuths, Daisy and George, who find themselves drawn into the pursuit of this perplexing figure. From the first page, which features an invitation from The Shadow to a diamond theft, to the eventual discovery of the perpetrator, this

novel will enthrall and captivate the reader's imagination. There is mystery, intrigue, glamour, humour and romance, and a fascinating subplot, which adds to the appeal of this crime story. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$14.95 SCIS 1372549

MORGAN, S. & KWAYMULLINA, A. & KWAYMULLINA, B. & KWAYMULLINA, E.

Curly and the Fent

Random House Australia, NSW, 2008
ISBN 9781741662924

In this amusing, quirky and imaginative story, the Fent is an animal that can only be seen by Curly and his enemy, Billy Green, the bully next door. The baby Fent, Pook, appears in Curly's bedroom cupboard in the middle of the night and in the following days Pook's mischief causes trouble for Curly at home and at school, as the blame falls on Curly. Readers will enjoy the humour of Curly's predicament and the antisocial antics of the Fent. When Curly and Billy are used to lure the Fent into a trap, the rescue involves the families of both Curly and the Fent, with surprising results. The book, with illustrations by Adam Hill, will engage and amuse newly independent readers. The writers are from the Bailgu people of the Pilbara. J. Foster

USER LEVEL: Stage 1 Stage 2
Paper \$12.95 SCIS 1372730

MORPURGO, Michael

Mudpuddle Farm

HarperCollins Children's, UK, 2008 (Cock-a-doodle-doo!)
ISBN 9780007270125

Two delightful farmyard tales are masterfully told for readers progressing through chapter books. The gentle humour in *Mossop's last chance*, when the old farm cat is given an ultimatum by Farmer Rafferty to catch 26 mice by sunset, creates an opportunity for Albertine the goose to organise a community effort to save Mossop. In the second story, *Albertine, goose queen*, Albertine herself is the focus, with old Mossop summoning help for her, although the reader becomes aware that she does not really need saving at all. With both stories linked by the same introduction and characters, and clever devices of comic strips, speech bubbles and amusing illustrations, readers will be readily engaged. D. Imison

USER LEVEL: Stage 1 Stage 2
Paper \$12.99 SCIS 1369056

REID, Sue

Pompeii

Scholastic, UK, 2008 (My story)
ISBN 9781407103082

Providing wonderful insight into the life of citizens in ancient Pompeii, this intriguing historical novel offers a glimpse into the life of a typical Roman family. It is written in first person by Claudia, who is aware of earth tremors and always cautious about the possible eruption of Mount Vesuvius. Against the advice of her girlfriends and her family, Claudia consults an ancient soothsayer for guidance. The plight of slaves treated cruelly arises as she witnesses the sale of a young Briton boy and his sister. Events lead to a developing friendship with the boy until he is sold to be a gladiator. The friendships, relationships, hint of romance and the disaster will interest middle school readers. D. Johnston

USER LEVEL: Stage 3 Stage 4
Paper \$16.99

SCIS 1373905

RISSON, Toni

Batty business

UQP, Qld, 2008
ISBN 9780702236686

The main characters in this novel are boys and the dialogue and situations will appeal to male readers in the middle years. A tale that skillfully interweaves Greek mythology with a contemporary story, it has the familiar settings of home and school. While the book is quite long, the chapters are short and include black and white illustrations, which will support younger readers. Rich descriptive language and intertextual references provide further layers of meaning for more mature readers to explore, and the plot maintains interest to the end. The conclusion brings the reader back to the everyday world and provides the space to explore several interpretations of the events. This novel will engage young readers with a rich experience of language and culture. K. Rushton



USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$16.95 SCIS 1363755

SIMONS, Moya

Open for business

Walker, NSW, 2008 (W.R.I.D.A.)
ISBN 9781921150302

David and Bernice have set up their own business. It is a walk right in detective agency. The local neighbourhood has problems that need to be solved discreetly. Difficulties with stolen newspapers, relationship break ups, and other sensitive issues are problems encountered by the young detectives. They prepare cases, counsel fellow students, and solve mysteries. Managing to dodge suspicious parents and venturing out to unfamiliar territories, the investigators discover entertaining solutions to otherwise ignored childhood concerns. An easy to read chapter book, written in the first person, this publication will keep a young reader interested and amused throughout. J. Allen



USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1368788

STARKE, Ruth & HOLFELD, Greg

Captain Congo and the Crocodile King

Working Title Press, SA, 2008
ISBN 9781876288914

A graphic picture book in the style of an old adventure comic makes an interesting format for this adventure story. *Tin Tin* and *Asterix* fans will be keen to get their hands on this book. The front cover shows the heroes battling a very large crocodile and will definitely entice readers. Captain Congo, a gorilla, and his assistant Pug, a penguin, are given an assignment to search for a professor from Chicago who has gone missing in Abyssinia. Captain Congo is a wise and clever hero while Pug, his sidekick, is the source of most of the visual jokes. With spies, scorpions, crocodiles, unlikely

heroes, and deliciously bad baddies, this story has it all. It is an enjoyable picture book that takes the reader on a rollicking adventure. G. Maugle

USER LEVEL: Stage 2 Stage 3 Stage 4
\$24.95 SCIS 1373414

WARREN, Kathleen

Wiggle and learn [series]

ABC, NSW, 2008

These books were published to accompany a DVD series and have been written by an early childhood consultant. Although the bright covers, showing all the Wiggles characters, will appeal to young children, the books need to be shared with an adult as the written text is too complex for early readers. Each book contains an explanation of the concepts covered. In *You make me feel like dancing*, the concepts of cooperation and friendship through playing and working together are covered. Pleasingly, there is an undertone of good manners throughout the book. It shows how we can all be happy and have fun together. *Number crunching* looks at maths concepts for the very young including counting, ordering, sorting, matching, and dividing. A recipe for cooking wedges is an excellent inclusion. Young children will be attracted to these highly visual books. G. Maugle



USER LEVEL: Early Stage 1
Paper \$12.95 each

Reviewed titles in this series:

Number crunching SCIS 1372578
You make me feel like dancing SCIS 1372572

Fiction for older readers

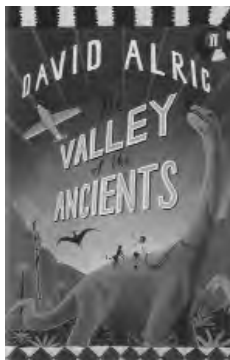
*Resources are arranged alphabetically by author.
Some of these items are also suitable for upper
primary students.*

ALRIC, David

The valley of the ancients

Faber, UK, 2008
ISBN 9780571234882

Lucy Bonaventure and her family once again journey to the Amazon jungle to search for dinosaurs in a valley the family first glimpsed in Aldric's novel *The promised one*. Struggling against dangerous animals, escaped criminals and a mad scientist who possesses the secret of invisibility, the family



discover dinosaurs in the isolated valley. Using Lucy's gift of animal communication, the family is able to overcome both human and dinosaurian dangers. With a teenage heroine, as well as dinosaurs and evildoers, this fast paced adventure story will be appealing to young readers. Exciting and informative, the narrative cleverly raises many current issues, including global warming, species extinction and energy resources. The book has extensive notes on the content and a very large glossary. M. Pearson

USER LEVEL: Stage 3 Stage 4
Paper \$15.95 SCIS 1364086

BECKETT, Bernard

Genesis

Text, Vic, 2008
ISBN 9781921351426

Set in 2075, this thought provoking dystopian novel will hold much interest for older readers. The engaging story is told through the exam answers of a promising young Academy student, Anaximander, who is being rigorously tested on the history of her colony and the life of her dead hero, Adam Forde. She explains how, when Adam rescues an outsider, he is sentenced to be the companion of the unique robot experiment, Art. Discussions between Art and Adam explore philosophy, politics, ethics and religion and ultimately lead to the question of what it is to be human and our link in the evolutionary chain. Deceptively easy to read, this science fiction novel with a twist will engage older readers and generate much thought and discussion. C. Beckett

USER LEVEL: Stage 5 Stage 6
Paper \$19.95 SCIS 1357333

BROOKS, Martha

Mistik Lake

Allen & Unwin, NSW, 2008
ISBN 9781741754322

Aimed at late teens, the novel's focus is Odella as she deals with her mother's abandonment of her family. The use of multiple narrators, with the writer switching back and forth between first person and limited third person, broadens this vision, and allows insight into several characters at various moments in their lives. This makes for a rich family saga. Set in modern day Manitoba, but harking to the migrant connections with Iceland, the book deals movingly with secrets, relationships, family and the importance of place, and promotes a message of tolerance and acceptance. One valuable aspect is the detailed and sympathetic portrayal of Odella's gay Aunt Gloria. *Mystik lake* is an interesting novel about belonging, falling in love and emerging sexuality, and it will appeal to senior students fascinated by issues of loss and resilience. P. Gilchrist



USER LEVEL: Stage 6
Paper \$18.95 SCIS 1355872

CAREY, M. & CAREY, L. & ALEXOVICH, A.

Confessions of a blabbermouth

DC Comics, USA, 2007
ISBN 9781401211486

The interface of written text and graphic in the graphic novel is shifting the goalposts of literacy. Old fashioned resistance is

melting. Sophisticated visual literacy techniques combine with themes that will appeal to young female readers in this amusing manga narrative. The blabbermouth of the tale is Tasha, a facile blogging SMS tragic, manoeuvring her way through senior high school between adolescent urges and family pressures. Reading in the contemporary era has ever increasing meanings and this predominantly visual novella is on one of the new tracks. V. Davidson



USER LEVEL: Stage 5 Stage 6
Paper \$19.95

SCIS 1366764

CAREY, M. & LIEW, S. & HEMPEL, M.

Re-gifters

DC Comics, USA, 2007
ISBN 9781401203719



A graphic novel set in Los Angeles, this book's main character and narrator is a young Korean-American with an explosive temper. Jen Dik Seong is also a champion of the martial art hapkido. The plot has impetus and the narrative is held together by a gift passed on at three key points. Themes lightly explored are a girl's preoccupation with the wrong boy, pride in heritage, and focus as the key to success. There is brief reference to the impact of racism and class on the lives of young people. Some of the characters are stereotypical, including a dumb blond, a lout with a heart of gold, and a forgiving best friend. Vigorous black and white graphics support this tale about typical teenage preoccupations and Jen Dik Seong finally learning what really matters. M. Davis

USER LEVEL: Stage 4
Paper \$19.95

SCIS 1338605

CARMODY, Isobelle

The stone key

Penguin Group (Australia), 2008 (The Obernewtyn chronicles) (Viking)
ISBN 9780670071340

The depth of this lengthy fifth instalment will please Obernewtyn fans. The strongly drawn characters continue to develop as Elspeth's quest unfolds. While this title can be read independently, appreciation is richer for those who have read the preceding books. Themes of accepting difference and diversity, and human relations are further explored. Tension is generally well maintained as the world copes with the aftermath of war and ongoing rebellion. There are slower, philosophical moments as Elspeth ponders the nature of human society and love. Challenging issues, such as slavery, torture, and their impact on mental health are powerfully and sensitively portrayed. The work could support aspects of the *Belonging* Area of Study in the Stage 6 English syllabus. A visit to the website at www.obernewtyn.com.au/ offers the additional pleasure of viewing and listening to Carmody read extracts, which assists accessibility as the book is challenging and best suited to mature, critical readers. The site links to obernewtyn.net where keen readers can join other Misfits responding to Obernewtyn titles or explore gems such as an *Encyclopedia* of Carmody series characters. C. Foley

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English Stage 6
Paper \$32.95

SCIS 1354197

CASTELLUCCI, Cecil & RUGG, Jim

The plain Janes

DC Comics, USA, 2007
ISBN 9781401211158

Centred on contemporary issues of how people cope with terrorist attacks and the increased vigilance and censorship, this graphic novel poses an appealing solution for the plain Janes of an American high school. Their group includes four girls and a gay boy. They call themselves People Loving Art In Neighbourhoods (PLAIN), and take up the idea of creating random art as a challenge to authority. Their activities build confidence in the individual characters and give them a sense of belonging. The narrative has a beguiling complexity with black and white graphics and minimal written text. The positive ending emphasising pride and community is refreshing. This would be a fine additional text for the English Stage 6 Area of Study: *Belonging*. H. Cobban

