Scan

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- vision & capacity building for 21C school libraries
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- magical visual literacy
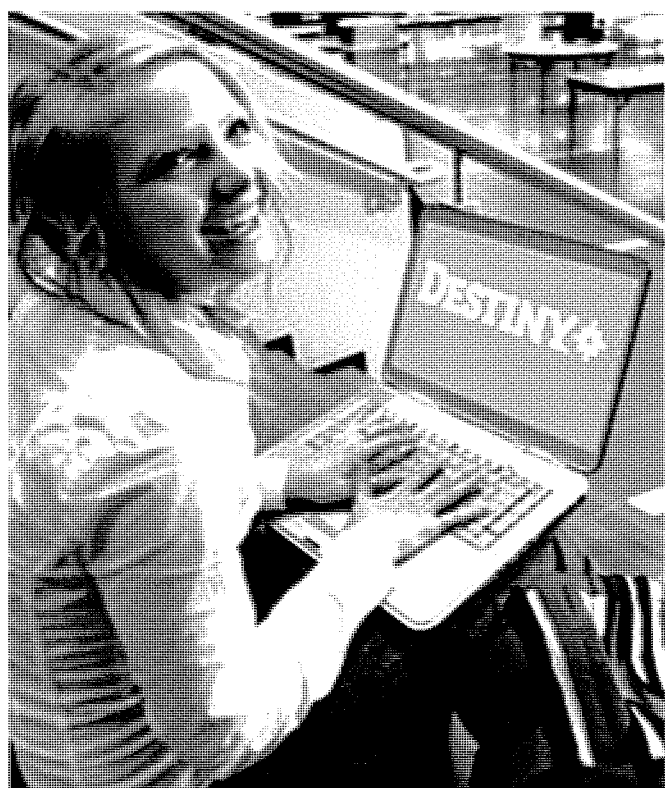- cultural diversity resources
- technology how to ...

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

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ISSN 07264127, SCIS 752744.

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Vol 28 No 2 May 2009   **Curriculum K–12 Directorate**

Scan

From the Editor

The second *Scan* issue for 2009 has articles to support, and reflect on, best practice and ideas for engaging students. Reviews of the 2009 CBCA shortlisted books, teaching ideas, annotations of *Scan* articles, and the database of resource reviews are available on the *School libraries and information literacy* website <**www.curriculumsupport. education.nsw.gov.au/ schoollibraries**>.

If you have ideas for future articles or short news items for Quick bytes, 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

e-mates @ Kempsey High School

In an online world, how do you get students to read books for pleasure and information? Teacher librarian, Linda Sneddon, shares the success of the e-mates program to engage students in literary reflections and conversations with students from other countries.
Page 4

Just download! Andy Griffith talks

Read about this great resource from CLI. Stage 3 students interview Andy Griffiths in the studio while classes from a variety of locations join in via webstreamed Learncast. Use this online resource for an author study, or to model interviewing techniques, or to engage students in narrative writing.
Page 8

Beyond the review: *Enigma: a magical mystery* by Graeme Base

More than an interactive picture book for Early Years students, *Enigma: a magical mystery* is an ideal resource for students to use their analytical tools to discover cultural allusions and different perspectives purveyed in the illustrations. See the suggested activities for Middle Years students and programming ideas for research tasks.
Page 12

Research columns two, 2009: School libraries and continuous improvement

Dr. Ross Todd focuses on continuous improvement and capacity building for school libraries in the 21st century to sustain and nurture future student learning. Ross introduces the article by Lyn Hay and Colleen Foley, *School libraries building capacity for student learning in 21C*, which espouses the need for a shared vision for school libraries and includes an overview of the research and literature with a capacity building framework for school libraries in the future. This is followed by Ross Todd's case study of Delaware schools, *School libraries and continuous improvement: a case study*.
Page 16

Resources to support HSIE teaching and learning in *Symbol systems*

Look at the outcomes rather than the unit title, and visit the HSIE website for easily accessed resources to view or download and share with students.
Page 32

Sharing Web 2.0 with *TaLe*

Ben Jones provides us with an overview of *TaLe's* expanded *Share* space that focuses on how Web 2.0 tools can be used to enhance the teaching and learning process.
Page 34

Customise reading lists in *My library*

Step-by-step instructions allow teacher librarians to add unmatched titles to the PRC lists in *My library*.
Page 36

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**>

Currents

Colleen Foley

is Leader, School Libraries and Information Literacy Unit (SCIS/Scan).

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Laptops4Learning

We have reached another of those exciting and challenging watershed moments, with the momentum of the Commonwealth Government's Digital Education Revolution National Secondary School Computer Fund. In NSW public schools, the Connected Learning, Secondary Schools Laptop Program is working to provide a wireless laptop and supportive environment for students in Years 9 to 12 by 2012.

Information about this *Laptops4Learning* initiative, and ongoing updates in regular Bulletins, is available on the Department's intranet <**https://detwww.det.nsw.edu.au/deptresources/majorprojects/laptops4learn/index.htm**>. Information and updates are also provided on the internet <**www.schools.nsw.edu.au/news/ announcements/yr2009/apr/laptops. php**>. A range of support is being provided by various Directorates in the Department, including curriculum and resources support being developed by Curriculum K–12 <**www.curriculumsupport.education.nsw.gov.au/**> and the Centre for Learning Innovation (CLI) <**www.cli.nsw.edu.au/cli/index.shtm**>. Additional Connected Classrooms Program information is also available <**https://detwww.det.nsw.edu.au/lists/directoratesaz/ccp/index.htm**>.

Envisioning school libraries

Bulletin 2 indicates that the first phase of wireless installation in schools will be 'a set of classrooms in close proximity and the library'. School libraries and teacher librarians are essential in supporting critical and digital literacy in the connected learning environment. The *Laptops4Learning* initiative offers new opportunities for collaborative partnerships supporting student learning through project and resource based, knowledge creation learning adventures.

What practices can we further build on, and how can we prepare to support quality pedagogy in a wireless or connected environment for meaningful, purposeful learning? Consider the following:

- Does your school library have an online internet or intranet presence? For ideas see *Scan* 27(4).
- How are you using selected Web 2.0 tools to engage students and teach information skills? *Scan* articles, including Linda Sneddon's (pages 4–7) and Ben Jones' (page 34) contributions this issue, and Raps and book raps offer ideas.
- Are you making the most of *OASIS Web Enquiry*? <**www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm**>
- Balancing the collection – are you downloading websites to your library catalogue for easy access through *OASIS Web Enquiry*? The newly added scannable barcodes for SCIS numbers accompanying the website reviews in this issue will assist.
- How are you supporting digital information literacy? For ideas see any issue of *Scan* and go to School Libraries and Information Literacy <**www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm**>
- School Libraries and Information Literacy is developing a package of *Links4Learning* to be delivered as clickable links via *OASIS Web Enquiry* and as part of the support package for *Laptops4Learning*.

School libraries 21C

How do you envisage that school libraries and teacher librarians can harness the available technologies, integrate them with relevant traditional resources, and build on good practice to develop creative, collaborative knowledge constructers for the future? A common vision is essential as we move towards 2020.

Research columns (pages 16–31) has a special focus on envisioning school libraries, and capacity building for school libraries in a digital age. Included is a paper by Lyn Hay and Colleen Foley, *School libraries building capacity for student learning in 21C*. This paper is offered as background reading for school communities to consider and discuss.

Some questions you might like to consider are:
1. Why have a school library?
2. What would the ideal school library look like in our school?
3. What kind of learning do we want to take place in our school library?
4. What are the teaching and learning partnerships that foster quality school libraries?
5. How does our school library impact student learning? How would we like it to impact student learning in 5 years? towards 2020?
6. What planning and strategies are needed to ensure our school library provides the best for our learners and for their future in a digital world?
7. What is our vision for an effective school library in 5 years? towards 2020?
8. What support would you like the School Libraries and Information Literacy Unit to provide to assist school libraries build capacity into the future?

An open discussion will be coordinated and hosted by School Libraries and Information Literacy Unit, Curriculum K–12 Directorate, at <**www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm**> from 1 June 2009. Dr Ross Todd and Lyn Hay will join us in this process.

Anne Dowling, Cataloguing Coordinator, a valued member of our School Libraries and Information Literacy team has now retired. Anne's contributions to statewide support for school libraries over more than 20 years are greatly appreciated. We wish her well. ■

e-mates @ Kempsey High School

Linda Sneddon, teacher librarian at Kempsey High School, describes her wonderful experiences with students engaged in reading and sharing their reading journeys with online mates.

Introduction

In 2006, I returned from a teacher exchange in Vancouver feeling inspired and eager to reconnect with the staff and students at Kempsey High School. I had just experienced a year of the best possible professional development I could imagine and felt keen to ensure that this enthusiasm continued.

When I got back, I discovered how fortunate it was that my school had successfully applied to participate in a *Quality Teaching* action learning project. The project, titled *One size does not fit all!*, focused on gifted and talented education and the use of communication technology. Both areas had been focuses of my work and professional learning while on exchange and allowed me to bring another perspective to the project. My role in the project was to work cooperatively with other teachers in developing units of work that would improve the learning outcomes of students identified by ELLA, SNAP and SMART data, as being in the upper bands. The e-mates (email pen-pals) program was one of these units of work and for me, as teacher librarian, the most rewarding. It gave me the opportunity to work closely with staff and students, to re-establish my role in the school after a year away, and to instil a love of reading in students.

Quality Teaching action learning 2006/07

Our action learning project was devised and managed by the Deputy Principal, Nerida Moseley. Team members were involved in weekly progress meetings as well as workshops where we studied the Department of Education, Science and Training (DEST) modules 1–6 *Gifted and Talented Education 2005* and participated in technology training through the *Intel*® program. We then formed teaching partnerships and were provided with the opportunity to cooperatively program and plan units of work. Our academic partner, Bronwyn McLeod, an authority on gifted and talented education, provided guidance and ensured that our programs included a variety of activities that provided opportunities for higher order thinking skills to be developed. During our weekly meetings, we also recorded our journey and shared our progress.

The e-mates program begins

The e-mates program aims to promote reading for pleasure and generate a buzz about books and the library for learning and leisure. The program

…aims to promote reading for pleasure and generate a buzz about books and the library…

targeted Year 9 students nominated as gifted or talented by their English teachers. This was a group of students I had lost contact with during my year on exchange. It was decided that they would come to the library for two periods a week during Extension English time with English teacher Sue Tassell. Through my exchange teaching contacts, I organised a group of students from Birmingham to become their e-mates. The students chose the name, e-mates, based on the Aussie habit of calling a friend a mate and, because we would be communicating by email (Figure 1). Parents were sent an information letter and permission note to sign, and students made a commitment to read, respond and relate.

What is the e-mates program?

The e-mates program involves wide reading and chatting about books by

Figure 1 The e-mates home page

email with students from another country. We have been involved with schools in England and Canada since the program commenced and students gain much from the cultural exchange. During class time, students are involved in a book discussion at the beginning of each lesson. These evolve from very quiet, reticent affairs to enthusiastically boisterous discussions of books as students become more comfortable with each other and realise their opinions will be valued. Whilst the content of these sessions is very student focused, the teacher's role of asking thoughtful questions can lead the students' thinking in new directions. We also found many opportunities to discuss welfare matters, such as bullying and peer pressure, in the context of the subject matter of certain books.

Each student keeps a journal (A4 art book) in which they create a profile of their e-mate, keep copies of their correspondence, locate where their friend's school is on a map and record their responses to the books they read. Students have a variety of response options to choose from. These cover a wide range of learning styles and they choose a different option for each book. An overview of all the response options is given at the beginning of the program (Figure 2). Then a more detailed scaffold of specific tasks is provided by the English teacher as a short segment in each lesson. Many of the journals are works of art.

The final task, designing a website to promote teen reading, is a whole group project. It is a rich task, designed to be enjoyable and requiring higher order thinking. The group learns how to use web design software and work together to develop an e-mates logo and website graphics. They are each responsible for three pages on the website including a book review page (Figure 3) and a reading rave page (Figures 4 & 5), in which they say why they read and why others should too. These pages are linked to our *Kempsey High School Library* website and are favourites amongst other students.

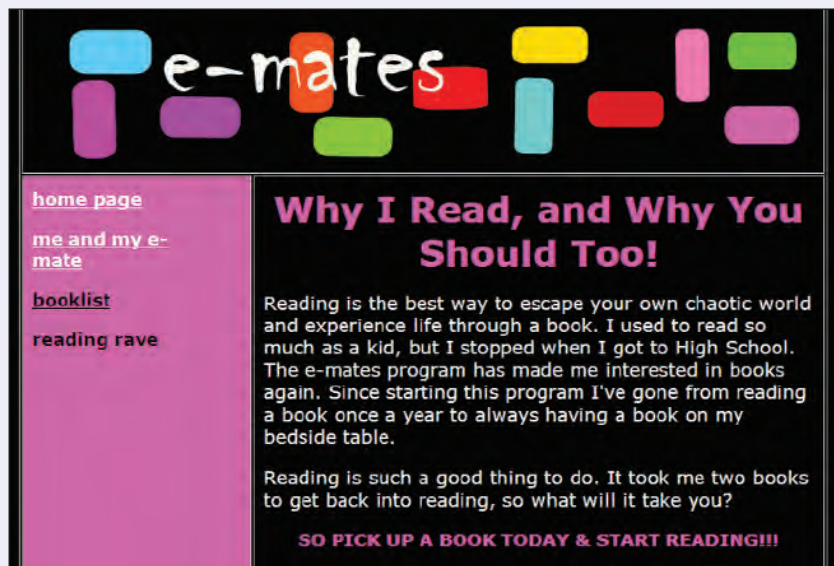

Figure 3 Katie's book reviews
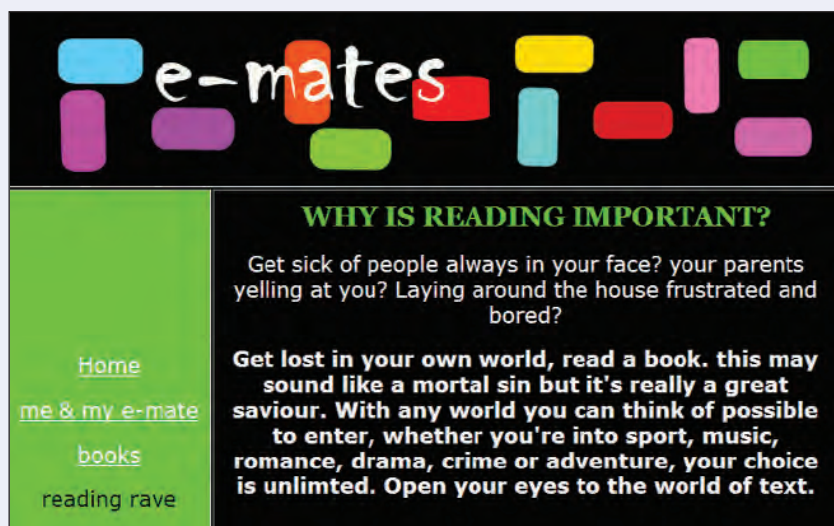

Figure 4 Edwina's reading rave

Figure 5 Amie's reading rave

e-mates

Your Extension English time, doing e-mates, is an opportunity to read, respond and relate.

We would hope that you would find 30 minutes a day to read, not just because it's part of the program, but because it's an enjoyable way to spend your free time! This might include RAK time and Extension English time but should also include some time at home. Think of it as an opportunity to turn off the TV and turn on your brain!!!

During Extension English we will be meeting in the Library and you should bring the book you are reading, your journal and any other materials you are using in your book response. The first 30 minutes of each lesson will be spent talking about books, sharing anecdotes about your e-mate and your journal responses. During the remainder of the lesson you are able to work at your own pace on whatever activity you've chosen, so you need to be organised. You might do some silent reading, e-mail your e-mate and/or work on a book response in your journal.

Your journal should include:
- this information sheet
- an e-mate profile. Why not come up with 20 questions to ask your e-mate?
- copies of e-mails you've sent and received
- a map locating Vancouver in British Columbia, Canada
- a response to each book you've read (if you're reading more than two books a week you only need to do one response, though you are free to do more if you wish). Include the title and the author. See response options below.

Response options (choose a different option for each book you read)
- visual response: use your imagination to respond to the book using illustration, paint, collage, symbols, words etc
- book review: imagine you are a panelist on the *First Tuesday book club* on ABC TV. Prepare a book review. Remember, you don't have to like the book you review but you do need to be able to justify your opinions and consider the role and responsibilities of being a critic!
- costume or set design
- author profile: Imagine you are a reporter for the *Sydney Morning Herald*. Produce an Interview with an author about his/her latest book (the one you've just read). Try to understand what has motivated and influenced them to write the book.
- make a mask or puppet that reflects the traits of one of the characters in the book
- word sleuth: identify 10 words from the novel that are new to you and look up the meanings. Include 10 words or phrases used by your e-mate that you hadn't heard before. Talk to your e-mate about what they mean. Are these words or phrases slang or msn/texting abbreviations? How does not understanding meaning influence our ability to communicate?
- write an alternate ending for the book. Try to maintain the voice used by the author.
- research some aspect of the book – the setting, the characters or an idea; eg, Jackie French's book *Macbeth* and son might make you want to find out more about Shakespeare's play *Macbeth* and the real historical person, Macbeth, who was nothing like the fictional character.
- imagine the book you've read is to be made into a movie and you are the scriptwriter and director. Who would you cast in the main roles and why? What aspects of the storyline would need to be modified or omitted? Would the ending stay the same? Justify your decisions.
- free choice – negotiated with the teacher.

Whole group project – Rich task (a task designed to be fun but make you think)
- design a web site to promote teen reading using Dreamweaver software. Include reviews of books you have enjoyed and talk to your e-mates about including their comments.
- set up a folder in your personal space on the school network called e-mates. Save brief notes on books you read in a word document in this file for inclusion in the website and your journal. Copy book discussions you have with your e-mate into a word document for later use

All these tasks are designed to be fun and make you think. Aside from allowing time at home to read, all other tasks are designed to be completed in Extension English class time (you may need to organise materials from home if you are doing one of the practical options). Mrs Tassell will be scaffolding a different response option each week – showing you what to do. More important than any of the responses is that you get into the habit of reading and find books you love.

Mrs Sneddon

Figure 2 The e-mates program provides the students with a wide variety of response options

Program spin-offs

Our Year 9 e-mates program was so successful that the students agitated to be allowed to continue with it the following year, so we devised a Year 10 program with a new final group task. Working cooperatively with another English teacher, Jeannine Kennedy, we devised a Year 8 program called *Novelty* as a lead in to e-mates. The e-mates program now has a life of its own with students asking whether they can be part of it and joining our lunchtime book groups.

The original program is also evolving. We are hoping to move towards blogging instead of email and to use the Connected Classroom's video conferencing facilities in the future.

Positive outcomes

When the original e-mates group was invited to participate in the program, they were very hesitant. Reading was seen as nerdy and only two of the nominated students admitted to reading fiction for pleasure. We hooked them with the idea of e-mailing students in other countries and learning to design web pages, but in the end it was the reading that really kept them involved and engaged. They still come to lunch time Book Group whenever their Year 12 commitments allow it. They became advocates for reading and borrowing, and still talk to students of all ages about good books to read.

The program has run for three years now and we have seen a huge increase in library usage by students during lesson breaks, and also in our *OASIS Library* loan statistics. Parents and staff have also commented on what a catalyst the e-mates program was in engaging students and themselves in reading. One of the anecdotes to come out of the program was about the Mathematics teacher who took students beach walking for sport and became involved in their discussions about books as they walked. She rediscovered how much she enjoyed reading and looks forward to her weekly book chats at sport. The English teachers have also reported a noticeable difference in the quality of responses they are getting from those students who were part of the e-mates program, and that there is also a flow on effect to those not directly involved. After many years of implementing new technology into the library it has been very rewarding to return to promoting reading and being part of a buzz about books. It has been a reminder that a love of reading is at the core of lifelong learning and that technology can be an effective tool in achieving that goal. ∎

References and further reading

Maugle, G. (2006) 'Creating a culture of change through integrating ICT', *Scan* 25(2), pp. 7–9.

Reid, K. (2006) 'Developing a whole school approach to information literacy', *Scan* 25(2), pp. 10–15.

Sneddon, L. (2008) 'Kempsey High School library: changing priorities', *Scan* 27(4), pp. 18–19.

Just download! Andy Griffiths talks

Rob Davis, *Senior Learning Design Officer, and Ann Rattey, Chief Learning Design Officer, from the Centre for Learning Innovation enlighten readers about two online resources that are sure to engage their students.*

*I*t is unanimous. Younger readers voted the Andy Griffiths' book, *Just shocking!*, illustrated by Terry Denton, their favourite in six different children's choice awards around Australia last year. For teachers keen to develop their students' interests in reading, writing and responding to literature by tapping into Andy's popularity, two digital resources produced by the Centre for Learning Innovation (CLI) – *Andy Griffiths masterclass* (Figure 1) and *Writers talk 2007* – provide a wealth of material that they can use in the classroom. Available through the Teaching and Learning Exchange (*TaLe*) <**www.tale. edu.au**>) by using <Andy Griffiths> as a keywords search, both products feature online interviews with the author, and are supplemented by useful resources and teaching notes.

What is *Andy Griffiths masterclass?*

In *Andy Griffiths masterclass*, Andy discusses his adaptation of Shakespeare's *Macbeth* with students in the CLI studio, and with others participating through videoconference (Figure 2). In addition, on the day the masterclass was recorded, Stage 3 students and their teachers from 10 schools, city and country, joined in via webstreamed Learncast.
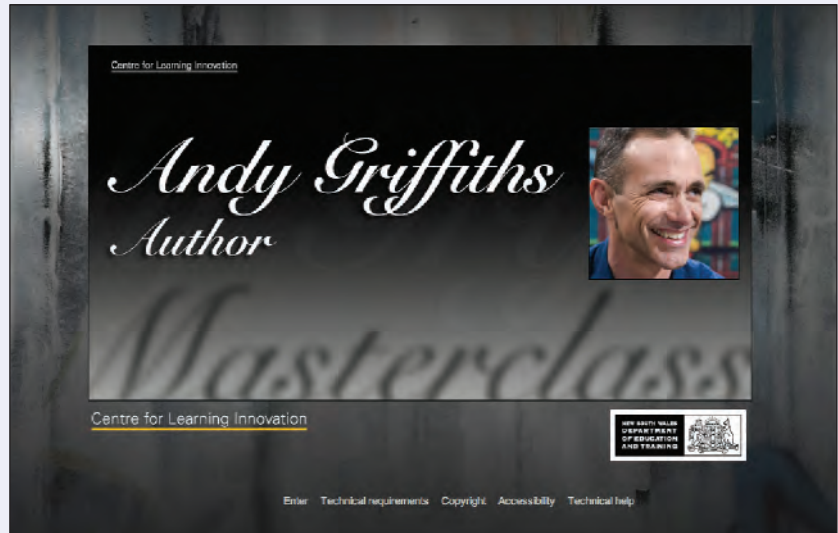
Figure 1 Andy Griffiths masterclass splash page

Andy's adaptation, called *Just Macbeth!*, introduces primary school students to Shakespeare in a play starring Andy, Danny, Lisa and other characters from *Just shocking!* and the previous five books in the popular Just! series. The Bell Shakespeare Company commissioned the theatrical piece and has performed it before appreciative audiences in Melbourne and Sydney.

Andy begins his masterclass by talking about why he has always been inter-
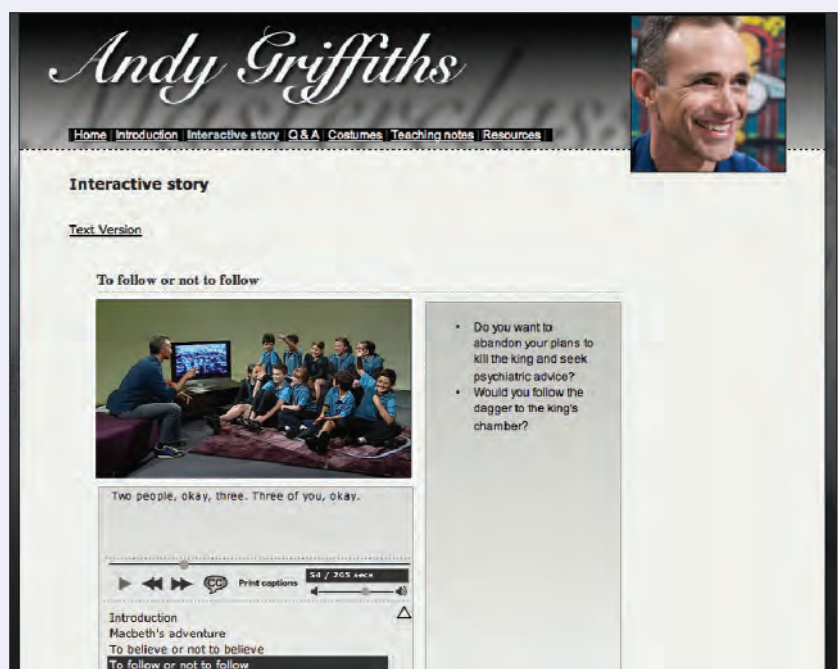
Figure 2 Andy introduces himself to his studio and videoconference audiences

ested in bad characters before suggesting that *Macbeth is the baddest character in the whole of literature.* He then takes the students through the story of Macbeth in an interactive choose your own adventure in which, try as they might, they cannot avoid a typically nasty but hilarious fate.

The students in the studio with Andy, for example, have to choose whether they would follow Lady Macbeth's advice and kill the king or see a psychiatrist about why they are seeing daggers hanging in the air (Figure 3). Andy continues with the following scenario.

> *If you abandon your plans to kill the king, here's what happens.*
>
> *You go to a top psychiatrist who tells you that you're not mad, you've just been working too hard and that you need a holiday. You and Lady Macbeth go on an around-the-world cruise, which is very pleasant until the ship hits an iceberg and sinks. You are floating in the water, surrounded by hungry sharks. Suddenly, a giant octopus comes up from the deep, wraps its tentacle around your neck and drags you down to the depths of the ocean to its lair. You're about to become octopus food when you realise that none of this is actually happening. You live in the eleventh century. There are no such things as cruise ships and will be none for 700 years. You are mad! Unfortunately, the octopus does not realise this and beaks you to death.*

Naturally, students love it.

In a second set of videos in the resource, Andy hosts a Q & A video-conference in which he fields a number of student questions relating to his writing methods. Where do his ideas come from? Why use Andy for the main character in Macbeth? Was it hard to turn a tragedy into a comedy? Is he influenced by other writers? One student from Gresford Public School asks whether Andy has plans to write versions of any more Shakespeare plays. Andy replies that *Romeo and*
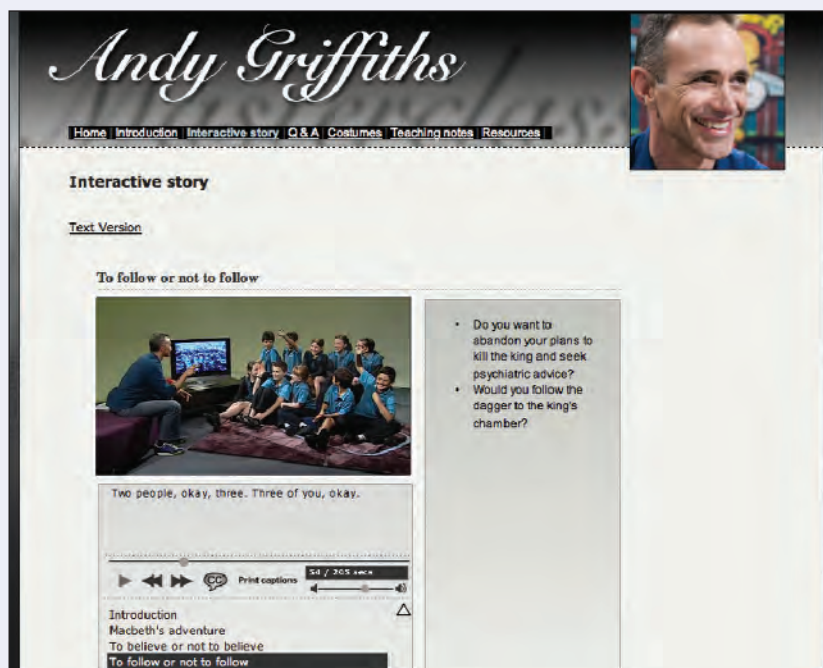
Figure 3 To follow or not to follow in Andy Griffiths' Interactive story

Juliet is a possibility

> *because Andy in the Just! series is constantly in love with Lisa and so it would be fantastic to see those two finally get together, at least for a few moments before they're both killed.*

Of course, Andy also suggests the possibility of a fresh approach entirely:

> *I might do Romeo and Juliet with bums as the main characters. That would be a good challenge; a romance with bums. I don't think Shakespeare would forgive me for that one, though.*

Original sketches of the costumes designed for the Bell Shakespeare production of *Just Macbeth!* can be viewed in full colour in a slide show incorporated within the resource, giving students the opportunity to see how a professional designer conceives of a look for each of the main characters and presents the concepts. Students might like to try their hand at designing their own costumes for the play. Or perhaps they'll be inspired to imagine how characters in other favourite stories might appear if they were to be realised on stage.

Figure 4 Writers talk 2007 features 12 award winning authors

To connect to Andy Griffiths online interview in which he talks about how he writes and where he gains his inspiration, go to *Writers talk 2008* on the CLI site <www.cli.nsw.edu.au/cli/WritersTalk/>, and then click on the link to *Writers talk 2007*.

Teaching notes for the masterclass provide a link to the *English K–6 syllabus* for Stage 3 outcomes, and the *Resources* section has links to other sites about Andy Griffiths and his writing, the Bell Shakespeare Company and the Shakespeare can be fun! series of books. Information about Learncasts, webstreaming and videoconferencing in schools can be found via further links in this section.

Writers talk 2007

Andy Griffiths is one of the authors included in *Writers talk 2007* (Figure 4), another CLI resource for both primary and secondary students that features 10 award-winning writers who participated in the 2007 Sydney Writers' Festival. In this resource, the authors discuss their books, background and approaches to writing and give advice to young writers. Video interviews are accompanied by biographies, bibliographies, related resources and teaching notes.

In the first of five short video segments, Andy talks about how he began as a writer and where his ideas come from. In the next two segments he discusses his writing processes: how he researches his ideas, how he begins drafting a story and deciding whether it works, and how he structures his writing day. In the fourth video he outlines how he builds a story by exploring different possibilities and seeking constantly for the unexpected.

The final video has Andy saying what message he wants readers to take from his books:

> *I try to write books that are so kind of different to other books. I want*
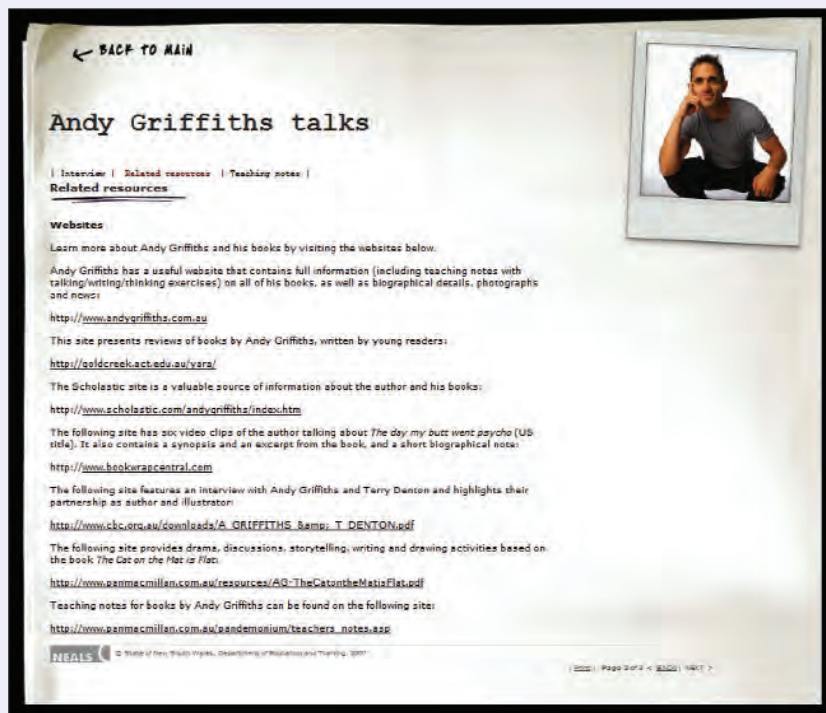
Figure 5 Related resources page for Andy Griffiths talks in Writers talk 2007

> *them to take that message that there's no rules in the imagination, that you can think up anything you want…there's no police in your imagination. And you can do all the things that you've ever wanted to do and explore the ideas…I just want kids to realise that that imagination is there and it is in everyone. It's not just me.*

He finishes with some useful practical advice for young writers.

While each video is playing, a set of questions appears to stimulate student discussion. Each question leads on from a point Andy raises in his interview. How can sharing your writing help you to make it a better story? What could you write about for five minutes without stopping? What do you think
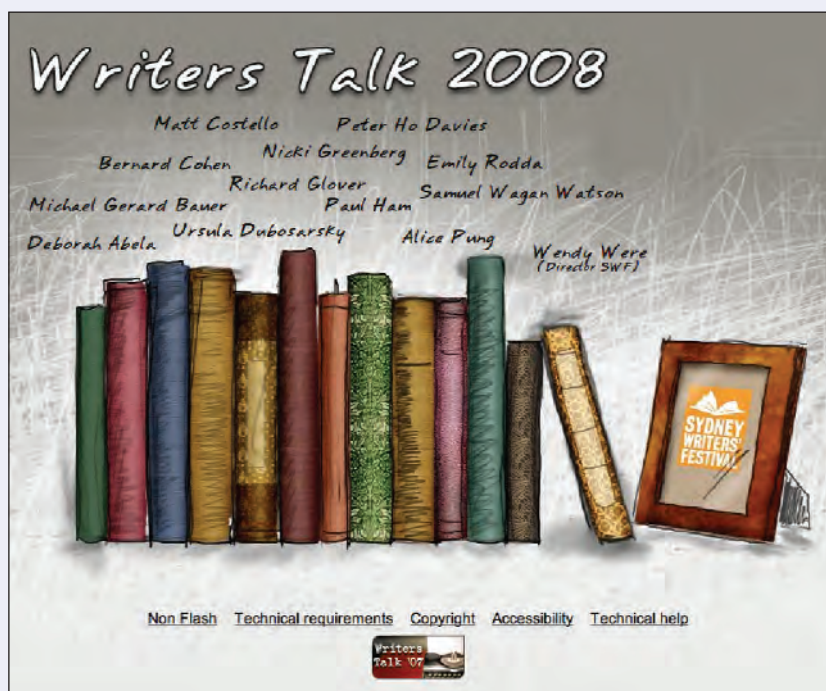
Figure 6 A stellar line-up for Writers talk 2008

about Andy's technique of using play as a starting point for creating stories? Or the story starter, think about a *what if* idea that would make a good story.

As in the *Andy Griffiths masterclass*, there is a set of links to websites that teachers and students can explore. Teachers will find the teaching notes on the Pan Macmillan site, along with those on Andy's own website, particularly useful (Figure 5).

Andy Griffiths talks addresses Stage 2 and Stage 3 outcomes from the *English K–6 syllabus* and the *Creative Arts K–6 syllabus*. These outcomes are listed in the teaching notes. Also listed are the Quality Teaching elements that students will encounter through working with this resource, related classroom discussion and associated learning activities.

Writers talk 2007 has proved to be very popular with teachers and students across Stages 1 to 6, with content appropriate to the learning areas of Creative Arts, English and HSIE. In the

much downloaded *Alison Lester masterclass*, for example, forming part of this resource, another multi-award-winning author shows step-by-step how she helps students to write and illustrate their own class picture book.

After the success of *Writers talk 2007*, CLI followed up with *Writers talk 2008* (Figure 6), featuring interviews with a further twelve writers, some of whom also conduct masterclasses with students. And production is currently under way on *Writers talk 2009*.

Andy Griffiths won four children's choice reading awards in 2005 with *The bad book*. But his popularity continues to grow and with *Just shocking!* winning six awards in one year, he sets a new Australian record. As they listen to Andy talk about his writing in *Andy Griffiths masterclass* and *Writers talk 2007*, students will discover for themselves how it is that a prize-winning author can write so many books that they all agree are just awesome! ■

Tips from CLI
- This link is on the CLI site and shows other webstreamed Learncasts. Scroll further down on this page to test your equipment to see if it is Learncast ready: <**learncast.cli.det.nsw.edu.au/cli/learncast/index.shtm**>
- This link is on the CLI site and is about webstreaming: <**www.cli.nsw.edu.au/cli/focus/technology/webcast.shtm**>.

References and further reading
Andy Griffiths, viewed <**www.andygriffiths. com.au**>.
Keane, C. (2008) 'An interview with Queenie Chan: Aussie queen of manga', *Scan* 27(4), pp. 8–12.
Kirk, M. (2009) 'A conversation with Isobelle Carmody', *Scan* 28(1), pp. 4–8.

Beyond the review: *Enigma: a magical mystery* by Graeme Base

As with all of Graeme Base's picture books, *Enigma: a magical mystery* is about paying attention and the magic that happens when we take notice of what is right in front of our eyes, and what has been previously hidden from our view. For younger students, the delight will lie in searching out the rabbit, Enigma, his paw prints and the lost magical props which Bertie Badger seeks to find for his grandfather and friends in the Retirement Home for Elderly Magicians.

For older students, this book provides a wonderful starting point for discussing the concept of perspectives and the fact that people see the world in different ways. By using some of the analytical tools that visual literacy provides, it is easy to tease out the meaning of the cultural allusions which appear on every page. These tools will also highlight the way in which different perspectives are conveyed through the magicians' gestures, costumes, and each magician's relative size and positioning with regard to Bertie. The magician's eyes express many emotions and the way in which their gaze is directed has much to say about relationships and states of mind. At times, eyes reveal inner states, which is a visual equivalent to the literary interior monologue. At other times, eyes are locked in a gaze while characters engage in conversation, or they look out to the reader in a knowing way which invites the reader to experience the story with them.

In and out of the frame

As readers, the frame on each page invites us into an active relationship with the characters and their adventures. Although we mostly watch the action from outside the frame, with the characters unaware of our presence, there are four notable exceptions. When we first meet Bertie and his Grandpa, they gaze at us intently – it is a snapshot moment and we are the implied photographers. The monkey in the Monkey House looks directly at us and gestures to us to join the action, while Miss Poodle mimes her charade out towards us and Mistress Hypnosis sends her doleful gaze our way.

Allusion and magic

Not just a visual feast, this is a book to be read aloud, with a strong rhythm and sumptuous language celebrating the experiences and travels of the retired magicians. We find that each magician's room is a distinct cultural landscape because their experiences have enriched their lives and memories so much. This provides an opportunity to discuss the role of artefacts to swiftly convey cultural stereotypes and the way in which a nostalgic atmosphere can be evoked through physical settings which also reveal states of mind. Each magician's double page spread has its own chain of words relating to magic and to their past, and these character-specific descriptions heighten the evocative impact of the images.

Magic shows rely on secret knowledge and the fact that audiences are tantalised, wanting to find out how each trick is done. This book celebrates the pleasure to be had in cracking Enigma's secret code, which will reveal where all the missing magical props are. This is, of course, a witty allusion to the Enigma code which provides an opening for students to discover all about the cracking of the Enigma code in World War II.

On a deeper level, we are all in some way an enigma – a mystery to others. We can never be fully known, and we can sometimes feel invisible and overlooked. Enigma the rabbit feels the injustice of forever being the assistant, and never the master, in every magic trick. Base is encouraging his readers to look more deeply at those around them, to really see others and their perspectives. There is a quiet invitation to consider the marginalised and silenced characters in our own world, whose reality is only encoded in our consciousness through traces which we barely register, like the paw prints scattered throughout this picture book.

A magical reading experience

To read this book is to know implicitly that the world is richer when we learn from other cultures and when we listen to other people's stories. It is richer when children can spend time with grandparents to learn from them and to hear about a world which may be vanishing. Being alive is a wonderful initiation process into different ways of seeing. However, the deepest magic comes from having a dream and communicating it, and from treasuring those around us, calling them by name and encouraging their gifts.

Bertie becomes part of this deep magic when he shares what *he* knows. Magic can happen now because, without

years of experience and expertise, a young badger with a good heart and simple props can step forward to restore hope and camaraderie. In the concluding pages, the visual juxtaposition of the experience and losses of age, with the exuberant optimism of youth, is deeply moving and stays with the reader long after the last page has been turned.

Suggested activities for a Middle Years picture book study (Table 1) and programming ideas for research tasks (Table 2) follow.

Enigma: a magical mystery Middle Years picture book study: suggested activities

1. Connect

Concept
What is an enigma? Is it always solved? Is asking questions more important?
Think about life's mysteries and ask the big questions you've always wanted answers to...

Themes
The deepest magic happens in our hearts. Pay attention and you will see what is hidden from many. Everyone sees the world differently. A little encouragement goes a long way. Have a dream and share it. Have adventures and keep the memories for a lifetime.
What did Enigma learn by the end of the book? What did Grandpa learn? What did Bertie learn?

Feelings
Between two characters OR inside one character. Decide which type of feeling...
Write down each character's name. Look at their eyes and write down how they feel and why...

Word clouds
*Use <**www.wordle.net**> to make word clouds from the words in each magician's description. Make a word cloud from all the words which relate to magic in the book.*

2. Explore

Picture clues
Find Enigma and nine paw prints in each double page. Find Graeme Base's signature. Find the hidden magical props. Crack Enigma's code by using the key.

Interview
Ask a trusted adult/grandparent
Which is the biggest magic of all? What is the greatest treasure in your life?

Research option – written task
What was the Enigma code? Explain why cracking the code in World War II was so important for the Allied forces. Display your work on a poster.

Research option – preparatory investigations
Look up and practise new magic tricks.
Look up and learn some new riddles.
<**www.azkidsnet.com/riddles.htm**>

Add a magician to the story. Research the architecture, animals, costumes and objects found in this magician's country.

[Table 2 offers programming ideas for the research tasks highlighted above.]

3. Generate

Treasure hunt - code plus key
Write your own code to explain where something has been hidden in the classroom and provide a key so that your friends can solve the mystery.

Cultural landscape representation
Using word and inserting images, create a cultural landscape to depict iconic architecture, animal, costumes and objects in the country you researched. Choose a tone – admiring or humorous – and use size, object distortion and positioning to convey it.

Digital story options: becoming known
A. *Sometimes I feel invisible when*
B. *My favourite times happen when*
C. *This is what I notice in MY world*

Writing to share and display: perspectives
A. *Enigma's postcard to a friend about his show*
B. *Bertie's journal entry about his visit and the show*
C. *Grandpa's letter to a magician friend.*

4. Share [pairs each choose ONE option]

Concluding celebration for this picture book study:

A humorous anecdote
I hypnotised my friend last week...

Walk, look and share
Visit a special part of the school, look around, pay close attention. Back in the classroom, share what different people saw.

Magic show option
Choose your own magician's name and perform.

Charades
Mime while others guess which part of the book your scene is from

Learn and recite your favourite part of the story

Riddles session
Ask your riddles - others must solve these enigmas.

Table 1 Middle Years picture book study: suggested activities

Focusing teaching and learning information literacy support: programming ideas for research options

Topic/Unit support:
Supporting the research lessons in *Enigma: a magical mystery* for a Middle Years picture book study
***Quality Teaching* elements**: Deep knowledge, deep understanding, substantive communication

Resources: Internet sites, encyclopedias, non-fiction and *Enigma: a magical mystery* by Graeme Base.
Ellis, C. (2005) 'Exploring the enigma' in Plus <**plus.maths.org/issue34/features/ellis**>.

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*

Students have previously read *Enigma: a magical mystery* and have responded to its major concepts, themes, language and characters' emotions. They have explored the book's pictures, responded to the visual clues and cracked Enigma's code. Before starting their partner work research, they brainstorm their current understandings about cultural stereotypes linked to the country they will research, their knowledge about the original Enigma code and share any riddles or magic tricks they already know.

Syllabus outcomes:

English K–6: RS3.7; WS3.9; WS3.12; WS3.13
English 7–10: 4.3; 4.7; 4.9

Related computer competencies focus:
Internet searching, word processing, image formatting

Related information skills focus area:
Selecting:

By the end of this unit students will be able to take effective notes from a variety of sources, including internet sites.

Literature links:
Enigma: a magical mystery – Middle Years picture book study

Suggested teaching and learning activities/strategies

1. With all students, explicitly revise strategies for effective note making: teach *how* to summarise, paraphrase and use visual diagramming so that students process the information and do not copy and paste.
2. Show the students researching the Enigma code the paragraph structure and language features of an explanation, and the layout of an effective poster. Discuss and analyse models together.
3. Show the students researching cultural icons examples of humorous and admiring tones in visual texts, featuring tourist destinations. Share the metalanguage of visual literacy: layout, positioning, size, colour, stereotypes, expressions, gestures.

Planned assessment options – partner work

1. Students create a poster: *Enigma code in World War II*.
   OR
2. Students create a word document which contains images of cultural icons from a country they have researched. Visual literacy skills are used to create a humorous OR admiring tone.
   OR
3. Students demonstrate that they have made effective notes about new magic tricks.
   OR
4. Students search for new riddles, using appropriate search term and using menu effectively.

Post unit assessment to determine progress towards stated outcomes
eg *post-test, guided evaluation sheet, skills achieved in context of outcomes (indicators) and planned assessment*

In addition to being assessed on their Enigma code explanation posters or cultural landscape representation, students could also demonstrate their magic skills tricks or riddling skills at the end of unit celebration.

Table 2 Programming ideas for research tasks

Research columns

School libraries and continuous improvement

Dr Ross J. Todd

is Associate Professor, Director, Center for International Scholarship in School Libraries (CISSL), School of Communication, Information and Library Studies at Rutgers, the State University of New Jersey, USA.

O n the 16th February 2009, school libraries and the work of school librarians made it to the front page of *The New York Times* (both paper and electronic editions). With a daily circulation of one million copies, this is a fairly incredible feat. The feature article, 'The future of reading: in web age, library job gets update' (Rich, 2009), focused on the work of school librarian Stephanie Rosaila, and the practical implications of school libraries supporting learning in a connected world. A link to this article is available from *Hot topics* on the *School Libraries and Information Literacy* website <www.curriculumsupport.education. nsw.gov.au/schoollibraries>.

The professional need for capacity building and continuous improvement of school libraries is no more timely than at present.

Reporting on this event in the *School Library Journal*, Rocco Staino (2009) claims that the article

> became the most emailed story of the day, receiving more than 75 comments from readers and becoming the topic of more than 100 blogs around the world.

In the *School Library Journal* interview with Rosaila, she was asked if she had one wish for her library, and she replied:

> My library needs space! I wish for all of us to have the staffs and budgets to do our jobs to educate students, teachers, and parents alike.

Rosaila points to an underpinning and central question that challenges school libraries today: what is the future of school libraries, and how can they be continuously improved to sustain and nurture 21st century learning? The professional need for capacity building and continuous improvement of school libraries is no more timely than at present.

As Lyn Hay and Colleen Foley present in this issue's research column, capacity building is broadly conceptualised as any process, strategy, initiative or action that is employed to strengthen or facilitate the ability of school libraries to provide powerful and sustainable, high quality learning in their schools, and to provide opportunities for school teams to work together in new ways. This involves putting a shared vision into action, for example, using the model that is suggested. Following Lyn and Colleen's article is a case study of continuous improvement. ■

References and further reading

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School Libraries and Information Literacy, Curriculum K–12 Directorate, NSW Department of Education and Training. Viewed 23 April 2009. <**www.curriculumsupport.education.nsw.gov.au/schoollibraries**>.

Staino, R. (2009) 'Stephanie Rosalia: the new poster girl for school libraries', *School Library Journal* (November). Viewed 23 April 2009. <**www.schoollibraryjournal.com/article/CA6640367.html**>.

NEALS

School libraries building capacity for student learning in 21C

Lyn Hay is a Lecturer in Teacher Librarianship in the School of Information Studies, Faculty of Education, at Charles Sturt University.

Colleen Foley is Leader, School Libraries and Information Literacy Unit.

In this paper, Lyn and Colleen provide an overview of the research and professional literature about ways in which student learning is enhanced through school libraries. The paper supports teaching partnerships and suggests that a common vision is essential as we move into the future. It outlines how a capacity building approach can be used to achieve this goal, and suggests a model.

I n a world of constantly changing information and technology, it is timely to reflect upon our vision for school libraries, and proactively build their capacity to support student learning for the future.

This paper considers a capacity building approach to ensure that school libraries are seamless, flexible learning centres which engage students to become discerning readers and critical information users in their learning, vocational, personal, recreational, social and cultural growth. It informs a vision of school libraries wherein students, teachers, teacher librarians, resources and technology come together to create engaging and meaningful learning experiences for all.

Setting the stage

Building capacity through learning and teaching

An effective school library contributes to the school's program for integrating the development of information literacy and digital literacy, and works with teachers to support the learning needs of students. The basis of student learning through the school library is an inquiry-based instructional program that exhibits the three dimensions of pedagogy prescribed by the NSW Department's *Quality Teaching* model: Intellectual quality, Quality learning environment and Significance.

School library programs build students' deep knowledge and understanding through effective inquiry when they connect with students' existing knowledge and interests to establish relevance, and engage students in learning about and solving real world problems. Such programs enable students to:

- build their background knowledge
- develop curiosity and motivation for their topics
- formulate relevant focus questions
- engage with complex information sources pertinent to their focus questions
- deal with conflicting information
- negotiate the representations of knowledge that reflect the real world
- cope with the affective dimensions (e.g. doubt, uncertainty, anxiety) of the inquiry process.

Todd, 2007c; Kuhlthau, 2004; *Quality Teaching*, 2003

Inquiry-based programs make use of curriculum units that employ a variety of analytical methods to sort, organise and structure ideas, e.g. cause/effect, error analysis, compare/contrast, etc. Such units are well suited to the online learning environment. They allow students to:

- apply critical thinking skills to identify, interrogate and construct ideas so that personal understandings emerge
- build arguments and establish evidence based points of view and perspectives
- generate meaningful conclusions, imaginative solutions, action plans, predictions and actions
- understand how to build and represent new knowledge in safe, ethical and responsible ways
- develop skills in reflection and metacognition to build and verify new knowledge
- gain confidence and independence in their own learning.

Todd, 2007c; Kuhlthau, 2004; *Quality Teaching*, 2003

Research shows that a school library program contributes to building student confidence, independence and sense of responsibility for learning (Kuhlthau, 2004; Lonsdale, 2003; Dyer, 2001; Murray, 1999). Students use terms such as *more comfortable, confident, incentive* [to learn] and *motivated* when describing how the school library supports their learning (Hay, 2006b). This notion of feeling comfortable with the library as a place and with the library staff, is fundamental to students' sense of achievement and motivation as learners.

Teacher librarian instruction building capacity

A teacher librarian has the expertise to build the capacity of students as effective information users through class-based, group and individual instruction. The teacher librarian also provides support for students with project management and time management when completing assignments and projects, as students require assistance to be more efficient in research planning, locating and evaluating resources, selecting appropriate information, synthesising and ethically using appropriate information, and writing their assignments (Hay, 2006b).

Todd argues that the real role of teacher librarians is one of instructional intervention that moves students beyond information seeking and helps them to 'transform found information into personal knowledge' (2006, paragraph 1). Kuhlthau and Todd (2007) suggest a guided inquiry framework, where the goal of instructional interventions is to 'provide students with the necessary procedural knowledge and processes to construct deep knowledge and understanding of their topics; guide them in their inquiry; provide cognitive, affective and behavioural support; and enable [teachers and teacher librarians] to diagnose learning dilemmas before failure sets in' (Todd, 2007b, slide 5).

Research has shown that students can articulate a connection between an instructional intervention and their success in learning, their ability to complete quality research and receiving good marks for project work (Hay, 2006b; Todd, 2004b; Todd, Kuhlthau & OELMA, 2004). Students appreciate this intervention when it occurs at the point-of-need or at a critical time in the research process.

Building a literary learning culture

An effective school library also has the capacity to build a reading culture in the school (Lee, 2005; Krashen, 2004; Lonsdale, 2003, p. 25). Teacher librarians achieve this through collaborating with teachers and specialist staff, such as reading recovery teachers and literacy coordinators, to develop programs and initiatives that provide rich reading experiences for students. Laycock (2007, p. 17) argues the literary learning dimension of the teacher librarian role as central to curriculum praxis:

> *With their understanding of the reading needs and interests of students across the school, their knowledge of the range and diversity of literary texts, and their familiarity with the curriculum, teacher librarians are in a strong position to collaborate with teachers and take a leadership role in the development and implementation of curriculums that facilitate relevant and meaningful learning experiences for students.*
>
> Laycock (2007, p. 17)

Boyd (2006) and others provide numerous examples of effective practice in building a reading culture and students' literacy capacities. Practices include reading aloud to students (Webb, 2007; Munsie & Hill, 2006; McLoughlin, 2005); coordinating reading challenges (Nay, 2007; Stevens, 2006; Lee, 2005); developing a graphic novel collection (Laycock, 2007; 2005); integrating literature circles into the curriculum (McLean, 2007; Reynolds, 2006; Cleary, 2005); using book raps to support literature and literacy units (McLean, 2009; Cutler, 2005); and using internet and Web 2.0 technologies to support literacy skill development (Patten & Craig, 2007) and online engagement with authors and e-literature (Kirk, 2009; Sneddon, 2009).

Resources and services for the 21C curriculum

> *… school library collections inform, educate, entertain, and enrich students at all levels … When students are able to … explore information that is meaningful to them, they not only learn faster but their literacy skills grow rapidly; they learn how to learn.*
>
> C. Beth Fitzsimmons, Ph.D., Chairman, National Commission on Libraries and Information Science (NCLIS) in *School Libraries Work!* 3rd edn. (2008, p. 5)

A responsive, well organised, accessible collection, and expert assistance to use it successfully and critically in multiple ways, enables students working at school or independently from home, to engage with a broad range of information in order to construct knowledge.

An effective school library builds capacity for student learning when:

- it is accessible to the whole school community, on site and remotely
- access to the collection for all students is flexible and timely
- a broad range of quality resources including print, multimedia and online are offered to meet curriculum needs, reading and developmental needs, and recreational needs and interests
- new resources are added throughout the year to keep collections dynamic (Roscello & Webster, 2002)
- resources and services (including teaching), support the professional needs of teachers (Williams & Wavell, 2006).

Students of effective school libraries view their library as the main provider of resources when working on assignments, projects, homework or study. They recognise the teacher librarian's knowledge and expertise as a resource specialist and value the school library's teaching support in helping them find and use quality information on the internet, as well as the right mix of resources to support their information needs (Hay 2006a; 2006b).

An effective school library works with its learning community (e.g. computer coordinator, library committee, teachers, nearby schools, local libraries) to build capacity to provide online and digital resources and services that support student learning (Hay 2006c) and to find new ways of connecting with its students (McLean, 2009; Ferry, Foley, McLean, Williams and Westoby, 2008; Maugle, 2008; Parnis, 2008). Such practices support the view that:

… the school library's role in the 21st century: a place for collaboration, performance, creativity, interactivity and exploration, both online and offline.

Schibsted, (2005)

Developments in technology, such as the Web 2.0 environment, are placing increasing demands on students as learners. They also have the potential to reshape online service provision and resource-based learning experiences of students. Some examples of Web 2.0 tools and their applications include:

- **blogs**: support posting of entries chronologically; ideal for publishing learning journals, book reviews, commentaries on issues, creative writing, brainstorming for peer review, encourage feedback from readers, e.g. **<www.wordpress.org>** and **<www.edublogs.org>**

- **wikis**: collaborative websites for groups and individuals to build and revise web content; useful for group projects and problem solving tasks where reader feedback is encouraged; successive versions of content can be viewed and reviewed, e.g. **<www.pbwiki.com>** and **<www.wikispaces.com>**

- **social bookmarking sites**: allow users to create a collection of shared bookmarks of recommended web resources where each item is allocated tags based on topic content; excellent support for class-based units of work, e.g. **<www.del.icio.us>** and **<www.blinklist.com>**

- **podcasting**: share live or recorded audio material; many podcasts containing educational content are freely available; also ideal for oral presentation of student projects, digital storytelling, student interviews; allow students to download audio files onto their iPods or computer at home, e.g. **<www.audacity.com>** for recording audio

- **web syndication (or RSS)**: provides automatic updates of school-based web content for students, teachers, parents and wider community. Aggregators provide these feeds, e.g. **<www.google.com/reader>**

- **web calendaring**: create an online calendar that can be accessed anytime using any computer, e.g. **<www.calendarhub.com/>** and **<calendar.google.com/>**

- **file creation and sharing**: provides a web facility for individuals and groups to work on the same files and to store files including word processing and spreadsheets, e.g. **<docs.google.com>** and

<www.zohowriter>;
webpage creators, e.g.
;
surveys and polls, e.g.
<www.zohopolls.com>;
presentation sharing, e.g.
<www.slideshare.net>;
photo creation and sharing, e.g.
<www.flickr.com>;
video creation and sharing, e.g.
.

Flexible access to computers, printers, internet and other resources, including teaching expertise, before school and at non class times, is valued highly by students, and they link their academic success to such support (Hay, 2005b; 2006b). A school library that becomes a high-end production facility, builds capacity for student learning in the 21st century.

Where to now?

While it is difficult to predict what school libraries might look like in the future, we believe research, professional practice and current trends can inform the journey towards a common vision as we move towards 2020. Noah and Brickman (2004) advise that:

> … *a strategic sense of your library's future direction clearly impacts how you will think about your capacity-building needs …* You need to consider what your needs for organizational capacity are in light of the strategic directions you have chosen, and then assemble the resources to build capacity in the key identified areas.
>
> (pp. 105)

This article will now outline how we might adopt this model in terms of vision and capacity building for school libraries.

Building a vision informed by needs, challenges and trends

New and emerging research examining the digital information behaviour of young people, commonly referred to as the *Google generation*, points to trends and challenges which help shape our vision and inform our

capacity building. We know that for young people:

- information literacy has not improved with widening access to technology
- speed of web searching and moving rapidly from page to page means little time is spent evaluating information
- poor understanding of their information needs makes it difficult for them to develop effective search strategies
- little use is made of advanced search facilities because they assume that search engines understand their queries
- the relevance of materials is difficult to assess when presented with long lists of search hits
- facilities such as *Yahoo* and *Google* have become the primary sources used for internet searching because library systems are not seen as intuitive or user-friendly
- other level of online access determines level of online expertise, and directly influences breadth of online opportunities, and potential risks

Rowlands & Nicholas (2008); Gross & Latham (2007); Large (2006); Heinström (2006); Heinström & Todd (2006); Livingstone & Bober, (2005); OCLC (2005)

School libraries users of the 21st century demand 24/7 access, increasingly look for *the answer* rather than a particular format, and 'scan, flick and *power browse'* (Rowlands & Nicholas, 2008, p. 8) through digital content using new forms of online reading. Other challenges include:

- an information landscape containing a growing e-book industry, publishing-on-demand and other electronic publishing initiatives that use mobile and Web 2.0 tools
- the development of library systems that are more user-friendly, integrated and seamless in their delivery as information and resource portals (blended digital collections, federated searching)
- the effect of the diversification of access platforms on remote and digital information service provision

- finding a balance in providing levels of access that allow for creativity, collaboration, and safety as Web 2.0 and emerging technologies rapidly evolve
- the need for students to develop greater understanding of information ethics for their privacy and online safety, and respecting that of others
- the explicit integration of information ethics in curriculum and school practice
- the increasing popularity of data mashups, transforming the way information is represented, making it harder to determine the authority and authenticity of information
- the demand for education to reflect those features of the global economy that represent the changing nature of the 21st century workplace (interconnectedness, immediacy, interactivity, communications and community)
- addressing emerging issues related to the digital divide and resulting inequalities
- the influence of parents' internet use and expertise on their children's internet use
- the use of evidence based practice and action research by teacher librarians to measure the impact of the library on student learning and to build the library's capacity.

Drawn upon and adapted from Rowlands & Nicholas (2008); Devaney (2008); New Media Consortium (2008); Solomon & Schrum (2007); Foley & Hay (2007); Livingstone & Bober (2005)

Leadership in vision and capacity building

> *… we have focussed on developing the library as an information processing centre, which complements classroom programs …* We have a passionate, highly skilled and innovative library team. Our staff believes that the most strategic way we can use this great resource is to emphasise the teaching component of the teacher librarian's role.
>
> Chambers, 2006 (p. 6)

The above quote from a NSW school principal captures precisely what Noah and Brickman (2004) mean by 'a strategic sense of your library's future direction'. Leadership underpins effective vision and capacity building. A large body of research identifies the essential role the school principal plays in developing and supporting an effective school library program, and the importance of a successful partnership between principal and teacher librarian (Farmer, 2007; Morris, 2007; Morris & Packard, 2007; Hartzell, 2003; Henri, Hay & Oberg, 2002). Oberg and Henri (2005, p.79) argue that these findings are

> ... consistent with a broad range of educational research identifying the principal as the key agent of school improvement and of program implementation in other areas such as reading education and technology integration.

The NSW Department of Education and Training's policy on school libraries states, 'The principal and the teacher librarian together are responsible for implementing the school's library policy' (*Library Policy – Schools*, PD/2005/0221/V01). This implies significant collaboration and communication across the school community.

Working closely with the principal and teachers, the teacher librarian develops knowledge and understanding of school based information issues. The principal can support and develop the teacher librarian's leadership role in the school using the capacity building approach espoused by Crowther, Hann & McMaster (2001), which:

> ... engages teacher leaders and administrator leaders in collaborative action, while at the same time encouraging the fulfilment of their individual capabilities, aspirations and responsibilities.

(p. 141)

They argue that this:

> ... leads to strengthened alignment between the school's vision and the school's teaching and learning practices... [and] facilitates the development of a professional learning community, culture building and school wide approaches to teaching and learning.

(p. 141)

In turn, the teacher librarian provides the principal with the information needed to build a greater understanding of information policy issues that impact on the daily life of teachers and students. These include students' online safety and cyberbullying, issues regarding privacy and copyright, plagiarism, integration of Web 2.0 tools and emerging technologies in curriculum. Teacher librarians work with principals and teachers to find a balance that allows for creativity, collaboration and safety in this digital age (Devaney, 2008).

Clearly articulated philosophies, goals and roles are the hallmark of a collaborative relationship between principal and teacher librarian. Such a relationship equips them to lead their school community towards a 2020 vision for the school library.

A capacity building framework for school libraries

Noah and Brickman (2004) present a framework consisting of 10 elements that may be used to assess and build a library's capacity for strategic short- and long-term planning. These have been adapted for principal and teacher librarian teams to consider, so they can initiate a capacity building process, in keeping with a shared vision, with their school communities.

Element	Examples of what capacity building looks like in practice
1. Organisational clarity and alignment An effective school library develops its vision, mission, priorities and programs through a strategic planning process. This ensures the school library's future is built on broader Departmental and pedagogical directions, and strongly aligns with regional, community and school-based needs and priorities.	• a common vision is formed with input from the principal and school executive team, all class teachers and specialist teachers, all library staff, and student, parent and community representatives • the vision informs the strategic planning process • all stakeholders maintain ownership of the strategic directions • a library committee or working party, convened by the teacher librarian, may be involved.
2. Human resources An effective school library is supported by a knowledgeable and committed library staff, and a well-aligned Principal and teacher librarian leadership team. The school library team has sufficient skilled staff and volunteers to support programs, services and administrative functions.	• the school supports training for newly recruited staff and volunteers, and ongoing professional development for existing staff • library staff are encouraged to participate in further education, local networking and professional association activities • individuals share new knowledge and skills with the team through in-house training sessions, mentoring or peer support programs • the principal and teacher librarian have regular conversations about the effectiveness and impact of school library programs and services on student learning, staff development, and explore ways of developing and supporting innovative practice.
3. Facilities An effective school library is a multi-functional facility, where learning spaces are flexible and can be arranged and re-arranged to meet changing needs and priorities.	• the facility, furnishings, equipment and technology adequately support school library programs and activities • the library continues to evolve in terms of space, layout, and design to address needs • technology infrastructure in the library is part of the school technology plan, and is regularly updated, maintained, evaluated and developed • the teacher librarian regularly monitors and adapts the facilities of the school library to best meet a variety of learning experiences • the teacher librarian explores appropriate ways that Web 2.0 and emerging technologies can be used to create collaborative, online workspaces to support teaching and learning needs.
4. Collections The capacity of an effective school library program is dependent upon the selection and maintenance of a collection of print, multimedia, digital and online resources that meets the varied curriculum and recreational needs of its community.	• collection management policies and procedures are carefully developed to ensure the collection remains balanced, dynamic and relevant • the collection and buying power are broadened through alliances with national, state and public library collections and resource services • the potential of freely available websites, online resources and digital media to build a customised hybrid collection is harnessed.
5. Collaborations Teaching collaborations are central to an effective school library, including collaboration between the teacher librarian and teachers, principal, students and parents. Productive partnerships with other libraries can also be developed to support strategic goals. These collaborations may assist in building the school library's capacity in terms of resourcing, skills, expertise and supporting student learning.	• the teacher librarian collaborates with teachers in planning, teaching and evaluating resource-based and inquiry-based learning activities • the principal supports and celebrates successful teacher – teacher librarian collaborations • advice and instructional scaffolds are provided to assist parents in supporting their children's information, technology and learning needs at home • other partnerships are sought with school libraries and public libraries in the local area, or local businesses and organisations.

NEALS

Element	Examples of what capacity building looks like in practice

6. Service delivery
School library services should be dynamic, developing and changing as new curriculum and technologies emerge (see also element 5).
	• a customised web portal connects 24/7 with staff, students, parents, and the wider community
	• Web 2.0 technologies are used to build service capacity
	• the ethos of service delivery is to maximise the school library's connections with its users
	   – to be responsive, adaptable and deliver!
	• school library staff:
	   – evaluate existing services
	   – keep up-to-date with new programs, services and emerging technologies
	   – trial innovative ways of servicing the school community.

7. Management systems An effective school library builds capacity through leveraging the potential of its staff, resource management system, content management system, financial and administrative systems.	• the teacher librarian regularly collects data to effectively document evidence of the school library's use and impact, and identify areas in need of improvement (see element 9) • SCIS is used for cataloguing, thus saving library staff time for other support duties and, in particular, allowing the teacher librarian more time for teaching and learning activities • *OASIS Web Enquiry* is used to effectively support learning and teaching • the teacher librarian harnesses the potential of financial and admi-nistrative systems to develop budget plans, monitor income and expenditure, and to generate budget reports • the school library employs a range of tools from the school's intranet, content management and/or learning systems, and those freely available via Internet and Web 2.0 to build web services and online learning spaces to support teaching and learning activities.

8. Communication
An effective school library continually promotes what it has to offer and employs a marketing strategy to ensure this promotion is on target with each audience and message.
	• the school library taps into a range of formal and informal communication channels and media, for example:
	   – school's daily notices or regular newsletter
	   – weekly or fortnightly email update to staff and students
	   – displays and a school library blog
	   – design local, customised posters and bookmarks
	   – present at school assemblies, KLA and Stage meetings, executive and committee meetings, parent and community meetings
	   – write articles or announcements for the school magazine, local newspapers and radio, local council or community websites
	• all communications generated by library staff is disseminated and responded to in a timely and professional manner using the most appropriate medium, whether face-to-face communication, phone, email, online or print.

9. Continuous improvement and flexibility An effective school library evaluates, documents, plans, prioritises, implements, and re-evaluates. The teacher librarian employs evidence based practice (EBP) and capacity building approaches to support this continuous improvement cycle.	• evidence based practice demonstrates the impact of the school library's program and services on teaching and learning, and in achieving the school's goals and objectives • use a range of sources and strategies to evaluate programs, services and impacts, e.g. surveys, focus groups, student evaluations of project work and assignments, teacher evaluations of units of work, and evaluation sheets from professional development and in-service training sessions • analyse data collected from a range of sources and strategies to identify trends, predict demand, reconsider relationships and make timely decisions (Boyd 2006) • reallocate school library space, staff, and resources in response to changes in curriculum, user needs, technology or infrastructure.

10. Funding
School libraries need sufficient funding to contribute significantly to the daily life and needs of the school community. This includes the provision of a quality collection, responsive services and effective instructional programs. While capacity can be built using existing funding or the reallocation of funding within the school or library budgets, an effective school library is also proactive in gaining access to diverse sources of funding to build capacity.
	• budget submissions are clearly aligned with the school's strategic directions and priorities
	• the teacher librarian uses evidence of past and current impacts to secure funds to support new programs or projects to increase the school library's potential for further and future impact. These might include:
	   – presenting project-based submissions to the P&C
	   – applying for a national or state-based action research or teaching innovation grants
	   – organising fundraising initiatives within the school and local community
	   – seeking donations from local business and community organisations for new projects
	• the teacher librarian works closely with the principal, and members of the school library and technology committees, to seek potential sources and leveridge ideas, evidence and collaborations to be successful in these endeavours.

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School libraries and continuous improvement:

a case study

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*T*here are four critical challenges that I see as central to capacity building and continuous improvement of school libraries, and to re-imagining school libraries as purposeful and powerful in the school. We all need to engage in vigorous and frank discussions around these challenges:

1. Re-imagining the school library.
2. Building teams and partnerships.
3. Engaging Web 2.0 tools to develop deep inquiry.
4. Evidence based practice.

1. Re-imagining the school library as an inquiry centre, where enabling the information-to-knowledge journey of students, central to school education, is also central to the professional role of the school librarian.

Recent research points to some confronting findings: students are using libraries less since they first began using internet research tools. They typically begin their information search with a search engine, not a library catalogue, database or librarian. They appear to spend very little time on e-book and e-journal sites, and databases in school libraries, and, when they engage with information seeking, it is like a sport, bouncing in and out, skimming large amounts of information, and stockpiling large amounts of downloaded information which contribute to superficial knowledge development.

I am pleased to see the recent *Statement on guided inquiry and the curriculum* by the Australian School Library Association and Australian Library and Information Association (2009). This reflects a critical priority. In an internet driven information environment, without inquiry there is no reason for school libraries. An instructional agenda targeted towards deep inquiry and knowledge development has to be the centrepiece of a transformed school library and the central dimension of the work of a teacher librarian. This agenda, along with the NSW *Quality Teaching* model (2003), goes beyond the development of a discreet set of information skills, to competencies, attitudes and values that focus on knowledge development, critical thinking, problem solving, creativity and innovation. Information is the foundation. This goes beyond simply teaching students to find information, to creating deep understand-

Without vision, you walk in darkness.

ing and knowledge from the found information. This calls for a considerable rethinking of what is the centre-piece of the instructional framework of school libraries and the work of teacher librarians, and to discuss the learning practices, human support and the physical environment that will foster the development of these knowledge-centred outcomes. This implies a vision for learners actively engaging with school libraries to construct their knowledge, their world, and their future. Without vision, you walk in darkness.

2. Building teams and partnerships

While the school library literature has highlighted the importance of collaboration, particularly instructional collaborations, we have to ask whether collaborative initiatives are a defining characteristic of the professional work of teacher librarians. Research highlights instructional partnerships as a characteristic of those school libraries which correlate to high levels of student achievement. The levels of collaborations reported in the research are low. Instructional teams, engaging multiple expertises by team participants, must be a defining characteristic of the transformed school library. Without teams, there is limited capacity for change. Teams provide instruction necessary to foster deep learning in the complex information environment of 21st century learning. They also provide the evidence of learning outcomes which identify the school library as a vital knowledge centre in the school. Building strategic alliances, inside and outside the school, and instructional teams enable teacher librarians to take advantage of the varied experiences and expertises that exist in a school community, and build sustained support for the school library. Teacher librarians can capitalise on instructional expertise, subject

knowledge, technical knowhow, reading and literacy expertise, student expertise, and community knowledge. This will ensure the awareness of the teacher librarian's expertise.

3. Engaging Web 2.0 tools to develop deep inquiry

Without Web 2.0, school libraries miss considerable opportunities for situating learning in the real world of young people, and for developing deep inquiry. This rapidly developing platform of web tools provides an architecture of participation, and unprecedented opportunities to build community, foster collaboration, and creativity – which are core values of school libraries. We have to ensure that the focus is on the substance, the knowledge creation and sharing, rather than simply on mastery of a range of dynamic technical tools with superficial intellectual content.

...at the heart of a transformed school library is evidence.

4. Evidence based practice

In an era of strong educational accountability, at the heart of a transformed school library is evidence. Without evidence, it is just another person's opinion. Our school libraries

have to develop a much stronger focus on evidence, and explicit systematic evidence must underpin all decisions of professional work. I see this happening in three integrated ways.

- *Evidence FOR Practice*: focuses on using research to inform our day-to-day practice, particularly the inquiry-based instructional framework of the school library, reading and literacy development, and the development of critical thinking, knowledge, creativity and innovation.

- *Evidence IN Practice*: focuses on gathering of data from our practice, and using this data, meshed with research-based findings, and our professional wisdom and judgment to make informed decisions within our schools.