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
Paper \$17.95

SCIS 1325452

COMPESTINE, Ying Chang

Revolution is not a dinner party: a novel

Penguin Group (Australia), 2008 (Puffin)
ISBN 9780143303855

Ling's apartment is taken over by General Li, her neighbours' son joins the Red Guard, and her adored father is arrested. This is an outstanding account of living in China in the 1970s. It follows the daily life of an innocent child attempting to make sense of a seemingly senseless adult world. Billed as a novel, this account of the Chinese Cultural Revolution, with its complexity of characters and situations, will engage senior students. Themes of hope and humour pervade an engaging tale of innate courage and determination. A. Frost



USER LEVEL: Stage 4 Stage 5
Paper \$16.95

SCIS 1353740

COOPER, Michelle

A brief history of Montmaray

Random House, NSW, 2008
ISBN 9781741663228

Montmaray is a small island located in the Atlantic Ocean. It is here that 16 year old Sophie FitzOsborne lives with her idiosyncratic relatives who rule a tiny offshoot of the British Empire. After receiving a journal for her birthday, Sophie decides to write about daily life in her community. It is 1936 and the island appears to be immune from global events, but the isolation and tranquillity of Montmaray is shattered with the unexpected



arrival of two strangers. In a clever blend of fiction and historical fact, the increasingly complex existence of the FitzOsbornes is revealed. Structured as a journal, the narration is quirky and charming. For those seeking something a little different, this novel should appeal. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper \$17.95

SCIS1368867

FENSHAM, Elizabeth

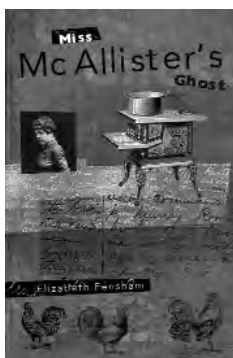
Miss McAllister's ghost

UQP, Qld, 2008
ISBN 9780702236464

Past and present meet when three siblings discover an old woman living without electricity in her decaying house. Although Miss McAllister is an acerbic and sometimes bullying commentator on the late 20th century world, her developing relationship with the children bulwarks them against their parents' preoccupations with work, alcohol and their own lives. Despite some unbelievable events, occasional Dickensian sentimentality, and two chapters devoted to details of washing and ironing prior to electricity, there are highlights. The inventive way the children deal with bureaucrats when Miss McAllister gets pneumonia and the balloon flight they organise for her 98th birthday are memorable. The novel's strength is in its depiction of the growth of unlikely friendships. M. Davis

USER LEVEL: Stage 4 Stage 5
Paper \$18.95

SCIS 1355317



FORD, Vincent

Scorched bone

Scholastic, NZ, 2008 (Chronicles of stone)
ISBN 9781869343830

After the last ice age, Native American culture evolved into a skilled hunter gatherer society. Young Trei is determined to prove his manhood by killing small game and bringing it to his tribe. Times are tough, drought is spreading and food is getting scarce. Perhaps his tribe is doomed. He sets out with his twin sister to go in search of smarter ways of hunting and new resources. They hope the spirits will bless their journey. This first volume of the *Chronicles of stone* establishes the natural setting and the significance of seasonal change. It foregrounds the determination of the adolescent characters through crisp dialogue and introduces an adventurous new series. V. Davidson

USER LEVEL: Stage 3 Stage 4
Paper \$16.00

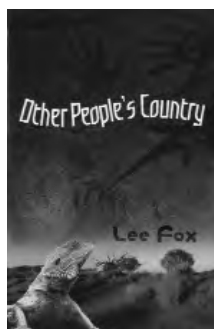
SCIS 1367148

FOX, Lee

Other people's country

Lothian, NSW, 2008
ISBN 9780734410153

An outstanding coming of age story, this narrative contains compelling insights into Aboriginal communities and the issues faced by intersecting modern and traditional Indigenous cultures. Lola and her family move to a remote Aboriginal community and soon experience culture



shock. The complexities of life give way to the realisation that their problems emanate from cultural misunderstandings. This well written story will engage middle and senior students and complement studies of Australian history. The author acknowledges the correct use of the Pitjantjatjara/Yankunytjatjara language. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$17.99

SCIS 1356746

GAIMAN, Neil

M is for magic

Bloomsbury, UK, 2008
ISBN 9780747595687

Featuring a collection of short stories and poems, the book's imaginative, quirky tales spring from a mind steeped in the fairytale tradition. A contemporary troubadour, the composer seamlessly blends elements of the ancient oral tradition with a modern sense of the fantastic, to create original and memorable narratives. Bizarre tales include a crime fiction story featuring nursery rhyme characters, recollections of boyhood while standing on a troll bridge, a fearless cat that protects its owners from a malevolent spirit, and a woman who finds the Holy Grail under an old fur coat in an Oxfam shop. A book that is sure to stir the imagination, this publication offers compelling reading. C. Sly

USER LEVEL: Stage 4 Stage 5
Paper \$16.95

SCIS 1360138



GILLING, Tom

Dreamland

Text, Vic, 2008
ISBN 9781921145797

Nick Carmody, a journalist with a tabloid newspaper, lives in inner Sydney. A strange circumstance arises whereby he is coerced into covering for an old school acquaintance in relation to a driving charge. This simple lie leads to a series of increasingly complex fabrications that involve Nick having to leave Sydney and adopt a different identity. This Kafkaesque protagonist resourcefully tries to come to terms with his existential fate. A fascinating crime fiction tale, the book has an undercurrent of a wry sense of humour that satirises a number of social institutions, especially those monitored and shaped by the tabloid press. Absorbing and fast moving, the novel is a terrific example of contemporary Australian crime writing and could be a valuable supplementary text for Stage 6 English: *Extension 1* and the module on crime writing. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Extension 1*
Paper \$32.95

SCIS 1380451

HERRICK, Steven

Rhyming boy

UQP, Qld, 2008
ISBN 9780702236730

Growing up can prove problematic for many but, for Jayden Hayden, life is extremely difficult. He has to cope with a football obsessed mother and an embarrassing name. Problems are exacerbated when the eccentric Jayden decides to find



his biological father. With Saskia, his new classmate, Jayden embarks on some undercover sleuthing. In a humorous plot, the reader becomes embroiled in the madcap antics of the adventurous pair. The first person narration is engaging and the characterisation is convincing. Themes such as identity, friendship and self discovery are explored. This enjoyable novel should appeal to a wide audience. H. Gardiner

USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1368242

HINDS, Gareth

The Merchant of Venice: a play by William Shakespeare

Candlewick, USA, 2008
ISBN 9780763630256

[822.3]

One of Shakespeare's most controversial plays has been adapted as a graphic novel for a young, contemporary audience. Some editing of the original text has occurred with the omission of a number of scenes and characters. Much of the written text has been altered from verse to prose with smatterings of Shakespearean language. Grayscale and black and white illustrations portray a wealthy Venetian society with fashionable socialites and ruthless entrepreneurs.



The costumes are modern and provide the plot with a fresh interpretation. This appealing text retains the overall essence of the play and is an ideal introduction to the Bard's work. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper \$19.95 SCIS 1365727

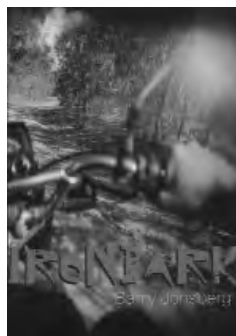
Cover reproduced by permission of Candlewick Press

JONSBURG, Barry

Ironbark

Allen & Unwin, NSW, 2008
ISBN 9781741149555

Sentenced to spend time with his grandfather in Tasmania in a remote bush shack, the unnamed and troubled narrator of this novel must learn to live a simple life with his quiet grandfather. Appearing as opposites, this is a journey for both the city boy and rural man who, over time, not only form a special bond but learn much from each other about life, love and survival. Bullied by the local policeman, the boy is ultimately left with a choice which will either condemn or redeem him. This is a beautifully written, intense and poignant novel with a multilayered narrative. It will keep the reader absorbed from start to finish. M. Pearson



USER LEVEL: Stage 4 Stage 5
Paper \$17.95 SCIS 1368816

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.

LASKO-GROSS, Miss

Escape from special

Fantagraphics, USA, 2006
ISBN 9781560978046

Melissa is the troubled adolescent in this semi-autobiographical graphic novel. Issues of identity, conformity, family and friendship are illustrated in a series of short episodes. The usual trials of childhood are amplified by her *special* qualities and, as her peers abandon her, she expresses herself by making comics. There is a sense of honesty in these recollections and a lack of nostalgia, however, some readers may become disengaged by the feeling of unrelenting negativity. The cleverly drawn frames have a childlike naivety but they are deceptively complex, and the use of muted colours further emphasises the sense of childhood memories. Occasional coarse language and subject matter renders this story most suitable for older teenage fans of graphic novels. C. Beckett

USER LEVEL: Stage 5
Paper \$30.00 SCIS 1366796

LYNCH, Jim

The highest tide

Bloomsbury, UK, 2008
ISBN 9780747595090

Teenager Miles O'Malley is the ocean observing, environmental hero in this absorbing coming of age story. A self made expert in local marine life, he is hounded by reporters and hailed as a prophet by a local cult when he finds unusual sea creatures. The imminent break up of his parents and his father's obsession with his lack of height add to Miles' dilemmas. Relationships with the ailing old psychic Florence, who trusts no one, bipolar lead singer Angie, his old babysitter whom he secretly loves, and his wisecracking rock god sidekick, Phelps, are thoughtfully explored. This deeply moving, funny and poignant story is beautifully crafted with the use of rich language and well developed characters. C. Beckett



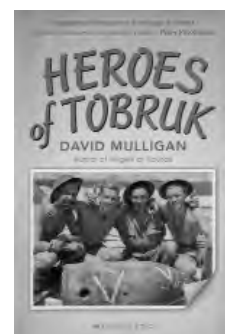
USER LEVEL: Stage 5 Stage 6
Paper \$17.95 SCIS 1373076

MULLIGAN, David

Heroes of Tobruk

Scholastic, NSW, 2008
ISBN 9781741690774

Peter Fullerton and Tony Cantonelli are 16 year old friends who give false names and ages to enlist in the Australian army in WWII. They are sent to Tobruk and undergo gritty daily life under siege. Peter is a likeable narrator who expresses a sense of fear and confusion in his private writing; his diary extracts are vivid and gripping. They are interspersed with brief war reports which set his experiences against a broader backdrop. Mulligan's skill lies in giving Peter an unashamedly patriotic voice which speaks with the prejudices of the day. Mulligan offers an insight into the patriotic fervour which led so many young Australians to enlist. Readers interested in stories about war, courage and mateship will relish the wealth of detail about life for ordinary soldiers during the siege of Tobruk. The



narrative explores what it really means to give up one's life for one's country, in a way that is accessible to young readers. E. Chase

USER LEVEL: Stage 5 Stage 6
Paper \$19.99

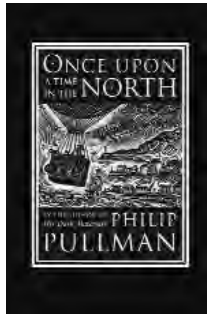
SCIS 1355521

PULLMAN, Phillip

Once upon a time in the north

David Fickling Books, UK, 2008
ISBN 9780385614320

Presented as a small collector's item, this book tracks the meeting of heroes. Lee Scoresby, a southern gentleman and inventive adventurer, travels the cold hostile north and teams up with the taciturn and imperturbable bear, Iorik Byrnison. The dialogue sharply draws the characters and the technical precision pins the context of the narrative. Memorabilia and engravings are included and help to drive the riveting detective story to a satisfying conclusion. In the back flap sits a game board and pieces to take the reader to new stages of engagement. A prequel to *His dark materials* trilogy, this unassuming little publication offers another dimension to the much loved series. V. Davidson