- *Evidence OF Practice*: impacts of our libraries on student achievement; gathering local evidence as well as country evidence that shows the vitality and sustained contribution to the learning agenda of the school.

The future of school libraries is a question of evidence. This requires sustained discussion and action at a school, state and national level, to continuously develop and support the evidence infrastructure.

School Libraries and Information Literacy Unit	
Name	**For assistance with**
Colleen Foley, Leader <**colleen.foley@det.nsw.edu.au**> Phone 02 9886 7488	All aspects of policy, curriculum and support relevant to school libraries, teacher librarians and their role. Professional learning support.
Lizzie Chase, Review Coordinator <**elizabeth.chase@det.nsw.edu.au**> Phone 02 9886 7478	Reviews and reviewing; internet sites and other resources supporting curriculum; specialist bibliographies.
Cath Keane, Editor, *Scan* <**cath.keane@det.nsw.edu.au**> Phone 02 9886 7501	*Scan* articles and content; feedback on *Scan*; writing for *Scan*; letters to the Editor. Subscription enquiries phone 02 9886 7415 or fax 02 9886 7413
NSW SCIS Agency <**judy.engall@det.nsw.edu.au**> Phone 02 9886 7587	Cataloguing issues; making the most of SCIS; resources needing a SCIS record. Contact Judy Engall if you have resources not on SCIS.

This evidence is essential if sustained improvement is to be made. Evidence is the foundation of continuous improvement.

Delaware case study

An illustrative example is the cycle of continuous improvement for school libraries in the state of Delaware, based on substantive evidence collected through systematic research. 'Building capacity and continuous improvement of school libraries: the Delaware experience' (Todd, 2008) is the report of this program. In the initial round of data collection in 2004–2005, and subsequent data collection in 2005–2006, comprehensive data were collected from 154 public school libraries (91 elementary, 31 middle and 30 high schools, and 2 composite schools).

The study constructs a comprehensive picture of the status of school libraries in the state – their personnel, resource and technology infrastructure, instructional interventions in relation to information literacy, and reading and literacy development initiatives. The findings then provided an essential foundation for establishing the direction and nature of school library improvement, and implementing a range of initiatives and processes to foster this improvement. Some key findings included:

- 71% of school library employees are state certified school librarians. The largest group of non-certified school librarians are in the elementary schools.
- 60% of school libraries have paraeducators employed. 54% of elementary school libraries have no paraeducator support. Only 22% of school libraries have full time support staff.
- Cooperations (defined as informal communications between teachers and library media specialists), rather than coordinations and instructional collaborations, are the predominant mode of school librarians' interactions with classroom teachers. These take

place in English Language Arts, Social Studies and Science.
- School libraries where very low levels of cooperations, coordinations and collaborations take place are typically elementary schools without a school librarian full time in the building.
- Compared to the number of cooperations and coordinations, the number of collaborations (where the teacher and school librarians jointly set goals, design learning experiences and teach and evaluate units of study) is low. A small group of school librarians engage in a high number of collaborations. Given that both Delaware's statement of standards and national standards speak to the professional role of school librarians providing collaborative and integrated instruction in relation to information literacy and information technology development, this professional role is not taking place in a widespread and sustained way.
- The highest number of instructional collaborations take place where there is a full time, certified school librarian who operates a library program based on flexible scheduling.
- 48% of the school librarians are involved in the provision of professional development on information literacy in their school communities.
- While the school librarians engage in a range of information literacy instruction initiatives, these typically centre on knowing about the school library, different sources and formats and the different strategies in doing effective research, learning how to use resources, and evaluating information. Given the low levels of coordinations and collaborations, these would appear to primarily take place in isolation in the school library, and not optimally as part of instructional partnerships with classroom teachers.

- The school librarians engage in a range of instructional activities to help students use information technology in efficient and productive ways. Most typically this includes searching strategies for the WorldWideWeb, using electronic databases, evaluating web sites, and teaching about the ethical use of the internet. This takes place more widely in middle and high schools. Given the low levels of coordinations and collaborations, these would appear to primarily take place in isolation in the school library, and not as part of instructional partnerships with classroom teachers.
- The school librarians engage in a range of activities to promote reading across the school. These are typically literature displays and book talks, and promoting information resources, reading incentive programs, and to a lesser extent storytelling, book clubs and author visits. These are more pervasive in the elementary school, and decline in frequency through middle school and high school. However, reading activities that are most typically undertaken are primarily passive activities, and reading activities that foster active student engagement, discussion and creative outputs by students have much lower rates of library media specialist involvement.
- School librarians in the state are able to identify a range of learning outcomes enabled by the school library. There is some evidence to show that school libraries in Delaware play a role in helping students learn in their curriculum areas in a number of ways. 39.6% of school librarians indicated that their school library helps students become effective researchers, and develop in them a range of skills in locating and selecting sources, organising and evaluating information, and compiling information. 37.7% of school librarians indicated that their school library

helps improve reading skills and helps students develop greater interest in and motivation for reading. 22.1% of school librarians indicated that their school library helps students develop a range of technology skills related to using the internet effectively, and searching online databases and catalogues. 15.6% of school librarian specialists indicated that their school library helps students develop positive attitudes to libraries. Very few school librarians (4.5%) were able to articulate learning outcomes linked to curriculum standards and goals.

- There are approximately 1.6 million materials housed in Delaware's school libraries, with an average of 11,500 per school. (10,400 for elementary schools, 12,500 for middle schools and 13,500 for high schools). The average number of materials per student is 15.36.
- There are approximately 1.37 million books in Delaware's school

libraries. This is 87.5% of the total materials. The average number of books per student is 12.65. While a number of schools have above this average, this figure is well below the minimum resource recommendation for the state of 15 currently useful volumes per student. 37% of Delaware's school libraries do not meet this minimum resource recommendation. Only 38% of Delaware's school libraries have good or exemplary resource levels (that is, above 20 currently useful volumes per student [good], and 25 useful volumes per students [exemplary].

- 40% of school library catalogues are searchable via the internet, providing opportunities for students in some schools to access the school library independently after school time.
- The average number of computers in the school libraries available for internet access is 15 (10 in elementary schools, 20 in middle schools, and 29 in high schools).

- Participation in interlibrary lending is low.
- 40% of school libraries operate on flexible scheduling of classes.
- Over half of Delaware's school libraries have annual budget allocations below $6,000, and 30% of school libraries experienced budget decreases from the 2002–2003 school year.

The provision of these findings clearly poses substantive challenges. The findings indicate that those school libraries that are strongly integrated into the learning fabric of the school and which contribute to student learning outcomes have a common set of characteristics including:

- a state certified, full time school librarian in the building
- the availability of support staff who free the school librarian to undertake instructional initiatives and reading literacy initiatives
- flexible scheduling so that school librarians and classroom teachers can engage in collaborative

- planning and delivery of information literacy instruction
- an active instructional program of information literacy targeted towards learning curriculum content and skills
- a school library that meets resource recommendations of 15–20 books per child
- the provision of professional development on information literacy and technology literacies to the teaching faculty
- a budget allocation of $12–$15 per student per year to ensure currency and vitality of the information base
- a strong networked information technology infrastructure that facilitates access to and use of information resources in an out of the school.

The findings also show that Delaware's school libraries are making some (and variable) progress in reaching infrastructure standards and instructional goals. However, there are common shortcomings in the provision of infrastructure, such as resources and full time staffing, as well as collaborative instructional opportunities to work with classroom teachers targeted to meeting curriculum standards, and demonstrating learning outcomes that go beyond mastery of a basic set of information competencies.

Given the low level of articulating outcomes of the school library's program, the findings indicate that there are some significant communication issues, evidence based practice problems, and missed opportunities that school librarians and school leaders in the state need to reflect on and address. In addition, the findings also suggest opportunities to rethink reading and literacy initiatives, not just in terms of building motivation and engagement with reading, but also to link with state and national reading initiatives that focus on improving reading achievement, as well as reading for comprehension.

Evidence and continuous improvement

The above case illustrates the importance of evidence as a foundation for strategic planning, and negotiating a cycle of continuous improvement. In Delaware, the cycle of continuous improvement began with a frank, open and honest appraisal of the status of school libraries, and negotiating and implementing several key recommendations:

- developing a stronger evidenced based practice approach to school library programs targeted to measuring and demonstrating the school library's contribution to student learning programs
- developing stronger collaborative instructional programs targeted to meeting the knowledge and skills outcomes embedded in Delaware's curriculum standards rather than focusing on simplistic information competencies
- with particular emphasis on reading and literacy development, developing skills of engaging with school, district and state reading data in order to identify achievement gaps, learning needs, and to translate these needs into instructional and service programs through the school library and measure evidence of progress
- developing and negotiating school and district improvement plans that engage the school library in a direct and deliberate process of identifying school achievement gaps and developing evidence based programs to contribute to closing achievement gaps
- developing an integrated professional development program of school librarians, school communities and educational leaders to work together to ensure that high levels of student achievement take place.

Enabling continuous improvement

In moving from evidence to action, the program of continuous improve-

ment, at least at a state level, has centred on three sustained programs of professional action. Multiple experts at state and regional level worked together to provide an experience based and evidence based program of development and implementation. Each of these programs, described briefly below, is enabling school librarians in their local schools to take action, which is a clear expectation of the continuous improvement programs.

A key expectation of the program has been that school librarians will facilitate training in their school districts.

The programs have involved school librarians working in collaborative partnerships with classroom teachers, reading and literacy experts, and curriculum leaders in the key learning areas of the Department of Education. A key expectation of the program has been that school librarians will facilitate training in their school districts.

Mini-Course 1: School librarians and school improvement
This course seeks to provide school librarians with

- an understanding of the processes involved in evidence based practice, knowledge of the range of achievement and general school data available in and beyond Delaware to underpin evidence practice
- skills and strategies on
  - how to interrogate and analyse this data to inform school improvement efforts in Delaware
  - how to use this data in making decisions for school improvement efforts, in developing library interventions and to measure the impacts

– how to engage with school based improvement planning processes.

The outcome for all participants was the development and implementation of a library improvement plan that could be incorporated into the school's improvement plan, with explicit attention to data-driven needs analysis, design of instructional and service interventions, and design of outcome measures to establish efficacy of improvement processes.

Mini-Course 2: Unpacking the standards in the library

This program involves Curriculum Associates of the Department of Education, district content specialists, and classroom teachers working in an evidence based, collaborative partnership. The collaborative teams have worked together to:

- build an understanding of current research in relation to constructivist learning, and student information seeking and learning in complex and diverse information environments
- develop an understanding of the principles of guided inquiry as a pedagogical framework for constructing meaningful learning through the school library based on the Guided Inquiry framework of Kuhlthau (2007) and CISSL
- engage in an in-depth analysis of the new Delaware Recommended Curriculum (DRC) in ELA, Math, Science and Social Studies to identify content standards and AASL learning standards (2007) that lend themselves to collaborative student centred inquiry through the school library
- work with Delaware curriculum experts to design integrated and collaborative guided inquiry units based on Delaware standards. These exemplars of collaborative curriculum inquiry units incorporate evidence based measures to chart learning outcomes and are in the process of being highlighted on the Department of Education's

website for all classroom teachers and school librarians.

Mini-Course 3: Literacy and school improvement

This course sought to engage school librarians with reading/literacy specialist partners, in the development of initiatives targeted to reducing state achievement gaps in relation to reading and literacy. Lead by the Delaware Department of Education's Curriculum Associate for English Language Arts (which encompasses reading and literacy), the school librarian-reading specialist teams have worked together to:

- examine scientifically based research and writing strategies presented in a diverse body of literature
- examine and interrogate reading achievement data of Delaware meshed with data from the Delaware school library studies to establish achievement gaps that have potential to be closed through a range of school library interventions
- focus on measurable evidence to develop a student centred survey to collect evidence on their knowledge and ability in articulating the standards and their motivation towards reading
- investigate student centred active interventions based on their survey's results and the findings and recommendations of the Delaware Library Study

- develop a collaborative library based improvement plans which targeted Delaware Grade Level Expectations in ELA and AASL Learning Standards (AASL 2007), including processes and strategies to systematically measure the impacts
- initiate a Community of Practice for continuous school improvement in reading and writing.

…improvement and capacity building is an essential agenda for the future…

School library improvement and capacity building is an essential agenda for the future if school libraries are to be valued as an integral part of the information-to-knowledge fabric of a school. Being a part of the information landscape is not enough. Critical to building capacity and enabling improvement is individual and collective action – action that is informed by systematic research, guided by experience and wisdom, engages strategically and carefully with evidence, and which creates evidence for continuous improvement and program development, and for building active support for the learning centred work of teacher librarians and school libraries. ∎

References and further reading

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

Statement on guided inquiry and the curriculum, (2009) Australian School Library Association and Australian Library and Information Association. Viewed 23 April 2009. <**www.asla.org.au/policy/guided.inquiry. curriculum.htm**>.

Resources to support HSIE teaching and learning in *Symbol systems*

Anne Southwell, *Senior Curriculum Adviser HSIE K–6, highlights the comprehensive range of relevant and practical resources, available on the HSIE website, which will help teachers in the implementation of the Cultures strand of HSIE. Anne provides advice about using teaching and learning materials to support improved learning outcomes for students.*

T he HSIE teaching and learning in the Stage 3 COGs Unit (H): *Symbol systems* addresses the Cultures strand of the syllabus. The learning relates specifically to the syllabus references outlined in the connection description, which identifies the focus of learning as:

> **CUS3.4** *Cultural diversity*
> Examines how cultures change through interactions with other cultures and the environment.

The syllabus subject matter, from p. 61 of the HSIE syllabus, aligned to this outcome in the connection description, is:

- the cultural diversity of Australia and other nations
- the influence of current events
- varieties of global communication
- traditions, belief systems and practices of Australians, including celebrations
- traditions, belief systems and practices of Australia as compared with those of at least one other nation in the Asia Pacific region.

China down under

The HSIE focus of learning in this unit is about the traditions, beliefs and practices of another country and the impact of these on Australian communities. The teaching and learning in *Symbol systems* focuses on China. At the time of writing the teaching and learning activities for *Symbol systems*, a new HSIE resource *China down under* (Figure 1) was under development. Many teachers now use this published resource to undertake the HSIE teaching and learning in this COG. The writers of the teaching and learning in *Symbol systems* had access to the *China down* under resource in early draft form and developed the teaching and learning to reflect what would be available in the resource. The writers of *Symbol systems* also undertook to support teachers who did not have access to the *China down under* resource and then, when the resource did become available, ensured that it could support the teaching and learning in this unit of work.

Figure 1 The China down under teacher's resource and student image booklet can be downloaded from HSIE resources <www.curriculumsupport.education.nsw.gov.au/primary/hsie/resources/stage3resources.htm>

Australia and other cultures

The HSIE lessons in *Symbol systems* also provide a model for looking at the way cultures in the Asia Pacific region influence Australia. Japan and South Korea are countries that could be substituted. Indonesia and India are other examples, but care would need to be taken with these countries to ensure that the cultural complexity of these countries is adequately addressed.

When undertaking teaching and learning about *Cultures*, it is important to ensure that students are engaging in learning about aspects of their own and other cultures that they are not familiar with. Teachers need to adapt teaching and learning to meet the learning needs of all students so that students do not continue engaging with cultural understandings that they already know. This means that in schools where students are largely from a range of diverse cultural backgrounds an emphasis may need to be placed on developing these students' understanding of Australian identities, through engaging with learning about Australian cultures. If the school has little or no cultural diversity, emphasis needs to be placed on developing students' understanding related to cultural diversity. *The Cultural Diversity and Community Relations Policy: Multicultural education in schools* policy refers to this as:

> 1.2 Schools will provide teaching and learning programs that enable students from all cultures and communities to identify as Australians within a democratic multicultural society and to develop knowledge, skills and values for participation as active citizens.

> 1.3 Schools will ensure inclusive teaching practices which recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views.

Other resources

The *Cultures* strand of the HSIE syllabus is probably one of the more challenging strands for primary teachers. The starting point for identifying teaching and learning materials for use in this strand is with the syllabus references. The NSW Department of Education and Training has developed a range of additional resources (Figure 2) to support the HSIE *Cultures* strand.

*   *China down under. Teacher's resource* and *China down under. Images* provide a model for undertaking a cultural study of Japan or Korea, and the impact they have on Australia

*   *Belief in action*: Teachers book
*   *Fact sheets on the world religions*: each provides references to *Belief in action*
*   *Celebrating together*: Multistage teaching resource including stage 3
*   *Celebrations and commemorations* (website)

Teachers can select appropriate components from these resources to adapt the teaching and learning in *Symbol systems* by referring to the syllabus references in the connection description <**www.curriculumsupport.education.nsw.gov.au/timetoteach/cogs/connectdescripts3.htm**>. ■
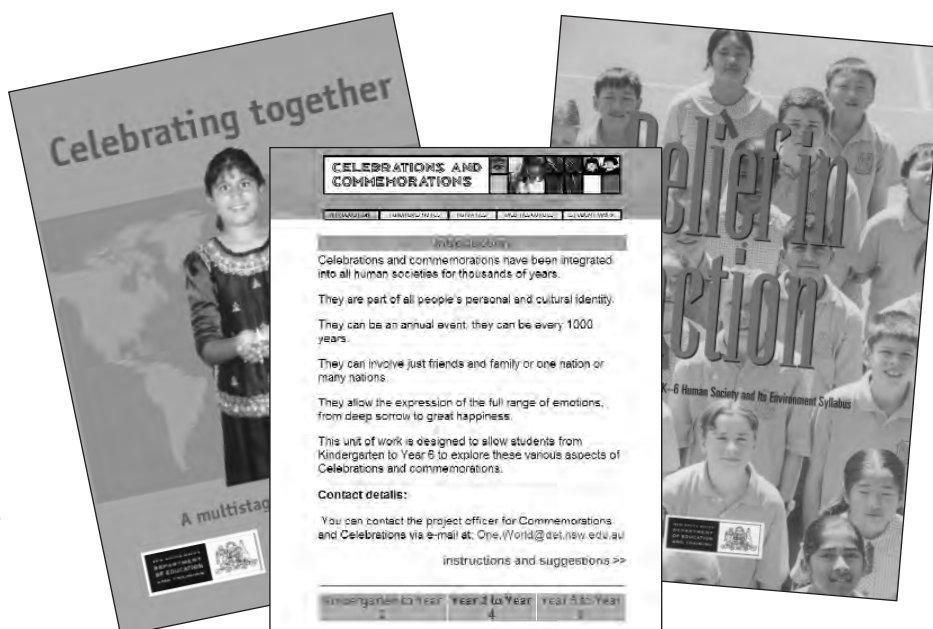
Figure 2 These resources downloaded from HSIE resources <www.curriculumsupport.education.nsw.gov.au/primary/hsie/resources/stage3resources.htm>

For additional information about the Primary HSIE please contact
Anne Southwell
Senior Curriculum Adviser HSIE K–6
(02) 9886 7156 <anne.southwell@det.nsw.edu.au>

References and further reading

Belief in action : support material for K–6 Human society and its environment syllabus, (2001), Curriculum Support Directorate, NSW Dept. of Education and Training, Ryde, NSW. SCIS 1052203

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Human society and its environment K–6 syllabus, (1998), Board of Studies NSW, Sydney. SCIS 944354

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Sharing Web 2.0 with *TaLe*

Ben Jones *is a Professional Learning and Curriculum Support Project Officer, Laptops for Learning. At the time of writing this article, he was Professional Learning Coordinator TaLe. Ben explains how the Share area of Tale offers information, strategies and video tutorials to assist teachers to embrace the new technologies provided by the Connected Classrooms Program and Laptops for Learning (L4L).*

Figure 1 Share is available on TaLe <www.tale.edu.au/tale/live/teachers/shared/exchange/share_school.jsp>

Figure 2 Enhancing teaching and learning with Web 2.0

I n response to educational trends and user needs, *TaLe* has expanded its *Share* space (Figure 1) to provide teachers and leaders with access to information on Web 2.0. *Share* focuses on how the tools can be used to enhance the teaching and learning process. This space can be found in both the secondary and primary areas of *TaLe*, by clicking on *Share* in the top navigation buttons. Specifically framed for the NSW Department of Education and Training, this site provides the knowledge needed for those who are still asking:

• What is Web 2.0?
• What is a blog?
• How do I wiki?

Web 2.0 technologies

Share Web 2.0 technologies content includes:

• Web 2.0 in education
• blogs
• wikis
• digital media casting (images, audio or video)
• RSS
• social bookmarking
• Web 2.0 tips, tricks and tools
• Web 2.0 research.

Each content area provides teachers with information and a *Common craft* video that explains the Web 2.0

technology in simple and visual terms (Figure 2). A range of specific strategies for using these tools with any subject is outlined for teachers to use to enhance their professional learning and their communication with students. These strategies also promote student collaboration.

To support this knowledge we have also performed comprehensive research to identify a range of Web 2.0 applications, support material and tools. This information has been aggregated to a *delicious* social bookmarking tag cloud. (Yes, really!)

For further information, contact Ben Jones (02) 9715 8096.

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O'Connell, J. (2006) 'Engaging the *Google* generation through Library 2.0: Part 2', *Scan* 25(4), pp. 41–46.
O'Connell, J. (2006) 'Engaging the *Google* generation through Web 2.0: Part 1', *Scan* 25(3), pp. 46–50.
Wall, J. (2009) 'Teaching power searching', *Scan* 28(1), pp. 12–16.

Raps UPDATE

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*. Rap starts Week 4, week of 18 May 2009, and runs till Week 9. .

Term 4, 2009

- *Belonging: Foundation, consolidation and revision* rap supporting the HSC Stage 6 Area of study: *Belonging*. Dates TBA. **Students and classes may join at any time throughout this period**.

The rap supports an exploration of the concept of belonging, or not belonging, for the Stage 6 HSC English *Standard*, *Advanced*, and *ESL* Area of study. It provides resources, activities and a discussion blog to complement the class work of HSC students, and also assist with consolidation and revision work. HSC students will have the opportunity to ask questions of authors, Nadia Wheatley and Matt Ottley. A videoconference with Jeannie Baker will be available for NSW government schools. Class groups and individual HSC students are welcome to join the rap.

- *Bear and chook* by Lisa Shanahan and Emma Quay. Early Stage 1 (Kindergarten) and Stage 1 (Years 1 and 2) English. Dates TBA.

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

Quick bytes Quick bytes Quick bytes

Customise reading lists in *My library*

The School Systems team *provides information for teacher librarians to customise reading lists and add unmatched titles of Premier's Reading Challenge (PRC) resources to* **My library**. *The following is an excerpt from the* **OASIS Thin Client Web Enquiry user guide** <detwww.det.nsw.edu.au/it/schoolsystems/projects/web_enquiry/data/user_guide_final1a.pdf>.

	LongName	ShortName	ShowOnFrontPage	
▶	NSW Premier's Reading Challenge 2007 - Challenge K-2	PRC K-2	☐	Edit Book List
	NSW Premier's Reading Challenge 2007 - Challenge 3-4	PRC 3-4	☐	Edit Book List
	NSW Premier's Reading Challenge 2007 - Challenge 5-6	PRC 5-6	☐	Edit Book List
	NSW Premier's Reading Challenge 2007 - Challenge 7-9	PRC 7-9	☑	Edit Book List
	HSC English 2009-2012	HSC English 2009	☑	Edit Book List
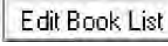
To select which readings lists are displayed for your school, place a tick in the box titled *Show On Front Page* then select the [💾] Save icon and exit the option. This will enable the reading list to be accessed from the home page, and it will also enable searches within the reading list from the *My Library* search box.
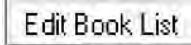
Similarly, you can untick a selection, click on the [💾] Save icon and exit the option to remove a reading list for your school.

This may take some time to update the home page for your school.

You may need to [🔄] Refresh the *Web Enquiry* Home Page to enable the options to be displayed once the selection is made.

The [Edit Book List] option is available for the PRC Reading List options. A school may wish to update their PRC listing to include copies of a title held by the school, but with an ISBN that is different. This enables a second copy of a PRC book with a different ISBN number to be added to the list for that stage for your school.

Select the [Edit Book List] option for the PRC stage where you wish to add a 2nd copy of a listed title that has a different ISBN number.

NEALS

A screen similar to the following is displayed:

Undo Save Changes

Book list items. Items with matching books in your library are shown in BOLD.

# Matched	ItemID	ExternalD	ISBN	ASCISNO	TITLE	PUBYEAR	Note
0	6928	345	1-8-6508181-7		Secrets in the fire		Based on a true account of a young
0	6931	18326	0-590-09847-0		Secrets of the Sphinx		Large, well-illustrated book with histo
0	6932	346	0-14-1303336		See how they run		A British family is forced to flee to Au
1	**6936**	**15523**	**1-8-6950477-1**		**Serpents of Arakesh, The (Kara…**		**Abandoned as a baby, Adam I**
1	**6937**	**348**	**0-14-034733-X**		**Seven little Australians**		**The seven Woolcot's children**
0	6940	3960	0-7445-9005-1		Shadow	2002	Premonition is a band hoping to mak
0	6941	17374	0-670-04113-0		Shadow dog, The		From the moment Sebastian is enjoy

Resources associated with the selected book list item. Custom titles are shown in BOLD. Shared list items are GREY, and cannot be removed.

BRNO	ISBN	ASCISNO	TITLE	TITLE2	PUBYEAR	Action
14649	0-14-034733-X		Seven little Australians		1994	

Keyword Search: Seven little Australians   ✕ Add

BRNO	ISBN	GMD	TITLE	TITLE2	PUBYEA
6024	0-14-034731-3	Text	The family at Misrule	The seven little Australians are 5 years older	1995
9323	0-14-034604-X	Text	Judy and Punch	The wildest of the seven little Australians is banis…	1995
14645	0-7063-5389-7	Text	Seven little Australians		1974
14646		Video recording	Seven Little Australians (ENG 262)		1998
14647		DVD	Seven little Australians (ENG 261)		1998
14648	0-949183-90-3	Text	Seven little Australians: centennial edition		1994
14649	0-14-034733-X	Text	Seven little Australians		1994

Use the scroll bar on the right hand side to identify the title.

In this example, a second copy of the novel, *Seven little Australians*, is to be added to the PRC 7–9 list for your school.

Undo Save Changes

Book list items. Items with matching books in your library are shown in BOLD.

# Matched	ItemID	ExternalD	ISBN	ASCISNO	TITLE	PUBYEAR	Note
0	6928	345	1-8-6508181-7		Secrets in the fire		Based on a true account of a young
0	6931	18326	0-590-09847-0		Secrets of the Sphinx		Large, well-illustrated book with histo
0	6932	346	0-14-1303336		See how they run		A British family is forced to flee to Au
1	**6936**	**15523**	**1-8-6950477-1**		**Serpents of Arakesh, The (Kara…**		**Abandoned as a baby, Adam I**
1	**6937**	**348**	**0-14-034733-X**		**Seven little Australians**		**The seven Woolcot's children**
0	6940	3960	0-7445-9005-1		Shadow	2002	Premonition is a band hoping to mak
0	6941	17374	0-670-04113-0		Shadow dog, The		From the moment Sebastian is enjoy

Resources associated with the selected book list item. Custom titles are shown in BOLD. Shared list items are GREY, and cannot be removed.

BRNO	ISBN	ASCISNO	TITLE	TITLE2	PUBYEAR	Action
14649	0-14-034733-X		Seven little Australians		1994	

Keyword Search: Seven little Australians   ✕ Add

BRNO	ISBN	GMD	TITLE	TITLE2	PUBYEA
6024	0-14-034731-3	Text	The family at Misrule	The seven little Australians are 5 years older	1995
9323	0-14-034604-X	Text	Judy and Punch	The wildest of the seven little Australians is banis…	1995
14645	0-7063-5389-7	Text	Seven little Australians		1974
14646		Video recording	Seven Little Australians (ENG 262)		1998
14647		DVD	Seven little Australians (ENG 261)		1998
14648	0-949183-90-3	Text	Seven little Australians: centennial edition		1994
14649	0-14-034733-X	Text	Seven little Australians		1994

Click on the selected title and it will display as above.

Note that the bottom display is showing the matches for the title.

Select the title that matches for the second copy. ISBN is a good guide in cases like this when there are multiple instances of

the title. Select **⟨Add⟩** to confirm that this is the correct second copy to add to the PRC list.

Book list items. Items with matching books in your library are shown in BOLD.

# Matched	ItemID	ExternalD	ISBN	ASCISNO	TITLE	PUBYEAR	Note
0	6931	18326	9780580098472		Secrets of the Sphinx		Large, well-illustrated book with histc
0	6932	348	9780141303338		See how they run		A British family is forced to flee to Au
1	6936	15523	9781869504779		**Serpents of Arakesh, The [Kara...**		**Abandoned as a baby, Adam I**
2	**6937**	**348**	**9780140347333**		**Seven little Australians**		**The seven Woolcot's children**
0	6940	3360	9780744590050		Shadow	2002	Premonition is a band hoping to mak
0	6941	12374	9780670041138		Shadow dog, The		From the moment Sebastian is rescu
2	**6943**	**349**	**9780091829506**		**Shadows of time**	**1994**	**An orphaned girl and an outca**

Resources associated with the selected book list item. Custom titles are shown in BOLD. Shared list items are GREY, and cannot be removed.

BRNO	ISBN	ASCISNO	TITLE	TITLE2	PUBYEAR	Action
14649	9780140347333		Seven little Australians		1994	
14645	**9780706353891**		**Seven little Australians**		**1974**	**Rem...**

Keyword Search: Seven little Australians   ✕ ⟨Add⟩

BRNO	GMD	TITLE	TITLE2	PUBYEAR
6024	Text	The family at Misrule	The seven little Australians are 5 years older	1995
9323	Text	Judy and Punch	The wildest of the seven little Australians is banis...	1995
14645	Text	Seven little Australians		1974
14646	Video recording	Seven Little Australians [ENG 262]		1998
14647	DVD	Seven little Australians [ENG 261]		1998
14648	Text	Seven little Australians: centennial edition		1994
14649	Text	Seven little Australians		1994

Note that the second title that was selected is displayed under the banner:

Resources associated with the selected book list item. Custom titles are shown in BOLD. Shared list items are GREY, and cannot be removed.

Select **💾 Save Changes** and then exit.

The second copy of the resource should now display in the appropriate PRC list for your school.

If the school chooses to delete the item from the list, select the REM in the Action column.

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>

CBCA 2009 shortlisted finalists in the Children's Book of the Year Awards

On the 31st March, the Children's Book Council of Australia (CBCA) announced the following nominated books for the 2009 Children's Book of the Year Awards:

EARLY CHILDHOOD

GRAHAM, Bob (2008) *How to heal a broken wing*, Walker. SCIS 1363984, reviewed *Scan* 27(4)

KING, Stephen Michael (2008) *Leaf: ideas, sound effects and pictures*, Scholastic Australia. SCIS 1360567, reviewed *Scan* 27(4)

MCKIMMIE, Chris (2008) *Special Kev*, Allen & Unwin. SCIS 1368653, reviewed *Scan* 28(2)

MILLARD, Glenda & KING, Stephen Michael (2008) *Applesauce and the Christmas miracle*, ABC. SCIS 1390074 reviewed *Scan* 28(2)

SULLIVAN, Rosemary & HUXLEY, Dee (2008) *Tom Tom*, Working Title Press. SCIS 138500, to be reviewed in *Scan* 28(3)

WILD, Margaret & VIVAS, Julie (2008) *Puffling*, Omnibus. SCIS 1346143, reviewed *Scan* 27(3)

BOOKS FOR YOUNGER READERS

BATESON, Catherine (2008) *The wish pony*, Woolshed. SCIS 1378348, to be reviewed *Scan* 28(3)

FUSSEL, Sandy (2008) *Polar boy*, Walker. SCIS 1377973, reviewed *Scan* 28(2)

GLEITZMAN, Morris (2008) *Then*, Allen & Unwin. SCIS 1365563, to be reviewed *Scan* 28(3)

HARRIS, Christine & JAMES, Ann (2008) *Audrey of the outback*, Little Hare. SCIS 1355502, reviewed *Scan* 27(4)

MILLARD, Glenda & KING, Stephen Michael (2008) *Perry Angel's suitcase*, ABC. SCIS 1364002, reviewed *Scan* 27 (4)

RODDA, Emily (2008) *The wizard of Rondo*, Omnibus. SCIS 1383939, reviewed in *Scan* 28(2)

BOOKS FOR OLDER READERS

(These books are for mature readers)

CORNISH, D.M. (2008) *Lamplighter* [Monster blood tattoo; book 2], Omnibus. SCIS 1360569, to be reviewed *Scan* 28(3)

EATON, Anthony (2008) *Into white silence*, Random. SCIS 1380870, to be reviewed *Scan* 28(3)

FRENCH, Jackie (2008) *A rose for the ANZAC boys*, HarperCollins. SCIS 1360370, to be reviewed *Scan* 28(3)

MARCHETTA, Melina (2008) *Finnikin of the rock*, Viking. SCIS 1381966, to be reviewed *Scan* 28(3)

MOLONEY, James (2008) *Kill the possum*, Penguin Group (Australia). SCIS 13819663, reviewed *Scan* 27(4)

TAN, Shaun (2008) *Tales from outer suburbia*, Allen & Unwin. SCIS 1364081, to be reviewed *Scan* 28(3)

EVE POWNALL AWARD FOR INFORMATION BOOKS

DUBOSARSKY, Ursula & RIDDLE, Tohby (2008) *The word spy*, Viking. SCIS 1355512, reviewed in *Scan* 27(2)

GREENWOOD, Mark & LESSAC, Frané (2008) *Simpson and his donkey*, Walker. SCIS 1353399, reviewed in *Scan* 28(1)

HALL, Lincoln (2008) *Alive in the death zone*, Random. SCIS 1389244, to be reviewed in *Scan* 28(3)

NICHOLLS, Catriona & PATERSON, Janet & WALLER, Rod (2008) *Chicken: the story of chicken in Australia*, Kondinin. SCIS 1392569, to be reviewed *Scan* 28(3)

RAMAGE, Ian & HICKMAN, Ellen (2008) *Tuart dwellers*, WA Department of Environment and Conservation. SCIS 1386427, to be reviewed *Scan* 28(3)

ROSS, John & BOOTH, Anna (2008) *Every picture tells a story: adventures in Australian art from the collection of the National Gallery of Australia*, Canberra, Thames & Hudson. SCIS 1393230, to be reviewed *Scan* 28(3)

PICTURE BOOKS

(Some of these books may be for mature readers; arranged alphabetically by illustrator)

BLABEY, Aaron (2008) *Sunday Chutney*, Viking. SCIS 1369240, reviewed *Scan* 28(1)

DUNSTAN, Kylie (2008) *Collecting colour*, Lothian Children's. SCIS 1354586, reviewed *Scan* 27(3)

OTTLEY, Matt & MARSDEN, John (2008) *Home and away*, Lothian Children's. SCIS 1380848, reviewed *Scan* 28(1)

RIDDLE, Tohby (2008) *Nobody owns the moon*, Viking. SCIS 13778538, to be reviewed *Scan* 28(3)

HOLFELD, Greg & STARKE, Ruth (2008) *Captain Congo and the crocodile king*, Working Title Press. SCIS 1373414, reviewed *Scan* 28(1)

THOMPSON, Colin (2008) *The big little book of happy sadness*, Random House Australia. SCIS 1359653, reviewed *Scan* 27(4)

CRICHTON AWARD FOR NEW ILLUSTRATORS

CARNAVAS, Peter (2008) *Jessica's box*, New Frontier. SCIS 1359538, reviewed *Scan* 27(4)

COURT, Moira & FORRESTAL, Elaine (2008) *Miss Llewellyn-Jones*, Fremantle Arts Centre Press. SCIS 1358766, reviewed *Scan* 27(4)

DAVIS, Sarah & POULTER, J.R. (2008) *Mending Lucille*, Lothian Children's. SCIS 1374252, to be reviewed *Scan* 28(3)

DAWSON, M.S. & Gyan (2008) *How WEIRD is that…*, A museagency book. To be reviewed *Scan* 28(3)

DUNSTAN, Kylie (2008) *Collecting colour*, Lothian Children's. SCIS 1354586, reviewed *Scan* 27(3)

OLIVER, Jo (2008) *Pilgrim*, New Frontier. SCIS 1356783, reviewed in *Scan* 27(4)

The winners will be announced on Friday 21st August, 2009. Children's Book Week commences 22nd August. The theme is *Book safari*. Visit the official *Children's Book Council of Australia* website <**www.cbc.org.au**>.