USER LEVEL: Stage 3 Stage 4 Stage 5
\$29.95

SCIS 1365319

REES, Celia

Sovay

Bloomsbury, UK, 2008
ISBN 9780747598084

England and France at the end of the 18th century and the political turmoil of the French Revolution form the backdrop for this exciting romantic adventure. In an attempt to test her fiancé's true love, Sovay Middleton, disguised as a highwayman, holds up and robs his carriage at gunpoint. The exhilaration derived from this stunt leads to more dangerous encounters when Sovay goes in search of her father who has been wrongly accused of treason. Well developed characters from different social classes and political persuasions evoke a sense of the era. This action packed historical novel with its clever, forthright female protagonist is sure to captivate readers. C. Sly



USER LEVEL: Stage 4 Stage 5
Paper \$17.95

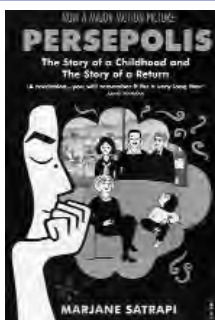
SCIS 1373079

SATRAPI, Marjane

Persepolis

Vintage, UK, 2008
ISBN 9780099523994

Unlike traditional autobiographies, Satrapi has chosen to recount her life in the form of a graphic novel. Set against the backdrop of the 1979 Islamic revolution in Iran, the tale begins with the composer at the age of ten. A series



of vignettes explore Iran under religious rule and its impact on Satrapi and her politically active family. Flashback sequences reveal aspects of family history including Satrapi's schooldays and her eventual emigration to Austria. Black and white sequential art readily conveys the story. In the light of current global events, this thoughtfully constructed book is sure to be enlightening. H. Gardiner

USER LEVEL: Stage 5 Stage 6
Paper \$27.95

SCIS 1366792

STANCHFIELD, Justin

Space cowboy

Usborne, UK, 2008
ISBN 9780746087121

Utilising the unusual frontier setting of a terraformed planet, where new science meets a nightmare beast, boy and horse work together against the odds in the wilds of nature, hoping adventure is on the horizon. A youthful Travis McClure must pit his muscle and courage against the foe, risking all to save his kin and his precious world. The values of love and loyalty triumph over greed and manic obsession. Well written, the suspense will keep readers on the edge of their seats until the very satisfying end. V. Davidson

USER LEVEL: Stage 3 Stage 4
Paper \$14.99

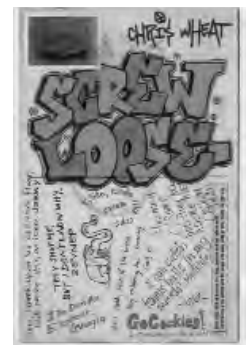
SCIS 1364667

WHEAT, Chris

Screw loose

Allen & Unwin, NSW, 2008
ISBN 9781741754947

This tale offers a humorously poignant insight into contemporary senior high school students and their families. Following a group of characters through the turbulent and chaotic times of Year 11, readers will identify with the familiar and recognise the insecurities of teenagers. Romance, sport, employment, academia, and parental involvement are discussed in an empathetic and sometimes satirical manner. The credible characters and their snappy dialogue draw readers into their world. Occasional schoolbook graffiti and manga style cartoons complement the easy to read text. A. Frost



USER LEVEL: Stage 4 Stage 5
Paper \$17.95

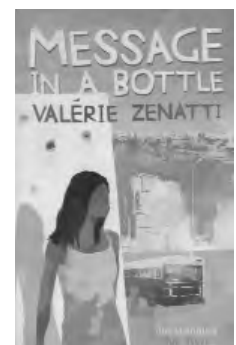
SCIS 1371126

ZENATTI, Valerie

Message in a bottle

Bloomsbury, UK, 2008
ISBN 97807475 90446

Told mainly through emails, this novel is a serious attempt at a difficult topic. A teenage girl living in Jerusalem decides to try and make contact with a Palestinian to increase mutual understanding and the possibility of peace. Her message in a bottle initiates an email correspondence with a stropky young Palestinian man. The book chronicles the slow building from antagonism to trust, as she shares his anger at the loss of a normal life, intensified by her second close encounter with a bus



bombing. A history of the Israeli-Palestinian conflict and stories of its human cost are embedded in the narrative which, despite some improbabilities, conveys individual experiences of this ongoing conflict. M. Davis

USER LEVEL: Stage 4
Paper \$17.95 SCIS 1368874

Information, poetry and drama

Resources are in Dewey order.

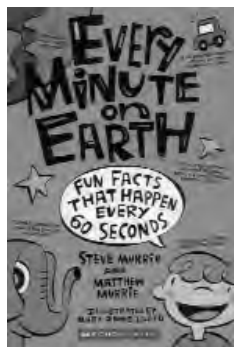
MURRIE, Steve & MURRIE, Matthew

Every minute on Earth: fun facts that happen every 60 seconds

Scholastic, NSW, 2008
ISBN 9781741691382

[030.2]

This book details interesting factual events that occur every minute of every day. It is amazing to discover how much can actually happen. For instance: the amount of water that flows into the Amazon, how many miles the fastest plane in the world can travel, how many messages the brain can send each minute, what kind of toys are popular and how many are sold around the world. Each chapter has a theme with incredible facts about the Earth, space, technology, pop culture, food, animals, sports, and the human body. Events that we do not normally think about are revealed in detail, accompanied by comical illustrations. Activities give the opportunity to experiment with measuring a range of different phenomena within one minute time spans. J. Allen



USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
Paper \$12.99 SCIS 1373225

Happiness and life satisfaction

/ edited by Justin Spinney. Spinney Press, NSW, 2008 (Issues in society)

ISBN 9781920801861 [152.4]

Information from newspapers, websites, government reports and other contemporary sources is collated here to help students analyse the nature of happiness. Material is organised into two sections: **Measuring happiness** and **Increasing happiness**, with an emphasis on a formal study of happiness and some focus on wellbeing. The book complements other studies in this area, going beyond the usual



approach of presenting obvious and often glib exercises for happiness. The book has a good variety of approaches to the topic so students who are contemplating the study of psychology or sociology will find plenty to interest them. There are important omissions however, with no contributions from Martin Seligman, Barbara Frederickson or the website *Wellbeing Australia*. The two pages from the *ReachOut* website are a valuable source for young people. Overall, this is a good addition to a worthwhile series. A. Soutter

USER LEVEL: Stage 5
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6; PDHPE 7-10
Paper \$19.95 SCIS 1365832

BASSINGTHWAIGHTE, Natalie & MOORE, Nicky

Sistahood: a journal of self-discovery

ABC, NSW, 2008

ISBN 9780733323492 [155.2]

Evolving from the Sister2sister mentoring program, this book is ideal for facilitating the relationship between a mentor and student. It has enough bling to entrance most girls in Years 7-10 and it can be used to inspire students to write about their thoughts and feelings in a journal. The celebrity author and her sister have modelled journal writing in a scrapbook style. They talk about their own lives in a frank and interesting way that will encourage students to fill up the blank spaces on pages asking them to come up with ideas on careers, strengths and weaknesses, bullying and other issues. School counsellors will find this book an invaluable resource for engaging students. A. Soutter



USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
\$21.95 SCIS 1361314

LEE, Julian

How good are you?: clean living in a dirty world

Heinemann, NSW, 2008

ISBN 9781741667127 [179]

Insights and discussion on environmental sustainability within Australia are the concerns of this book. Examining a range of topics, it focuses on environmental ethics and how our decisions at home impact on the environment. Covering the issues of food supplies, consumer choice, ethical marketing and global finance, the fashion industry, and corporate and social responsibility, this easy to read publication is essential for anyone interested in sustainability, ethics and citizenship. It is a useful resource for Geography and Business Studies students. A detailed index facilitates ease of access to information in this outstanding resource. A. Frost



USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6; Geography 7–10;
 Geography Stage 6
 Paper \$24.95 SCIS 1355288

MARSHALL, James Vance & FIREBRACE, Francis

Stories from the billabong

Francis Lincoln Childrens's, UK, 2008
 ISBN 9781845077044 [298]

A collection of 10 ancient stories from Aboriginal oral tradition is presented in this delightful publication. Dreaming stories of the Yorta Yorta people, they are reproduced with support from the community. Tales of creation, mythical beings, land and country, native flora and fauna, and legendary heroes depict the rich culture, philosophy and environmentally harmonious existence of these ancient people. The clear, direct language retains the essential rhythm of the oral tales and vibrant stylised illustrations capture the spirit of the stories. Firebrace, an Aboriginal artist, uses acrylics and colours that have cultural meaning. His images are energetic and bold; some are full page statements. A glossary of terms, samples of Aboriginal symbols and their meanings, and information on natural phenomena add to an understanding of these ancient tales. This is a beautifully presented artistic book for young and old. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: CA; English; HSIE
SYLLABUS: Aboriginal Studies 7–10; Creative Arts K–6;
 English K–6; HSIE K–6; Visual Arts 7–10
 \$34.95 SCIS 1376355

RANDALL, Bob & HOGAN, Melanie

Nyuntu Ninti (What you should know)

ABC Books, NSW, 2008
 ISBN 9780733320491 [305.8]

Bob Randall, an Anangu man from Uluru, is steeped in the cultural values of the oldest peoples of the Earth. In this delightfully presented book, based on the documentary film *Kanyini*, he shares some ancient wisdom about family, culture and interacting with the land. The essence of the oral tradition is captured through the gentle, philosophical tone of the aphoristic written text. The resonance of the words is echoed in photographs of people and landscape. Across the double pages, colour photographs often merge artistically with black and white images, suggesting a fusion of past and present and effectively creating a sense of timelessness. This beautiful book, with its astute comments and positive life values has much appeal for school use. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Community
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; HSIE K–6
 \$27.95 SCIS 1359635

Racial discrimination

/ edited by Justin Healey. Spinney, NSW, 2008 (Issues in society)
 ISBN 9781920801885 [305.8]

Current legal and social information in relation to racial discrimination is the focus of this resource. Astutely gathered articles and information from websites and print sources are presented in this instructive volume. Offering information, education and strategies to promote racial tolerance in Australia, this is a valuable teaching resource, especially for Stage 6 students of Legal Studies and

Society and Culture. A range of ethnic groups and their concerns are included in the drive to cultivate the notion of multiculturalism in a society by sharing core values of equality and human rights. The clear layout of articles, photographs, tables, and cartoons, encourages students to engage with these significant social concerns. With a glossary, facts and figures summary, and additional references list, this is a valuable resource for cultivating multicultural understanding and the appreciation of cultural difference in our society. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Legal Studies Stage 6; Society & Culture
 Stage 6
 Paper \$19.95 SCIS 1377674

PEARSON, Jane

Me and my community [series]

Echidna Books, Vic, 2008

These big books present information relevant to the lives of students in a clear and concise manner, using child friendly language. Topics include environmental issues, belonging to a community, and relationships. Large photographs show young people interacting with their communities. Each book features suggested activities and questions to aid comprehension. The books would be a useful tool for exploring current issues, and they encourage students to make links between what they are reading and their own experiences. They are of particular relevance to the Stage 2 COGs Units (A): *Local environments* and (H): *Understanding each other*. L. Doyle



USER LEVEL: Stage 2
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
 Paper \$44.00 each

Reviewed titles in this series:

Environment alert SCIS 1372923
Friends and family SCIS 1372920
Let's celebrate multiculturalism SCIS 1372918
Rubbish and recycling SCIS 1372917

Thinking themes [series]

Macmillan, Vic, 2008

Each of these titles has 45 classroom tasks. In one activity per page, age appropriate topics look at the environment, families, and sports. Material consists of reproducible tasks linked to multiple intelligences and thinking skills. A large font and simple graphics combine with a range of formats, such as graphs, procedures, maps and tables, to provide teachers with easy to use tasks while exposing students to a variety of types of text. Each title can be linked to COGs Units within the appropriate Stage to enhance students' creativity, evaluation and questioning skills. The activities in this valuable teachers' resource series will engage and inform students. K. McDonnell



USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3

KLA: English; HSIE; SciTech
SYLLABUS: English K–6; HSIE K–6; Science & Technology K–6
 Paper \$29.95 each

Reviewed titles in this series:

Environmental footprints: activities to switch on thinking skills! ages 8-10 SCIS 1363242

Families: activities to switch on thinking skills! ages 5-8 SCIS 1355799

Let the games begin!: activities to switch on thinking skills! SCIS 1355791

Planet Earth [series]

Ticktock, UK, 2008

Outstanding colour graphics and photographs complement the clear layout of these books. They will readily attract and maintain students' attention. Feature boxes highlight and reinforce key facts on a range of issues. Step-by-step experiments supported by colour photographs will engage students. Each double paged topic has clear, descriptive paragraphs, with bold headings separating the key themes. This excellent series supports the study of human relationships with places, in the Stage 3 COGs Unit (A): *Living land*. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science
SYLLABUS: Geography 7–10; HSIE K–6; Science 7–10
 Paper \$15.95 each

Reviewed titles in this series:

Core and crust SCIS 1355465

Natural resources SCIS 1355476

Rocks and fossils SCIS 1355454

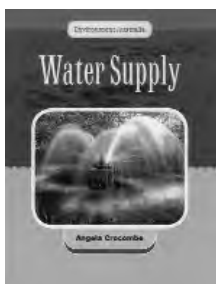
The water cycle SCIS 1355473

Weather and climate SCIS 1355486

Environment Australia [series]

Echidna, Vic, 2008

Insightful and informative, this series will enhance and update the library collection from an environmental perspective. Each of the relevant volumes deals with an essential aspect of environmental preservation. **Climate change** discusses such issues as global warming, the Kyoto Protocol, food sources and alternative energy. This book concludes with tips on using the internet as well as where to go on the Heinemann library website for updated links. Primary and junior secondary students will be assisted in their studies by the valuable information presented within each volume of this series. D. Johnston



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science 7–10; Science & Technology K–6
 \$29.95 each

Reviewed titles in this series:

Climate change SCIS 1372980

Pests SCIS 1372942

Salinity SCIS 1372945

Water supply SCIS 1372982

BRASCH, Nicolas

So you want to be prime minister?

Black Dog, Vic, 2008

ISBN 9781742030227

[352.23]

Everything you ever wanted to know about Australia's prime ministers can be found in this excellent book. Interesting trivia is provided, including where most were born, their first jobs, eating habits, clothes and prime ministerial records. All are comically depicted by political cartoonist David Rowe, as either hilarious caricatures or photographic heads placed on drawn bodies. A clear, colourful timeline, depicting the prime ministers from Sir Edmund Barton to Kevin Rudd, presents a valuable overview of the various Federal governments and their relationship to famous Australian events. The facts and figures in this book are more likely to be remembered because of the comical nature of their presentation, making this a valuable resource for any unit of work on Australian government. J. Eade



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
 Paper \$16.99 SCIS 1372526

The Oasis [DVD]

Shark Island Productions, NSW, 2008 (75 min.)

ISBN none

[362.7086]

Filmed over two years, this confronting and award winning documentary of homeless youth in Sydney is a gritty contemporary study. It deals with the extreme end of drug issues in particular, and it depicts drug use, childbirth, and youth talking about trauma, abuse and violence. Participants are all over 17 and all have drug issues, but the film is more about understanding society and disadvantage, and working towards a better future, than it is about drug use. There are some positive outcomes. The film directly supports the Community and Family Studies Stage 6 Module: *Groups in context*, and the Society and Culture Stage 6 Depth Study: *Equality and difference*. A small accompanying study guide and a supporting website at <www.theoasismovie.com.au> contain film makers' statements on styles and conventions that will support students in making and analysing films in similar genres. There is explicit language and teachers should be aware that the film is rated M; it could not be presented in isolation. Discussion pre and post viewing will enhance educational outcomes. The DVD is accompanied by a support booklet. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: CA; HSIE; PDHPE
SYLLABUS: Community & Family Studies Stage 6; Photography, Video & Digital Imaging CEC Stage 6; Society & Culture Stage 6
 \$35.00 SCIS 1362455

STIGLITZ, Joseph E.

Making globalization work

Penguin Books Ltd, UK, 2007

ISBN 9780141024967

[377]

In contrast to his previous book on globalisation, in which he showed why it did not work for the poor, Stiglitz explains ways by which globalisation can be made to work for all people

including those in the poorest countries. Stiglitz reiterates how the global trade regime, as developed by advanced industrial countries, has hurt the poorest countries and he shows how conservative economic views which predicted an economic efficiency of free markets have proven faulty. This is an optimistic book which looks at how a democratic, shared, economic globalisation would benefit individuals and the environment. It is a valuable addition to current debates on the efficacy of globalisation. P. Sheppard

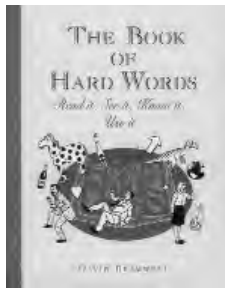
USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6; Economics Stage 6
 Paper \$26.95 SCIS 1361882

BRAMWELL, David

The book of hard words: read it, see it, know it, use it

Penguin Group (Australia), 2008
 ISBN 9780670070879 [429.1]

A visual dictionary of underused and unusual words will be a luxurious resource for students interested in extending their use of the English language. This compact guide explains the phonetic pronunciation, derivation, and usage of each word and groups them into categories of difficult, more difficult, and most difficult. Etymological symbols provide the key to the source language of the words, and a series of simple cartoons breaks each word into its parts, tying them together to explain the whole word. A great resource to extend understanding of language, students will find the techniques used in this book helpful to decode language and to use vocabulary appropriately. S. Rasaiah



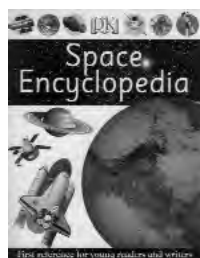
USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
 \$24.95 SCIS 1383232

BINGHAM, Caroline

Space encyclopedia

Dorling Kindersley, UK, 2008
 ISBN 9781405321921 [520]

Students researching space exploration, the solar system, and comets and meteors will find this text to be a useful reference tool. The visually appealing layout makes good use of fine photographs and diagrams. Information is well spread out and divided into manageable sections. A variety of font sizes and colours is used, and the language is age appropriate. Features include quizzes to encourage users to search the text for answers, sections which tell users where to find additional information on the current subject, weird facts, and a Q&A spot on each double page. The book supports the Stage 2 COGs Unit (H): *Understanding each other* and students will enjoy both its presentation and interesting content. L. Doyle



USER LEVEL: Stage 2 Stage 3
KLA: SciTech

SYLLABUS: Science & Technology K-6
 \$35.00 SCIS 1351374

Theme park science [series]

Ticktock, UK, 2008

Using theme park rides, this excellent series explains a range of scientific concepts in simple language. Well produced, each book contains amazing facts, quality photographs and very informative diagrams. Force, speed and velocity, acceleration, mass and inertia, wheels and tracks, friction, air resistance and braking are covered in *High speed thrills*. Gravity, weight, g-forces, free fall, and energy are considered in *Falling for fun*. The photographs include theme parks from different parts of the world, including Great Britain, America and Japan. Students will want to delve into these science books, even outside the science classroom. They are extremely visual and use diagrams to explain complicated ideas. This series radiates quality and will enhance teaching and learning in Science and Technology. G. Maugle

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
 Paper \$15.95 each

Reviewed titles in this series:

Falling for fun SCIS 1355042
High speed thrills SCIS 1355060

PENNINGTON, Bryan

Science out of the box [series]

Echidna, Vic, 2008

This smorgasbord of graded experiments develops foundational understandings relating to physics. The workbooks offer background information and tips to incorporate hands-on activities into science related teaching and learning. Energy and forces are treated within subtopics, including electrical energy, magnets, light, motion, sound, heat, and flight. The importance of organisation, scientific method and the fair test are introduced, facilitating the development of sound scientific and research habits. The consistent format provides essential vocabulary, explains concepts, names relevant scientists, suggests possible extension work, and lists required materials and equipment for experimental procedures. N. Chaffey



USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
 Paper \$32.95 each

Reviewed titles in this series:

Energy and forces: hands-on science experiments for the classroom! Ages 5-8 SCIS 1355792
Energy and forces: hands-on science experiments for the classroom! Ages 8-10 SCIS 1355793
Energy and forces: hands-on science experiments for the classroom! Ages 10+ SCIS 1355794

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.

TRUSSELL-CULLEN, Alan

All you need to know about stuff [series]

Penguin Group (NZ), 2008

A guaranteed method of capturing the young reader's interest is with brightly coloured pictures, zany photographs with captions and strident headings. This series does not disappoint. Contents are arranged via catchy questions and statements, and the 25 quiz questions with answers and language are bound to resonate with readers. Format and subject matter are eye catching, and students will enjoy the humour while discovering fascinating information written in large bold text. The books' layout in particular supports teaching syllabus outcomes in Science and Technology, as students are lead to understand that information can be presented in a number of different forms. D. Imison

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
Paper \$16.95 each

Reviewed titles in this series:

Poisonous stuff SCIS 1366781
Smelly stuff SCIS 1366780

MARTIN, Helen

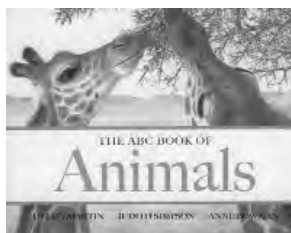
The ABC book of animals

ABC, NSW, 2008

ISBN 9780733323829

[590]

The size and feel of the cardboard book format brings with it images of eye catching simplicity and durability, allowing infants with short attention spans and undeveloped fine motor skills to handle books. The book's illustrative style and descriptive language, with its playful use of alliteration, is informative and entertaining, extending students' vocabulary while encouraging observation. Readers and listeners are made aware of the diversity of needs, habitats, movement, calls, and skin coverings of various members of the animal kingdom. N. Chaffey



USER LEVEL: Early Stage 1
\$14.95 SCIS 1372545

RYAN, Denise

My first encyclopedia of animals

Five Mile, Vic, 2008

ISBN 9781742110639

[590.3]

Titles in this creature based set offer readers easy navigation and comprehension. Each animal gets a two page spread, with a combination of one large and vividly drawn image, other drawings, a fact bubble that targets an idiosyncrasy of the animal, and perhaps a photograph. The books are large and the attractive and vibrant format will intrigue students and entice them to learn more about



the creatures of the world. The books will be an excellent resource to teach information reports and they support the Stage 1 COGS Unit (C): *Growing and changing*. K. McDonell

USER LEVEL: Early Stage 1 Stage 1
KLA: English; SciTech
SYLLABUS: English K-6; Science & Technology K-6
\$14.95 SCIS 1356669

Other reviewed titles:

My first encyclopedia of bugs SCIS 1356670
My first encyclopedia of sea creatures SCIS 1356674

PARISH, Steve & AYLING, Tony

Amazing facts about Australian marine life

Steve Parish, Qld, 2008

ISBN 9781741933000

[591.77]

These well presented information books deal with Australian fauna in a scientific rather than general way. The books are full of beautiful photographs, and they introduce the biological classification scheme which supports the Science 7-10 syllabus. Each animal is scientifically described in a page that is packed with interesting information displayed in an engaging format. In *Amazing facts about Australian mammals*, the subjects are organised according to their order, while the marine life, mostly invertebrates, are organised according to their phylum. Both books are informative and visually impressive, forming useful references for science assignments relating to the living things section of the Science 7-10 syllabus. C. Cantor

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
Paper \$19.95 SCIS 1366775

Other reviewed title:

Amazing facts about Australian mammals SCIS 1356809

PARISH, Steve & KITZELMAN, Kerry

Australian wildlife

Steve Parish, Qld, 2008 (Steve Parish kids)

ISBN 9781741933055

[591.994]

Steve Parish's coloured photographs of Australian native wildlife are fascinating and detailed. Showing close-up images of marsupials, birds and reptiles in their natural habitat allows students to appreciate the unique characteristics of Australia's flora and fauna. Aimed at newly independent readers, information includes a detailed description and simple facts about each creature, presented in large print. The format supports the teaching of information report writing. This appealing resource would readily support environmental awareness and the Stage 1 COGS Unit (C): *Growing and changing*. J. Eade

USER LEVEL: Stage 1 Stage 2
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
Paper \$9.95 SCIS 1366394

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: <elizabeth.chase@det.nsw.edu.au>.

NORMAN, Mark

The octopus's garden: the secret world under the sea

Black Dog, Vic, 2008
ISBN 9781742030210

[594]

Few books of this type are available, which makes this combination book and DVD very appealing to teachers catering for the range of learning styles in early childhood. Octopuses, squid, nautilus and cuttlefish feature in bold, brief information bites and large colour photographs. These fascinating creatures draw the reader into the book. The simple DVD, with its natural sounds of the ocean, and direct footage relating to the information about movement, camouflage and habitats presented in the book, make for compelling viewing. Students will absorb the facts and remember the images as they uncover the tricks of these marine creatures. The resource could inform information report writing and entice readers who need encouragement to tackle factual texts. S. Rasaiah



USER LEVEL: Stage 1
KLA: SciTech
SYLLABUS: Science & Technology K-6
\$29.99 SCIS 1381053

PYERS, Greg

Finding out about [series]

Echidna, Vic, 2008

Each book in this attractive series features clearly presented facts and photographs about various aspects of a creature's life. Fascinating images of baby dugongs and newly hatched echidnas are sure to engage inquiring readers. One interesting inclusion is a double page in each book featuring information from experts in the field demonstrating how they research and care for their subject. The layout of these books provide students with models for writing and content supports students working towards environmental outcomes in HSIE. J. Eade

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:

Dugongs	SCIS 1359620
Echidnas	SCIS 1359617
Humpback whales	SCIS 1359615
Peregrine falcons	SCIS 1359602

ROHR, Ian

Birds of Australia

Young Reed, NSW, 2008
ISBN 9781921073373 [598.0994]

This beautifully presented publication focuses on birds from cities and towns, farmlands, wetlands, seashore, rainforest, scrublands and other geographical areas in Australia. It culminates in a bird quiz that directs students to specific pages for information and gives advice on encouraging birds into the garden and on activities

involving bird watching. The stunning colour photographs and concise written text will engage and enthuse primary students in their study of living things in HSIE and Science and Technology. D. Johnston

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
\$19.95 SCIS 1357459

Other reviewed titles:

Antarctica	SCIS 1365499
Dinosaurs and other ancient giants of Australia	SCIS 1358165

FRENCH, Jackie

How high can a kangaroo hop?

Angus & Robertson, NSW, 2008
ISBN 9780732285449 [599.22]

An engaging mixture of facts, history and anecdotal narratives make this an accessible, comprehensive guide to the kangaroo. The book will have broad appeal to a wide range of readers with highlighted fact boxes, tales of French's experiences with kangaroos and Whatley's distinctive pen illustrations, as well as a chapter on jokes. There is also a strong conservation message with contact details for supportive organisations. While the book is aimed at primary aged children, it would also be suitable for older students. With its novel-like appearance, absence of coloured illustrations and extended stretches of written text, this book will appeal to confident, expert readers rather than casual browsers. R. Higginbottom



USER LEVEL: Stage 3 Stage 4
KLA: English; SciTech
SYLLABUS: English K-6; English 7-10; Science & Technology K-6
Paper \$14.99 SCIS 1370314

MACDONALD, Guy & CEMMICK, Paul

My brilliant body: with the gross bits left in!

Buster, UK, 2008
ISBN 9781905158911 [612]

A set of facts relating to the human body is laid out like an almanac in this book, in a manner which will appeal to young readers. The book contains illustrated descriptions of how organs and body systems work, with instructions on such things as how to take your pulse, stopping a nosebleed, and how to shrink a head. Scientific jargon is plentiful and explained, there are many of the promised gross bits, and lots of interesting facts such as which animals can hold their breath the longest underwater and a potted history of epidemics. The book is organised via a contents table with c.140 topic headings. It serves as an entertaining general reference for the target group. C. Cantor



USER LEVEL: Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
\$24.95 SCIS 1359690

HILLMAN, Ben

How strong is it?

Scholastic, USA, 2008

ISBN 9780439918664

[620.1]

An irreverent look at the strongest animals, plants, natural phenomena, and constructed objects is the subject matter of this informative and humorous book. Each of the 22 subjects has a double page spread illustrated with a large composite photograph and a few paragraphs explaining the reasons behind its inclusion in the book. Subjects include spiderweb, glue, wood, black holes, oxen, volcanoes, rope, lasers, and a trebuchet. This resource could be used when studying forces in the Stage 2 COGs Unit (F): *Machines* and the Stage 3 COGs Unit (F): *Physical phenomena*. Discussions and investigations, on the relative weakness of humans compared to some other species, could be generated using the information in the book as a starting point. R. Parnis

USER LEVEL: Stage 2 Stage 3

KLA: SciTech

SYLLABUS: Science & Technology K-6

\$19.95

SCIS 1359598

GLOVER, David & GLOVER, Penny

Big machines [series]

Franklin Watts, UK, 2008

Everything on the pages of these books is big: big photographs, big print, big headings and big facts. Young students will love this appealing, well designed series which showcases a range of big machinery. Cog shaped visuals readily complement the written text. Each book features a *Make it yourself* section where students can make their own machine using everyday materials, a *Tracing page* and a special glossary explaining technical words. These books would be useful for the Stage 2 COGs Unit (F): *Machines* and for examining factual texts as a source for writing information reports. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: HSIE; SciTech

SYLLABUS: HSIE K-6; Science & Technology K-6

Paper \$17.00 each

Reviewed titles in this series:

Cranes

SCIS 1351988

Diggers

SCIS 1351984

BRYAN, Philip

On the move [series]

Echidna, Vic, 2008

Different machines and forms of transport are the focus of this well designed information series for young readers. The layout features clear headings that match the contents, uncluttered, well spaced text with highlighted words linked to a glossary, and large photographs without captions in which the parts of the machine are often labelled. There is a thought provoking *What do you think?* question on each page to prompt students' observation and reasoning skills. Answers are provided. The information is concise and accessible. These are outstanding resources for the library and classroom and they support the Stage 2 COGs Unit (E): *Products, services and systems*. J. Foster



USER LEVEL:

Stage 1 Stage 2

KLA:

HSIE K-6; SciTech K-6

SYLLABUS:

HSIE K-6; Science & Technology K-6

\$29.95 each

Reviewed titles in this series:

Diggers and cranes

SCIS 1367547

Fire engines

SCIS 1367545

Helicopters

SCIS 1367548

Motorbikes

SCIS 1367541

GIFFORD, Clive & PICINI, Frank

Robots

ABC, NSW, 2008

ISBN 9780733323720

[629.8]

A bold and interactive text that includes folded pages and lifted segments, this resource is sure to capture the imagination of students. Topics include robots in history, do-it-yourself robots, robots in space and artificial intelligence. Information is presented in detailed fact boxes linked to graphics and interactive sections that explain and demonstrate the concept. Photographs and drawings fill every page, with many movie shots of science fiction works. Interspersed among the movie robots are real examples of human interaction with robots, including bomb disposal robots, robotic construction and surgical robotics. It is a most interesting text, although the moving parts would make it problematic for a school library. A. Parnis

USER LEVEL:

Stage 3 Stage 4 Stage 5

KLA:

SciTech; TAS

SYLLABUS:

Design & Technology 7-10; Information &

Software Technology 7-10; Science &

Technology K-6

\$35.00

SCIS 1371312

FANTON, J. & IMMIG, J. & ELLIOT, L.

Seed to seed: food gardens in schools

Seed Savers Network, NSW, 2007

ISBN 0646102265

[635]

The successful implementation of designing an organic garden at school is presented in this practical and explanatory resource. With examples, diagrams and photographs of organic farming and school students from Byron Bay Public School, topics include selecting a site, determining soil type, seasonal planting, low maintenance strategies, pollination and saving seeds. This resource will support the study of living things in Science and Technology and could be used with the Primary Connections Unit: *Plants in action*. Further information about this resource can be found at <www.seedsavers.net/>. D. Johnston



USER LEVEL:

Stage 2 Stage 3

KLA:

HSIE; SciTech

SYLLABUS:

HSIE K-6; Science & Technology K-6

Paper \$25.00

SCIS 1366790

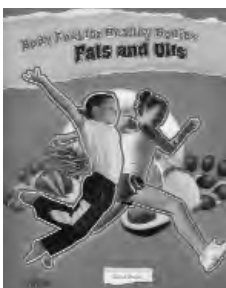
Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

SERTORI, Trisha

Body fuel for healthy bodies [series]

Macmillan, Vic, 2008

Each of these books merges food with science for an interesting overview of body functions. They have clear and concise information on the chemical make up of food, body fuel properties, digestion, allergies, nutritional diseases, recommended daily allowances and functionality in the diet. Recipes, one or two in each book, can be used in conjunction with the focus nutrient. Standard, feel good photographs and good scientific diagrams support the general nature of the written information. The books are useful tools for the Food Technology 7–10 Focus Area: *Food selection and health*, which examines body function and nutritional needs, and food preparation and body systems outcomes in Science and Technology K–6. M. Timperley



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: SciTech; TAS
SYLLABUS: Food Technology 7–10; Science & Technology K–6
\$29.50 each

Reviewed titles in this series:

Dairy foods	SCIS 1362660
Fats and oils	SCIS 1362645
Fruits, vegetables and legumes	SCIS 1362642
Grains, bread, cereal and pasta	SCIS 1362674
Meats, fish, eggs, nuts and beans	SCIS 1362677
Vitamins and minerals	SCIS 1362627

BLAXLAND, Wendy

How are they made? [series]

Macmillan Education, Vic, 2008

These interesting books explore the design aspects of everyday items used around the household. Each book contains large and energetic photographs, manufacturing flowcharts, maps sourcing raw materials, and Q&A captions to help focus the reader on important facts. Each processing stage is clearly explained, accompanied by illustrations of the machinery involved. A concise timeline of the object is included, plus information on packaging, distribution, marketing and advertising. One chapter explores the effects of the product and its manufacture on the environment, with suggestions on how the product can be recycled. Discussion questions about the product and its manufacture provide a good starting point for introducing the topic to students. A. Parnis



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: SciTech; TAS
SYLLABUS: Design & Technology 7–10; Science & Technology K–6
\$29.50 each

Reviewed titles in this series:

Knives and forks	SCIS 1366176
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Paper
Pencils
Plates and mugs
Sneakers
T-shirts

SCIS 1366174
SCIS 1366172
SCIS 1366171
SCIS 1366175
SCIS 1366170

LEVINE, Robert

The story of the orchestra

ABC, NSW, 2008

ISBN 9780733323430

[784.2]

In this book, Orchestra Bob introduces members of the orchestra. He directs the reader to tracks, on the accompanying CD, that support the information presented in the written text. Easy to read explanations and music is matched with composers and instruments, making this resource instructive and enjoyable. From the baroque period through to the classical, romantic and modern eras, the resource spans four centuries of western orchestral music. The written text, pictures and diagrams illustrate orchestral forms and features. Each instrument is presented with an explanation of its contribution to the orchestra and the role of the conductor is examined in this thoughtfully constructed teaching resource. J. Allen



USER LEVEL: Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K–6; Music 7–10
\$24.95 SCIS 1368265

GRATION, Steven & PEELGRANE, Nicky

Commedia Oz: playing commedia in contemporary Australia

Currency Press, NSW, 2008

ISBN 9780868198200

[792.2]