Reviews of many of the shortlisted books are already available in *Scan* and online. Those not available in this issue will be available shortly in the online database. Go to the *School Libraries and Information Literacy* website <**www.schools.nsw.edu.au/schoollibraries**> and, from the home page, follow the path: *Teaching ideas*, then *Book Week*, then *Book Week 2009*. Additional reviews will be uploaded to the site as they come to hand. These, and reviews of past shortlisted books, are available on our database <**www.curriculumsupport.education.nsw.gov.au/schoollibraries/resrev/>**.

📷 The school community working together for the students of Eastern Creek Public School

Fran Mead, *teacher librarian at Eastern Creek Public School, shares the community's excitement at the opening of the new school library.*

On 15 December 2008, Eastern Creek Public School held a joint celebration to mark the official opening of the new library and covered outdoor learning area (COLA). The day began with a school assembly which included performances by the choir and dance group, a book character parade, where students and teachers dressed as their favourite book character, and a ribbon cutting by school leaders to open the outdoor area. Invited guests were then escorted to the library where school leaders untied a gold ribbon to open the double entry doors and welcome everyone (Figure 1). A celebratory cake was cut and we shared afternoon tea in our new spacious and inviting surroundings.

Figure 1 Student leaders welcoming our guests

Working together to achieve positive changes

The story of our library began in 1998 when the Department installed an interim demountable library at our school, deeming the current library space, a double classroom, inadequate for our needs. At this stage, we had one OASIS Library enquiry terminal, one circulation terminal and one workstation.

By 2005, our school library had grown to include the school library fileserver, the Departmental server, 15 computers and an interactive whiteboard for whole class technology lessons. However, indications that the library demountable was to be moved elsewhere prompted the school community to collaborate to address this concern.

Representatives from the school community, including the P & C and staff, were given the opportunity to talk with the Hon. Carmel Tebbutt, NSW Minister for Education at the time, about our need for adequate space and facilities to meet the learning outcomes for our students, including the importance of a purpose built library in delivering quality educational outcomes for our students in the area of information skills. Ms Tebbutt was invited to the school to view the library space (Figure 2).

Figure 2 The school library in 2006

The library was also the centre of the information technology program where we team taught to improve information technology skills for students. We were determined to move into the 21st century.

The school community celebrates a successful outcome

Ms Tebbutt was moved by our passion and dedication to the students of Eastern Creek. Our submission was successful and, in May 2008, the demountable was relocated within the school to allow building to commence. We excitedly watched and waited over the next four months as our new library was constructed (Figure 3).

Figure 3 The new purpose built library

We now have our wonderful purpose built library and begin a new chapter in our school's long and proud history. The library is bright, colourful and welcoming. The students love the new furniture, the resources are more attractive, and the many windows, high ceilings and bright colours create a modern look with a great atmosphere.

Not only do we now have what is a basic facility for all schools, a purpose built state-of-the-art library, we have worked together as staff and school community on behalf of our students to achieve a successful outcome.

Our gratitude goes to all who believed we could make a difference for our students.

Teacher librarian appointed CBCA Book of the Year Awards judge

Wendy Smith, recently retired from twenty plus years as teacher librarian at Tamworth Public School, and a regular reviewer for *Scan* during that period, has just been confirmed as the incoming NSW judge for the Children's Book Council of Australia Book of the Year Awards for the period 2010–2011. In this role, her long experience with, delight in, and passion for children's literature will be well-used, as will her extensive reviewing experience.

Wrap with love

Birrong Girls High School library is active in promoting the *Wrap with love* program. Students and teachers knit and crochet squares 25cm by 25cm. On 7 August our crochet squares will be presented to the ABC FM 702 *Knit in* and will go to needy countries. On 5 May we had a special visitor who was keen to help crochet: Mr Fletcher, Deputy Director-General Schools

Coffs Harbour Teacher Librarian Collegial group

meets each term on Wednesday afternoons in Week 4 at different venues. Check the *Coffs Harbour Teacher Librarians* blog <chteacherlibrarians.blogspot.com/> for information about meetings and links for teacher librarians.

Northern Beaches Teacher Librarian group

will meet on Wednesday, Term 2 in Week 8. See <chteacherli-brarians.blogspot.com/> for details. ■

School Libraries Leading Learning: Armidale 2009 conference

This conference, to be held on Friday 5th June, 2009 at the New England Girls School in Armidale, is an inaugural regional conference jointly organised by ASLA (NSW) Inc. and the School Libraries and Information Literacy Unit (NSW Department of Education and Training). See <www.aslansw.org.au/learning/Conference/conf2009/> for details.

Have you heard...

Professional Development – 2009: *TLs: teaching and learning*

will be held on Saturday 8 August. See <www.aslansw.org.au> for details.

National Simultaneous Storytime (NSS) – Wednesday 29 May 2009 – 11:00am

Pete the sheep by Jackie French and Bruce Whatley is the 2009 NSS book. Read about Jackie French and Bruce Whatley, and register to participate ASAP at <www.alia.org.au/advocacy/storytime/2009/>. ■

The big picture <www.boston.com/bigpicture/> is a site with splendid current affairs photographs taken by brilliant photographers.

Save time with quick computer shortcuts <www.microsoft.com/athome/moredone/compshort-cuts.mspx>. Liz Eustace offers tips about using Microsoft's programmed shortcuts in Word, Excel and Internet Explorer. Organised in a table format, the shortcuts can be printed for quick reference.

Have you seen...

Where to be today <www.where tobetoday.com> highlights a few daily events and shows their location on the interactive world map. Links would need checking by teachers as the site is updated each day.

Curriculum K–12 Directorate's Professional Learning Courses for 2009 <www.curriculumsupport.education.nsw.gov.au/prolearn09/semester_2/libraries.htm>. Register for School Libraries and Information Literacy courses in Semester 2.

Laptops for learning (L4L) <detwww.det.nsw.edu.au/deptresources/majorprojects/laptops4learn/index.htm> has details on the L4L program for NSW Departmental schools, including the timeline and latest updates in Bulletins. ■

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>.

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.

Chaos@UMD

www.chaos.umd.edu/

Providing information about the study of chaos theory, in particular chaotic scattering, this site will be of interest to teachers and students of Mathematics: *Extension Two* who are wanting to extend their knowledge of particle movement. Eight colourful images represent unpredictable particle movement and each image links to mathematical descriptions of the chaotic scattering. The images are by far the most interesting part of the site for schools, as the material is aimed at tertiary students. **Dimensions, Fractal basin boundaries, Chaotic scattering** and **Controlling chaos** provide detailed descriptions of current research in each area. P. Hannan

USER LEVEL: Stage 6 Professional
KLA: Mathematics; Science
SYLLABUS: Mathematics: *Extension Two* Stage 6; Physics Stage 6
SCIS SUBJECTS: Chaos theory; Fractals; Particles (Nuclear physics)
PUBLISHER: University of Maryland, USA
REVIEW DATE: 01/04/09 [003]

SCIS 1398718

Cybersmart detectives

cybersmartkids.com.au/CSD-video-flash2/

ABSTRACT

The site introduces and runs an online game that teaches children key internet safety messages. Students work online in real time, liaising with community professionals to solve an internet themed problem. The activity is based in the school environment and it connects agencies with an interest in promoting online safety, including police, internet industry representatives and child welfare advocates. In the scenario, children play the role of a deputy principal who is concerned about a new student and possible bullying in an internet chat room. Guided by a series of clues, students work collaboratively in teams to solve the mystery of what is worrying the student, and why. They pose questions and theories, and teams are guided through the clues. The issues that lie behind the story are discussed with professionals who deal with similar issues on a daily basis. The game has been adapted for use in Australian schools.

USER LEVEL:	Stage 3 Professional
SCIS SUBJECTS:	Child protection; Computer crime; Internet safety measures; Safety education
PUBLISHER:	Australian Communications and Media Authority
REVIEW DATE:	01/04/09 [004.67]

SCIS 1401840

In pictures: computer tutorials based on pictures, free

inpics.net/

These pictorial instructions on how to use computer programs were created for students with learning disabilities, and they are useful for all students expanding their computer knowledge. Using screen grabs to illustrate each step creates easy to understand tutorials. Tutorials are laid out in simple headings, and they describe the basic, advanced and special features of the program. Graphics are in black and white to help learners concentrate, and there are no animations for the same reason. The tutorials are people oriented; they focus strongly on what users want to do with the program, rather than explaining what the program is capable of doing. Updates are available by joining a list and it is possible to request a tutorial on another program. The site has *Microsoft Office* programs, including **Word 2007**, plus web layout and web programming tutorials. R. Parnis

USER LEVEL:	Stage 4 Stage 5 Community Professional
KLA:	TAS
SYLLABUS:	Information & Software Technology 7–10
SCIS SUBJECTS:	Computer graphics; Microsoft Office (Computer program); Tutorial programs (Computers)
PUBLISHER:	In Pictures, USA
REVIEW DATE:	01/04/09 [005]

SCIS 1395564

Can you be a millionaire?

www.nevada.edu/~jilll/jillswebquest.html

A spreadsheet activity on budgeting and managing money, this WebQuest is ideal for the General Mathematics Stage 6 Topic: *Financial maths* and the Mathematics 7–10 Topic: *Consumer arithmetic*. Students will need some prior experience with *Excel*. They manage a budget with prescribed income and expenses and then invest the surplus on the stock exchange. **Resources** includes an *Excel* tutorial and information about the stock exchange. **Evaluation** gives students and teachers a comprehensive marking rubric, and **Reflection** provides an opportunity for reflecting and self evaluation. The task is presented in steps and each student is allocated a role in a team of three. Easy navigation and effective use of colour and space make this an interesting group activity for students. P. Hannan

USER LEVEL:	Stage 5 Stage 6
KLA:	Mathematics
SYLLABUS:	General Mathematics Stage 6; Mathematics 7–10
SCIS SUBJECTS:	Spreadsheets – webquests
PUBLISHER:	University & College System of Nevada, USA
REVIEW DATE:	01/04/09 [005.54]

SCIS 1176049

Free podcast course: teaching you about podcasts, podcasting and how to podcast for free

www.freepodcastcourse.com/

A labour of love from a podcast devotee, the site will be most useful to users who have an existing understanding of podcasting. The site covers the uses of podcasts, choosing a format, creating a podcast, equipment needed, **Getting your podcast heard**, **Basic free podcasting applications**, and advanced tools. The site is mainly words and, although there are minor problems with written expression and grammar, the author's enthusiasm and practical bent tend to carry the reader through. The site is laid out in many headings, but navigation is a little hampered by users being unable to go forward through the choices; users must go back to the home page after reading each page. The site supports the L4L laptop project and use within a connected environment. C. Thomas

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English; TAS
SYLLABUS:	English 7–10; Information & Software Technology 7–10
SCIS SUBJECTS:	Digital recordings; Internet; Radio broadcasting
PUBLISHER:	Free Podcast Course, USA
REVIEW DATE:	30/04/09 [006.5]

SCIS 1409412

How do I create my website?

www.cultureandrecreation.gov.au/resources/guides/g7/s1.htm

Written for a young audience, the site is an excellent resource for students designing a website. Layout makes good use of dot points and short paragraphs, providing a fine example of good web design. Language is clear, direct and encouraging, and very appropriate for a student audience. The site has a strong *how to* approach in its style and content, and students will find this very helpful as they work with the material to create their own site. Each of the itemised 17 steps of website creation is referenced with internet sources for further research. Half of these steps relate to design principles, and the others cover navigation, use of graphics, copyright issues, and evaluation of the new site. Suitable to support the L4L laptop project, this superbly constructed resource will be helpful in a connected environment. C. Thomas

NEALS

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English; TAS
SYLLABUS:	Design & Technology 7–10; English 7–10; Technology (Mandatory) 7–8; Visual Design 7–10
SCIS SUBJECTS:	Websites – Design and construction
PUBLISHER:	Culture and Recreation Portal, ACT
REVIEW DATE:	24/04/09 [006.7]

SCIS 1407602

Mapwing.com: build and share virtual tours

www.mapwing.com

Digital photographs can be turned into short virtual tours to be viewed and shared from this free site. Some examples on the site include house tours and plans, plant cell make up, and coral reef tours. **Search** enables users to enter search criteria and view related virtual tours. The website is simple to navigate with all links available at the top of the page. To create a tour, users must sign up to the site to use the creative features. This site would be particularly suitable for Industrial Technology students studying *Multimedia/Photography* in Stage 5, multimedia focus areas in Design and Technology and ICT integration in Visual Arts. A. Parnis

USER LEVEL:	Stage 4 Stage 5
KLA:	CA; TAS
SYLLABUS:	Design and Technology 7–10; Industrial Technology 7–10; Information and Software Technology 7–10; Visual Arts 7–10
SCIS SUBJECTS:	Websites – Design and construction
PUBLISHER:	Redbug Technologies, USA
REVIEW DATE:	24/04/09 [006.7]

SCIS 1407807

Livestock library

www.livestocklibrary.com.au/

More than an online library about the beef and sheep industries, this site is well worth a look by TAS and SciTech teachers. It is a simply presented search site that gives access to quality information covering all fields of Australasia's livestock industry. Over 80 000 journals, research papers, conference papers, and commercial and government websites are covered in a single search. The site surprises in its material, as it ranges across a large number of agricultural issues, from cane toads and weeds in school gardens to bovine spongiform encephalopathy. This site would be very useful for the Agriculture Stage 6 Electives: *Animal management* and *Innovation and diversification*, and for students completing the optional research project. It will help students learn to assess and evaluate sources of information. In **Advanced search**, the **Announcements** are a useful guide to what is on the site. S. Bannerman

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	SciTech; TAS
SYLLABUS:	Agricultural Technology 7–10; Agriculture Stage 6; Science & Technology K–6
SCIS SUBJECTS:	Catalogues (Libraries); Livestock – Bibliography
PUBLISHER:	WA Dept. Agriculture and Food, Australia
REVIEW DATE:	01/04/09 [016.636]

SCIS 1375847

Internet archive

www.archive.org

There is free access to this internet library's collections, and its depth and breadth could keep site users browsing for hours. The site has over one million works in **Audio**, **Moving images**, software, **Web** pages, **Texts**, and the **Live music archive**. There is a multitude of school related media, such as sport videos, animations, Groks science show episodes, war propaganda films, youth media, picture books, and plenty of contemporary music. **Education** contains courses and video lectures. The top search bar allows searching within multiple genres and is a handy feature given that it will take users a while to gain a sense of the site's content and its categorisations. **About IA** has a lovely rationale for preserving works, especially those from the digital age. C. Thomas

USER LEVEL:	Stage 6 Professional
KLA:	CA; English; Science
SYLLABUS:	English 7–10; English Stage 6; Music 7–10; Music Stage 6; Science 7–10
SCIS SUBJECTS:	Archives; History; Libraries
PUBLISHER:	Internet Archive, USA
REVIEW DATE:	01/04/09 [025.04]

SCIS 1218879

The New York Times on the web. Learning network grades 3-12: connections for students, teachers and parents

www.nytimes.com/learning/index.html

A collection of learning material from one of the world's most respected newspapers should have some solidly well written and serious content, and this resource does. There are ideas for teachers about what to do with news material, and users will find much of interest, beginning with a browse through the news quiz, the **Word of the day**, the **Science Q&A**, and the themed crosswords. **Issues in depth** does indeed go deeper and wider, and topics here will be especially pertinent for students working with American history and novels, and for students researching contemporary scientific issues. The **Lesson plan archive** has some gems, including units of work on the role of the arts in times of economic crisis, developing innovative maps with technology, and playing the Japanese maths puzzle KenKen. The site is an up-to-date and useful resource, with particular connection to the three KLAs referenced. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English; HSIE; Science
SYLLABUS:	Biology Stage 6; English 7–10; Geography 7–10; Modern History Stage 6; Science 7–10
SCIS SUBJECTS:	Classroom activities; Current events; Newspapers – United States
PUBLISHER:	New York Times Company, USA
REVIEW DATE:	01/04/09 [070.1]

SCIS 1066268

Kevin Kelly

www.kk.org/

Kevin Kelly, Editor-at-Large for *Wired* magazine, reveals his interests and lifestyle on this autobiographical website. It includes links to his writings, travel photographs and blogs encouraging posts from people with similar interests. Kevin is interested in a

variety of topics including product design and innovation, filming documentaries and educational films, writing instructional manuals and exploring the ways in which people modify and re-create technology. The style of this site could be used as an example for students exploring cultural and social design and could be useful for teachers demonstrating how Web 2 technologies may be used within ICT contexts. A. Parnis

USER LEVEL:	Stage 4 Stage 5
KLA:	TAS
SYLLABUS:	Design and Technology 7–10; Information and Software Technology 7–10
SCIS SUBJECTS:	Journalists; Kelly, Kevin
PUBLISHER:	K. Kelly, USA
REVIEW DATE:	24/04/09 [070.4]

SCIS 1407860

Reach out central

roc.reachout.com.au/flash/index.html

Students often find it easier to discuss their feelings online, and this site guides users to understand their feelings and moods, and learning the skill of positively interacting with others. The site is a game which is designed to help students practise life skills. It begins when the player and family move to a country town. The scenario is that friends are left in the city and the user must establish a new life. The game allows users to experiment with life issues and choices, and the site offers advice as to what can be achieved personally, found in **Before you begin**. Using 15 storylines and 10 characters, players begin by inputting their mood. They learn that their mood has an effect on everything that happens so they learn that it is not what happens to us but how we feel about it that matters. Players choose onsite music and they can provide feedback on the game. Registration provides an online private journal and weekly newsletter. A. Soutter

USER LEVEL:	Stage 4 Stage 5 Stage 6
SCIS SUBJECTS:	Computer games; Emotions – Problems, exercises, etc; Life skills – Problems, exercises, etc
PUBLISHER:	Inspire Foundation, Australia
REVIEW DATE:	01/04/09 [152.4]

SCIS 1399995

ReadWriteThink webbing tool

interactives.mped.org/view_interactive.aspx?id=127&title=

A very simple web cluster, this graphic organiser allows students to create circles or rectangles and type within those shapes. The first shape is a different colour to other shapes, and colours, fonts and sizes are set. Students can easily use the tool independently, but only to connect and move shapes. The site can be used to show simple connections as an introductory or revision task, and as a part of classifying and categorising in the writing process. For example, for primary students, Australia in a central shape and flora and fauna in surrounding shapes; for secondary students, Macbeth in the central position and the play's other characters in a connecting cluster around him. The site may be of particular benefit in building vocabulary for students from a non-English speaking background as they plan for process writing. C. Thomas

USER LEVEL:	Stage 1 Stage 2
SCIS SUBJECTS:	Association of ideas – Problems, exercises, etc; Writing (Authorship) –

PUBLISHER:	Problems, exercises, etc ReadWriteThink, USA
REVIEW DATE:	30/04/09 [153.2076]

SCIS 1408488

Persuasion map

www.readwritethink.org/materials/persuasion_map/

A basic and useful resource, the site directs students who are making notes for an essay, report or debate. The persuasion map is a visual tool that allows students to write in linked online boxes. The map's three stages involve writing the thesis, then writing three reasons to support the thesis, followed by three facts or examples for each preceding reason. Each stage has a short instruction about what is required from the writer. Site users can click forwards and backwards while completing the boxes, and check the big picture of their argument via the map diagram on each page. The final map can be printed. The site supports the L4L laptop project and use within a connected environment. The site will be especially useful for students constructing an argument for a speech or debate. C. Thomas

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Association of ideas – Problems, exercises, etc; Debates and debating – Problems, exercises, etc; Essays; Logic – Problems, exercises, etc; Writing (Authorship) – Problems, exercises, etc
PUBLISHER:	International Reading Association, USA
REVIEW DATE:	30/04/09 [168.076]

SCIS 1409395

Animal ethics infolink: a NSW Department of Primary Industries and Animal Research Review Panel initiative

www.animalethics.org.au/

The site directs researchers, teachers and members of animal ethics committees to information about the operation of the *Animal Research Act 1985, Animal Research Regulation 2005* and the Australian code of practice for using animals in science. The *Animal Research Act 1985* governs the use of animals for a range of purposes including teaching, research, product trials, diagnosis of disease and environmental studies. The site covers specific infor-mation about NSW animal welfare legislation as well as general information about legislation in other states and countries. HSC Agriculture students may find the site particularly beneficial for learning about the ethics, welfare, legal issues and requirements of animal production systems. It also suits the optional research project involving animals. Students will find the **Three Rs** section of the website particularly useful. S. Bannerman

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Agriculture Stage 6
SCIS SUBJECTS:	Animals – Research; Animals – Treatment – Law and legislation; Ethics
PUBLISHER:	NSW Department of Primary Industries, Australia
REVIEW DATE:	01/04/09 [179]

SCIS 1399001

NEALS

American Black Journal

www.matrix.msu.edu/~abj

The site is an archive of television shows run by and for African Americans, from the civil unrest of the 1960s, through Motown, to the changing political scene of the 20th century. **For educators** categorises the shows into areas that will aid research by Society and Culture students who are investigating change and continuity in the USA. Going down this path, students will appreciate the site's annotations. The site's defined layout will also help students as they can quickly sift site material to access shows of interest, separating the interesting from the dry and irrelevant. The show came out of Detroit, so cars and Motown are well represented in site material, and site material related to these popular culture aspects will certainly extend the knowledge of Society and Culture students. C. Thomas

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; HSIE
SYLLABUS:	Music 7–10; Music Stage 6; Society & Culture Stage 6
SCIS SUBJECTS:	African Americans – History
PUBLISHER:	Michigan State University, USA
REVIEW DATE:	01/04/09 [305.89]

SCIS 1405385

Understanding money website

www.understandingmoney.gov.au

The processes of managing money and taking control of personal financial issues are explained on this site. It has a strong focus on explaining how to manage and invest money, making this website useful for Mathematics syllabuses and Commerce 7–10. For Mathematics, the **Budgeting** section is the most useful part of the site as it gives students an understanding of what a budget is, and how to create one using the tools on the site. Teachers and students would find this section of the site most beneficial as it covers most of the *FM1* strand of the General Mathematics course. Commerce students will gain some financial knowledge from **Investing** and **Starting work**. The **Handbook** link allows users to download a PDF resource about how to manage money in a range of situations. This resource is suitable to support the L4L laptop project within a connected learning environment. A. Cini

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE; Mathematics
SYLLABUS:	Commerce 7–10; General Mathematics Stage 6; Mathematics 7–10
SCIS SUBJECTS:	Consumer education; Financial literacy
PUBLISHER:	Financial Literacy Foundation, Australia
REVIEW DATE:	30/04/09 [332.024]

SCIS 1299221

Our environment: it's a living thing

www.livingthing.net.au

Information about ways we can live more environmentally friendly lives is collected here in sections of **Save at home**, **Save at work**, and **Save at play**. Within these topics, students can research **Water**, **Energy**, **Green power recycling**, **Transport**, **Chemicals** and **Waste**. The site has detailed data on what individuals can do

to change homes and habits, ideas on environmentally friendly products and design ideas. These are commonly found environmental topics, but **Resources** has some unusual material, such as school, community and industry **Case studies** of sustainable behaviours. This area of the site will be useful for senior research in Geography and Science. The site provides a good central databank of environmental initiatives that is easy for students to access and use when researching ways of becoming more environmentally aware, and also for studying the concept of sustainability. R. Parnis

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Community
KLA:	HSIE; Science; SciTech
SYLLABUS:	Earth & Environmental Science Stage 6; Geography 7–10; Geography Stage 6; Science & Technology K–6
SCIS SUBJECTS:	Conservation of natural resources; New South Wales – Environmental aspects; Sustainable living
PUBLISHER:	NSW Environmental Trust, Australia
REVIEW DATE:	01/04/09 [333.72]

SCIS 1395553

Australian Alps National Parks

www.australianalps.deh.gov.au/index.html

National parks of Australia's alpine areas are depicted on this site. Information is easy to access with a consistent layout across the many pages. **Parks** describes and provides information and maps about a dozen national parks and their features. In **Publications**, users can access research, reports, brochures and the useful **Australian Alps education kit** with its extensive curriculum links and suggested learning experiences. There are also seven pages of useful resources and references. Providing extensive information, the site is a valuable resource for students and teachers, particularly within Geography 7–10, and for the Stage 3 COGS Unit (A): *Living land*. L. Doyle

USER LEVEL:	Stage 3 Stage 4 Professional
KLA:	HSIE
SYLLABUS:	Geography 7–10; HSIE K–6
SCIS SUBJECTS:	National parks and reserves – New South Wales; National parks and reserves – Victoria; Outdoor recreation
PUBLISHER:	Australian Alps National Parks, Australia
REVIEW DATE:	01/04/09 [333.78]

SCIS 1034005

Donan Engineering Co.: forensic engineering & fire investigation

www.donan.com/

This family owned company founded in 1947 provides full service forensic engineering and fire investigation services. Information on the website investigates various forms of engineering such as civil, structural, mechanical, electrical, industrial, environmental, geotechnical, and vehicle accident reconstruction. It looks at structural analysis, construction defects, mechanical failures and equipment failures in detail. Senior students would benefit from information found in this site when looking at problems and standards relating to design and structural engineering. The

website is easy to navigate and contains multiple pages detailing different aspects of engineering. It includes coloured graphics, links to career opportunities within the company and a mail in service for component testing. Although particularly relevant for Engineering Studies, the current information and data is relevant for other KLAs. A. Parnis

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Engineering Studies 7–10; Engineering Studies Stage 6
SCIS SUBJECTS:	Accidents; Accidents – Research; Donan Engineering; Engineering industry – United States; Investigation
PUBLISHER:	Donan Engineering, USA
REVIEW DATE:	01/7/09 [338.7]

SCIS 1407677

The Roseanne Beckett website

www.justice4roseanne.com

The site highlights the perceived injustices that Roseanne Beckett (previously Roseanne Catt) faced at the hands of the judicial system. Beckett, charged with attempting to murder her husband, subsequently spent 10 years in gaol. The site contains a variety of scanned documents, including selected **Media reports**, **Judgment excerpts**, and a **Letter from DPP**, that may be of interest to those studying the Stage 6 Legal Studies Topic: *Crime*, if used in conjunction with further impartial information. The site could also be of interest to teachers who wish to demonstrate the effect of gender based power and authority, both for and against Beckett, in the Society and Culture Depth Study: *Equality and difference*. The site is fairly amateurish in nature and there are some broken links. J. Alvarado

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Legal Studies Stage 6; Society & Culture Stage 6
SCIS SUBJECTS:	Victims of crimes – Autobiography
PUBLISHER:	R. Beckett, Australia
REVIEW DATE:	04/04/09 [362.88]

SCIS 1383744

Ned Kelly's world

nedkellysworld.com.au/index.html

An overview of Ned Kelly and the people and events associated with him are described and illustrated on this site. A simple map facilitates understanding of the area. Information in the Ned Kelly section is clinical and not especially well written, but the **Kelly family tree** provides more interesting information on Ned, and it will be useful for students researching Kate Kelly. There is readable and detailed information on Kate, and by direct connection, key participants in the major incidents. In **Kelly country tourism**, the maps and **Historical markers** are strong support for a virtual site study in History 7–10, and to illustrate a study of Ned Kelly in HSIE K–6. The site's graphics could be interesting for Lifeskills students investigating heroes and villains in History 7–10. A list of other bushrangers is provided, with a small narrative outlining their story. Additional research information is available through a paid subscription. A. Frost

USER LEVEL:	Stage 5 Professional
KLA:	HSIE; VET
SYLLABUS:	History 7–10; HSIE K–6; Tourism & Events Curriculum Framework Stage 6

SCIS SUBJECTS:	Bushrangers – Biography; Kelly, Ned
PUBLISHER:	Glen Rowen Cobb & Co, Australia
REVIEW DATE:	01/04/09 [364.15]

SCIS 1403012

Chateau Meddybemps

www.meddybemps.com

Large and idiosyncratic, this site is dedicated to the joy of learning. It offers a wide range of activities in mathematics, literacy, and craft, catering for a wide primary aged audience. The **Teacher's guide** and **Parent's guide** provide imaginative ideas for developing skills and understanding and links to activities. Stylish graphics are bright, attractive, varied and often amusing, although much of the interactivity, for example, colour matching and estimating and predicting, requires teacher support. There are many stories in **Beantime stories**. In **Fun and games**, young writers will find story starters and themed activities for such things as eggs, oceans, trains and clocks. The quirky **Bean spotters guide** is often quite sophisticated and satirical, and, like much of the site, a potential resource for extension work. The **Table of contents** can be accessed from all pages and is necessary for effective navigation. M. Davis

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	CA; English; Mathematics
SYLLABUS:	Creative Arts K–6; English K–6; Mathematics K–6
SCIS SUBJECTS:	Classroom activities; Educational games; English language – Problems, exercises, etc; Literacy – Problems, exercises, etc; Mathematics – Problems, exercises, etc
PUBLISHER:	Chateau Meddybemps, USA
REVIEW DATE:	01/04/09 [371.33]

SCIS 1400818

Learning resources. Kids' page

www.ctu.edu.vn/centers/cfl/learningresource/kids/index.htm

The site is part of school in Vietnam that teaches English. Material is collected into *English learning stories*, *English learning games* and *English learning songs*. Each of these areas offers an extensive selection of colourful and animated activities for junior learners. While most are self explanatory, some need teacher instruction. In the **Learning resources pages,** another 16 games become available. They offer entertaining and diverse strategies for students to practise English independently. Other links are accessible from the main page. The best of these is **English grammar exercises** which offers some useful material for students tackling the main aspects of grammar. The site is beneficial for ESL students and teachers and aspects of it could help in mainstream literacy classrooms. J. Adnum

USER LEVEL:	Stage 1 Stage 2 Professional
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	Educational games; English language – Problems, exercises, etc; Computer games;
PUBLISHER:	D. Tho & T. Nga, Vietnam
REVIEW DATE:	30/04/09 [428.0076]

SCIS 1406765

Hard spell

www.bbc.co.uk/hardspell/starspell_game.shtml

A simple two part spelling game that will test spelling, reflexes and typing skills, this site is more fast game than studious lesson. Part one is spelling recognition, and users are shown two words and asked to click on the correct spelling. Correct spellings are flashed up quickly at the end. A clock counts down and a score is given. In part two, users choose the wrongly spelt word from a choice of three, and then type the correct spelling into a box. This double activity is considerably harder than part one, with the ticking clock an extra tension for spellers. The game is for students who love the thrill of spelling challenges. The site supports the L4L laptop project and use within a connected environment. C. Thomas

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Educational games; English language – Spelling – Problems, exercises, etc; Spelling games
PUBLISHER:	BBC, UK
REVIEW DATE:	30/04/09 [428.1076]

SCIS 1279980

Skillswise words: grammar

www.bbc.co.uk/skillswise/words/grammar/

Comprising 11 sections of grammatical drill, the site will assist with the teaching and learning of grammar and writing skills. There is information on identifying and using tenses, apostrophes, adverbs and commas. Sections also look at the use of grammar in sentence construction in **Instructions** and **Describing people, places and things**. With teacher help, younger students can use the site to learn how to write more grammatically interesting sentences. Stage 5 NESB students should be able to negotiate the site independently to learn some grammar basics. The site supports the L4L laptop project and use within a connected environment. Each section has factsheets, which will be too dense for most primary students, but the printable worksheets are workable in a classroom situation. Three level quizzes are also workable but the lack of instant feedback is a miscalculation that will alienate students. The site is useful for language skills, and teachers should investigate **For tutors** to see how best to use its material. C. Thomas

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	English language – Grammar
PUBLISHER:	BBC, UK
REVIEW DATE:	30/04/09 [428.2]

SCIS 1408512

Grammar monster

www.grammar-monster.com/index.html

An interactive reference tool for learning how to use punctuation and grammar, the site has several features that students should enjoy. The quick tests, prior to lessons, where users select a word and the answers are explained, will show students the areas in which they could improve. Taking the general test, **Is my grammar okay?** is an excellent way to introduce students to the site. A tour through the site's choices might then be needed as navigation is not easy. The **glossary of grammatical terms**, and an extensive A–Z list of **common grammar errors**, are hyperlinked to clear explanations. Examples are plentiful. The site explains the differences between American and British English, including a fine piece on the often tricky use of *practice* or *practise*. Suitable to support the L4L laptop project, this resource will be helpful in a connected environment. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	English
SYLLABUS:	English 7–10
SCIS SUBJECTS:	English language – Grammar – Problems, exercises, etc
PUBLISHER:	Grammar Monster, USA
REVIEW DATE:	24/04/09 [428.82]

SCIS 1407571

Light-Science.com

light-science.com/index.html

Providing information about topics from all branches of science, this general science website has some potential for students as a browsing site. Science Stage 5 students will find the section **Projects & experiments** useful when investigating ideas and deciding on their mandatory research project. Chemistry and Physics students may also find the background information on scientists such as Chadwick, Dalton, Planck and Millikan useful with several of their topics. The site is easy to move through and it is pleasant to view notes, graphics and photographs of scientific issues in the public arena, although the site has not been updated for over five years. Teachers developing extension work in junior Science may find this site a useful starting point. I. Mavin

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Chemistry Stage 6; Physics Stage 6; Science 7–10
SCIS SUBJECTS:	Science; Scientists
PUBLISHER:	International Raelian Movement, USA
REVIEW DATE:	01/04/09 [500]

SCIS 1400001

Planet science

www.planet-science.com/home.html

Aimed at young scientists and the adults who support them, the site is a large collection of useful and interesting material. Interactive resources, ideas and downloadable materials are provided in the **Sci-teach** section to help create enjoyable and memorable science lessons. Activities cater for various ages and reading abilities at primary school level, and they range from mask making to a movie introducing nanotechnology. Site material includes ethical debates, career information, hands-on experiments and creative activities, quizzes and multiple choice questions, and science stories. There is a cross cultural element that could be useful for joint KLA work, and material will engage students with its upbeat and energetic content. R. Parnis

USER LEVEL:	Stage 1 Stage 2 Stage 3 Community Professional
KLA:	CA; English; SciTech
SYLLABUS:	Creative Arts K–6; English K–6; Science & Technology K–6

WebExhibits

www.webexhibits.org

Fusing science and culture, the site is an online museum that encourages students to consider artistic topics from scientific angles. It presents challenging questions and encourages active experimentation to attain understanding and solutions to problems, although much of the site's interactivity is limited in nature. The exhibits combine elements of literature, visual arts, science and history, through looking at images, examples and explanations. Exhibits include **Causes of colour**; **Colour**, **vision and art**; and the history and making of **Butter**. English students can take an enjoyable journey in **Poetry through the ages**. The design of the site models a museum aesthetic, which is most suitable for an older audience. Most of the artistic subject matter relates to colour, using exciting presentations and interesting information that will engage curious minds. In **Older exhibits**, two outstanding **Photography** exhibits will inspire students. The majority of students will need teacher guidance to engage with the site's content; it a fine resource for gifted and talented students in several 7–10 syllabuses. R. Kirsten

Rader's numbernut.com

numbernut.com/

The site explores **Shapes & colours** and **Dates & time** as well as all areas of number: the operations, percentage, **Fractions**, **Decimals**, and **Ratio**. It is suitable for students undertaking the Stage 3 and Stage 4 Mathematics syllabuses, although it is clearly linked to Californian standards. Navigation is quick and simple. Clicking on any topic icon or selecting the site map will provide an easy to follow menu on the right hand side, with expandable sections to each of the tutorial pages. Each tutorial page has two *Flash* activities that provide formative and summative assessment opportunities for the reader. The written text is very readable, although long. The site has some great illustrations and photographs which can be used to create narrative in the classroom. The mathematics glossary is alphabetical and helpful. D. Wanstall

Masters of gravity

www.pbs4549.org/gravity

The site explores concepts such as ratio and proportion, speed, geometry, and collecting data, through the theme of a soapbox derby, or billycart race. **Activities** links to eight animated mathematical and scientific activities which could be used to reinforce measurement, space and geometry, and data learning in Science and Mathematics syllabuses. **Watch online** depicts a short video related to each activity. **Teacher tools** gives an overview for teachers and a downloadable **Teacher guide**. The videos and animations should capture student interest, although teachers will have to explain that some measurements use the imperial system, and that ratios should always be converted to simplest form. P. Hannan

Figure this!: math challenges for families

www.figurethis.org/index.html

A site with plenty of colour, this great numeracy resource is very suitable for middle school students and their families. The **Teacher corner** contains presentation materials, letters and other handouts to make a maths challenge a success. The **Family corner** is full of advice to parents and citizens and is a wealth of advice that could easily be adapted for a range of school uses. The **Challenge index**, a numerical list, and the **Math index**, a list by strand, are the routes to the 80 activities that this resource contains. Ideal to enthuse students during *Numeracy week*, each of these challenges comes with a hint and some questions to ponder to allow further exploration. The real-life applications will help families enjoy mathematics outside school through a series of entertaining and engaging high quality challenges. D. Wanstall