This extremely informative, practical book has been written specifically for the Australian context. Written in a light-hearted, accessible style, it will prove a wonderful aid for the teaching of commedia dell'arte. Written by a director and actor with extensive experience in schools, the book includes an easy to read historical background and effective character descriptions, complete with recognisable contemporary resonances. Also included is an original and very funny Australian commedia dell'arte script which young actors will enjoy performing. There are warm up activities, mask protocols, improvisation scenarios for beginners and extension activities for advanced students. Especially valuable are the assessment strategies, which support the Drama 7–10 syllabus. P. Gilchrist

USER LEVEL: Stage 5 Professional
KLA: CA; English
SYLLABUS: Drama 7–10; English 7–10
Paper \$32.95 SCIS 1365079

CARBON, Sally & LANGER, Justin

I want to be a cricketer

Fremantle Arts Centre Press, WA, 2008

ISBN 9718921361241

[796.358]

The profile of cricket as a major Australian sport in the media is intense and reverential. Young fans are in for a treat with this combination of narrative, fact boxes and bold illustrations. It works well

as an entry point or step to a greater engagement with the sport. Autograph signatures in the front add a touch of the precious souvenir. Whether the reader is a spectator in the crowd, a performer on the pitch, or a coach at the nets, this is a picture book manual that presents the free Aussie spirit. Female cricketers are not a focus in this book. V. Davidson



USER LEVEL: Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: Physical Activities & Sports Studies 7–10
 Paper \$16.95 SCIS 1373293

LOWRY, Brigid

Juicy writing: inspiration and techniques for young writers

Allen and Unwin, NSW, 2008

ISBN 9781741750485 [808]

The advice provided in this outstanding book is offered by a renowned writer of young adult fiction. Packed with ideas to fire the imagination, this extensive guide contains strategies for drafting and refining creative writing. Each chapter explores a specific aspect of the writing process with information organised in a clear, concise matter. Convenient exercises provide opportunities to practise the essentials of creative writing. Numerous hints are given and a multitude of resources, including websites, are included in a comprehensive bibliography. This exceptional and versatile book is a worthy resource for any aspiring young writer. H. Gardiner

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
 Paper \$18.95 SCIS 1354579

HOPWOOD, Dwayne

Nelson belonging: a text for senior English students

Cengage Learning, NZ, 2009

ISBN 9780170178167 [809]

The text provides a brief introduction to the new English Stage 6 Area of Study: *Belonging*, commendably focusing on the syllabus and the relevant rubric from *HSC English Prescriptions 2009-2012*. Each of the 14 texts is given about 10–16 pages, including information about context, a text summary highlighting quotations, an exploration of the concept of belonging as it is represented in the text, an overview of key textual features and some extract studies. Information is relevant but not comprehensive, and the questions and activities do not consistently focus on the concept of belonging. The book has suggestions for improving responses to examination questions and strategies for choosing and analysing related texts, but it does not demonstrate how students could synthesise discussion in composing responses. Overall, students might find some helpful hints and information in this accessible text, but they should not rely on it too heavily. M. Murray

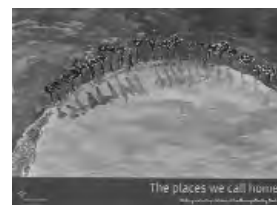
USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6
 Paper \$29.95 SCIS 1386686

The places we call home: writing and art by the children of the Murray-Darling Basin

Murray-Darling Basin Commission, ACT, 2008

ISBN 9781875622740 [A820.8]

As part of the *Special forever* project, this anthology of children's writing and artwork is the 16th of its kind. Students from Charleville to Horsham, from Broken Hill to Tamworth, and from towns and cities in varied environments in between and beyond are the authors of this engaging text. Often humorous, sometimes poignant, and always entertaining, the combination of short stories, poetry and art focuses on the life, history and environment of communities in the huge Basin. The contents are categorised under headings such as *Furred and feathered* and *The big dry* which allows ready access for a class study of particular topics and fodder for discussion about different viewpoints. The authentic voices of the authors and the full colour visual information found in their artworks make this a valuable resource for a range of COGs strands for Early Stage 1 to Stage 3. Information about this resource and units of work are available at <www.specialforever.org.au/Home/page__1890.aspx>. C. Keane



USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6
 SPOA Contact: <val.noake@elit.edu.au>
 SCIS 1392686

SCUTT, Craig

Captain Cook: sailing off the map

Black Dog Books, Vic, 2008

ISBN 9781742030142 [910.92]

A great resource for Australian schools, this book contains a detailed account of the life of James Cook, written in a way that will entice readers. Showing life 300 years ago, it offers information about society, class, health and education in 18th century England. Each chapter is divided into manageable sections with clear subheadings. Both Cook's strengths and weaknesses are presented. Many of the exciting episodes of Captain Cook's life are presented through stories which are interspersed throughout the book. Full colour illustrations, maps and break-out boxes highlight important information and make reading interesting. Teachers' notes are available from the publisher's website. G. Maugle



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
 Paper \$14.99 SCIS 1372530

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.

Philip's Australian school atlas

Octopus, UK, 2008

ISBN 9780540091539

[912]

Comprehensive thematic and topographic maps, and satellite images of Australia are presented in this easy to use atlas. A range of maps is provided on relief, geology, climate, environment, disasters, exploration, settlement, populations, land use, employment, trade, tourism and conservation. *World Themes* investigates a range of issues including languages, living standards, international organisations, social and economic statistics, and human concerns. The clear, concise written text complements the outstanding images and graphs. Colour coding and an extensive index facilitate the use of this valuable resource for teaching and learning Geography skills. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: HSIE

SYLLABUS: Geography 7–10; Geography Stage 6
Paper \$24.99 SCIS 1373906

WILKINSON, Carole

Hatshepsut: the lost pharaoh of Egypt

Black Dog Books, Vic, 2008

ISBN 9781742030135

[932]

Historical accuracy, imaginative reconstructions, colourful maps and gorgeous illustrations make this small book an ideal resource to draw students into the fascinating world of ancient Egypt. The book deals with Hatshepsut's story, from childhood to death, with roughly half of each chapter providing simple and accurate information on a key stage of her life, within the broader context of the times and discussion of historical debates. Each chapter has a fiction section that imaginatively portrays the rivalries and political intrigues of the royal household. Wilkinson appropriately makes readers aware of the huge gaps in the evidence of Hatshepsut's life. There is a useful section on the modern rediscovery of Hatshepsut, a timeline and a short bibliography with websites. R. Darlington



USER LEVEL: Stage 4

KLA: HSIE

SYLLABUS: History 7–10
Paper \$19.95 SCIS 1372536

REILLEY, Carmel

This is my culture [series]

Heinemann Library, Vic, 2008

A child's voice in each book in this series describes aspects of cultures from countries upon which today's Australian society is based. Each child guide initially introduces his or her family background and continues with postcards, family photographs, and jotted facts about their cultural heritage. Information is presented on the **Festivals, food and celebrations** and **History** of that particular country and interesting comparisons are made between Australian and other cultures. There are **Things to make and do**, including craft and recipes. Websites are also suggested. These



books will be useful in the study of the Stage 2 COGs Unit (B): *Being Australian*. A. Beedles

USER LEVEL: Stage 2

KLA: HSIE

SYLLABUS: HSIE K–6
\$29.95 each

Reviewed titles in this series:

China

SCIS 1367537

Italy

SCIS 1367533

Thailand

SCIS 1367530

Vietnam

SCIS 1367535

HUNG, Li-Yu

The China book: a people, a place, a culture

Black Dog Books, Vic, 2008 (Cultures of the world)

ISBN 9781742030203

[951]

A great deal of information on China is contained in this slim book which exudes quality and originality. The excellent photographs presented on glossy pages are a joy to explore. The map of China is unique and shows a different way of map presentation. Chinese festivals are considered in detail. Kung-fu, calligraphy, kites and paper cutting are covered along with religion, food, dragons and masks. Language and the zodiac are included with written and visual information on the Great Wall and a superb section on the terracotta warriors. Loaded with bite size information, this book would enhance any study on China and teacher's notes are available from the publisher's website. G. Maugle



USER LEVEL: Stage 2 Stage 3

KLA: HSIE

SYLLABUS: HSIE K–6
Paper \$16.99 SCIS 1371055

Global hot spots [series]

Macmillan Education Australia, 2008

With clear language and strong visual appeal, this series will provide budding researchers and teachers alike with insight into global hotspots. Each title explores the story behind these war zones through a brief history of the issues that have projected them into world headlines. A balanced explanation is presented about each region's cultural, religious and political differences, and internal and international conflicts. Briefings highlight main ideas and themes, statistics boxes present important facts and the useful fact finder section provides key demographic, economic and geographic statistics. There are numerous high quality, well chosen photographs which make excellent primary sources for young historians. The well blocked layout is sure to appeal to visual learners because the amount of written text is small. The series complements the Stage 3 COGs Unit (E): *Global and social issues* and the Stage 4 History Topic: *Shaping the modern world*. R. Neagle



USER LEVEL: Stage 3 Stage 4

KLA: HSIE

SYLLABUS: History 7–10; HSIE K–6
\$29.95 each

Reviewed titles in this series:

Afghanistan	SCIS 1369730
Iran	SCIS 1369746
Iraq	SCIS 1369748
Israel and Palestine	SCIS 1369742
The Indian subcontinent	SCIS 1369672
Sudan	SCIS 1369737

Passport to Australia: the Australian travel game

Barker Boys, Qld, 2007

ISBN none

[994]

Focusing on a journey around Australia, learning about places through educational questions, this board game is an interesting way to learn. Accommodating players older than eight, the game focuses on Australian geography, history, demographics, and government. Along with a colourful playing board, the game's physical components fuse classic elements from such games as *Monopoly* and *Trivial Pursuit*. The rules are straightforward and the object of the game is for players to fill their passport base with all eight state and territory plaques to form a complete map of Australia. The game is well conceived and it has educational value, with some application to civics and citizenship education. C. Sly

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	Geography 7–10; HSIE K–6
	\$59.95

SCIS 1393609

STAFFORD, Paul

You're history, mate!: dingbats, dropkicks, dills, duds and disasters in Australian history

Random House, NSW, 2008

ISBN 9781741662764

[994]

In Australian history the tragic and farcical often coexist, and this light-hearted look at 37 characters presents both contexts. Stafford has a good eye for the farcical side, and at times his character judgment is as insightful as the views of academic historians. He nails Macarthur as a white collar criminal, but he also perpetuates outdated or discredited interpretations of characters, for example the complex Samuel Marsden as simply a bully. The book's colloquial language and friendly tone enliven the history, and, to balance the genders, the section on eccentrics is dominated by women. Students will enjoy this approach to Australian biographical history. R. Darlington



USER LEVEL:	Stage 3 Stage 5
KLA:	English; HSIE
SYLLABUS:	English K–6; History 7–10
	Paper \$14.95

SCIS 1372673

BRASCH, Nicolas

Australia's convict past [series]

Echidna, Vic, 2008

In this series, colloquial language is interspersed with factual accounts of life before, during and after British transportation to

Australia in the 1700s and 1800s. Written in the form of letters from a convict in New South Wales to his newly convicted cousin in England, the information in each book aims to prepare the new transportee for what awaits. Historical documents, diary extracts and excerpts from actual letters written during the period provide challenging reading. The succinct biographies of convicts are excellent examples of factual recounts.