GeoGebra

www.geogebra.org/cms/

Using mathematics software for multiple levels of education, this award winning site provides students and teachers with a great tool to aid mathematical understandings, from arithmetic to manipulating graphs of complex functions. The link **WebStart** allows users to access this free program with *Java*. Teachers will get a lot of value from the site, such as some dynamic worksheets in **Examples** and a link to a **GeoGebraWiki** page that contains more resources

sorted into topic. The website and tool are great resources for Mathematics syllabuses and the Physics course. Suitable for the L4L laptop project and use within a connected learning environment. A. Cini

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Mathematics; Science
SYLLABUS:	General Mathematics Stage 6; Mathematics 7–10; Mathematics: *Extension I*; Mathematics: *Extension II*; Physics Stage 6
SCIS SUBJECTS:	Algebra; Calculus; Geometry
PUBLISHER:	University of Salzburg, Austria
REVIEW DATE:	30/04/09 [512]

SCIS 1275863

Decimal squares interactive games

www.decimalsquares.com/dsGames/

Eight interactive mathematical games are the content of this website. The games are entertaining drill for the study of fractions and decimals. Some of the skills reinforced by the games are comparing decimals, judging differences, adding decimals and place value in decimals. All the games are easy to operate and they succeed in being useful for all academic levels within the targeted age range. The internet is needed to play the games as they are not downloadable. Games could be used with an interactive whiteboard as a productive lesson activity. R. Parnis

USER LEVEL:	Stage 3
KLA:	Mathematics
SYLLABUS:	Mathematics K–6
SCIS SUBJECTS:	Decimal system; Number games
PUBLISHER:	A.B. Bennett, USA
REVIEW DATE:	01/04/09 [513.5]

SCIS 1395572

Interactives. Geometry 3D shapes

www.learner.org/interactives/geometry/index.html

Interactive, useful and friendly, the site provides learners with the opportunity to discover mathematical concepts and shapes through exploration of their properties. Students investigate **3D shapes** by manipulating the objects and examining theorist explanations, making this site especially useful for studies of *Space* and *Geometry* topics in Mathematics K–6. The properties of pyramids and prisms are explored in detail and a glossary provides on the spot dictionary meanings. The site introduces difficult geometrical concepts to students in simplified form, enabling students to manipulate and explore the shapes' **Surface area & volume**, **Length**, **Width** and **Height**. The site will suit and motivate Stage 3 students. J. Allen

USER LEVEL:	Stage 3
KLA:	Mathematics
SYLLABUS:	Mathematics K–6
SCIS SUBJECTS:	Geometry – Problems, exercises, etc; Geometry – Study and teaching
PUBLISHER:	Annenberg Media, USA
REVIEW DATE:	04/04/09 [516.0071]

SCIS 1358397

Games and puzzles

www.aaai.org/AITopics/html/games.html

A detailed discussion of the psychology and maths of popular games, along with their applications for artificial intelligence (AI), the site is best suited to teachers of Mathematics and Information Software and Technology. **Subtopics** has readings about AI applications and probability in **Chess**, **Checkers**, **Poker**, **Scrabble** and other popular games. **Videos** has a range of interesting and well produced videos on topics such as Kasparov versus Big Blue, and the first human versus machine poker challenge, both of which are a good introduction to probability and chance in Mathematics and the study of AI in Information and Technology Software. Apart from the videos, the site is predominantly academic written text and more suited to teacher professional development rather than student research. P. Hannan

USER LEVEL:	Stage 6 Professional
KLA:	Mathematics; TAS
SYLLABUS:	General Mathematics Stage 6; Information & Technology Software Stage 6; Mathematics 7–10
SCIS SUBJECTS:	Games – Mathematical aspects; Game theory
PUBLISHER:	Association for the Advancement of Artificial Intelligence, USA
REVIEW DATE:	24/04/09 [519.3]

SCIS 1398691

UNAWE: universe awareness for young children

www.unawe.org/joomla/

The universe and all things astronomical are the themes driving this website. Although aimed at young disadvantaged children, the resources, teaching ideas and models, can be used by teachers to inspire and involve all young children in learning more about the universe. **Games**, **Hands on activities** and **Stories**, **poems and songs** about space provide a fruitful collection for investigation. Short **Animations and films** about the sky can be viewed and downloaded. Examples of children's work are displayed for inspiration and **Teacher packs** includes a useful unit on **Introduction to the sky**. The program on which the website is based encourages tolerance and understanding across cultures through children's interest in the universe. R. Parnis

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Universe
PUBLISHER:	Universe Awareness, Netherlands
REVIEW DATE:	04/04/09 [520]

SCIS 1403959

Physclips: a multi level, multi-media resource

www.physclips.unsw.edu.au/

A multimedia introduction to mechanics and areas of electricity and magnetism, this site covers the syllabus of an introductory university course. Covering much of the material taught in high school physics courses, *Physclips* works at three levels, elements,

introductory presentations and supporting pages. The website contains film clips, animations, still photos, montages and diagrams of demonstrations that are typically performed in classrooms and some simple lab experiments. In **Introduction**, topics such as **Newton's laws** and **Gravity** are clearly explained in short videos that introduce, develop and illustrate important points. There are hyperlinks to supporting web pages for more in-depth information. A. Parnis

USER LEVEL:	Stage 6 Professional
KLA:	Science; TAS
SYLLABUS:	Engineering Studies Stage 6; Physics Stage 6
SCIS SUBJECTS:	Dynamics; Electricity; Magnetism; Mechanics
PUBLISHER:	School of Physics, University of New South Wales
REVIEW DATE:	24/04/09 [531]

SCIS 1407892

Web weather for kids

eo.ucar.edu/webweather/

Written information is presented succinctly and clearly on this award winning interactive site, accompanied by stunning photographs and colourful diagrams. **Teacher's tips** provide valuable background to classroom activities, with evaluation by teachers who have directed them. Measurements are imperial and metric, and the ideas presented are certainly valid. **Science activities** are attractively presented and, in **Stories**, personal experiences in dire weather conditions will provoke thoughtful questions for discussion. Cloud recognition in **Games** is a clever visual activity. **Safety** issues in situations of **Lightning**, **Thunderstorms** and **Floods** is relevant to Australian conditions and well covered, with practical solutions for young students to apply. This great site has special relevance to the American situation, with **Winter weather**, **Hurricanes** and **Tornadoes**, and these provide an excellent stimulus for creative writing. D. Imison

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Meteorology; Weather
PUBLISHER:	National Science Foundation, USA
REVIEW DATE:	04/04/09 [551.5]

SCIS 1403758

Dino directory

internt.nhm.ac.uk/jdsml/nature-online/dino-directory/

This extensive and very user friendly guide to 332 dinosaurs incorporates over 1300 images. The site enables users to browse for information on dinosaurs by **Name A-Z**, a **Dino timeline**, body shape, and by **In your country?**. The latter has six Australian images with taxonomic details. The site is easy to navigate, and it categorises much information into relevant and manageable sections. It may be useful for Mathematics K–6 and the *Data* content strand, specifically through the collection, classification and recording of data that, by its palaeolithic nature, is inherently interesting for students. L. Doyle

USER LEVEL:	Stage 3
KLA:	Mathematics; SciTech
SYLLABUS:	Mathematics K–6; Science & Technology K–6

SCIS SUBJECTS:	Dinosaurs
PUBLISHER:	Natural History Museum, UK
REVIEW DATE:	24/04/09 [567.9]

SCIS 1402973

Fossil Horse Cybermuseum

www.flmnh.ufl.edu/natsci/vertpaleo/fhc/firstCM.htm

Based on a museum exhibit, the site contains many useful sections for Science students when completing outcomes on geological history and describing conditions under which fossils form. Material covered is particularly relevant for any evolution based unit of work and it includes information on scientific naming, homologous structures using horse hooves, fossils, geological time scales, and **Stratigraphy**. All sections are useful with only the **Gallery of fossil horses** perhaps providing too much detailed information for students. The layout is easy to navigate and the site's metalanguage is generally at an appropriate level for Stage 5 students. The site is straightforward and students will be kept on track in their fossil research. I. Mavin

USER LEVEL:	Stage 5
KLA:	Science
SYLLABUS:	Science 7–10
SCIS SUBJECTS:	Evolution; Horses; Prehistoric animals
PUBLISHER:	Florida Museum of Natural History, USA
REVIEW DATE:	24/04/09 [569]

SCIS 1047949

Food webs

www.gould.edu.au/foodwebs/kids_web.htm

An interactive learning experience for middle primary students, the site helps users build food web profiles. There are four food webs to focus on: **Australian grasslands**; **African grasslands**; **Antarctic**; and **Marine**. Students place labelled pictures of animals in their correct category within a food web, for example scavenger, producer, and carnivore. The site also contains an entertaining visual matching feature, the *Who dun it mysteries*, where users select which animal is most likely to be the predator of the hapless animal depicted, with explanations given as they progress through the quiz. This website would be a useful component for the Stage 2 COGs Unit (C): *Effects of growth and change*. L. Doyle

USER LEVEL:	Stage 2
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Animals – Africa; Animals – Antarctica; Animals – Australia; Food chains; Grassland ecology; Marine animals
PUBLISHER:	Gould League, Australia
REVIEW DATE:	24/04/09 [577]

SCIS 1328405

Teachers' domain: exploring tidepools

www.teachersdomain.org/resources/lsps07/sci/life/oate/tidepools/assets/lsps07_int_tidepools/lsps07_int_tidepools_swf.html

Simple, bold and effective, the site explains the formation of a rock pool and the various life forms that can be found within. Sequential photographs show how tidal movement creates pools. There is a

guide to nine rock pool **Creatures & plants**, each with a photograph and short description. Students can then undertake a short identification game. The site strongly supports a study of the seashore when looking at environments and it would be a fine precursor to an excursion. The site's material would be an excellent IWB activity. R. Parnis

USER LEVEL:	Early Stage 1 Stage 1
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Marine animals; Rocky shore
PUBLISHER:	WGBH Educational Foundation, USA
REVIEW DATE:	24/04/09 [577.69]

SCIS 1395574

ReefVid

reefvid.org

Over 500 clips from an English scientist's diving expeditions feature on this vivid and well organised site. Freely available for schools, their use is encouraged by the photographer. The clips can be searched by **Location**, including 66 videos from the Great Barrier Reef; by **Species**, using Latin and common names; and by **Topic**. There are simple directions for the processes of viewing and presenting the videos in a classroom situation, and helpful ideas on editing for specific classroom use. The scientist also offers tips on the use of the images, suggesting that they are good background material for *PowerPoint* presentations. They would also look magnificent on an IWB. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science; SciTech; TAS
SYLLABUS:	Marine & Aquaculture Technology (CEC) 7–10; Marine Studies (CEC) Stage 6; Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Coral reefs and islands; Marine animals; Marine plants
PUBLISHER:	P. Mumby, UK
REVIEW DATE:	24/04/09 [578.77]

SCIS 1403462

Sheppard Software's kids corner: animals

www.sheppardsoftware.com/content/animals/kidscorner/kidscorner3.htm

Comprising dozens of games about animals, some with accompanying information, the site is a goldmine of entertainment and facts for a variety of age groups and technological abilities. Easy to navigate and visually appealing, the site will captivate users. Topics include **Endangered animals**, **Food chain** and **Animal classification**, and activity types include matching, painting, and puzzles. Educators will be able to select meaningful activities for students which will enhance their knowledge and understanding of multiple curriculum areas. The site specifically supports the Stage 1 COGs Unit (C): *Growing and changing*. L. Doyle

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Animals – Problems, exercises, etc; Computer games
PUBLISHER:	Sheppard Software, USA

REVIEW DATE:	24/04/09 [590.76]

SCIS 1402987

Animalbehaviour.net: resources for applied ethology

www.animalbehaviour.net/

The site is designed to deliver information about the behaviour of domestic and captive animals to as wide an audience as possible. For Agriculture Stage 6 students, the website offers detailed information on six commercially produced **Farm animals**: **Sheep**, **Cattle**, **Goats**, **Pigs**, **Poultry** and **Deer**. Material in these sections focuses on the behavioural profiles of the animals. The site would be particularly useful for the Stage 6 Agriculture Component: *Animal production* and the study of animal production systems in the Topic: *Plant/animal production*. Students completing the optional research project in the areas of animal behaviour or animal welfare would also find this site valuable. In **Kids' stuff**, there is practical and helpful advice for young students in the areas of understanding animal behaviours, and safely relating to domestic and wild animals. This section will help teachers impart knowledge of living things in the Stage 2 COGs Unit (G): *Our fleeting past*. S. Bannerman

USER LEVEL:	Stage 6 Professional
KLA:	HSIE; TAS
SYLLABUS:	Agriculture Stage 6; HSIE K–6
SCIS SUBJECTS:	Animals – Habits and behaviour
PUBLISHER:	P. McGreevy, Australia
REVIEW DATE:	24/04/09 [591.5]

SCIS 1396226

Wildlife of Sydney

www.faunanet.gov.au/wos/

The Australian Museum has excelled in its endeavour to create an eye catching, motivating, information packed website. The **Animals** link provides an extensive list of animal groups. For each group there is general information, pictures, **Fact files** about types of animals within a species, and Sydney specific information on location. **Habitats** describes a variety of different habitat types and their locations around Sydney, the animals that are found there and other issues, such as the effect of humans. **Activities** includes interactive experiences such as viewing enlarged images of animals, quizzes and lifecycles. This is an inspiring resource to be used in conjunction with the Stage 2 COGS Unit (C): *Effects of growth and change*. L. Doyle

USER LEVEL:	Stage 2 Stage 3
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Animals – New South Wales; Animals – Problems, exercises, etc; Wildlife conservation – Australia
PUBLISHER:	Australian Museum
REVIEW DATE:	24/04/09 [591.9944]

SCIS 1191607

Bats4kids

www.bats4kids.org/

Utilising a cheerful layout and enthusiastic tone, this website describes the uniqueness of the bat and encourages children to respect and protect bats as a useful and sometimes endangered species. Perhaps the site's most useful part for schools is the nine

listed questions with their simple, clear answers. Other links include a general facts page, **Games** and a **Bat quiz**. Ideas are given for using the topic of bats in the classroom. **Detail information & photos of specific bats** has much scientific detail and colour photographs on all aspects of biology, habitats and behaviours. This is excellent information for the Stage 3 COGs Unit (C): *Interconnecting growth and change*, and students looking at animals, their environment and the impact of humans on animal life cycles, but it will need teacher interpretation. R. Parnis

USER LEVEL:	Stage 3
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Bats
PUBLISHER:	bats4kids.org, USA
REVIEW DATE:	04/04/09 [599.4]

SCIS 1403957

Get the AIS in your classroom

www.nestle.com.au/Fun/AIS/Default.htm

Twelve **Teaching units** from the Australian Institute of Sport can be accessed on this site. Designed for upper primary students, the teacher resources are linked to Departmental outcomes and indicators. Ideas and activities, such as a student's food and activity diary, are available as printable PDFs. This comprehensive program aims to develop fitness, positive lifestyle attitudes and health choices. **Reference material** in **Useful links** leads to a variety of online resources and activities regarding nutrition, health and physical activity. The online book **Get out! Get active! Get healthy!** demonstrates **Sporting skills** in eight sports and **Good eating tips**, including a colourful healthy living pyramid. D. Imison

USER LEVEL:	Stage 3 Stage 4 Community Professional
KLA:	PDHPE; TAS
SYLLABUS:	Food Technology 7–10; PDHPE K–6
SCIS SUBJECTS:	Exercise; Health; Life skills; Nutrition
PUBLISHER:	Nestle Australia
REVIEW DATE:	04/04/09 [613.2]

SCIS 1175542

Immunise Australia Program

www.immunise.health.gov.au/

The purpose of this well laid out website is to provide information about immunisation and Australian immunisation standards. Students can access **Fact sheets**, plus other useful information in the wide ranging **Diseases A-Z list**, including material on polio, AIDS, chicken pox and hepatitis. The site is comprehensive on issues of immunisation, the nature of vaccines, the side effects of vaccination, and the importance of immunising children. Useful links include up-to-date information on the immunisation debate. The site is particularly relevant to the Biology Stage 6 Core: *The search for better health* and to aspects of Science Stage 5. J. Morgan

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Science 7–10
SCIS SUBJECTS:	Children – Care and health; Communicable diseases; Immunity; Vaccination
PUBLISHER:	Department of Health and Ageing, Australia

REVIEW DATE:	24/04/09 [614.4]

SCIS 1392714

RIC's bionic medicine program featured in the New Yorker

www.ric.org/aboutus/mediacenter/press/2007/07302007.aspx

Showcasing the work of the Rehabilitation Institute of Chicago, this website provides several useful links for students undertaking work on biomedical devices used to replace damaged body parts in the Senior Science Stage 6 Core: *Medical technology – bionics*. Site material provides excellent state of the art examples of science using modern technology to its fullest degree, and it is a fine resource when working towards outcomes on assessing the contributions of scientific advances on the development of technologies. The most useful section for students is in **Dr. Kuiken's lab at RIC, NECAL.** Here, various videos are ideal for use on an IWB or data projector as stimulus material when beginning this topic. Although much of the site's written text will be above the level of Stage 6 students, the photographs demonstrating advances in bionics are very useful stimulus material. I. Mavin

USER LEVEL:	Stage 6
KLA:	Science
SYLLABUS:	Senior Science Stage 6
SCIS SUBJECTS:	Artificial limbs; Bionics; Rehabilitation
PUBLISHER:	Rehabilitation Institute of Chicago, USA
REVIEW DATE:	24/04/09 [617.9]

SCIS 1399970

Simplicity Boats

www.simplicityboats.com/

Created to offer some inspiration and information for amateurs who are interested in boat building, this site contains images, drawings, plans and free detailed step-by-step instructions required to build simple sailing and row boats. The site provides a good example for Industrial Technology students on completing a construction sequence and planning project construction. **Resources** and **Links** reveal a large number of websites related to boat building and design software. This site would be particularly suitable for the Industrial Technology Stage 6 Focus Area: *Timber products and furniture industries*. A. Parnis

USER LEVEL:	Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Design and Technology 7–10; Design and Technology Stage 6; Industrial Technology 7–10; Industrial Technology Stage 6
SCIS SUBJECTS:	Boatbuilding
PUBLISHER:	Simplicity Boats, USA
REVIEW DATE:	24/04/09 [623.8]

SCIS 1407772

Latitude: the art and science of fifteenth-century navigation

www.ruf.rice.edu/~feegi/

Based on the knowledge gained when latitude readings began to be used in ocean exploration and trade, this site provides numerous links between history and science using the theme of ocean naviga-

tion. This is potentially useful for the Science 7–10 outcome on how cultures developed ideas to explain the world around them, particularly in sailing the world's oceans. The most useful section for Science students is **Net resources**, where the curriculum relevant topics of El Nino, Earth's magnetic fields and Global Positioning Systems (GPS) can be investigated. History Stage 5 students who are pursuing an area of interest in **Ships**, **Maps**, **Traditional sailing** or **Polynesian astronomy** will find the site interesting in its material and presentation. I. Mavin

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE; Science
SYLLABUS:	History 7–10; Science 7–10
SCIS SUBJECTS:	Charts; Latitude and longitude; Navigation – History
PUBLISHER:	P. Seed, USA
REVIEW DATE:	24/04/09 [623.8909]

SCIS 1400162

Meat & Wool New Zealand

www.meatnz.co.nz/main.cfm?id=1

The site provides a wide range of information on most aspects of sheep and goat production, for both meat and wool. Agricultural Technology 7–10 students would benefit from the site in researching basic sheep, goat and cattle breeds, condition scoring for sheep and cattle, and classification guides for lamb and beef. For Agriculture Stage 6 students, the information in **Farming & research** ranges across herd fertility, growth, breeding, and animal welfare, through to environmental and farm productivity and meat processing. Within this section, **Health and welfare** would be particularly valuable for students looking at pathogenic microbes and invertebrates. Fact sheets relating to welfare will help students learn about ethics, welfare and legal issues. **Student resources** contains an excellent introduction to New Zealand geography. S. Bannerman

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE; TAS
SYLLABUS:	Agricultural Technology 7–10; Agriculture Stage 6; Geography 7–10
SCIS SUBJECTS:	Beef industry – New Zealand; Goats; Meat industry – New Zealand; Sheep industry – New Zealand; Wool industry – New Zealand
PUBLISHER:	Meat & Wool New Zealand
REVIEW DATE:	24/04/09 [636.006]

SCIS 1396276

Animal Health Australia

www.animalhealthaustralia.com.au

Established by government and industry to ensure a competitive advantage and preferred market access for Australia's livestock industries, the site is an excellent resource for Agriculture students. It covers all major diseases which pose a threat to the country's livestock. Sheep, goat, cattle, equine, swine, avian, lagomorph, bee, fish, mollusc, crustacean, and multiple species diseases are easily researched from the **Disease list**. The best place to access the list is via the **Sitemap**. The large section dedicated to **Johne's Disease** may be useful for the Agriculture Stage 6 Component: *Animal production*. Students will also find that the **Farm biosecurity** section is most interesting reading. S. Bannerman

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Agricultural Technology 7–10; Agriculture Stage 6
SCIS SUBJECTS:	Animals – Australia; Animals – Care and health; Farm animals – Care and health; Livestock – Management
PUBLISHER:	Animal Health Australia
REVIEW DATE:	24/04/09 [636.08]

SCIS 1396298

Australian Lot Feeders' Association

www.feedlots.com.au/

The site provides basic information relating to all major aspects of feedlots, including an excellent overview of the Australian feedlot industry in the **Briefing papers**, which are found within **Publications**. The site's main sections are **Environment**, **Feed commodities and nutrition**, **Animal health and welfare**, **Feedlot management** and **Ethanol**. There is also access to quarterly surveys which provide a detailed look at the feedlot industry. It is a well designed website which will suit students looking for quick and precise information on feedlots. The site has many links to external sites which serve as supplementary knowledge sources. S. Bannerman

USER LEVEL:	Stage 6
KLA:	TAS
SYLLABUS:	Agriculture Stage 6
SCIS SUBJECTS:	Farm animals – Food; Farm animals – Treatment; Feeds; Livestock – Treatment
PUBLISHER:	Australian Lot Feeders' Association
REVIEW DATE:	24/04/09 [636.08]

SCIS 1396282

Dr. Temple Grandin's web page: livestock behaviour, design of facilities and humane slaughter

www.grandin.com

The site's information, from a renowned livestock behaviourist, focuses on the behaviour of livestock and how this relates to the design of handling facilities for a number of farm animal species. The home page is laid out in simple headings, with **Humane slaughter**, **Stress and meat quality** and **Animal welfare and rights** being of particular value to students. There are a number of short videos illustrating effective methods to move cattle and the correct use of the captive bolt stunner at slaughter. The research articles would be particularly useful for the optional research project in Agriculture Stage 6 and the Component: *Animal production*. Detailed and highly informative, the site is easy to navigate and search. S. Bannerman

USER LEVEL:	Stage 6
KLA:	TAS
SYLLABUS:	Agriculture Stage 6
SCIS SUBJECTS:	Farm animals – Care and health; Farm animals – Treatment; Livestock – Management; Slaughtering
PUBLISHER:	T. Grandin, USA
REVIEW DATE:	24/04/09 [636.08]

SCIS 1396220

Animal welfare science essays

vein.library.usyd.edu.au/links/Essays/

The site showcases Sydney University's veterinary students' work in animal welfare science. It is a collection of the best essays about developments in animal welfare science in the period 2000-2005. Essays express the views and research of individual students, and they describe birds, cats, cattle, dogs, elephants, horses, marine animals, pigs, poultry, primates, rodents and sheep. The language is not difficult to comprehend and Agriculture Stage 6 students may find this resource more inviting than research journals, making the essays ideal for the optional research project in Agriculture Stage 6. The essays provide excellent material for Agriculture Stage 6 students grasping the higher concepts within the welfare and ethics side of the Topic: *Animal production systems*. S. Bannerman

USER LEVEL:	Stage 6
KLA:	TAS
SYLLABUS:	Agriculture Stage 6
SCIS SUBJECTS:	Animals – Research; Animals – Treatment – Research; Veterinary medicine – Research
PUBLISHER:	University of Sydney, Australia
REVIEW DATE:	24/04/09 [636.089]

SCIS 1396270

The Cooperative Research Centre for Beef Genetic Technologies

www.beefcrc.com.au/

Given that Stage 6 Agriculture students must grasp the genetic basis of how animal production systems can improve the production and quality of livestock, the site will assist them with its useful information about the manipulation of a herd's genetic capabilities to achieve production gains. Colourful, contemporary and cohesive, the site has up-to-date information in **DNA markers**, a wider roundup of industry news, featured products and discussions, searchable library articles, and, in **Education**, interesting **Success stories**. The site also has articles about the recent developments in **Animal welfare** issues within the beef industry, including the tick vaccine project, acaricide resistance, and dehorning. The site is well laid out and a pleasure to use. S. Bannerman

USER LEVEL:	Stage 6
KLA:	TAS
SYLLABUS:	Agriculture Stage 6
SCIS SUBJECTS:	Beef industry – Australia – Research
PUBLISHER:	Co-operative Research Centre for Beef Genetic Technologies, Australia
REVIEW DATE:	24/04/09 [636.2]

SCIS 1396231

National Portrait Gallery

www.portrait.gov.au

The website, and the gallery itself, are wonderful new resources. The site is beautifully presented, showing touches of historic Australia merging with modern and trendy technology. The site allows students to explore Australian lives and art, and the concept of Australian citizenship, through engagement with the inspiring lives of the Australians who have shaped our history, culture and identity. The site's **Education** section has a variety of useful **Resources** and **Downloads**, including an online portrait collection that uses video, multimedia, animations, interviews and film footage to present the stories surrounding the lives of the artists

and subjects in the National Portrait Gallery's collection. In **Downloads**, *Portraits in the history classroom* is specifically tailored for History 7–10 students. This excellent site supports the L4L laptop project, use within a connected environment, and teachers planning an excursion to Canberra. D. Giorgi

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; HSIE
SYLLABUS:	Creative Arts K–6; History 7–10; Modern History Stage 6; Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS:	Portraits
PUBLISHER:	National Portrait Gallery, Australia
REVIEW DATE:	30/04/09 [704.9]

SCIS 1037747

Dreamtime Kullilla Art

www.dreamtime.auz.net/default.asp?PageID=1&n=Dreamtime+Kullila2DArt+2D+Aboriginal+Art+Australia

The site is predominantly centred on the work of Aboriginal artist Adam Connolly, with supporting material from his teenage daughter, Taylar-Jo Connolly. **About the artists** provides biographical information and gives insight into cultural practices relating to art and music. Key terms are hyperlinked, providing additional supportive information. The **Art and craft gallery** features a range of artworks created by Connolly. The signs and symbols of some the artworks have been decoded, with a supportive paragraph detailing the story the painting depicts. This is very informative for students viewing Aboriginal artworks. Brief information is provided on **Bush tucker**. N. French

USER LEVEL:	Stage 3 Stage 4
KLA:	CA
SYLLABUS:	Creative Arts K–6; Visual Arts 7–10
SCIS SUBJECTS:	Aboriginal peoples; Art, Aboriginal
PUBLISHER:	Dreamtime Kullilla Art, Australia
REVIEW DATE:	30/04/09 [709.94]

SCIS 1409928

Maningrida Arts and Culture

maningrida.com/index.php

The site is a gallery of modern Aboriginal art which aims to support and promote local artists of the Darwin community. **Artist biographies** provides information on a range of Aboriginal arts, with written text detailing the artists' practice and techniques, a candid photograph, and information on galleries who have collected their artworks. **Common themes** is an interactive page with concise and informative information on each theme. Students will find the contemporary sculptural pieces most interesting to view. An assortment of **Links** provides additional avenues for researching Aboriginal art in both private and public galleries and other institutions. N. French

USER LEVEL:	Stage 4 Professional
KLA:	CA
SYLLABUS:	Visual Arts 7–10
SCIS SUBJECTS:	Aboriginal peoples – Northern Territory; Art, Aboriginal
PUBLISHER:	Maningrida Arts and Culture, Australia
REVIEW DATE:	30/04/09 [709.94]

SCIS 1409935

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NEALS

Design a garden

www.geffrye-museum.org.uk/kidszone/garden

The students' section of the Geffrye Museum's site is interactive and allows users to create a variety of garden types by selecting a style and placing plants into position. The garden can then be viewed from various angles and printed. The website is visually appealing for students, and user friendly with easy navigation throughout. Garden styles are from different historical periods which could relate to the study of historical architecture. Other features of the museum's website include **Design a room**, a simple online investigation game and an interactive timeline activity. There are also printable activity sheets. This site would be particularly suitable when studying Design and Technology and History. A. Parnis

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE; TAS
SYLLABUS:	Design & Technology 7–10; History 7–10; Technology (Mandatory) 7–8
SCIS SUBJECTS:	Gardens, English
PUBLISHER:	Geffrye Museum, UK
REVIEW DATE:	24/04/09 [712]

SCIS 1407828

Folk art and craft

www.si.edu/Encyclopedia_SI/Art_and_Design/FolkandCraft.htm

The site is an outstanding resource for TAS and Creative Arts teachers and students, giving them virtual access to some of the best art and craft in the world. A mix of traditional and contemporary works, with international contributions featuring strongly, the site's material is a cross-cultural collection from the Smithsonian's online art and design encyclopedia. There is a helpful A–Z list, which will focus research on this large site. Topics with direct relevance to NSW syllabuses include **Photography**, **Sculpture**, **Painting**, **Ceramics**, **Fashion design**, **Graphic design**, and **Garden design**. For example, the latter leads to seven fine examples, providing site users with information and images of rose, butterfly, rooftop, natural, and historical gardens, all useful to illustrate garden design in Technology (Mandatory) 7–8. Each of the site's topics has historical and modern works, with much potential for educational use, especially in senior syllabuses. The site is also valuable as a directory of contemporary artists and current projects around the world. C. Thomas

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; TAS
SYLLABUS:	Design & Technology 7–10; Photography, Video & Digital Imaging CEC Stage 6; Technology (Mandatory) 7–8; Textiles & Design Stage 6; Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS:	Fabrics; Fibres; Folk art, American; Textile crafts
PUBLISHER:	Smithsonian Institution, USA
REVIEW DATE:	24/04/09 [745]

SCIS 1132986

BluePrint

www.ider.herts.ac.uk/school/

Designed as an aid for students studying Design and Technology, this British site contains information relating to the design process and the breakdown of its components, with information on each topic. The tutorials include **Sketching skills** in **Drawing in 3D**, and **Engineering drawing**. The *Blueprint* software available allows students to become a designer for a racing car manufacturer. Students are guided through the design to the manufacturing process of a racing car in **Blueprint CD-ROM**. Students are also introduced to teamwork in design and the difficult decisions required for successful product design. It is suggested that the software can be used as an introduction to engineering design for students studying Design Technology courses and related subjects. A. Parnis

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Design & Technology 7–10; Design & Technology Stage 6; Technology (Mandatory) 7–8
SCIS SUBJECTS:	Industrial design; Technology
REVIEW DATE:	24/04/09 [745.2]

SCIS 1407880

Aboriginal Australia Art & Culture Centre

aboriginalart.com.au

Aboriginal art, music and culture are energetically detailed in this site. Key aspects of culture are insightfully explained. The opening page in each area provides an overview on the content covered, making searches quick and easy. **Our art** has information on **Traditional art** and **Contemporary art**, along with key **Aboriginal artists**. **Dreamtime symbols** used in art provides a simple guide to deconstructing the signs and symbols used. Online lessons in **How to play a didgeridoo** are colourfully presented. This site is suitable for a wide range of students to explore, and it provides diverse information suitable to a number of syllabuses. The site supports the L4L laptop project and use within a connected environment. N. French

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA; HSIE
SYLLABUS:	Aboriginal Studies 7–10; Creative Arts K–6; Music 7–10; Visual Arts 7–10
SCIS SUBJECTS:	Aboriginal peoples – History; Art, Aboriginal; Music, Aboriginal; Painting, Australian
PUBLISHER:	Aboriginal Australia Art & Culture Centre, Australia
REVIEW DATE:	30/04/09 [759.994]

SCIS 1074222

The mathematical art of M.C. Escher

www.mathacademy.com/pr/minitext/escher/

Ideal for a research assignment on two dimensional shapes and congruency in Mathemetics 7–10, this site covers Escher's intriguing mix of art and mathematics in five concise sections. **Tessellations**, **Polyhedra**, **The shape of space** and the **Logic of space** all explain how Escher built upon existing geometrical forms to create his works. **Self reference** draws more tenuous links in the debate about human and artificial intelligence. Each section consists predominantly of written text but there are images of relevant works which can be enlarged and downloaded. The **Introduction** provides some interesting biographical details. Good use of white space, font and headings will keep the reader interested. P. Hannan

USER LEVEL:	Stage 4 Stage 5
KLA:	CA; Mathematics

Escher and the Droste effect

escherdroste.math.leidenuniv.nl/index.php?menu=intro

A comparison between Escher's work *Print Gallery* and the famous illustrations involving scale and similarity found on Droste chocolate boxes, the site has an uncluttered layout, easy navigation and varied media appeal. It will engage students, especially on an IWB. **Images** provides close-ups of the Escher print, while Animations leads to a choice of videos which zoom in to show the amazing detail in the repeated scaled images. Both are perfect for an introduction to similar shapes in Mathematics 7–10. **Method** demonstrates how the Droste image can be transformed into an Escher print using a series of rotated grids. This is well beyond most Stage 5 students but it is a fascinating excursion for more capable students. **Five steps** details the artistic creation of the Escher print and its transformation by adjusting the grid. P. Hannan

Holography collection

web.mit.edu/museum/collections/holography.html

The Massachusetts Institute of Technology has the largest and most comprehensive collection of holograms in the world. This section of the museum's site contains a collection of works representing the artistic and technical evolution of holography, created by some of the world's foremost holographers. Users can explore the invention, ideas, and innovation of holography through interactive exhibitions, public programs, experimental projects and other collections of the museum, including **Architecture and design** and **Hart nautical**. **Multimedia** contains videos and webcasts of scientists discussing emerging technologies. **Collections database** provides a search facility to over a million objects in the museum's collection. A. Parnis

Gimp savvy

gimp-savvy.com

Space, nature, ocean, and meteorological photographs are the mainstay of this open source collection. The site is a free editing and painting program, but users will need an understanding of image manipulation and imaging if they are to make the most of the site. The site could be used simply as a source of images, and it has potential for more in capable hands. Searching for images via **Master keys** is fast, although some confusing matches are made. Using a general search is a differently constructed route to images, and this path takes users to 415 Great Barrier Reef photographs. **About** and **Photos** are good places to start on the site as they have explanations of what the site does and how users can work with the images. C. Thomas

Microsoft Photo Story for Windows: make show-n-tell cool again

www.microsoft.com/windowsxp/using/digitalphotography/photo-story/default.mspx

A digital image manipulation site, this resource allows users to create slideshows and stories using images and audio. The site uses standard editing tools, plus some extras. Users can add music and voice to their images, also captions and titles. Images can be a mix of originals and others taken from free sources; users place them onto the site's storyboard and then organise them into a narrative. Being a *Windows* site, it can be difficult to stay on task with *Photo Story* choices, but going back to the homepage will redress navigational errors. **Create your first photo story** is a fine place to start, and the four examples show possibilities and modelling for young photographers. The site is for *Windows XP*, it does not work with *Windows Vista*. C. Thomas

360 cities

www.360cities.net/

Thousands of amazing panoramic photographs of cities, countries, landscapes and icons from around the world are accessible on this site. Students can browse by place and by a world map, where specific locations can be opened. *Google Earth* features with interactive map controls enhancing the viewer's engagement, satellite and terrain photographs, and maps and hybrids being easily used. Photographs are by professional photographers who know how to compose a shot and maximise the panoramic effect. The potential for education is astounding: the works could be useful for photographic students; landform searches will promote geographical

understanding; and creative writing would be greatly stimulated by the site's range of dramatic photographs. This is a marvellous site which demands exploration. D. Imison

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English; HSIE
SYLLABUS:	English K–6; Geography 7–10; Geography Stage 6; HSIE K–6; Photographic & Digital Media 7–10
SCIS SUBJECTS:	Photographs; Photography of landscapes
PUBLISHER:	360 Cities, Netherlands
REVIEW DATE:	04/04/09 [779]

SCIS 1403729

Peter and the wolf

grotesmurf.madscience.nl/music/petereng.htm

An unusual introduction to instruments of the orchestra, this classical story will be entertaining for participants. Making allowances for some language and spelling aberrations, due to the site's translation from Dutch, the site could be well worth sharing in small groups. Teacher direction will be needed. The music is synthesised and while there is a warning about the musical quality, the rendition is dependent on the computer used. The characters' musical themes become more familiar as the story progresses, and users click on each clip art image beside the written text to coordinate music and narrative. The quiz at the end of the story could be used as an evaluation tool. The novelty of this musical presentation will afford much pleasure to young listeners. D. Imison