Teachers may select segments of the narrative for classroom focus, allowing time for student discussion and note taking. S. Rasiaiah

USER LEVEL:	Stage 2
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
	\$29.95 each

Reviewed titles in this series:

Crimes and punishments	SCIS 1377916
Famous and infamous convicts	SCIS 1377909
Jobs and industries	SCIS 1377907
Penal colonies	SCIS 1377917



POWNALL, Eve & SENIOR, Margaret

The Australia Book

Black Dog, Vic, 2008

ISBN 9781742030456

[994]

Republished from its original edition, this visual representation of Australia will fascinate readers young and old. Awarded Children's Book of the Year for 1952 by the Children's Book Council of Australia, this classic text traces Australian history from its original inhabitants to the development of its cities and industries mid twentieth century. Written in a naive style that simplifies historical events and personalities for the younger reader, the idea of the unfolding story of the nation is enhanced by the bright coloured line drawings. The sketches have a comic book style that nicely supports the straightforward written text, and students working with the Stage 3 COGs Unit (G): *Traditions and heritage* will have fruitful discussions about the book's content. Some of the ideas are dated but their reflection of 1950s attitudes will be an excellent discussion starter on context for older students. There is much potential for investigating the issue of historical viewpoint and interpretation. R. Parnis



USER LEVEL:	Stage 3 Stage 5
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
	\$34.99

SCIS 1363959

CLARK, Anna

Explored!: the unglorious world of Burke and Wills, rotten food and getting lost

Hardie Grant Egmont, Vic, 2008

ISBN 9781920878610

[994.03]

Humorous and at times gruesome, this historical tale of Burke and Wills links to the Stage 2 COGs Unit (B): *Being Australian*. Students will love

reading this accurate and entertaining account of the travels of the two famous and not so clever explorers who did not take enough food, but who took too much alcohol and a bath tub across the desert. The text has timelines, simple maps of Australia, cartoons and humorous comic style dialogue, and its friendly tone will have much appeal for students. This easy to read account for the newly independent reader is an entertaining way for students to learn about our history. K. McDonnell



USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 Paper \$14.95

SCIS 1365559

FRENCH, Jackie

A nation of swaggies and diggers: 1880-1920

Scholastic, NSW, 2008 (Fair dinkum histories)
 ISBN 9781741690767

[994.03]

Chronology, social customs and thumbnail biographies are presented here through prose, pictures, cartoons, and fact boxes. Every page has an illustration or cartoon with a quick quip or the joke. Text boxes, in alternate fonts, use a tabloid style to deliver information. The writer's clear, precise voice presents significant aspects of Australian history from the colonial era to WWI and beyond. Catchy colloquialisms and anti-authoritarian jibes are sure to fire up the enthusiasm of readers. This accessible publication is useful as a simple reference to support study of the mandatory Australian history content. V. Davidson



USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
 Paper \$14.99

SCIS 1352705

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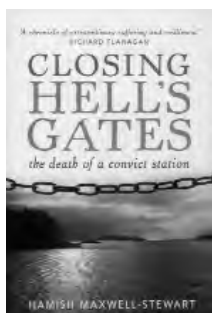
MAXWELL-STEWART, Hamish

Closing hell's gates: the death of a convict station

Allen & Unwin, NSW, 2008
 ISBN 9781741751499

[994.6]

From 1822 to 1834, Macquarie Harbour on the west coast of Tasmania was the most infamous penal settlement in colonial Australia. This book is a very well researched and wonderfully written historical account of that period. The title is a bit of a misnomer; the book is not solely about the closing of the penal station, nor is it merely sensational. There are plenty of fascinating anecdotes gathered from original records, about escapes, murders, cannibalism and brutal tyrants, and these are complemented by insightful explorations of the socio-political forces that create, maintain and eventually



dissolve penal colonies. Thorough and challenging, the book is certainly accessible to older and more capable students. P. Gilchrist

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7-10; HSC History Stage 6: *Extension*;
 Modern History Stage 6
 Paper \$24.95 SCIS 1362292

Who reviews?

Reviewers for Scan and the DET website are selected from teachers and teacher librarians across the state.

Connie Ah See, Indigenous Engagement and Quality Teachers
 Joanne Allen, Seaham PS
 Cherry Beckett, Gosford HS
 Aveen Beedles, teacher librarian
 Kerry Bromhead, teacher
 Craig Cantor, Caringbah HS
 Nell Chaffey, Tamworth PS
 Elizabeth Chase, School Libraries and Information Literacy
 Heather Cobban, Fort Street HS
 Sally Cousens, Advisor, Literacy
 Donna Croker, Old Bar PS
 Robert Darlington, teacher
 Victor Davidson, Birrong GHS
 Meg Davis, teacher
 Lee Doyle, Matthew Pearce PS
 Jan Eade, Lane Cove West PS
 Helen Evans, Consultant, Literacy
 Colleen Foley, School Libraries and Information Literacy
 Jenny Foster, Warrimoo PS
 Amanda Frost, The Hills Sports HS
 Heather Gardiner, Kanahooka HS
 Paul Gilchrist, Strathfield GHS
 Ruth Higginbottom, Tomaree PS
 Di Imison, Telopea PS
 Di Johnston, Cambridge Park PS
 Cath Keane, School Libraries and Information Literacy
 Gillian Maugle, Wiley Park PS
 Karen McDonnell, Lethbridge Park PS
 Noel McFayden, teacher
 Judy Morgan, Caringbah HS
 Michael Murray, English, Curriculum K-12 Directorate
 Renae Neagle, teacher
 Adam Parnis, Greystanes HS
 Rhonda Parnis, Sherwood Grange PS
 Michelle L. Pearson, Tomaree Education Centre
 Sally Rasaiah, School Libraries and Information Literacy
 Kathleen Rushton, Consultant, Early Literacy
 Pauline Sheppard, HSIE, Curriculum K-12 Directorate
 Cathy Sly, School Libraries and Information Literacy
 Alison Soutter, Student Services and Equity
 Graham Spindler, Parliament House, NSW
 Susan Taylor, Lindfield PS
 Carol Thomas, School Libraries and Information Literacy
 Michelle Timperley, The Entrance HS
 Amanda Vella, Fairfield Heights PS

Articles – Authors

A
ANDERSON, Trish 24
ANDREWS, Jennifer 38

C
CAMILLERI Maree 9
CHARLES, Rosie 24
CHASE, Lizzie 18

D
DOWNIE, Andrew 44

G
GILKES, Mel 48

H
HUGHES, Hilary 17
HYATT, Linden 17

J
JOYCE, Amanda 24

K
KEANE, Cath 21

KIRK, Mandy 4

L
LITERACY TEAM, The 40
LOVEDAY, Bronwen 26

M
McLEAN, Ian 30
MIGAN, Fiona 41

N
NEESKENS, Dean 24

NOAKE, Val 46

O
O'GORMAN, Kevin 17

T
TODD, Ross 28

W
WALL, June 12

Articles – Titles

B
Beyond the review: People, perspectives, place, politics and power: always was, always will be... 18

C
conversation with Isobelle Carmody, A 4
Cooperative partnerships: schools and public libraries 44
Copyright and Creative Commons in schools 41

E
eGATS! Online Program: an interactive online program for Gifted and Talented (GAT) primary students, The 38
Enhancing *Special forever* with ICT 46

F
Fabulous flipcharts for IWBs 17
Focus on cooperative programming: different people, different stories 21

I
I have fun with faces: an interactive resource 9

K
Kindergarten weaves a wiki: the learners tell their stories 30

L
Leading the way: library sections of school websites 48

M
Meeting the Challenge at Oatlands 26

P
Premier's Reading Challenge reception sails into Parramatta 24

R
Research columns one, 2009: The changing information environment and student learning 28

T
Teaching power searching 12

W
Where can I find Literacy support? 40

Internet sites – Titles

A
About the Tao 53
Ancient Egyptian Culture Exhibit, The 65
Ancientscripts.com: a compendium of world-wide writing systems from prehistory to today 58
Animasher 53
Aqua: project science 60
ARKive: images of life on earth 59
ArtWonders 62
AUSTAR for schools 68

B
Boardroom Radio Australia 55

C
Classics for kids 64
Classification website 68
Computer tutor: the BBC's guide to using a computer 52
Creating the United States 56
crusades, The 65
Cuban Missile Crisis and aftermath 55
Curious George 58

D
D-Day Museum & Overlord Embroidery 66
Doug Johnson: writing, speaking and consulting on school technology and library issues 68
Dove self-esteem fund, The 61
Dr Sun Yat-sen Museum 66
Dyed and gone to heaven: an online magazine and needlework resources 63

E
Ecologic: creating a sustainable future 56
Ecological footprint: measuring our impact on the environment 54
EOL: Encyclopedia of Life 60
ESL blues: number recognition 59
ESSI money: earning, saving, spending, investing 55

F
FiberScene: the leading website for showcasing fine art with a textile sensibility 63
Food force 57
Forest protection portal: ecological science based forest preservation & conservation advocacy 56
Freak Street 64

G
Games 57
Giddy Goanna 57
Global Gang 57
Global voices 57
Gov gab: your U.S. government blog 55

H
Hamlet works 64
Health games for kids and adults: making health games fun at Playnormous 61
History and politics out loud 67
How do you measure up? 61
Huey Long 67

L
Learning vocabulary fun: the fun way to build vocabulary skills!: test preparation & vocabulary building made fun 59
Lexipedia beta: where words have meaning 58

M
Making the modern world: stories about the lives we've made 54
Mammoth Site of Hot Springs, South Dakota, The 60
Marla Mallett: textiles and tribal oriental rugs 63
Mutapic: visual brainstorm 63

N
National Heritage Museum 66
Newzealand.govt.nz 67
Nicki Greenberg 64
Nikki Verrills 60

O
Online interactives for kids! 62

P
Paper toys: paper stuff for kids and grown-ups 62
Parthenon, The 62
poetry zone, The 64
Population flows: immigration aspects 2006–07 edition 54
Presidential recordings program 67

Q
Quizlet 58

S
Scanning Electron Microscope 59
Sight words with Samson 59
SoundJunction 63
Stop cyberbullying 53
Students @ work: balancing school and work 55
Svalbard Global Seed Vault 61

T
Teaching Gutenberg 62
Textile culture of India 63
ThinkB4YouSpeak.com 54
TIME.com's first annual blog index 53
Titanic: a special exhibit from Encyclopaedia Britannica 65
Twelve canoes 54

U
Understanding the universe: an exploration with the American Museum of Natural History 60

V
Victory over violence 53
Vietnam Center and Archive, The 66

W
War & identity: education 56
WaterAid: international site 56
World Book 53
World War I 65
World War I political cartoons 65
world's biomes, The 61
Wounded Knee: the Museum 66

Y
Youth radio 58

Resources – Authors

A
ADLAM, Frances 74
AINSWORTH, Marlane 74
ALEXOVICH, Aaron 78
ALMOND, David 74
ALRIC, David 78
AYLING, Tony 87

B
BANCROFT, Bronwyn 70
BASSINGTHWAIGHTE, Natalie 83
BEALE, Fleur 75
BEAN, Wendy 69
BECKETT, Bernard 78
BINGHAM, Caroline 86
BLABEY, Aaron 70

BLAXLAND, Wendy 90
BOYER, Susy 70
BRAMWELL, David 86
BRASCH, Nicolas 85, 93
BROOKS, Martha 78
BROWNE, Anthony 70
BRYAN, Philip 89

C
CARBON, Sally 90
CAREY, Louise 78
CAREY, Mike 78, 79
CARMODY, Isobelle 79
CARTHEW, Mark 70
CASTELLUCCI, Cecil 79
CEMMICK, Paul 88

CHAPMAN, Gaye 70
CHILD, Lauren 71
CLARK, Anna 93
COMPESTINE, Ying Chang 79
COOPER, Jenny 74
COOPER, Michelle 79

D
DE SEVE, Randall 71
DENTON, Terry 73
DUBOSARSKY, Ursula 75
DUNBAR, Polly 74

E
EATON, Anthony 75
ELLIOT, Liz 89

F
FANTON, Jude 89
FEELY, Eliza 71
FENSHAM, Elizabeth 80
FENTON, Corinne 71
FIREBRACE, Francis 84
FLETCHER, Corina 71
FORD, Vincent 80
FOX, Lee 80
FRENCH, Jackie 88, 94
FUSSELL, Sandy 75