USER LEVEL:	Stage 1 Stage 2 Community Professional
KLA:	CA
SYLLABUS:	Creative Arts K–6
SCIS SUBJECTS:	Orchestral music
PUBLISHER:	H. van Riezen, Netherlands
REVIEW DATE:	04/04/09 [784]

SCIS 1403724

Making a movie

portals.studentnet.edu.au/literacy/minisites/sceggsdar-linghurstrevised/vliteracy/meaning.htm

Practically useful for young film makers, the site is set out in the three stages of production, with an extra section of **Visual literacy**. Here, students can come to grips with film **Lighting**, shots, angles, and composition. **Pre production** opens with a grid that will be useful as a stimulus for all creative narratives, not just film. Within each stage of production are small sections of explanations, some with very useful graphics, that describe such activities as storyboarding, blocking on the stage, and editing. A multiple choice quiz will help students self test learning in each section. There are templates to help students prepare and shoot scenes, and the site's style, colours and layout should aid student understanding. The site is a fine resource for the teaching and learning of visual literacy. It supports the L4L laptop project and use within a connected environment. C. Thomas

USER LEVEL:	Stage 4 Stage 5
KLA:	CA; English
SYLLABUS:	English 7–10; English Stage 6; Photographic & Digital Media 7–10

SCIS SUBJECTS:	Film making
PUBLISHER:	SCEGGS, Australia
REVIEW DATE:	30/04/09 [791.43]

SCIS 1409487

The chronicles of Narnia: Prince Caspian

adisney.go.com/disneyvideos/liveaction/princecaspian/

Created to celebrate and advertise the release of the movie *Prince Caspian*, the site is visually appealing and features music and voices from the movie. Drop down menus have the usual information for a film's website: background information; the trailer; a gallery of images; desktop and screensaver downloads; and online games based on the film's characters. The website links to wider Disney website material, such as games and activities which are available for most Disney movies. In the **Narnia portal**, a biography on C.S. Lewis, with a timeline of his creation of the series, will be particularly useful for students researching the author. R. Parnis

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	Prince Caspian (Motion picture)
PUBLISHER:	Disney.com, USA
REVIEW DATE:	04/04/09 [791.43]

SCIS 1403953

Cinematic terms: a film-making glossary

www.filmsite.org/filmterms1.html

Extensive and interesting, the site is a terrific collection of cross referenced entries about film language and film making terms. Laid out in three broad columns, the site has the term, a detailed and readable explanation, and excellent visual and written examples of the term. This latter feature is an excellent visual resource for students, and it demonstrates such things as the effect of high and low angle shots in a way that words alone struggle to do. Examples will also extend students' knowledge about film and popular culture. The site supports the L4L laptop project and use within a connected environment. The terms that students are most likely to encounter and use accurately are given, for example: cinematography, shots, framing, and angles. Having a visual example of these terms makes the site one of the best online film glossaries available to students. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	English 7–10; English Stage 6; Photographic & Digital Media 7–10
SCIS SUBJECTS:	Film making; Films – Terminology
PUBLISHER:	American Movie Classics, USA
REVIEW DATE:	30/04/09 [791.4301]

SCIS 1409485

The Australian Ballet

www.australianballet.com.au/

A broad range of dance related information is presented on the Australian Ballet's official site. **Watch & listen** is a valuable resource for students as it includes interviews in **Audio** and **Video**, plus **Photo galleries** of works, behind the scenes and rehearsal information. The latter has a fine example of the basic steps. Textiles students will be engaged by the site's content on costumes,

mainly found in the galleries, and by the explanation of costume craftsmanship in **Video**. In **Resources**, a video interview with the company's physiotherapist on dance medicine adds depth to the content on the site, as does the well structured and useful dance safety material in **Education**. Interviews with dancers and staff on safe dance will support teaching and learning about performance. There is an interesting array of material relating to theatrical elements and ballet history, and the interviews with choreographers are an excellent resource for the study of composition. R. Kirsten

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; TAS
SYLLABUS:	Dance 7–10; Dance Stage 6; Textiles & Design Stage 6; Textiles Technology 7–10
SCIS SUBJECTS:	Ballet; Dancing – Australia
PUBLISHER:	Australian Ballet
REVIEW DATE:	24/04/09 [792.80994]

SCIS 1329501

A guide to writing well: compiled by Joshua Sowin

www.fireandknowledge.org/archives/2007/01/08/a-guide-to-writing-well/

A compilation of writing tips, written by a web designer, makes this a general help site with some useful strategies for writing effectively. Students could most productively browse **General principles** and **Usage principles**. Information here will improve any writer's ability to select and use the most effective words for good communication. Laid out under a list of headings, using numbered points and in a friendly voice, the material will assist with the teaching and learning of factual and creative process writing. The author's tips are integrated with quotation examples from two of the world's best writing manuals, Strunk and White's *The elements of style*, and William Zinsser's *On writing well*. The site pays special attention to writing introductions and conclusions, and to the art of redrafting. Suitable to support the L4L laptop project, this resource will be helpful in a connected environment. C. Thomas

USER LEVEL:	Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Writing (Authorship)
PUBLISHER:	Sowin, USA
REVIEW DATE:	24/04/09 [808]

SCIS 1407568

Writer's handbook: the Writing Center, University of Wisconsin-Madison

writing.wisc.edu/Handbook/index.html

An online handbook for writing, the site's strategies for writing effectively will help students with factual writing tasks, especially literary reviewing. The site is well laid out, with good use made of headings and bullet points. There are practical self evaluation tasks and many questions which will help to focus students on writing cohesive and readable documents. Students will get most benefit in the areas of process writing, grammar, writing essays and reports. Coming to grips with the excellent content of **Clear**, **concise sentences** in I**mproving your writing style** will improve students' essays in all KLAs. Students undertaking research leading to the production of major works will find the site useful, especially in terms of **Planning and writing research papers**. Suitable to support the L4L laptop project, this resource will be helpful in a connected environment. C. Thomas

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS SUBJECTS:	Report writing; Technical writing
PUBLISHER:	University of Wisconsin-Madison, USA
REVIEW DATE:	24/04/09 [808]

SCIS 1407560

Writing clearly and simply

www.webaim.org/techniques/writing/

The site contains some of the clearest explanations of strategies for effective writing that students will find on the internet. Primarily a resource for writers with cognitive disabilities, and those writing for them, the site has 20 techniques that any high school writer will benefit from reading. Students should be directed to these points. In particular, the sections on how to recognise and use active voice, parallel sentences, and strong verbs, will be of value to students. Site material supporting the 20 techniques may assist teachers. The site supports the L4L laptop project and use within a connected environment. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS SUBJECTS:	Communication; Literary style; Writing (Authorship)
PUBLISHER:	WebAIM, USA
REVIEW DATE:	30/04/09 [808]

SCIS 1408572

Writing effectively and powerfully

www.civicus.org/new/media/Writing%20Effectively.pdf

A document to help adults write at work, this 39 page PDF resource has some helpful sections for teachers and senior students across KLAs. The resource promotes the powerful communication technique of simple writing rather than obtuse and wordy writing, that is, the style that students often use, falsely believing that it shows they are learned. Teachers will certainly pick up some good ideas and techniques in how to write powerful speeches, reports and articles through clever word choice and effective use of language structures. The site is especially strong in explaining how to write an outline, construct an argument, draft a document, and utilise the right brain in writing. The latter technique is an exceptional strategy for writing effectively in essay and creative modes, and it is described here in practical terms that will allow students to learn the skill of right brain thinking and writing. C. Thomas

USER LEVEL:	Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS SUBJECTS:	Literary style; Writing (Authorship)
PUBLISHER:	CIVICUS, South Africa
REVIEW DATE:	30/04/09 [808]

SCIS 1408523

ETTC instant poetry forms

ettcweb.lr.k12.nj.us/forms/newpoem.htm

Providing a quick and useful access to poetry forms for young students, the site is a sound resource for the teaching and learning of poetry writing skills. Students may need to have their choices narrowed as there are several steps to get to the writing part within

the **Interactive poetry form finder**. Here, users select a major poetry form, such as **Metaphor & simile**, then a form within that form. This sets up an example, some advice with an encouraging tone in its instruction, and the format for typing a new poem. Examples are plentiful and interesting for students and they will contribute to poetry appreciation as well as writing. **Lesson plan ideas** are workable and varied ideas which have been contributed by teachers. C. Thomas

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	Poetry; Writing (Authorship)
PUBLISHER:	Educational Technology Training Centre of Burlington County, USA
REVIEW DATE:	24/04/09 [808.1]

SCIS 1271985

Glossary of poetic terms from Bob's byway: a unique guide for the study of poetry

www.poeticbyway.com/glossary.html

The site is a simply presented A–Z list of poetic terms, which students may find useful for understanding and appreciating poetry. The list is long, with many obscure words, but definitions are fairly short and succinct. There is extensive cross referencing of terms, which is helpful for students. Short examples are incorporated with the entry, and longer examples, such as whole poems, are hyperlinked to take users elsewhere within the site. Examples are clear if they are studied rather than simply scanned. Material does not include poets, but it does explain schools and movements. For each definition, the author develops an angle related to the term, such as the difference between a metaphor and a simile. Students may appreciate these notes as they explain beyond the definition. Suitable to support the L4L laptop project, this resource will be helpful in a connected environment. C. Thomas

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS SUBJECTS:	Poetry – Dictionaries
PUBLISHER:	R. G. Shubinski, USA
REVEW DATE:	24/04/09 [808.103]

SCIS 1407609

Guide to writing a basic essay

members.tripod.com/~lklivingston/essay/index.html

Beautifully laid out for novice essay writers, the site has numbered and precise points that show students how to organise and write above average essays. Some students will love this precision, and all writers will appreciate that the site has some interesting ideas about the writing process. In very clear steps, appropriately worded for a young audience, the site takes students through the processes of drafting an **Outline**, establishing a **Thesis**, and writing an **Introduction**, **Body** and **Conclusion**. The site displays a nice touch in Finish, where students are shown how to check their essays for coherence and formatting. In **Sample**, the principles are helpfully demonstrated in a basic essay. The site suits use within a connected environment and the L4L project, and it is an excellent cross KLA reference for beginning essay writers and senior students who are revising the art of good, purposeful writing. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English

SYLLABUS:	English K–6; English7–10; English Stage 6
SCIS SUBJECTS:	Essays; Writing (Authorship)
PUBLISHER:	Lycos, USA
REVIEW DATE:	30/04/09 [808.3]

SCIS 1291953

Tips on public speaking

actnow.com.au/Tool/Tips_on_public_speaking.aspx

Written for speaking events out of school, the site's language and approach has some limited value for students delivering in-school speeches. In a simple linear layout of short paragraphs, material is grouped under headings of planning and delivery. The site briefly explains such things as tone, pace, gesture, and aids, with some valuable practical advice, such as telling students not to read their speech. The overall message, be prepared and be positive, will stand students in good stead for class speeches and public speaking competitions. The site supports the L4L laptop project and use within a connected environment. C. Thomas

USER LEVEL:	Stage 4 Stage 5
KLA:	English
SYLLABUS:	English7–10
SCIS SUBJECTS:	Public speaking
PUBLISHER:	ActNow, Australia
REVIEW DATE:	30/04/09 [808.5]

SCIS 1409417

Basic debating skills

www.actdu.org.au/archives/actein_site/basicskills.html

The site adequately defines the key terms that students need to understand in school debating. It gives a clear explanation of what happens in a debate, the individual roles of the speakers, and the concepts of matter, method and manner. The tone is friendly and encouraging, and the linear layout helpful for navigation, although the green print on black background is a poor design choice. New debaters and teacher coaches will find that the site is a fine summary of the art of debating. The site supports the L4L laptop project and use within a connected environment. C. Thomas

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Debates and debating
PUBLISHER:	ACT Debating Union, Australia
REVIEW DATE:	30/04/09 [808.53]

SCIS 1409404

International Children's Digital Library

en.childrenslibrary.org

A new member of the *Google* Book Library Project, the ICDL is a virtual library that emphasises the role of books in cross-cultural communication and goodwill. **Using the library** suggests ideas and activities, such as putting stories onto a projector or IWB, using stories for writing tasks, and learning languages through the site's books. In this section, the PDF **Teacher training manual** is well worth a look. It explains digital libraries and how the ICDL can work in the classroom. Online registration is free and has the benefit of allowing teachers to create a virtual bookshelf and to have continuity of site use. Users can search the site in a range of ways, including age of reader, length of book, award winning books, factual books, picture books, chapter books, and country. There are

some very good local books in the **Oceania** section. The site would be a fine tool for promoting cultural awareness and tolerance in readers aged 3–13, and for such events as Harmony Day. C. Thomas

USER LEVEL:	Stage 2 Stage 3 Stage 4 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Children's literature – Collections
PUBLISHER:	University of Maryland, USA
REVIEW DATE:	24/04/09 [808.8]

SCIS 1166685

Poetry4kids.com

www.poetry4kids.com

Young students exploring poetry will find this to be a great introductory site. Material includes rhyming poems, amusing poems, contests, a rhyming dictionary, games, poetry lessons, student reviews, and audio poetry in podcasts. Designed and run by an American poet, it is appropriate for a range of primary students, and there are no distracting pop-ups. The site has an abundant and diverse range of poetry with the emphasis firmly on poetry as entertainment. A large amount of interactive student friendly resources is complemented by teaching resources and strategies. The site is clearly laid out and the graphics are eye catchingly colourful. Many hooks lead from the main page and the site is busy, but magnetic. J. Adnum

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	American poetry; Humorous poetry; Poets, American
PUBLISHER:	K. Nesbitt, USA
REVIEW DATE:	04/04/09 [811]

SCIS 1404470

Neil Gaiman

www.neilgaiman.com/

Making great use of computer technology, Gaiman's website offers facilities to blog, micro blog, contribute to message forums, and discover information through his responses to **FAQs**. Biographical material and the writer's take on his diverse range of publications are engaging and informative. A raconteur of the postmodern era, Gaiman has many creations encompassing different genres. His penchant for telling weird and wonderful tales is evident in his prose fiction, audio books, graphic novels, poetry, comics and their adaptations for film and theatre. This is a captivating website for students and teachers studying any of Gaiman's highly creative works. C. Sly

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS SUBJECTS:	Authors, American
PUBLISHER:	Harper Collins, USA
REVIEW DATE:	04/04/09 [813]

SCIS 1398990

RhymeZone

www.rhymezone.com/

Finding rhyming words is one of 13 choices the site offers to students who are researching a word or term. The site will help

students who are experimenting with writing poetry. It is a fast word finder for related words, **Quotations** using the selected word, synonyms, antonyms, definitions, and spelling help. It has some helpful follow up features that allow users to pursue their research, such as in investigating definitions of related words. **Help** is well worth a look as it explains how to use the site, including its multimedia potential. The site can be used easily and productively to search the works of **Shakespeare** for a particular word. There is more convoluted access to words within the King James *Bible* and dictionaries. The site has word games and word **Quizzes**. The latter has small sections of history, science, and languages drill. Suitable to support the L4L laptop project, this resource will be helpful in a connected environment. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS SUBJECTS:	English language – Dictionaries; English language – Rhyme – Dictionaries; English language – Synonyms and antonyms – Dictionaries
PUBLISHER:	Datamuse, USA
REVIEW DATE:	24/04/09 [823]

SCIS 1407580

Anthony Hill's home page

www.anthonyhillbooks.com/home.html

Visitors to this website will realise the depth of careful research that has gone into each of Anthony Hill's books. Hill's dedication to his craft is evident from **The stories behind the books** and **Pages from a writer's life**, which contain red links to categories of his books: **Early books, First success**, **Military books**, **Animal tails** and **Voyagers**. Within each section are images, background notes and questions and answers about books such as *The burnt stick* and *Soldier boy*. Students will connect with the format of the site and easily navigate through its layers. Teachers of English will find this site's style and content to be useful when introducing literary texts expressing challenging themes such as the Stolen Generations and the horrors of war. S. Rasaiah

USER LEVEL:	Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Australian fiction; Authors, Australian
PUBLISHER:	A. Hill, Australia
REVIEW DATE:	30/04/09 [A823]

SCIS 1409939

Jeannie Baker: artist, author, film maker: welcome to my web site

www.jeanniebaker.com/

Baker's very distinctive picture books have been highly acclaimed. Her unique collage pictures integrate various materials, especially from nature, and they complement her primary theme exploring human relationships with the natural world. The site presents biographical information, interview transcripts, and details on the publications. **Picture books** reveals bibliographic information and a brief synopsis of each book. *Belonging*, and its companion, *Window*, are featured and these are valuable additional resources for the English Stage 6 Area of Study: *Belonging*. **Focus** offers a more detailed analysis of each of these books. Appealing to a wide age range, these publications are exquisite artistic creations that will challenge and cultivate a reader's skills in visual literacy. C. Sly

Matt Ottley: author, artist, musician

www.mattottley.com/mattottley.html

Informative as an introduction to the writer and his work, Ottley's site displays his **Books**, reviews, musical compositions, **Paintings** and book illustrations. His diversity and wonderful publications for children and young adults are described in clear and concise written text which is greatly enhanced by a superb collection of artworks. **Music** samples include an audio track from *Requiem for a beast*. **Study notes** are available for purchase. This fascinating author and illustrator has published a range of works, pitched at different age groups, and the site displays his growing body of work. It is a useful reference for teachers and teacher librarians. C. Sly

Nadia Wheatley

www.walkerbooks.com.au/Authors_and_Illustrators/Nadia-Wheatley

The site features award winning Australian writer and illustrator, Nadia Wheatley. Composer of a range of books for children, young adults and adults, Wheatley's publications explore such themes as multiculturalism, environmental preservation and social justice. Her acclaimed picture book *My place* is a worthwhile resource for the English Stage 6 Area of Study: *Belonging*. In **Teachers**, then **Classroom ideas,** teachers will find a PDF document entitled *My place* **classroom ideas**. The document offers valuable information for teaching and learning, including an outline of the book, background information about its composition, pre-reading activities and thought provoking questions to suit a wide age group. Site material provides a useful springboard for a study of picture books in English 7–10. C. Sly

Shaun Tan

www.shauntan.net/

Studies of the work of this superb writer and illustrator will be enhanced by visiting his website. The homepage captures the essence of his quirky and incisive style, and a range of arty links leads to autobiographical details, **Picture books**, **Paintings**, projects and **FAQs**. Details are provided on works that have been adapted for **Film and theatre**, and musical presentations. In a simple yet sophisticated style, Tan's work sensitively explores many conscious and subconscious elements of human nature. The site's engaging visual representations and astutely written text explore the author's ideas as presented in his picture books. This is a wonderful site to introduce or research the publications of a highly acclaimed Australian author and illustrator. C. Sly

Guide to grammar and style

andromeda.rutgers.edu/~jlynch/Writing/

Using a personal, friendly tone and a mix of colloquialisms and linguistic terminology, the site is pitched at older readers seeking advice on writing and grammar, and strategies for writing effectively. The author's stand is to describe things that work, as opposed to grammatical prescriptives of right and wrong ways of writing. The site lists words, terms, usage problems and grammatical terms in an A–Z list. For example, whether to use *a* or *an*, *that* or *which*, and it explains the use of commas, plurals, and quotation marks. Some entries are excellent descriptors for high school students, and some are not. Students would best use the site by looking up a specific problem that they encounter in writing. The site will only suit students who aspire to write well. C. Thomas

Mark Millmore's ancient Egypt

www.eyelid.co.uk/

All things Egyptian and popular are included in this comprehensive site for young students of ancient Egypt. Sections on **Hieroglyphs**, **Kings & Queens**, **Pyramid & Temple**, Egyptian mathematics and the rebuilding projects being undertaken on ancient temples will be particularly useful for History 7–10 students. Users can download videos about ancient Egypt and learn how to play senet and other Egyptian games. There are plenty

of images for projects. Information is colourfully laid out in a magazine style, making the site visually appealing and most suitable for competent readers. Some advertising links to software and books are included. R. Parnis

USER LEVEL:	Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10
SCIS SUBJECTS:	Egypt – Historic buildings, sites, etc; Egypt – History – To 332 B.C.; Egypt – Kings, queens and rulers; Hieroglyphics
PUBLISHER:	M. Millmore, UK
REVIEW DATE:	24/04/09 [932]

SCIS 1057949

Tutankhamun: anatomy of an excavation

griffith.ashmus.ox.ac.uk/gri/4tut.html

The site is a fascinating documentation of the complete records of Howard Carter's excavation of Tutankhamen's tomb. An easy to use database is laid out with scholarly efficiency, and includes copies of Carter's handwritten diaries and typed versions of the notes. The database may be searched by object number or description. Maps, plans and drawings, Harry Burton's photographs of the site during excavation, scenes outside the tomb, and colour photographs of objects from the tomb complement the written text. The photographs are contained within the database or they can be searched autonomously. Comparisons are given between Carter's and A.C. Mace's diaries and eyewitness accounts of opening the burial chamber. The site will be very useful for the study of Tutankhamen in Ancient History Stage 6, and teachers will find interesting primary source material for the study of ancient Egypt in History 7–10. A. Frost

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History 7–10
SCIS SUBJECTS:	Ancient history; Egypt – Antiquities; Egypt – History – To 332 B.C.; Egypt – Kings, queens and rulers; Excavations (Archaeology); Tombs; Tutankhamen – King of Egypt
PUBLISHER:	Griffith Institute, UK
REVIEW DATE:	24/04/09 [932]

SCIS 1403006

The Bayeux Tapestry

hastings1066.com/

Stunning colour photographs of the tapestry beam from this site. The Bayeux Tapestry depicts the Norman invasion of England in 1066. It is shown here in 35 parts, with each part containing a photograph, and a Latin and English explanation. Each link downloads quickly, and users may view the images in sequence. The history and significance of the tapestry are explained and an outline of the Battle of Hastings is provided. White text on a black background inhibits ease of reading but the tapestry images and calligraphy are outstanding. The site would be useful when studying English history in History 7–10, and for students interested in the historical and cultural design of textiles in Textiles and Design Stage 6. A. Frost

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE; TAS
SYLLABUS:	History 7–10; Textiles & Design Stage 6
SCIS SUBJECTS:	Bayeux Tapestry; Great Britain – History – 1066-1485; Hastings, Battle of, 1066
PUBLISHER:	G. R. Crack, UK
REVIEW DATE:	24/04/09 [942.02]

SCIS 1403019

NZEDGE.COM

nzedge.com

Created to laud the identity and international role of New Zealand and its people, the site is a well written and visually appealing collection of fascinating material. **Heroes** contains stories of high achievers such as designers, athletes and scientists who have made their mark on world culture. **Features** has stories and comments on contemporary issues. The site is a fine resource for the study of New Zealand within the Society and Culture Stage 6 syllabus, and for the study of design and textiles in Visual Arts and TAS syllabuses. Textiles students will be inspired by material in the **Style index**, within **Top 10**. There is a multitude of material for young artists and social scientists on the site, and students of New Zealand culture, art and design should find this site extremely interesting and useful. R. Parnis

USER LEVEL:	Stage 5 Stage 6 Community Professional
KLA:	CA; HSIE; TAS
SYLLABUS:	Society & Culture Stage 6; Textiles & Design Stage 6; Textiles Technology 7–10; Visual Design 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS:	New Zealand; New Zealanders
PUBLISHER:	NZEDGE, NZ
REVIEW DATE:	24/04/09 [993]

SCIS 1395559

eGold: electronic encyclopedia of gold in Australia

www.egold.net.au/

A veritable goldmine of facts, images and analytical commentary on events and people in the Australian gold rush, this site is laid out in 15 themes including **Commerce & industry**, **Geology & environment**, **Heritage and cultural landscapes**, **Law & order**, **People** and **Places**. Each section has a brief overview of the topic, photographs, primary sources, film clips and audio tracks. Material is cross referenced which will suit senior students pursuing an area of interest. Visually appealing, the site would be useful in the study of the Stage 3 COGs Unit (G): *Traditions and heritage*, although it will need teacher interpretation. Material has been researched and written by scholars and is most suitable for research by older students. R. Parnis

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	History 7–10; Modern History Stage 6; HSIE K–6
SCIS SUBJECTS:	Australia – Gold discoveries; Gold – History
PUBLISHER:	University of Melbourne, Australia
REVIEW DATE:	24/04/09 [994.03]

SCIS 1395576

## Information literacy meets library 2.0

/ edited by Peter Godwin and Jo Parker. Facet, UK, 2008
ISBN 9781856046374   [020]

Essential reading for all teacher librarians and professional educators in the changing world of information and digital literacy, this volume is a cornucopia of well written articles documenting successful uses of Web 2.0 collaborative tools in libraries and academic areas. Drawing on educated opinions from a variety of notable practitioners, the articles give food for thought and ideas which may be adapted or modified for a primary or high school situation. Each article comes with an abundance of references which provide a wealth of further investigation for professional learning. Themes include reducing student use of cut and paste projects, developing student friendly subject tags, social bookmarking using del.icio.us, RSS feeds, using a blog for assessment, wikis, and webpage annotations. This is a strategic resource to learn what others are developing worldwide, so that Australian teacher librarians may then embrace, develop and share our own library 2.0 practices. D. Johnston
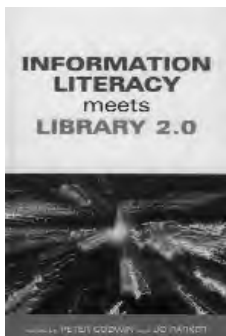
USER LEVEL: Professional
                          $100.00   SCIS 1384502

KROSKI, Ellyssa

Web 2.0 for librarians and information professionals

Neal-Schuman, USA, 2008
ISBN 9781555706142   [020]

Teacher librarians are aware that Web 2.0 holds significant potential, with tools for collaboration, participation, interaction and the creation of content. The book progresses this learning continuum by explaining the myriad of constantly emerging Web 2.0 applications in a readable and accessible format. Each chapter is a self contained module about a specific technology, with tips on how to use it in best practice. Valuable websites are ranked according to the way that the application can be applied in a library context. Teacher librarians can investigate blogs, wikis, social networking, vertical search engines, RSS and newsreaders, virtual worlds and podcasting in this practical reference book. S. Rasaiah

USER LEVEL: Professional
                          Paper $110.00   SCIS 1384501

School-libraries.net: web pages created by school librarians

school-libraries.net/

Teacher librarians can use this site to locate and access the web pages of hundreds of school libraries across 30 countries, including **Australia**. The **Australia** link gives users access to an alphabetical list of school libraries, districts, curriculum related resources, and professional associations. Quality and usefulness is variable, and users will have to endure many broken links and sites which are general school sites, not library sites. But, once a link opens, it is easy to immediately judge whether the site is worthy of investigation, for example the library sites of Penrith PS in Sydney and Lake Joondalup Baptist College in Perth. Educators who persist will find practical and professional information, teaching ideas and practices from some dynamic school libraries around the world. C. Thomas

USER LEVEL: Professional
SCIS SUBJECTS: School libraries; Teacher-librarians
PUBLISHER: H. W. Wilson, USA
REVIEW DATE: 24/04/09 [027.8]

SCIS 1403011

SHERWOOD, Patricia

Emotional literacy: the heart of classroom management

ACER, Vic, 2008
ISBN 9780864318091   [370.15]

Cleverly constructed narratives about primary children's lives weave and thread through this book. Glimpses into children's life stories provide rich descriptive contexts that can be analysed for appropriate responses to challenging behaviour. The ideas for developing responses to the emotional stressors that trigger outbursts of anger, aggression and anxiety are research based and have a practical orientation that leads the reader confidently to identify appropriate behaviour management responses. The book has an emphasis on positive behaviour management strategies that guide teachers to put children in touch with their feelings and make them a happier person. The step-by-step group exercises integrate emotional literacy into learning contexts as an important aspect of curriculum development of the whole child. F. Plummer
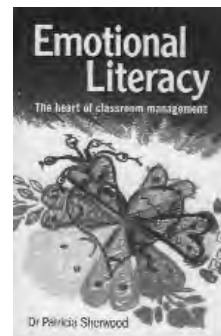
USER LEVEL: Professional
                          Paper $39.95   SCIS 1386071

Government schools of New South Wales from 1848

www.governmentschools.det.nsw.edu.au/cli/govt_schools/index.shtm

ABSTRACT

The website provides historical information on NSW government schools operating since 1848. Site material covers the early years of education through to post-WW11. It includes a number of information sources: a searchable schools database which provides entries for more than 7390 schools; **Facts and figures** of historical aspects of public education in NSW; and a changing historical **Photogallery**. Each entry consists of the name of the school, the

county in which it is located and its operating dates. The school entries section gives background information on how the entries were compiled. For additional NSW historical education information, the authorities listed in the **Links** section might also be of help.

USER LEVEL:	Professional
SCIS SUBJECTS:	State schools – New South Wales – History
PUBLISHER:	Centre for Learning Innovation, Australia
REVIEW DATE:	24/04/09 [371.01]

SCIS 1401844

LEACH, Jenny & MOON, Bob

The power of pedagogy

Sage, UK, 2008
ISBN 9781412907231   [371.102]

Although dense and theoretical, this book values the teacher as an individual at the centre of pedagogy and it will provoke much reflection in the thoughtful practitioner. Starting with the premise that teachers are curious about pedagogy, the book encourages teachers to see pedagogy as an adventure, not a formula. It maintains the link between learning and self-esteem, and it emphasises the social dimensions of teaching and learning. Examples are taken from a range of sectors and countries that are remaking education systems after the fall of communism, such as Albania. It argues that critiquing practice creates new knowledge. In its investigations, it reflects and clarifies many of the dimensions of the *Quality Teaching* model. M. Davis

USER LEVEL:	Professional	
	Paper $74.00	SCIS 1393338

HOPE, Gill

Thinking and learning through drawing: in primary classrooms

Sage, UK, 2008
ISBN 9781847870407   [371.3]

In a world where readers are surrounded by graphic representations, drawing looms large as a way for students to express themselves and learn in a different medium. An extensive background in education gives the author a sound base from which to explore drawing, how children use it, and how educators might capitalise on that to develop students' learning. Examples of student work, along with many excellent ideas that encompass drawing across the primary curriculum, make this a thought provoking resource for teachers and parents. Although the observations of the author are from British schools, they are equally applicable to Australian educational settings. This publication would be a valuable addition to a professional library for teachers. G. Cale

USER LEVEL:	Community Professional	
	Paper $67.00	SCIS 1386072

21CTools

21ctools.wikispaces.com

The site is a useful collection which teachers can use as a tutorial site to begin understanding and using some of the most common technology tools. Some of these tools are blocked for use in NSW public schools, but teachers investigating at home will be able to manipulate the tools for a range of teaching and learning purposes. **Wikispaces** provides an online collaborative tool that allows more than one person to work on a page and then instantly publish it on the web using multimedia techniques. Teachers can build and create powerful lessons and discussions using web links to save and retrieve information. Photographic experiences can be posted and labelled with comments. Online opportunities enable the storage and sharing of information using published documents, slideshow presentations and spreadsheet creations with accessible and retrievable data. Micro blogging enables people to find shared interests and connect all over the world. J. Allen

USER LEVEL:	Professional
SCIS SUBJECTS:	Educational technology; Information technology; Internet; Teaching – Aids and devices
PUBLISHER:	Tangient, USA
REVIEW DATE:	04/04/09 [371.33]

SCIS 1402806

Collaborative learning for your classroom: connect teachers, students and parents

pbwiki.com/academic.wiki

A host site for classroom wikis, the site's basic service is free for up to three users. The site is a useful place for teachers to experiment with setting up and running a wiki as an online classroom for a small group of students. Set up is fast and easy, and teachers and students can then share lesson material, handouts and homework in a modern collaboration. In **View demo**, an English teacher explains how she created material for her class, and this is an excellent place for teachers to see what can be done with wikis. Students can add and edit material; the teacher tracks who can view and who can edit. The site promotes its wikis' accountability and security, offering a teacher controlled safe place for students to collaborate. **Case studies**, found in the bottom menu, provides an interesting introduction to the use of wikis in education. C. Thomas

USER LEVEL:	Professional
SCIS SUBJECTS:	Educational technology; Teaching – Aids and devices
PUBLISHER:	pbwiki, USA
REVIEW DATE:	24/04/09 [371.33]

SCIS 1402837

Edublogs: blogging for teachers and students made easy

edublogs.org/

The site is a tool for teachers to create and manage blogs and student blogs. It has much to offer teachers, especially those who are curious but wary of blogging technology and how it actually works in classroom settings. **About us** gives a useful summary of the site's content and the short **Video tutorials** on using the site are a good place to start. In **Help & support**, access **The edublogger** to research the site's advice on blogging and Web 2.0 technologies. The site's language and tone are geared for practical teaching and learning. Presentation and material will encourage novice bloggers and teachers who have never posted to a forum. The resource is an excellent place for teachers to begin blogging and to understand the potential usefulness of blogs in the classroom. C. Thomas

USER LEVEL:	Professional
SCIS SUBJECTS:	Educational technology; Weblogs
PUBLISHER:	Edublogs, Australia
REVIEW DATE:	24/04/09 [371.33]

SCIS 1402826

NEALS

EnhanceTV

www.enhancetv.com.au/

The site succeeds in helping teachers use television as a teaching resource. Searchable databases help with the location of suitable television programs available for purchase as DVDs. **Study guides**, **Feature articles** and **Teaching topics** on various programs are available for free download. The weekly **TV guide** is provided for cities around Australia each week, and the site has a highlights summary of educational programs to be screened. **DVD covers** can be downloaded for printing and requests can be made for the taping of programs for possible future purchase. Membership is free and a weekly summary of **TV highlights** is available with subscription. The website would be very useful to teachers researching relevant content for literature studies, film, and visual literacy. R. Parnis

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10; English Stage 6
SCIS SUBJECTS:	Films; Films in education; Television in education; Television programs
PUBLISHER:	Screenrights, Australia
REVIEW DATE:	04/04/09 [371.33]

SCIS 1076688

Free technology for teachers: a review of free technology resources and how teachers can use them: ideas for technology integration in education

www.freetech4teachers.com/

Presenting a huge amount of technological aids for teachers, the site is well worth a look by teachers seeking a free tool for a particular purpose. The site is well laid out for browsing, and there are helpful lists under KLA headings, and slide presentations on using technology in education. The main menu changes daily and the sheer overload of resources may hinder rather than help users. Here are two efficient ways to use the site. A fast investigation, browsing the list of top rated posts, will give teachers an idea of what the site offers and how it suggests the use of technological tools in education. One of the current posts, **Using Animoto (Glogster and Wordle) to LEARN**, involves a short and friendly explanation by a teacher. The second productive way to use the site is via the search facility. This is fast and comprehensive, but experimentation with various search terms may be needed. For example, *digital storytelling* reveals nothing, but *stories* brings up a large amount of site content. The site is not just a collection of resources, its strength for teachers is that it shows how these tools can be used in integrating ICT in classrooms. C. Thomas

USER LEVEL:	Professional
SCIS SUBJECTS:	Educational technology; Teaching – Aids and devices
PUBLISHER:	R. M. Byrne, USA
REVIEW DATE:	24/04/09 [371.33]

SCIS 1402818

ThinkQuest

www.thinkquest.org/

The site practically illustrates the results of national and international connectedness. Students create website projects in *ThinkQuest* competitions, and the site hosts the results. Users can learn how the process works in **Projects**. Currently, 7000 projects of varying quality and usefulness can be viewed. They are found in **Library** and this is the best place to browse the site. Going straight to website winners, arranged in year groups, is productive. Users can narrow a search for projects by age, topic and country. Australia has 42 website projects online, with topics including the novel *Nim's Island*, puppets of the world, forensic science, sharks, and Egyptian and Australian history. The site offers a cross-cultural experience, apparent on reading through **Competition**, that is an interesting extension of ICT learning. C. Thomas

USER LEVEL:	Professional
SCIS SUBJECTS:	Project based learning; Websites – Design and construction
PUBLISHER:	Oracle Education Foundation, USA
REVIEW DATE:	24/04/09 [371.33]

SCIS 1331500

Speakaboos

www.speakaboos.com

Focussing on the teaching of reading through enjoyment and sound, the site has three areas of listening, viewing and creating stories: **Listen**, **Record your own** and **Play**. The stories are subdivided into genre by **Favourites**, **Fables**, **Nursery rhymes**, **Folk tales**, **Fairytales** and **Lullabies**. In **Teachers** there are study guides, worksheets, and arts and crafts ideas to go with the stories. In **Parents**, a helpful guide to the site is also a good place for teachers to get an introduction to the site. The site is eye catching, animated and audio linked, allowing the viewer to select a specific area of interest easily. There is a choice of activities including free downloads. J. Adnum

USER LEVEL:	Community Professional
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	Folklore; Nursery rhymes; Oral interpretation
PUBLISHER:	Speakaboos, USA
REVIEW DATE:	30/04/09 [398]

SCIS 1407015

e:lit

www.elit.edu.au

The site is the new face of the Primary English Teaching Association (PETA) and it promotes expertise in primary literacies, or elit. Traditionally a well respected association supporting literacy and language for NSW and Australian primary teachers, the site reinforces PETA's well earned reputation. Offering links to **Articles**, resources, professional development, and **Teaching hints & tips**, the site's layout is simple and clear. Opportunities to participate in special projects, including book reviews, forums for sharing teaching strategies and ideas, resources designed for students who have English as a second language, are available. Strategies for teachers at all stages of their career can be accessed on the site, and secondary teachers will also find the site has some valuable material. J. Adnum

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Education, Primary – Australia; English language – Study and teaching; Teaching methods
PUBLISHER:	PETA, Australia
REVIEW DATE:	30/04/09 [428.0071]

SCIS 1216911

MyRead: strategies for teaching reading in the middle years

www.myread.org/index.htm

ABSTRACT

The site supports teachers of underperforming students in Years 4–9. Material is based on the belief that all students can be successful readers, all teachers are teachers of reading, teachers need a repertoire of flexible practices, and monitoring and assessment inform teaching and learning. The site defines **Who** underperforming readers are, **What** successful readers do, and **How** teachers can get students reading effectively. There is a guide to using the site in professional development courses in schools, and some practices are described for **Monitoring & assessment**. **Classroom organisation** looks at groups and the role of parents and carers in the classroom. Theories and academic research are described in **Scaffolding learning**.