G
GAIMAN, Neil 75, 80
GARDNER, Scot 76
GIBB, Tanya 69

GIFFORD, Clive 89
 GILLING, Tom 80
 GLOVER, David 89
 GLOVER, Penny 89
 GOULDTHORPE, Peter 71
 GRATION, Steven 90
 GREENWOOD, Mark 71
 GRIFFITHS, Andy 76
 GRINDLEY, Sally 76

H
 HEMPEL, Marc 79
 HERRICK, Steven 80
 HILLMAN, Ben 89
 HINDS, Gareth 81
 HOGAN, Melanie 84
 HOLFELD, Greg 77
 HOPWOOD, Dwayne 91
 HUNG, Li-Yu 92

I
 IMMIG, Jo 89

J
 JONSBURG, Barry 81

K
 KIBUIISHI, Kazu 76
 KITZELMAN, Kerry 87
 KWAYMULLINA, Ambelin 72, 77
 KWAYMULLINA, Blaze 77
 KWAYMULLINA, Ezekiel 72, 77

Resources – Titles Vol 27

A
 ABC book of animals, The 87
 All you need to know about stuff [series] 87
 Amazing facts about Australian marine life 87
 Amulet. Book one, The stonekeeper 76
 Australia Book, The 93
 Australia's convict past [series] 93
 Australian wildlife 87

B
 Batty business 77
 Beat feat 74
 Big machines [series] 89
 Big Red Hen and the little lost egg 73
 Birds of Australia 88
 Body fuel for healthy bodies [series] 90
 book of hard words: read it, see it, know it, use it, The 86
 brief history of Montmaray, A 79
 Broken glass 76

C
 Captain Congo and the Crocodile King 77
 Captain Cook: sailing off the map 91
 case of the diamond shadow, The 76
 China book: a people, a place, a culture, The 92
 Closing hell's gates: the death of a convict station 94
 Commedia Oz: playing commedia in contemporary Australia 90
 Confessions of a blabbermouth 78
 Curly and the Fent 77

D
 detachable boy, The 76
 dog on the tuckerbox, The 71
 Dreamland 80

E
 Environment Australia [series 85]
 Escape from special 81
 Every minute on Earth: fun facts that happen every 60 seconds 83
 Explored!: the unglorious world of Burke and Wills, rotten food and getting lost 93

F
 Fat Pat 72

L
 LANGER, Justin 90
 LARDNER, Kym 72
 LARDNER, Oliver 72
 LASKO-GROSS, Miss 81
 LEE, Julian 83
 LESSAC, Frané 71
 LEVINE, Robert 90
 LIEW, Sonny 79
 LONG, Loren 71
 LOWRY, Brigid 91
 LYNCH, Jim 81

M
 MACDONALD, Guy 88
 MARSDEN, John 72
 MARSHALL, James Vance 84
 MARTIN, Helen 87
 MASSON, Sophie 76
 MAXWELL-STEWART, Hamish 94
 MOORE, Nicky 83
 MORGAN, Sally 77
 MORPURGO, Michael 77
 MULLIGAN, David 81
 MULLINS, Patricia 75
 MURRIE, Matthew 83
 MURRIE, Steve 83

N
 NEWBERY, Linda 72
 NILAND, Kilmeny 72

NORMAN, Mark 88

O
 ORMEROD, Jan 72
 OTTLEY, Matt 72

P
 PARISH, Steve 87
 PEARSON, Jane 84
 PEELGRANE, Nicky 90
 PENNINGTON, Bryan 86
 PICINI, Frank 89
 POWNALL, Eve 93
 PULLMAN, Phillip 82
 PYERS, Greg 88

R
 RANDALL, Bob 84
 RAWLINS, Donna 73
 RAYNER, Catherine 72, 73
 REES, Celia 82
 REID, Sue 77
 REILLEY, Carmel 92
 RISSON, Toni 77
 ROHR, Ian 88
 RUGG, Jim 79
 RYAN, Denise 87

S
 SATRAPI, Marjane 82
 SCUTT, Craig 91
 SENIOR, Margaret 93

SERTORI, Trisha 90
 SIMONS, Moya 77
 STAFFORD, Paul 93
 STANCHFIELD, Justin 82
 STARKE, Ruth 77
 STIGLITZ, Joseph E. 85

T
 THOMPSON, Carol 72
 THOMPSON, Colin 73
 TRUSSELL-CULLEN, Alan 87

V
 VERROKEN, Sarah 73

W
 WARREN, Kathleen 88
 WEBB, Philip 75
 WHEAT, Chris 82
 WHITING, Sue 73
 WILD, Margaret 73
 WILKINSON, Carole 92
 WILLEMS, Mo 74

Y
 YOO, Taeun 74

Z
 ZENATTI, Valerie 82

Feeling sad 73
 Finding out about [series] 88
 firefighters, The 73
 First Australians: an illustrated history 18

G
 Genesis 78
 Global hot spots [series] 92
 gobbling tree, The 70
 Grammar rules! Book B 69

H
 Happiness and life satisfaction 83
 Harris finds his feet 73
 Hatshepsut: the lost pharaoh of Egypt 92

Heroes of Tobruk 81
 highest tide, The 81
 Home and away 72
 How are they made? [series] 90
 How good are you?: clean living in a dirty world 83
 How high can a kangaroo hop? 88
 How strong is it? 89
 How to be a hot speller: tips and tricks for spelling success 69

I
 I want to be a cricketer 90
 Ironbark 81

J
 Jerry 75
 Juicy writing: inspiration and techniques for young writers 91

L
 Lightning strikes [series] 76
 Little Beauty 70
 Little Blue 70
 little red fish, The 74

M
 M is for magic 80
 Making globalization work 85
 Maps to success: successful strategies in Indigenous organisations: a handbook 68
 Me and my community [series] 84
 Merchant of Venice: a play by William Shakespeare, The 81
 Message in a bottle 82
 Miss McAllister's ghost 80
 Mistik Lake 78

Molly and her dad 72
 Mudpuddle Farm 77
 My brilliant body: with the gross bits left in! 88
 My dad's a birdman 74
 My first encyclopedia of animals 87

N
 naked penguin, The 72
 Nathan Nuttboard: upstaged 75
 nation of swaggies and diggers: 1880-1920, A 94
 Nelson belonging: a text for senior English students 91
 Nyuntu Ninti (What you should know) 84

O
 Oasis [DVD], The 85
 octopus's garden: the secret world under the sea, The 88
 Odd and the frost giants 75
 On the move [series] 89
 Once upon a time in the north 82
 Open for business 77
 Other people's country 80

P
 Passport to Australia: the Australian travel game 93
 Peka-Boo, the smallest bird in all the world 71
 Persepolis 82
 Philip's Australian school atlas 92
 pigeon wants a puppy, The 74
 places we call home: writing and art by the children of the Murray-Darling Basin, The 91
 plain Janes, The 79
 Planet Earth [series] 85
 Pompeii 77
 Possum and wattle: my big book of Australian words 70
 Posy 72

Q
 Quality teaching to support the NSW Professional Teaching Standards. Part A: linking the NSW Professional Teaching Standards and the NSW Quality Teaching Model 68
 Quin Majik and the marvellous machine 75

R
 Racial discrimination 84
 Re-gifters 79
 Revolution is not a dinner party: a novel 79
 Rhyming boy 80
 Robots 89
 Rugby for Rosie 74

S
 Samurai kids: white crane 75
 Science out of the box [series] 86
 Scorched bone 80
 Screw loose 82
 Seed to seed: food gardens in schools 89
 Simpson and his donkey 71
 Sistahood: a journal of self-discovery 83
 So you want to be prime minister? 85
 Sometimes love is under your foot 73
 Sovay 82
 Space cowboy 82
 Space encyclopedia 86
 stone key, The 79
 Stories from the billabong 84
 story of the orchestra, The 90
 Sunday Chutney 70

T
 Theme park science [series] 86
 They have come to stay [DVD] 18
 Thinking themes [series] 84
 This is my culture [series] 92
 Toy boat 71
 Treasure fever! 76
 two-hearted numbat, The 72

V
 valley of the ancients, The 78

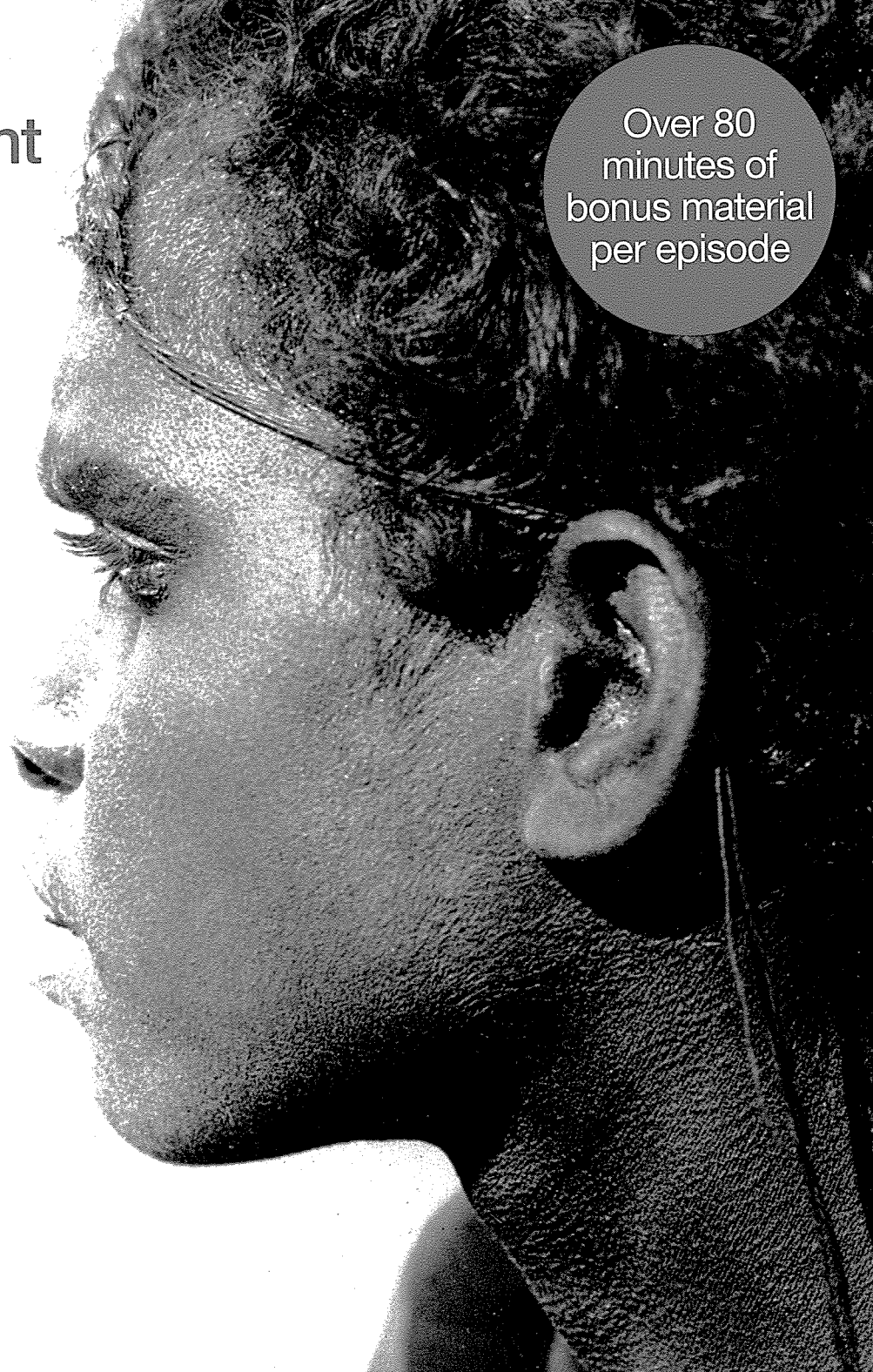
W
 Who's afraid of the big bad book?: a pop-up classic 71
 Wiggle and learn [series] 78

Y
 You're history, mate!: dingbats, dropkicks, dills, duds and disasters in Australian history 93

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