USER LEVEL:	Professional
SCIS SUBJECTS:	Middle schooling; Reading; Teaching methods
PUBLISHER:	Commonwealth Department of Education, Science and Training, Australia
REVIEW DATE:	24/04/09 [428.4071]

SCIS 1219586

Read, write, think

readwritethink.org/index.asp

The base site for a large collection of work for students K–12, this very well organised and useful site has much to offer teachers of reading and writing. **Lessons** are best located by combining age of student with the desired language concept. The site's definition of language concepts is on the home page, and teachers can access a list of lessons by choosing one of three language concepts. Lessons are primarily about skills and creativity, and the site does not allow for searching by text. Lessons are helpfully abstracted and the type of lesson on offer is suggested by this sample: a creative introduction to *Romeo and Juliet*; a graphic novel study of *Persepolis*; recipes and procedure writing; a lesson encouraging students to recognise and use their unique voice in writing; and a lesson on acceptance, using Mem Fox's *Whoever you are*. Teachers will appreciate the site's large and annotated list of educational sites in **Web resources**. C. Thomas

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10; English Stage 6
SCIS SUBJECTS:	English language – Study and teaching; Reading; Teaching – Aids and devices
PUBLISHER:	International Reading Association, USA
REVIEW DATE:	24/04/09 [428.4076]

SCIS 1154111

Illuminations: illuminating NCTM's vision for school mathematics

illuminations.nctm.org/

On this outstanding site from the USA's National Council of Teachers of Mathematics, teachers will find over 100 **Activities**, 500 **Lessons** and hundreds of online resources, all easily located under sub-menus. In **Activities**, users can search for age appropriate *Flash* activities. Handy icons and brief descriptions allow an efficient choice of activity. **Lessons** allows a search by strand outcome and grade level. The *Highlighted lessons* are regularly updated and worth a visit. Lessons are also shown in an alphabetical list which clearly and accurately indicates the grade level, and those activities which come with an online activity. The weblinks are grouped against the standards, but they appear randomly placed on the list. The site is a fantastic resource for new teachers, the lesson plans are well organised and the Flash activities come with excellent explanations. D. Wanstall

USER LEVEL:	Professional
KLA:	Mathematics
SYLLABUS:	General Mathematics Stage 6; Mathematics K–6; Mathematics 7–10
SCIS SUBJECTS:	Mathematics – Study and teaching
PUBLISHER:	NCTM, USA
REVIEW DATE:	30/04/09 [510.7]

SCIS 1110746

HOOPMAN, Kathy

All dogs have ADHD

Jessica Kingsley, UK, 2009
ISBN 9781843106517   [616.85]

Children with ADHD may have problems in keeping focused. They are more active and impulsive than others, which makes school very frustrating for them. This rather unusual book explains the effects of ADHD to parents and teachers, using charming photographs of dogs. It is a humorous book which illustrates the complexity of the condition in two or three lines per page supported by an endearing photograph. While it looks like a book for children, it is not one that students with ADHD would particularly enjoy. Rather, it helps others to better understand and appreciate the condition. A. Soutter

| USER LEVEL: | Community Professional |
| | $24.95   SCIS 1382409 |

Animals in schools

www.schools.nsw.edu.au/animalsinschools/resources/guidelines/index.htm

ABSTRACT

The site is maintained by the Schools Animal Welfare Officer on behalf of the NSW Department of Education and Training, the Catholic Education Commission, and the NSW Association of Independent Schools. It provides a downloadable copy of *Animals in schools: animal welfare guidelines for teachers*. These guidelines interpret the legislation that determines the use of animals in schools. The site has advice on species considered suitable for use in schools. These notes include activities that the Schools Animal Care and Ethics Committee consider the most appropriate for each particular species. **Advice** for teachers includes topics such as the National Livestock Identification System, **Keeping native animals**, **Keeping records**, and **Managing your ag plot**. In the latter, **Raising pigs** documents the practices of schools using less intensive methods of raising pigs successfully. Within **Resources**, **Animal welfare in agriculture** presents explicit ways for Agriculture teachers to address animal welfare. Teacher notes and worksheets deal with the enterprises of egg production, wool production, and beef production.

NEALS

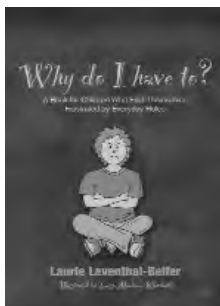| USER LEVEL: | Professional |
KLA:	TAS
SYLLABUS:	Agricultural Technology 7–10; Agriculture Stage 6; Primary Industries Curriculum Framework Stage 6
SCIS SUBJECTS:	Animals – Law and legislation; Animals – Treatment; Laboratory animals
PUBLISHER:	NSW Department of Education & Training, Australia
REVIEW DATE:	24/04/09 [636.088]

SCIS 1262777

LEVENTHAL-BELFER, Laurie

Why do I have to?: a book for children who find themselves frustrated by everyday rules

Jessica Kingsley, UK, 2008
ISBN 9781843108917   [649]

Many children misbehave because they do not understand the social rules they are breaking. This is especially true of those with Asperger's Syndrome. This book helps parents and children discuss frustrating situations and the best ways to resolve them. Children often need a logical reason to comply with rules. There are three sections, covering rules at home, at school, and with friends. The book is presented in a clear, easy to follow style with appendices for students to record their feeling, suggested changes and set goals. Parents, teachers, school counsellors and support teachers will find this book very useful. A. Soutter

| USER LEVEL: | Community Professional |
| | Paper $18.95   SCIS 1386051 |

CHAK, Dani & HART, Kate

Fuel your mind

Creative School Supply, Vic, 2008
ISBN 9781876243807   [707.1]

This is an impressive collection of ideas and activities based on the Children's Book Council 2008 Book Week slogan, *fuel your mind*, and the 2008 shortlisted books in the Early Childhood and Picture Books categories. While the book is focused on selections for 2008, the material has many ideas that could be applied to linking books and creative arts. Well organised and user friendly, it offers teachers a resource that gives information, ideas and graded projects to promote reading and themed creative work. Creative ideas build on de Bono's thinking hats, Bloom's taxonomy, and DREAMER. Suggestions for some of the more challenging picture books, such as *Requiem for a beast*, *The island*, and *Ziba came on a boat*, would be useful for older English students. J. Foster

USER LEVEL:	Professional
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6; English 7–10; Visual Arts 7–10
	Paper $35.00 SCIS 1374415

ThreadBanger

www.threadbanger.com

Designed by a band of young artists, this inspiring site is basically a collection of interesting video lessons and commentary on contemporary topics in textile design. It provides an innovative look into textile arts and is specifically tailored for people who love to DIY, recreate and refashion textiles. This is a media sharing site suitable for teacher professional development rather than student access. Teachers can access videos on techniques such as dyeing and quilting, and there are interviews with textile designers and costume makers. There are instructions for making items, plus blogs, forums and information on the latest equipment in the industry. Users can subscribe to a weekly electronic newsletter and upload examples of textile artistry. M. Timperley

USER LEVEL:	Professional
KLA:	CA; TAS
SYLLABUS:	Creative Arts K–6; Textiles & Design Stage 6; Textiles Technology 7–10
SCIS SUBJECTS:	Textile crafts
PUBLISHER:	Next New Works, USA
REVIEW DATE:	04/04/09 [746]

SCIS 1393151

Freeimages.co.uk: free stock photos

www.freeimages.co.uk

These medium resolution images will be useful for teachers searching for work materials, and images for presentations across KLAs. This is a visual search engine for teacher professional use rather than student access. There are over 3000 images, with links to more via the galleries. In **Image**, site users can browse the helpful topic index; **Image search** allows searching by concept and concrete item. The site is a simple presentation of images, and all that users can do on the site is select and use images. The one exception to this is in **Ideas and tips** which has useful advice on image selection when constructing a slide presentation or printed document. C. Thomas

USER LEVEL:	Professional
KLA:	CA
SYLLABUS:	Creative Arts K–6; Visual Design 7–10
SCIS SUBJECTS:	Photographs
PUBLISHER:	Freeimages.co.uk, UK
REVIEW DATE:	24/04/09 [779]

SCIS 1405363

Moving image education: create

www.movingimageeducation.org/create/

The site is an interesting resource that introduces students to the production stages of making a short film. Although details are too skimpy to help students independently make a film, the site's approach is to cheerily offer encouragement and ideas, and it does this fairly well. Students seeking the next stage of information– how to do it – may be quickly frustrated with the resource's structure and its lack of easily accessed solid content material. Excellent information can indeed be found deep within some choices, but most students will need a teacher guide to get there and to interpret that information. The site does not present material in a cohesive way, and it uses a bitsy layout which impedes navigation. Although it has primary students in photographic examples, the written text is more suitable for Stage 5 students, and it switches between student and teacher audience – another aspect of its lack of cohesion. The site is best suited to

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teachers who are looking for inspiration to help Stage 3 students make films, and in these hands, the site could be a most useful resource. C. Thomas

USER LEVEL:	Professional
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6; English 7–10
SCIS SUBJECTS:	Film making
PUBLISHER:	Scottish Screen, UK
REVIEW DATE:	30/04/09 [791.43]

SCIS 1409431

The elements of style

en.wikisource.org/wiki/The_Elements_of_Style

The online version of a classic text, the site is an excellent resource for high school writers and the teaching and learning of the writing process. The book is a short and readable guide to grammar and usage. Its easy to use headings and helpful tone should carry students through the sometimes prescriptive lessons and examples of use, to an understanding of how writing can be used to communicate a message effectively and powerfully. The site will especially benefit students who desire to write well, in all KLAs. Teachers could use sections of the site to help student writers understand such concepts as active voice, writing positively, using punctuation, writing cohesive paragraphs and connecting them in a work, and using fewer words for more impact. C. Thomas

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS SUBJECTS:	Literary style; Rhetoric
PUBLISHER:	Wikisource, USA
REVIEW DATE:	30/04/09 [808]

SCIS 1408514

OTTLEY, Matt

Study notes for Requiem for a beast [electronic resource]

Hachette Livre Australia, NSW, 2007
ISBN none   [A823]

These sophisticated study notes comprehensively support Ottley's award winning, multimedia text. *Requiem for a beast* encompasses a range of formats and it boldly and successfully pushes the boundaries of young adult fiction. Focussing on the salient aspects, the study notes consider the narrative voices, themes, illustrations, music and stylistic features incorporated in the work. Clearly presented diagrams deconstruct visual features of the text, offering the reader detailed and informative signposts for reading the pictures. These would work well on an IWB. The resource teaches and challenges readers to engage with the book at a substantial and academic level, and is a most worthwhile adjunct to an outstanding and innovative narrative. The notes will be very useful for the Study of *Requiem for a beast* within the English Stage 6 Area of study: *Belonging*. The notes can be purchased as a PDF download from Ottley's website. C. Sly

USER LEVEL:	Stage 6 Professional
KLA:	English
SYLLABUS:	English Stage 6
	Paper $25.00 (available from <**www mattottley.com/mattottley.html**>)

SCIS 1356603

Literacy Center Education Network

literacycenter.net/lessonview_en.htm

Adopting a modified Montessori approach, the site offers simple interactive tasks incorporating sound. Tasks are designed for students beginning to learn **Colors**, **Letters**, **Numbers**, **Shapes**, **Writing** and **Words**. Invaluably for teachers, the site provides an outline of what is available in each category and states the objective of each work site. The navigation system does not require language, and each click counts, making it easy for young learners. The work sites are uncluttered and colourful and the format is repeated to the point of familiarity but not boredom. There is the valuable opportunity to do the same tasks in French, German and Spanish. M. Davis

USER LEVEL:	Early Stage 1
KLA:	English; Languages
SYLLABUS:	English K–6; French K–10; German K–10; Spanish K–10
SCIS SUBJECTS:	Classroom activities; Colour – Problems, exercises, etc; English language – Problems, exercises, etc; Numerals – Problems, exercises, etc; Size and shape – Problems, exercises, etc
PUBLISHER:	Literacy Center Education Network, USA
REVIEW DATE:	24/04/09 [372.133]

SCIS 1400828

MRAZ, Maryann & ALGOZZINE, Bob & KISSEL, Brian

The literacy coach's companion: pre K–3

Corwin, USA, 2009
ISBN 9781412960731   [428.007]

Although the terminology of literacy coaching may be unfamiliar to Australian readers, support teachers and supervisors will recognise the role. This powerfully practical handbook is an invaluable

resource for anyone collaborating with teachMoving image education: create ers to improve their teaching of reading. It offers an organised approach: proformas for helping teachers evaluate their instruction; advice about formulating feedback productively and inoffensively; suggestions about building learning communities; frameworks for talking to principals and administrators. It explores the coaching options of co-planning and modelling, and it offers frequent segments that allow the voice of the practitioner to be heard. Each chapter ends with practical professional development suggestions to capitalise on what has been learnt from the chapter. Support teachers learning assistance, head teachers of teaching and learning, and literacy team members will find this resource useful. M. Davis

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6
	Paper $57.95	SCIS 1393266

Funny phonics [game]

Dorling Kindersley, UK, 2008 (DK games)
ISBN 9781405331463   [428.1]

These two board games are simple to learn and play. *Phonic lotto* is a basic game which enables learners to win and match medial vowel sounds in cvc words with the sound written on the lotto board. The instructions ask learners to say each sound aloud and blend into the cvc word. A slightly more complicated game, *Sound a sentence*, asks players to choose words with the same matching vowel sound to make up a sentence. Once again the words are cvc words and the player must utter the sound and the word before putting their card on the board. The game pieces are colourful, sturdy and simple to assemble and use. The game will help consolidate the learning of medial vowels and it is an entertaining way to practise sounding out cvc words. S. Cousens

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K–6
	$26.95	SCIS 1383279

Very silly sentences [game]

Dorling Kindersley, UK, 2008 (DK games)
ISBN 9781405331470   [428.2]

This sentence construction game is simple to use and a very practical learning tool. Cardboard pieces describe parts of speech and focus on the enjoyment of language rather than learning grammar rules. The material is bright and cheerful. It would work as an independent literacy activity for groups after they have been through it a few times and after they have learnt about the concepts. The game is suitable for differentiation. It can be the full sentence of eight words or four or six words, depending on the student. It is very supportive for teaching grammar and sentence structure in an entertaining and practical way. Students do need to read the cards but there is picture support for some of them, mainly the nouns. J. Adnum

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K–6
	$26.95	SCIS 1383288

Springboard into comprehension [series]

Macmillan Education, Vic, 2009

These cheerful little books cover a range of text types, with each double page spread featuring one page of written text opposite a large illustration. Each book has a different comprehension focus, with comprehension skills explained inside the back cover. There are questions to ask students and a cut down guide to a written activity that students can do after reading. Some teachers will find the books more useful as a guided reading resource than as a comprehension resource. The books will ably support new teachers and they provide a good starting point for comprehension activities. M. Whitfield

| USER LEVEL: | Stage 1 |
| | Paper $49.50 (set of six) |

Reviewed titles in this series:

Carla Crocodile tries something new	SCIS 1381625
Dear Rosie	SCIS 1381670
Inside your mouth	SCIS 1381672
Saving the little penguins	SCIS 1381621
Slam dunk	SCIS 1381671
Sunken treasure	SCIS 1381673

Springboard into comprehension. 22 [series]

Macmillan Education, Vic, 2008
ISBN 978142026565

These six readers focus on the teaching of reading, specifically the development of the comprehension skills: identifying the main idea; identifying detail; cause and effect; fact and opinion; sequencing; comparing and contrasting. The books are either a narrative or a factual explanation, with different authors and some variation in quality. Each book has three questions – literal, inferential and evaluative – and a suggested activity to support the development of comprehension. The subject matter is interesting, visually appealing and could be related to various COGs units. The books are enjoyable to use and suitably illustrated by drawings and photographs. K. Rushton

USER LEVEL:	Stage 1 Stage 2
KLA:	English
SYLLABUS:	English K–6
	Paper $49.50 (set)

Reviewed titles in this series:

| *Chameleons* | SCIS 1381679 |
Cities of the desert	SCIS 1381675
Flash and rumble!	SCIS 1381678
In the deep, dark ocean	SCIS 1381680
Lola's new life	SCIS 1381684
The old scrapbook	SCIS 1381682

CAMPBELL, Rod

Farm 123

Macmillan, UK, 2008
ISBN 9780230705852   [513.2]

Containing a wall frieze and a lift the flap board book, this is a delightful package for readers learning to count to 10. The frieze and the book feature the same farm animals. Young readers can count the animals on the frieze. In the book, some of the animals are hidden, encouraging participation by the reader who needs to lift the flap to find and count all the animals. At the end of the book there is a summary picture graph of all the animals. Illustrations are simple,
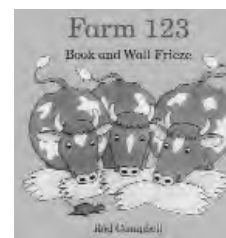
clear, colourful and uncluttered. This is an excellent first counting package for young readers. J. Foster

USER LEVEL: Early Stage 1
KLA: English; Mathematics
SYLLABUS: English K–6; Mathematics K–6
$16.99   SCIS 1376960

Picture books

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

ALLEN, Pamela
Felix
Penguin Group (Australia), 2008 (Viking)
ISBN 9780670071937

When grandma discovers that someone has been eating the bread and jam, Felix the cat is determined to catch the thief. So begins this delightful, humorous picture book in which Felix does find the culprit, a little grey mouse, in a jam jar. However, in attempting to reach the mouse, Felix's head becomes stuck in the same jar. Despite all of their best efforts, neither grandma, grandpa or Molly are able to remove the jar until Felix ultimately succeeds in freeing himself. The simple, repetitive language and subtle use of rhyme make this a perfect book to read aloud to young students. The lively, colourful illustrations are the icing on the cake. J. Eade
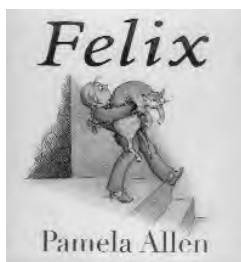
USER LEVEL: Early Stage 1 Stage 1
$24.99   SCIS 1381648

BARBEY, Gav
Little seed
Macmillan, NSW, 2008
ISBN 9781405038430

Beautifully presented in colour and words, this well constructed picture book embraces the travels of a seed as it seeks to find its rightful place in the world. Using spattered colour, the composer highlights the wonders of trees around the world and celebrates the uniqueness of each living thing and its place in the universe. Repetitious text will engage younger readers and be a catalyst for discussion and prediction of the plot. Read aloud or used as a shared reading experience, this resource will delight. It could also be useful to inspire a readers' theatre production, or as a stimulus for mime and movement activities. It is a different and intriguing resource. G. Cale

USER LEVEL: Early Stage 1 Stage 1
Paper $16.99   SCIS 1378017

BASE, Graeme
Enigma
Penguin Group (Australia), 2008 (Viking)
ISBN 9780670072019

Another brilliant picture book from a renowned author, this publication's magical rollicking, rhyming couplets and exquisitely detailed illustrations tell the story. When Bertie Badger goes to visit his grandpa, who lives in a nursing home for retired magicians, Bertie discovers that not only has his grandfather's magic rabbit disappeared, but so have the special magical props belonging to the other retired magicians. Bertie visits all of the residents in turn and discovers what has gone astray. Each magician comes from a different country, and iconic symbols of their various cultures are embedded in the book's visuals. Readers are asked to use code cracking skills and sharp eyes to help Bertie solve the mystery. This wonderfully engaging book can be read and reread on many levels. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4
$29.95   SCIS 1389188

BOWATER, Alan & PASCOE, Pete
The day the chooks blew away!
JoJo, Vic, 2008

The often quoted saying, that truth is stranger than fiction, is evidenced in a delightfully exaggerated way in this witty home grown production. Seven chooks, residents of Misery Farm, usually do very little apart from scratching and clucking to while away the days until a sudden storm sends them tumbling and somersaulting away to various unusual locations. Told in the naive voice of an unnamed narrator, obviously a child at home on Misery Farm, the use of *I* and *my* adds an authentic touch to engage an Early Years audience. The often droll humour, interlaced with Aussie expressions that are cleverly represented by Pascoe's illustrations, will provoke laughter from older readers and assist in the explanation of Australian colloquialisms. Ideal for sequencing and predicting activities, this humorous picture book offers a model for students to retell familiar stories. C. Keane

USER LEVEL: Early Stage 1 Stage 1
Paper $14.95   SCIS 1355606

BURKE, Tina
Sophie bakes a cake
Penguin Group (Australia), 2008 (Viking)
ISBN 9780670072798

Bright, simple illustrations accompany the minimalist text in this delightful picture book about Sophie and her rag doll, Scarlett, and their cake-baking adventure. Although Scarlett's expression doesn't change throughout the story, the text invests the doll with the responsibility of choosing the ingredients that Sophie adds to the cake. This engaging book would be a great conversation starter for young listeners and the repetitive language will encourage participation, as students anticipate the coming page. Although some of Sophie's choices may be unwise, there is joy for the young reader when the story and the illustrations produce a satisfactory conclusion that pleases everyone, even the dog. D. Imison

USER LEVEL: Early Stage 1 Stage 1
$19.95   SCIS 1373194

NEALS

COLLETTE, Toni & MAGENTA, Emma

Planet Yawn

Pan Macmillan Australia, NSW, 2008
ISBN 9781405038744   [A821.4]

Planet Yawn is made up of mouths that breathe and yawn. One day, Naughty Yawn breathes in but he does not breathe out. He sucks in many of the creatures that live on Yawn. His friends gather around to show him that he must think of everyone on the planet and breathe out. A quirky fable-like tale in rhyme, this picture book uses the themes of friendship and responsibility to teach the reader about caring for our planet and the people who live here. Illustrations are a mix of childlike collages and drawings and they add to the uniqueness of Collette's first children's book. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
                         $24.99   SCIS 1386675

CREW, Gary & WARDEN, Gillian

Cat on the island

Angus & Robertson, NSW, 2008
ISBN 9780207200700

Based on a true story, this vivid picture book tells how an individual's behaviour impacted on wider survival issues. Stephens Island, off New Zealand, was once the home of many birds, including a unique flightless wren. Settlers brought cats to the island, upsetting the balance of life. The wren is now extinct. The story is narrated to a young boy by his reflective grandfather, and a powerful message unfolds as the boy gently prods his grandfather to tell the story. The written text is in brown ink, and is presented as if on scraps of paper. Stunning, sometimes disturbing illustrations evoke feelings of dread and inevitability with striking colours and expressive faces. The red cats are truly menacing. A reader is left in no doubt that extinction is forever. The book would be a valuable resource in the Stage 2 COGs Unit (D): *Working together* and the Stage 3 COGs Unit (A): *Living land*. J. Foster

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; HSIE; SciTech
SYLLABUS: English K–6; English 7–10; HSIE K–6;
                         Science & Technology K–6
                         $24.95   SCIS 1382749

DAY, Shirley & MORRIS, Don

Luna and the big blur: a story for children who wear glasses

Magination, USA, 2009
ISBN 9781433803994

Including a comprehensive note to parents, this picture book provides explanations and practical information to encourage young children to wear their spectacles. Captivating the reader's attention, the distorted illustration of Luna on the cover emphasises her eyes and glasses. The initial focus in the story however, is not on Luna's glasses, but her dislike of her name. She learns for herself that her world indeed looks better, not blurry, when she does wear her glasses. Luna's father, aware of her low self-esteem, explains other positive ways that she is different, including her parents' reason for choosing her name. This book validates individuality and would be a useful resource for the Early Stage 1 COGS Unit (B): *Me*. D. Imison

USER LEVEL: Early Stage 1 Stage 1
                         Paper $21.95   SCIS 1390907

DOCHERTY, Thomas

Little boat

Koala, NSW, 2008
ISBN 9780864618726

Overflowing with goodwill, adventure and delight, the little boat shares its joys and wonder in travelling upon the big ocean. The wonderful descriptive language is creatively placed and closely interacts with each visual scene. Circuiting shark fin-shaped dangers, the boat and his joyful marine friends cavort and dive upon the ocean. These exquisitely painted seascapes will draw young readers into class discussions on visual literacy and inspire creative arts endeavours. This excellent resource has a very positive message about friendship. D. Johnston

USER LEVEL: Stage 1 Stage 2
                         Paper $13.99   SCIS 1381353

DUBOSARSKY, Ursula & JOYNER, Andrew

The terrible plop

Penguin Group (Australia), 2009 (Viking)
ISBN 9780670071418   [A821]

Told in rhyming verse, this entertaining picture book builds to a humorous climax that will have its audience excitedly predicting the ending. The terrible plop frightens the rabbits. Soon, a menagerie of animals is stampeding through the book, screeching to an abrupt stop at the big brown bear. Students will relish the triumph of a brave small creature over a big bully when the littlest rabbit saves the day. The collage style illustrations complement the swiftly moving verse and carry the sympathetic young reader into the very real world of the imaginary monster. Clever language and expressive characters combine to make this a perfect book to share with an audience and could generate discussion about facing fears and jumping to conclusions. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
                         $24.95   SCIS 1399183

EDWARDS, Hazel & GOSS, Mini

Flight of the bumblebee

New Frontier, NSW, 2009 (Music box)
ISBN 9781921042034

Bossed by the queen bee and sneered at by the workers of the hive, Bumble struggles to fly with grace, until a kind drone suggests using the classical track *Flight of the bumblebee* for inspiration. The picture book has appealing colour and energy, and Bumble's misadventures are drawn with enthusiasm. The book is accompanied by an eight minute CD with Antonia Kidman reading the narrative and the music swelling and fading during the reading. The music is not
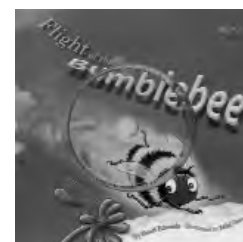
available as a separate audio track. Bumble is an appealing character, and he does succeed in collecting pollen, with the uplifting help of music. There are short notes on the composer and about bees. C. Thomas

USER LEVEL: Early Stage 1 Stage 1
$27.95 SCIS 1398203

FOLEY, Greg

Thank you Bear

Penguin Group (Australia), 2008 (Viking)
ISBN 9780670072187

Using a deceptively simple written text with charmingly uncomplicated line and muted wash illustrations, this picture book is about treasures and how individuals can view them differently. Bear shows his find of a precious little box to other animals who utter the familiar putdowns of it not being so great, too small, too common, and so on. Fortunately, Bear's friend Mouse enthusiastically agrees with Bear, and makes a mouse house of it. The language is simple, but the meaning is not. Young readers will enjoy the sparseness and thoughtfulness in words and illustrations. M. Davis

USER LEVEL: Stage 1
$19.95 SCIS 1351383

FOX, Mem & OXENBURY, Helen

Ten little fingers and ten little toes

Penguin Group (Australia), 2008 (Viking)
ISBN 9780670072392

With a simple storyline full of joy, this delightful read aloud picture book presents individual differences while celebrating a common humanity. The book's children are born all over the world in differing situations. We follow these infants through the simplicity of the illustrations and the repetitive rhythmic refrain of the title, which little ones will appreciate and which tells us that people are people wherever they born and whatever colour they are. A variety of language and cultural activities could spring from viewing the town, the hills or the ice, and the interaction of the babies. D. Imison

USER LEVEL: Early Stage 1 Stage 1
$24.95 SCIS 1381649

FRENCH, Jackie & WHATLEY, Bruce

Emily and the big bad bunyip

Angus & Robertson, NSW, 2008
ISBN 9780732286927

Christmas is full of fun, unless you are a mad and mean bunyip. Enter Emily, the tuba playing emu. She is desperate to help bunyip enjoy Christmas, so she goes through her repertoire of festive activities along with her Australian animal friends. In the end, her out of tune tuba gets the approval of a groaning bunyip. Students will enjoy the quirky animal illustrations with

the subtle detail and the repetitive bunyip refrain. Teachers will be able to link this to discussions on different ways of celebrating Christmas, examining emotions and friendship and creating music. This is a delightfully original and enjoyable tale, full of highly descriptive language. M. Whitfield

USER LEVEL: Early Stage 1 Stage 1
$24.99 SCIS 1386648

GARNER, Lynne & GILL, Sarah

The best jumper

Koala, NSW, 2008
ISBN 9780864618078

Positive family values underpin this warm picture book which begins with three generations of mice celebrating Spindle's birthday. An early childhood audience could relate to young Spindle as he cavorts through childhood adventures wearing his best present, a colourful jumper knitted by his adoring grandma. Themes of growth and change pervade as Spindle grows out of his jumper and gentle solutions need to be found by mama and grandma. The book could support understandings about the way that people and animals change as they grow, with particular relevance to personal change and the people in students' lives in the Early Stage 1 COGs Unit (C): *Changes*. S. Rasaiah

USER LEVEL: Early Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K–6
Paper $13.99 SCIS 1381320

GRAVETT, Emily

Spells

Macmillan Children's, UK, 2008
ISBN 9780230014923

With split pages to mix and match spells with their results, this beautifully illustrated picture book gives a new twist on the traditional frog prince story. Bent on becoming a handsome prince, the frog collects torn fragments of a spell book that he has found. By turning half pages, the reader can create different combinations of spells. Dark illustrations, collage effects, pieced together written text, showers of golden stars, and the embossed cover create a very tactile book that is exciting to read. The frog learns that the small print is important. This is a magical, humorous, rhyming, mix and match book to share. J. Foster

USER LEVEL: Stage 1 Stage 2 Stage 3
$24.99 SCIS 1386655

HAMILTON, Richard & COLE, Babette

If I were you

Bloomsbury, UK, 2008
ISBN 9780747552499 [821]

If I were you I would go to sleep is the nature of the conversation between Daisy and her father that begins this picture book. The two characters describe their wishes as they attempt to influence the behaviour of the other by pretending their positions are reversed. Cole's humorous illustrations give this rhyming story energy. Images such as the father in a pink tutu being wheeled in

the stroller to the park and Daisy vacuuming the house will have appeal for Stage 1 students. On a deeper level, the themes of empathising with others and differing points of view could be explored by Stage 2 students, who will also enjoy the detail in the amusing pictures. F. Moore

USER LEVEL: Stage 1 Stage 2
$26.95   SCIS 1379239

HARRIS, Rolf

Tie me kangaroo down, sport

Scholastic, NSW, 2008
ISBN 9781741691191   [782.42]

Harris introduces his famous and timeless song in picture book form to a new generation. Readers young and old will enjoy every turn of its pages, which are filled with Harris' illustrations, created in his typical painting style. His use of bold colours and in-depth illustrations add another dimension to the book's humour and storyline. Clever artistry tells a story of its own, showing the difficulty and hilarity involved in trying to tie a kangaroo down. Included is a DVD with an audio and video version of the song performed by Rolf Harris. The resource supports studies of Australia's heritage in the Stage 2 COGs Unit (B): *Being Australian*. L. Doyle

USER LEVEL: Stage 2
$24.99   SCIS 1383870

HARSHMAN, Terry Webb & McCLEMENTS, George

Does a sea cow say moo?

Bloomsbury Children's Books, UK, 2008
ISBN 9780747587347   [811]

Illustrated in a combination of watercolour and collage, this rhyming picture book lends itself to language activities and environmental studies of the ocean. When Flash arrives from outer space and lands on the beach, he questions young Jack about homonyms that confuse him. The homonyms are things found in both the sea and on land, such as cow, school, and bed. Young readers will learn about the sea and its creatures as Jack explains the difference in the homonyms. More sea facts are presented in a separate section and in an anecdotal narrative style, making the book an engaging narrative, with marine learning. R. Higginbottom
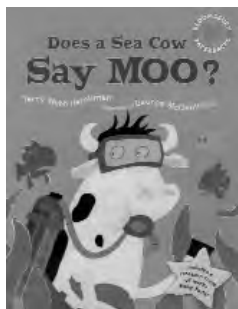
USER LEVEL: Early Stage 1 Stage 1
KLA: English; SciTech
SYLLABUS: English K–6; Science & Technology K–6
Paper $15.95   SCIS 1374709

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.

HATCHER, Scott & POTTER, Heather & JACKSON, Mark

Not like Georgie

Walker Books, UK, 2008
ISBN 9781921150364

There is pathos held at bay in this story about a boy who lists all the reasons why his schoolmates are not coming to his birthday party. The excuses – some viable and some not so – depict the lives and roles of children within a range of families, and a sad loneliness that is reflected in the face of the party boy. However, his best friend is coming and the refrain between the excuses lists all the delights of time with Georgie, such as talking and laughing, watching clouds and playing soccer. The gentle and amusing illustrations are full of life, and they say a lot about the love of a best friend. M. Davis

USER LEVEL: Stage 1 Stage 2
$27.95   SCIS 1385540

JENNINGS, Paul & LEA, Bob

Rascal and the cheese

Penguin Group (Australia), 2008 (Puffin) (A Rascal story)
ISBN 9780143502418

Stunningly illustrated by computer-created 3D images which are realistic, uncluttered and evocatively detailed, this picture book edition offers an exhilarating alternative to bland reading schemes. Ben prowls the story with a camera around his neck photographing himself and his father as they search for the lost cheese. The written text is simple and repetitive, actively supporting young readers in independent reading. Each dynamic image spreads over two pages, offering visual sophistication for older readers to explore. A typical Jennings' twist forms a nice humorous ending. M. Davis

USER LEVEL: Early Stage 1 Stage 1
Paper $14.95   SCIS 1382542

JONES, Ursula & AYTO, Russell

The witch's children go to school

Orchard, UK, 2008
ISBN 9781843628576

The latest offering in the adventures and misadventures of the imaginative and often mischievous children of a witch sees magic once again causing mayhem, this time in a school setting. It is Gemma's first day at school and to give her courage, the eldest child turns her into an ogre. When Gemma cannot be changed back, the children cast more spells, turning everyone at school into fairytale characters. The picture book's lovely sense of the ridiculous is emphasised by visual humour and wordplay. Once again it is the children's mother, the witch, who calms everyone down and restores order. R. Higginbottom

USER LEVEL: Stage 1
$28.99   SCIS 1362878

JOOSSE, Barbara & PLECAS, Jennifer

Love is a good thing to feel

Penguin Group (USA), 2008
ISBN 9780399251689

A happy girl is the subject of this picture book's quirky ramble about love. These aspects of love, with heart images and illustrations in shades of pink, are probably best characterised as cute, although the loose narrative suggests some substantial ideas. These

include ways to declare love, how sharing enhances love, how it can make bad things better and how it can also involve jealousy, anger and sadness. The girl and the object of the little girl's love, her rabbit, provide a visual point for students to discuss the concept of love. M. Davis

USER LEVEL: Stage1 Stage 2
$16.95   SCIS 1397143

KATZ, Danny & VANE, Mitch

The little lunch games

Black Dog Books, Vic, 2008
ISBN 9781742030241

Tamara Noodle, the athletic queen of the playground, does everything the best, from monkey bars to kiss-chasey. Watching the Olympics inspires Tamara to show her school mates that she is a gold medal winner and she announces that one day she will win a real gold medal. When she challenges Battie to the steeplechase, he mistakenly hears people chase and the little lunch games take a new tack. With effective use of language including multiple fonts, onomatopoeia and puns, this engaging and amusing narrative moves at a good pace to a satisfying conclusion. R. Higginbottom

USER LEVEL: Stage 1 Stage 2 Stage 3
Paper $16.99   SCIS 1371058

KNAPMAN, Timothy & STOWER, Adam

Mungo and the dinosaur island

Penguin Books Ltd, UK, 2008 (Puffin)
ISBN 9780141501109

Mungo loves adventure and dinosaurs. While reading a library book about Scarface Sam and his quest for a rare butterfly, Mungo uses his vivid imagination and introduces dinosaurs and of course himself into the adventure. He naturally becomes the likeable hero of a story that combines a bumbling criminal with bravery, creativity, and a detailed knowledge of dinosaurs. This picture book uses clever language and framing, a comic book style and energetic images. It is a very humorous and multilayered narrative; a most entertaining reading experience for a wide range of ages. It would be a fine picture book study for Year 7 English students. R. Higginbottom

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
Paper $16.95   SCIS 1373402

MAHY, Margaret & DUNBAR, Polly

Bubble trouble

Frances Lincoln Children's, UK, 2008
ISBN 9781845077587

A fanciful, rhyming tale about Little Mabel's bubble is related in this sweet picture book. The bubble entraps her baby brother and then goes bouncing through the neighbourhood with Mabel and her mother in hot pursuit. The rhymes are long but free

flowing and would entrance a young audience when read aloud. The colour illustrations, a mixture of pencil and block patterns, add to the whimsical tale and could be recreated using collage in art classes. The book is another of Mahy's amusing trips into a child's imagination. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
$27.95   SCIS 1384142

McKEOWN, Colleen

Under the silvery moon

Koala, NSW, 2008
ISBN 9780864618474
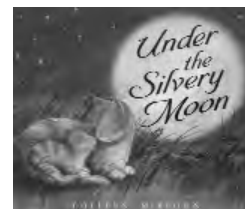
A small kitten finding it hard to sleep in a barn is the main character in this gentle rhyming picture book. As his mother explains the sounds of the night and the creatures making them, the reader is treated to glorious, watercolour illustrations depicting the animals in their nocturnal habitat. The subtle blue-green tones evoke the feeling of night and a sense of calm. They are readily complemented by the lyrical words, laid out in stanzas of four lines. The verse structure offers an excellent chance for poetry appreciation, while the topic of animal habitats would make the resource useful for achieving outcomes in Science & Technology K–6. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; SciTech
SYLLABUS: English K–6; Science & Technology K–6
Paper $14.99   SCIS 1381314

McKIMMIE, Christopher

Special Kev

Allen & Unwin, NSW, 2008
ISBN 9781741755503

In this creative picture book, Special Kev finds himself in trouble – grounded and feeling sorry for himself. Readers learn all about his interesting and unusual extended family, as Kev realises that his parents love him despite his bad behaviour, because he is unique. *Special Kev* explores themes of family, self worth, conflict resolution, and friendship. The detailed illustrations, created with collage and acrylic paint, are certain to be discussion starters as readers delight in all they have to offer. McKimmie makes colloquial language, particularly the use of nicknames, a feature of this story, creating another stimulus for dialogue. L. Doyle

USER LEVEL: Stage 1 Stage 2
$29.95   SCIS 1368653

MILLARD, Glenda & KING, Stephen Michael

Applesauce and the Christmas miracle

ABC Books, NSW, 2008
ISBN 9780733322495

A poignant parable of the first Christmas is told in this picture book. We see two parallel stories as three elderly aunties visit a baby who has been born in a shed in the Australian outback. Applesauce, the pig, fears that Christmas may not come to her people at all after their valley is ravaged by drought and bushfire. Students will easily recognise the Australian flora and fauna so sensitively painted in King's watercolour illustrations, however

discussion may be needed to fully appreciate some of the colloquial language. The irony of the protagonist's name may generate lively debate about satire in story writing. The visual subtleties in this book will be appreciated by perceptive students. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
$24.95   SCIS 1390074

MILLER, David

Big and me

Ford Street Publishing, Vic, 2008
ISBN 9781876462697

Two machines working on construction sites symbolise a child who lives with a mentally ill parent in this picture book. Told from Small's worried perspective, the story relates how Big periodically becomes wobbly and he has to take tractor medicine to restore his equilibrium. The illustrations are intricate paper sculptures of the machines, using an attractive palette of oranges, blues and greens. The book's focus is on being a good team to deal with the issues, without diminishing the problems faced when Big goes awry – on one occasion heading out to sea in the belief that he is a boat. Small is helped by young and old, and there is a positive and realistic conclusion. Teachers' notes, available at <**www.fordstreetpublishing.com**>, provide valuable information for teachers encountering the dilemma of a child living with a parent's mental illness. M. Davis

USER LEVEL: Stage 1 Stage 2
$26.95   SCIS 1381744

NILAND, Deborah

Double trouble

Penguin Group (Australia), 2008 (Viking)
ISBN 9780670042913   [A821]

Young readers will enjoy this delightful and colourful picture book's depictions of the daily activities of mischievous twin bears. Told in rhyme, it deals with events such as getting dressed, having lunch, and playing inside and outside, with mischief and mayhem prevailing. The eternally intriguing twin theme allows the reader to perceive the closeness of twins and the rivalry which can also exist. Niland, herself a twin, has beautifully illustrated this warm story using a digital technique with crayon, big pens, and paint effects. The book will have great appeal to young students, particularly twins and their friends. F. Moore
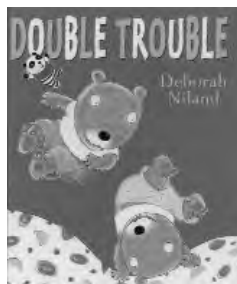
USER LEVEL: Early Stage 1
$24.95   SCIS 1379262

PARKINSON, Karl

Ifinkysaurus

Littlebugbooks, Tas, 2008
ISBN 9780646490168   [A821]

Written in rhyming text with strongly coloured illustrations, this moral tale is about a mildly rude boy who is shown the errors of his ways. William is at a party, dressed like a dinosaur and generally behaving badly, when suddenly he becomes a dinosaur. William's friends hide and he cannot find them in the strange jungle environment which has sprung from his bedroom floor. His brashness and bravado disappear all too fast, leaving him just a small boy again. This ordinary narrative has a predictable ending, as William tearfully resolves to be good from now on. D. Imison

USER LEVEL: Stage 1
$22.95   SCIS 1379706

SHANNON, David

Too many toys

Blue Sky, USA, 2008
ISBN 9780439490290

An insightful account of a familiar dilemma is brilliantly described in this picture book, through clever words and exploding illustrations. Toys fill every page and the humour in the way the toys are taking over the household will excite and resonate with readers. The mother's effort to downsize Spencer's expanding collection of toys has a surprise twist, stretching the drama and amusement to the last page. This would be a perfect book either to read aloud, to adapt for readers' theatre, or to perform as a skit. Concepts could support the development of a me box in the Stage 1 COGs Unit (B): *Our families*. S. Rasaiah

USER LEVEL: Stage 1
$24.99   SCIS 1382617

SUTTON, Sally & LOVELOCK, Brian

Roadworks

Walker, NSW, 2008
ISBN 9781921150166   [625.7]

Many effective narrative techniques are evident in this interesting picture book. Alliteration, rhyme, rhythm, and an effective use of fonts will ensure that young readers are engaged. The steps of building a new road, from planning to completion, are covered in order and accompanied by simple, bright illustrations. Activities on sequencing work would flow naturally from an animated reading of this book. Facts about machines give several types of road building equipment and appropriate information about each. The book will be useful for a study of machines, products and services in Science and Technology. A. Beedles
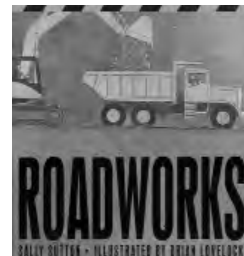
USER LEVEL: Early Stage 1 Stage 1
KLA: SciTech
SYLLABUS: Science & Technology K–6
$27.95   SCIS 1370870

THEOBALD, Joseph

Marvin gets mad!

Bloomsbury Children's, UK, 2008
ISBN 9780747594864

A perfect book to read aloud to young children or for reading aloud by young children, this book invites variations in volume and emphasis. Marvin is a sheep who gets very cranky when he does not get the exact apple that he wants. Most of the illustrations are in bright, almost psychedelic colours, and these become more sombre as Marvin gets madder. Then his friend Molly arrives with an apple and things brighten up again. Themes of anger and wanting what you cannot have are treated appropriately for a young audience. Stickers and frames provide excellent opportunities for identifying key events, sequencing and clumping by emotion. The end of the story launches a continuation, as Marvin now wants a particular pear. M. Davis
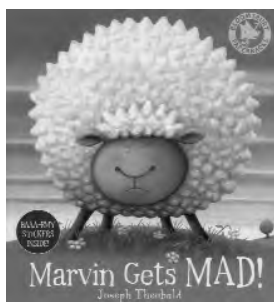
USER LEVEL: Early Stage 1 Stage 1
Paper $15.95   SCIS 1373312

WATTS, Frances & LEGGE, David

Captain Crabclaw's crew

ABC, NSW, 2009
ISBN 9780733321801

The idea of a pirate crew composed of a duck, a giraffe, an elephant, a chicken and a cow all trying to prove that they are fearsome on a search for treasure, will appeal to students' sense of the ridiculous. This swashbuckling picture book is an excellent example of narrative writing, with an effective orientation, complication, resolution and evaluation told with humorous illustrations and amusing language. These elements make this an ideal book to read aloud. The nautical terms and piratical language should engender class discussion and the witty details in the illustrations will not go unnoticed by observant students. Teachers will need to take note of family experiences in discussing piracy because for some students pirates may hold traumatic connotations. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
$24.95   SCIS 1406271

WHYBROW, Ian & REYNOLDS, Adrian

Harry and the dinosaurs have a happy birthday

Koala Books, NSW, 2008
ISBN 9780864618580

Six dinosaurs feature in this mix of family realism and a little boy's fantasy built around his dinosaur toys. Beginning readers will appreciate the pronunciation guide for dinosaur names. The illustrator conveys an amazing range of expressions on simple round faces. Themes of jealousy and revenge are treated lightly: Harry cannot go to the party that his sister is setting off for, and he does not tell her when she is about to step into a cowpat. The story is simple, but the writer plays with language, using words like herbivore, gingko, and prehistoric. M. Davis
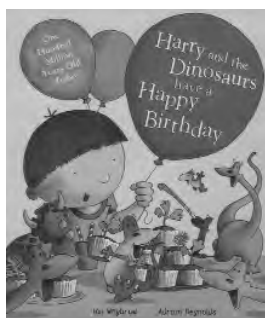
USER LEVEL: Early Stage 1 Stage 1
Paper 13.95   SCIS 1381079

WILKINSON, Carole

The night we made the flag: a Eureka story

Blackdog Books, Vic, 2008
ISBN 9781742030074

The Eureka flag has become a symbol of defiance, freedom, and unity. This beautifully illustrated picture book will envelope readers in its magic. The rustic colours of colonial Australia dominate the illustrations, as a tale of the birth of the Eureka flag unfurls. Touching on issues of work ethics, selflessness, community support, and liberty, this text offers an unusual insight into the situation which gave rise to the Eureka flag. Credible characters help to build tension in the story as they work in secrecy to complete their task. A valuable resource to accompany the study of the goldfields and the 1854 Eureka Stockade incident, this text would be a welcome addition to libraries and classrooms. G. Cale

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
$29.99   SCIS 1377755

WILLIS, Jeanne & PARSONS, Gary

There's an ouch in my pouch!

Penguin Books Ltd, UK, 2008 (Puffin)
ISBN 9780141500034   [821]

When Willaby Wallaby is ousted from his mother's pouch, he sets out in search of a more comfortable one. After trying the pouches of other marsupials, he is almost tricked by a hungry dingo. This is a delightful rhyming story, with plenty of repetition and alliteration to encourage reader participation. The differing sizes and placement of the written text and the expressive faces of the animals enhance the plot. Newly independent, Willaby realises that he no longer needs his mother's pouch and that pouches are for babies. The pouch is now for his baby sister. Using an Australian setting, this is a story about growing up and accommodating new siblings. J. Foster
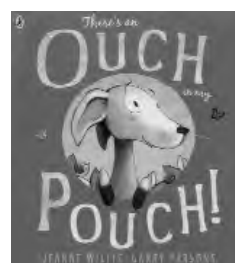
USER LEVEL: Early Stage 1 Stage 1
Paper $14.95   SCIS 1361796

WINCH, Gordon & ROBINSON, Alan

Do you know Millie?

New Frontier, NSW, 2008
ISBN 9781921042089

When she moves house to the big city, Sarah's friend consoles her with the mysterious promise of meeting a girl named Millie. Sarah asks everyone she meets if they have seen Millie – the workmen in the street, a porter, a taxi driver, a postman, a policeman – and each person incorporates a statement about their

job in their reply. Each page's simple Q&A supports understanding about people in the local community in the Stage 1 COGs Unit (D): *Getting along.* Sarah's teddy and her little white dog are in most illustrations, offering some scope for visual literacy work. Sarah does indeed find Millie, in a delightful ending which demonstrates the place of coincidence in our lives. D. Imison

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English, HSIE
SYLLABUS:	English K–6; HSIE K–6
	$24.95 SCIS 1388575

ZURBO, Matt & DUNK, Sarah

Fred the croc

Hachette, NSW, 2008 (Lothian Children's)
ISBN 9780734408693

Appealing in presentation, this colourful picture book about an outback crocodile will entertain young readers. The crocodile becomes famous for a brief moment in time, after consuming some tourists. This brings him fame and fortune as he begins a career in advertising under the media spotlight. However, his eventual decline in popularity saddens him. Longing for his lost lifestyle he cruelly consumes a koala and this brings him back into the public eye. The written text gives space and emphasis to the humorous and action packed illustrations. Readers may interpret the story and its implications from a humorous or behavioural perspective, and the resource may be useful for a class discussion on caring for others. D. Johnston

USER LEVEL:	Stage 1 Stage 2
	$28.99 SCIS 1380860

Fiction for younger readers

Resources are arranged alphabetically by author. Some of these books are also suitable for lower secondary students.

CLARK, Margaret

A home for gnomes

Penguin Group (Australia), 2008 (Puffin) (Aussie nibbles)
ISBN 9780143303336

Tightly written and beautifully complete, this simple story about the need to be needed will have readers smiling and nodding their approval of the outcome. When elderly Miss Mackie falls ill she has to sell her home and move to a rest home. The faithful little gnomes who love her and help her in the garden have to find her. Their journey is delightful and the resolution is reminiscent of a fairytale. Elements of fairytales are present throughout the story and could be a stimulus for students drawing on familiar literary texts to construct narratives. Gus Gordon's comical illustrations capture the feeling of being small in a very big world. S. Rasaiah

USER LEVEL:	Stage 1
	Paper $12.95 SCIS 1373738

DE FOMBELLE, Timothée

Toby alone

Walker, UK, 2008
ISBN 9781406313154

Reminiscent of many classic fairytales in its portrayal of a tiny hero, this book relies on the age old delight that youngsters find in playing with the notion of size. In this case, the imaginary world lies in the energy of a tree and the survival adventures that surround Toby, who is less than two centimetres tall, take place within the world of a tree. The fact that this novel has been translated from French adds a quirky dimension to the writing that may not appeal to all. The green print and numerous sketches certainly add an environmental feel to the text. The ending of the tale is unsatisfying as it is deliberately left unresolved in order to lead into the advertised sequel. S. Taylor

USER LEVEL:	Stage 3 Stage 4
	$24.95 SCIS 1365757

FRENCH, Jackie

The camel who crossed Australia

Angus & Robertson, NSW, 2008
ISBN 9780732285432

This intriguing novel tells of the historical and largely disastrous journey of Burke and Wills across Australia. The difference between this and other historical accounts is that here the story is told through the eyes and heart of Bell Sing, one of the camels who accompanied them on their expedition. Short chapters and expressive descriptive language keep the momentum flowing quickly, bringing history alive in a motivating and enjoyable manner. Comprehensive author's notes at the end provide further details, discussion points and information about such things as camels, the expedition's problems, and the explorers themselves. This novel could be used to complement the Stage 3 COGS Unit (G): *Traditions and heritage.* L. Doyle

USER LEVEL:	Stage 3
	Paper $14.99 SCIS 1376244

FUSSELL, Sandy

Owl ninja

Walker, UK, 2008 (Samurai kids)
ISBN 9781921150371

After 50 years of peace, the beating of drums resonates throughout the land once more and six young samurai know that they must undertake a journey to stop the impending carnage. Along with their wise teacher, the children begin their march for peace. A fast paced plot filled with adventure draws the reader into an ancient world. Most poignantly, each samurai has a physical disability which does not deter the young warriors from accomplishing their mission. Overcoming adversity, social acceptance and friendship are quintessential themes worthy of discussion. The second book in the series, this wonderful novel can stand alone as a narrative. H. Gardiner

GEORGE, Jessica Day

Dragon flight

Bloomsbury, UK, 2008
ISBN 9780747595748

A thrilling sequel to *Dragonskin slippers*, this delightful fantasy novel is humorous and adventurous with an exciting and fast paced plot. When word reaches Feravel that the nearby country of Citatie is preparing to invade with a huge army mounted on dragons, the heroine of the first dragon wars, Creel, springs into action. Her incredible friendships with various dragons are both heartfelt and fascinating. A strong feminist theme runs throughout the novel and it is Creel and her business partner and friend Marta who save the day. Written in short, manageable chapters, this excellent novel will delight readers who enjoy dragons with their fantasy. J. Eade

HARTNETT, Sonya

Sadie and Ratz

Penguin Group (Australia), 2008 (Puffin) (Aussie nibbles)
ISBN 9780143303558

Naming her hands Sadie and Ratz allows Hannah to have imaginary friends who behave independently of her. When they are on the rampage, the family has to beware, especially Baby Boy when he bothers Hannah. The tables are turned when the hands are falsely accused of a spate of mischief, forcing Hannah to reveal the real culprit. Readers may identify with the underlying theme of sibling rivalry and fair play in families where there is a younger child who is allowed largesse. Focusing on hands may stimulate students to engage in creative activities which support the development of handwriting skills. S. Rasaiah

MAWTER, Jeni

Extreme!

HarperCollins Australia, NSW, 2008 (The Freewheelers)
ISBN 9780732285319

The third book in this popular and energetic series features a clash of BMX riders and skateboarders over a planned skate park. The BMX riders are upset as they are banned from the park, and they decide to petition the local council. Meanwhile, a group of skateboard riders taunts and harasses them with bullying emails and identity theft. These issues are very topical and the book could be a useful resource for discussion. Young people will recognise the issues of bullying and intimidation, clashes with authority and the strong bonds of friendship. The many different cultures and backgrounds of characters reflect Australian culture and the problems they endure are those to which students will be able to relate. BMX and skateboard enthusiasts will enjoy the use of the correct terminology and revel in descriptions of the stunts. G. Maugle

MILWAY, Alex

The curse of Mousebeard

Faber & Faber, UK, 2008 (The mousehunter)
ISBN 9780571234332

The second book in this series returns readers to a world where the sophistication of mice supplants that of dogs and cats. There are just enough hints of magic to intrigue the reader without overdoing it. The narrative takes us on a rollicking high seas adventure in search of the cure for a curse on the archetypal pirate, Mousebeard. Echoes of the steam punk genre, with humour and polite behaviour in the face of danger, keep the plot lines pleasing and diverse. V. Davidson

MONGREDIEN, Sue

Happy birthday, Oliver Moon

Usborne, UK, 2008 (Oliver Moon, junior wizard)
ISBN 9780746086872

Magic spells and mayhem dominate Oliver's birthday party when he mistakenly invites the not so nice witches and wizards from Magic School. Fortunately, good triumphs over evil and Bully Bogeywort and his cronies get their comeuppance when Granny Moon exercises her discretionary powers and saves the day. Independent readers will relish the humour and enchantment in this illustrated novel. The predictable plot and typical characters do not detract from the appeal of the book. Its creative ideas could spark the imagination of its intended audience and inspire fantasy story writing. S. Rasaiah

MUSGROVE, Marianne

Lucy the good

Random House Australia, NSW, 2008
ISBN 9781741662955

Lively Lucy knows that she is a good girl, but sneaky provocation by classmate Jacinta often causes Lucy to react with a tantrum, which means she has many trips to the time-out chair. The reader understands Lucy's explanations for her behaviour, not just at school but at home too. When her great aunt arrives from Holland, introducing Lucy to the Dutch Santa Claus and his companion, Black Piet, Lucy really strives to be good. After a shaky start, she even enjoys a reflective cooking session with her great aunt. To Lucy's great pleasure, all is satisfactorily resolved in this entertaining narrative. D. Imison

OTTON, Steve & CASTLES, Jennifer

Tiny: a little dog on a big adventure

Allen & Unwin, NSW, 2008
ISBN 9781741755473

Featuring a spectacular backdrop of Australian photographs, from wide deserts to sparkling oceans, this unusual book tells the story of Steve and his faithful dog, Tiny, as they travel through Australia.

The story is told through Tiny's eyes as she assesses friends for Steve amongst the outback characters they meet. A map traces their journey from Adelaide around Australia, although the book is mainly about northern Australia and it loosely documents other places. This heart warming tale of Tiny's loyalty and love, set amongst striking scenery, would be invaluable as an enjoyable discussion starter within the Stage 2 COGs Unit (B): *Being Australian*. J. Eade
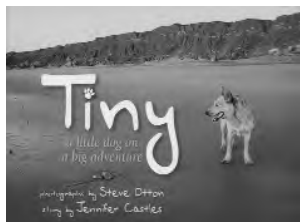
USER LEVEL:	Stage 1 Stage 2
KLA:	HSIE
SYLLABUS:	HSIE K–6
	$24.95 SCIS 1379238

RODDA, Emily

The wizard of Rondo

Scholastic, NSW, 2008
ISBN 9781862917927

Young readers who enjoy tales of fantasy lands, wizards, and battles between good and evil, are sure to be enthralled by this novel. In the sequel to Rodda's *The key to Rondo*, cousins Leo and Mimi step into the magical, mystical world of Rondo, a place full of intrigue, danger and adventure. Escaping an evil queen and searching for missing wizards are among their challenges. Skilled writing ensures that readers will feel that they are right there in Rondo, alongside the characters. An engaging plot is enhanced by Rodda's expertise with dialogue and vivid descriptive language. Readers will be captivated by the characters, setting and narrative surprises that are hallmarks of the writer. L. Doyle

USER LEVEL:	Stage 3 Stage 4
	$29.99 SCIS 1383939

SLADE, Christian

Korgi. Book 1

Top Shelf, USA, 2007
ISBN 9781891830907

In this pastoral fantasy, subtitled *Sprouting wings*, the story of young Ivy and her korgi cub Sprout is told through a wordless graphic novel layout. As they blissfully wind through the woods the two friends fall through a pit and into a scary subterranean cavern. Threatened and chased by an ugly ogre, they appear to be trapped on a cliff until Ivy sprouts wings and they escape. Back in their woodland village all seems well but we know the ogre is on their trail and will surely catch them in Book 2. Simple black and white line drawings make this a very attractive work and its childlike appeal will engage reader curiosity. V. Davidson

USER LEVEL:	Stage 1
	Paper $20.00 SCIS 1332124

STEVENS, Mark

Short stuff

Working Title, SA, 2008
ISBN 9781876288945

Containing 10 delightfully off beat short stories, this book has the perfect hooks to catch readers. Characters are realistic and readers will easily identify with them. The humour and imagination of these tales will delight and engage the intended audience, with sport, practical jokes and a talking dog being some of the amusing topics. Vernacular appropriate to a young audience, and the frequent use of short, sharp sentences, is a structure that makes this publication very accessible to readers needing encouragement to pick up a book. The zany, light-hearted tales offer a world of entertainment and escapism for young readers. G. Cale

USER LEVEL:	Stage 2 Stage 3 Stage 4
	Paper $14.95 SCIS 1373511

WALKER, Sue

Tilly's treasure

Penguin Group (Australia), 2008 (Puffin) (Aussie nibbles)
ISBN 9780143303398

Crazes in schools come and go and always seem intense at the height of their popularity. Tilly always seems to be one step behind the popular girls and as hard as she tries, she never measures up in their eyes. The narrative gently reveals the impact on students' self esteem when they fail to keep up with the latest trends. Readers who have experienced peer pressure will be reassured when they reach the resolution of this well written narrative, as Tilly takes the initiative and creates a trend. One message in this story is that often the best activities are free. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2
	Paper $12.95 SCIS 1379410

WOMACK, Philip

The other book

Bloomsbury, UK, 2008
ISBN 9780747590439

Young teens who enjoy supernatural fiction will find this novel to be intriguing from the beginning. The introductory chapter is action packed and set in the medieval era. Supernatural characters feature strongly. The reader is then transported into modern England with a young boy, Edward, as the central character. Edward has the heavy burden of keeping evil at bay while going about daily business at his boarding school. The author keeps the action rolling, with evil characters, charms, spells and ghosts abounding. The figurative language used to describe scenes and characters is noteworthy and would provide a good model for English students developing narrative writing skills. J. Adnum

USER LEVEL:	Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–6
	Paper $16.95 SCIS 1354558

Fiction for older readers

Resources are arranged alphabetically by author. Some of these items are also suitable for upper primary students.

ALMOND, David & MCKEAN, Dave

The savage

Walker, UK, 2008
ISBN 9781406308150

Emotionally charged, monochromic illustrations reveal the distressed psyche of a young boy in this story within a story. Blue Baker bids the reader to experience a story he wrote while grappling with the grief of his father's death. His tale of a wild, savage boy, who lives in a cave under a ruined chapel, reflects Blue's own mental outrage. The rough font and frequent misspellings endorse the voice of the young writer, who subconsciously blurs the boundaries between reality and fantasy. His plaintive howl for help reverberates through moving artwork and sensitive written text. A heartrending graphic novel, the book is a fine example of the power of the genre and is a valuable additional text for the English Stage 6 Area of Study: *Belonging*. C. Sly

USER LEVEL:	Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
	$24.95 SCIS 1372627

BATES, Dianne

Crossing the line

Ford St, Vic, 2008
ISBN 9781876462703

Early in this novel, Bates tackles the confronting issue of self mutilation. Sophie has been placed in independent accommodation with two other teenage flatmates after living in foster care from an early age. Her irrational obsession with her new therapist highlights the trauma caused by her mother's abandonment. Although intelligent and doing well in school, 17 year old Sophie feels rejection acutely, often attempting to gain relief from these thoughts by cutting herself. The first person narration gives readers an insight into why girls self harm and how depression affects them, although it becomes self indulgent at times. This emo-novel offers a way into teacher led discussions on the nature of obsession, mental illness, and self harm. C. Koop

USER LEVEL:	Stage 5
	Paper $16.95 SCIS 1373718

SCIS Reviewing Team

DET classroom teachers with expertise in any of the HSC 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>**.

BOWEN, Victoria

War's end

Random, NSW, 2008
ISBN 9781741663662

Readers will appreciate the sensitive way in which this historical novel deals with the world influenza pandemic and its effect on families. Twelve year old Nell hardly remembers her father when he returns from the Great War and picks her up from the isolation hospital where she has been recovering from Spanish influenza. Descriptions of mundane activities, like doing the washing, provide insight into everyday Australian life in days gone by. While the use of flashbacks may be confusing at first, the book is not a difficult read. Some words and phrases, no longer part of the Australian vernacular, may need explanation. A surprise, rather tragic ending will no doubt provoke an emotional response and will lead to valuable discussion within the Stage 3 COGs Unit (B): *Identity*. A. Beedles

USER LEVEL:	Stage 3 Stage 4
	Paper $16.95 SCIS 1380865

CAMPBELL WEBSTER, Emma

Being Elizabeth Bennet: create your own Jane Austen adventure

Grove Atlantic, UK, 2008
ISBN 9781843546078

Well researched and entertaining, this book is a must for Austenophiles. Readers are required to decide which path they will take on their quest to find Darcy, making their own adventures and doing the quizzes about the novels and their contexts. Campbell Webster displays an extraordinarily detailed knowledge of the Austen novels in designing the points given or deducted at stages through her adventure novel. Modern readers who have difficulty seeing the wit and irony of Austen will find this volume great fun. It is a clever book with an intricate structure, full of information and humour. Students who are showing signs of becoming Jane Austen fans will appreciate the book, and it is easily linked to a study of *Pride and prejudice*. H. Cobban

USER LEVEL:	Stage 5 Stage 6
	Paper $24.95 SCIS 1383237

CHING, Carolyn

Pix and me

Hachette Australia, NSW, 2008 (A Lothian Children's book)
ISBN 9780734410580

Set during the fall of Singapore in WW11, this novel tells the story of 14 year old Andy, who flees into the jungle when his parents are taken by Japanese soldiers. Initially, his only companion is Pix, a monkey trained for the collection of biological specimens. Then Andy is joined by Emmeline, another teenage runaway. The dynamic of their relationship as they deal with extreme circumstances is engaging, far more so than that between the narrator and the monkey. More mature readers may find the ending dissatisfying, but overall it is a well told survival story. What makes the book particularly worthwhile is its exploration of conflict. In a sophisticated yet accessible manner, the novel delves into the origins of conflict, its horrors, and most movingly, how it might be averted. P. Gilchrist

CORDER, Zizou
Lee Raven, boy thief
Penguin Group (Australia), 2008
ISBN 9780141383644

Stealing a rare book, our cunning young hero finds himself chased by desperate pursuers who will stop at nothing. He hides in the London sewerage system and develops a relationship with a potential betrayer, a sweet Indian girl. The suspense techniques are just right. The rare book itself learns to speak and the subplot of literacy is a theme. A number of voices are cleverly used in the novel to explore characters. Lee's content matter and quirky humour will encourage readers to unravel the mystery. V. Davidson

CROYDEN, Christine
The painted portal
Equilibrium, WA, 2008
ISBN 9781920764999

Sara wins a scholarship for an essay on painting and she travels from Melbourne to London to study. In a gallery, the tragic Lady Jane Grey, queen for 10 days in the Tudor period, steps out of the past and into Sara's present. Sara and Jane traverse the emotional landscape of fears, frustrations and yearning. Beyond the fictional narrative lies a deeper study of paintings as cultural icons which are seen and interpreted by different generations of audiences. The book includes excerpts of documents written before Jane's execution as references to the contemporary narrative, as well as the voices of some other characters and painters caught up in the historical horror. V. Davidson

FUSSELL, Sandy
Polar boy
Walker, NSW, 2008
ISBN 9781921150388

An insight into Inuit life at the time of the coming of the Northmen, this story is told in present tense through the eyes of Iluak, a young boy travelling with his village to their summer camp in Alaska. Inuit life is lovingly recreated in this carefully researched tale. The extent of the villagers' trek is shown in maps; the novel also depicts Iluak's personal journey as he confronts polar bears and gradually learns to conquer his demons. Throughout the novel, Iluak is guided by the mystical Ananaksaq who is the shaman of the village. The harsh reality of this relentless environment, with its dangerous predators, both animal and human, is graphically portrayed in words. This well constructed story is sure to appeal to readers who enjoy historical adventure novels. J. Eade

HILTON, Nette
Sprite Downberry
Angus & Robertson, NSW, 2008
ISBN 9780732285487

A wonderful, poignant adventure unfolds in this quality novel. Sprite is so real, with flaws and feelings that impart empathy as she tries to save her family in crisis. Together with her young brother who has a speech defect, Sprite searches for her father, encountering many dangers on the way. A family break up, drugs, bullying and stranger danger are entwined in this captivating story. The narrative is raw and real yet totally accessible to primary readers, especially young carers, who will see that they are not alone. Written in the third person, this powerful book is one to be shared and discussed with students. G. Maugle

HOWARD, Martin & STIMPSON, Colin
How to cook children: a grisly recipe book
ABC, NSW, 2008
ISBN 9780733323843

Cleverly and amusingly written, this book is a collection of stories from the point of view of some pretty awful witches who fancy themselves as good cooks. Readers will enjoy the nasty ingredients and methods employed to dispatch children, who are tastier if they are badly behaved. The book employs creative language and a sophisticated wit, plus arty illustrations of the witch cooks making light work of their ingredients. The book is most suitable for middle years readers with some knowledge of the food usually eaten in the countries where the witches reside. To this end, TAS teachers looking for creative support in teaching about cooking around the world could find this book useful. S. Cousens
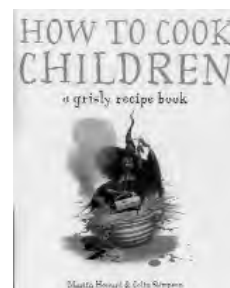
HUNT, Steven & RICHARDSON, David
The cloudchasers. Book one
ABC, NSW, 2008
ISBN 9780733322259

A mixture of fantasy, mystery, adventure and horror hides within the covers of this luscious illustrated novel. In grim Bankertown, neither freedom nor imagination is allowed. Alice is a young girl who rebels by daring to show some imagination. The Banker sends his vermin infested lieutenant, the petrifying catcher, down through the clouds to hunt Alice down. Fleeing in a hot air balloon, along with her brother and a young boy, Alice travels to different worlds of the imagination and plots the downfall of the Banker. Inspired by Jules Verne, Miyazaki and Lewis Carroll, the story is a magnificent gothic fairytale with realistically drawn heroes, villains and monsters. The book is both a work of art, with its digitally illustrated full colour pictures on high gloss paper, and

a glorious story with an eerie quality that transports the reader into another world. G. Maugle

USER LEVEL: Stage 3 Stage 4
$39.95　　　　　　　　SCIS 1383464

LANAGAN, Margo

Tender morsels

Allen & Unwin, NSW, 2008
ISBN 9781741147964

With reference to the characters of Snow White and Rose Red, this acclaimed fantasy writer delivers a powerful, disturbing and enchanting story. Her layered version of the folktale is, however, definitely for mature readers. Magically, Liga finds herself living the life of her heart's desire with her two daughters Branza and Urdda, in an idyllic parallel world protected from her previous experiences of violence, incest and rape. When they are all pulled into the real world they must confront the extremes of humanity that exist there. The book looks at dark events, but not graphically. Lanagan unflinchingly explores the brutality and sweetness in the world and how these things coexist, telling her story from different characters' points of view and using smatterings of olde world language. C. Koop

USER LEVEL: Stage 6
Paper $32.95　　　　　　SCIS 1383908

LAWSON, Sue

Finding Darcy

Black Dog, Vic, 2008
ISBN 9781742030234

Darcy's family history project on WWII brings to light Australia's little known maritime tragedy, the sinking of the *Montevideo Maru* in 1942. Over 1000 Australian prisoners of war were aboard, yet none survived. For their families, the pain of the event was added to by the unresolved controversy, bureaucratic bungles, and lack of closure. Darcy's project confronts a long repressed area of pain and conflict in her family. The adolescent school conflict occurring in the narrative is often contrived and stereotypical, but it is still an effective vehicle for the historical story. The novel illustrates a personal view of war and its impact on families. G. Spindler

USER LEVEL: Stage 4 Stage 5
Paper $18.99　　　　　　SCIS 1364058

LLOYD, Alison

Year of the tiger

Penguin Group (Australia), 2008 (Puffin)
ISBN 9780143303626

Set during the Han dynasty, when China's empire was rich and powerful, this historical novel tells the story of two young boys who are thrown together in turbulent circumstances. Although Hu, a poor peasant, and Ren, a commander's son, are from very different backgrounds, they come together in the hope of winning an archery competition. When their town is threatened by an invading horde, it is their daunting task to confront China's enemies at the Great Wall.

Complemented by maps and a much appreciated pronunciation guide, this thrilling adventure is a tale of friendship, while giving readers a fascinating glimpse into a most dramatic period of Chinese history. J. Eade

USER LEVEL: Stage 4 Stage 5
Paper $16.95　　　　　　SCIS 1373460

Orca soundings [series]

Orca, Canada, 2008

Short, fast paced chapters with punchy storylines will keep young adult readers glued to the books in this series. The subject of these brief novels varies widely, from a teenage girl's fascination with horses, to the angst one young man feels when he is involved in a murder. This breadth of topic adds interest to the series and, while each book stands alone, they have the common theme of the vulnerable nature of adolescence. The books could provide an excellent basis for a literature circle discussion. S. Taylor

USER LEVEL: Stage 4
Paper $12.95 each

Reviewed titles in this series:
Bang	SCIS 1331459
Blue moon	SCIS 1196171
Death wind	SCIS 1109599
Snitch	SCIS 1264234
Something girl	SCIS 1261679
Yellow line	SCIS 1388960

ROY, James

Hunting elephants

Woolshed Press, NSW, 2008
ISBN 9781741663266

Harry is struggling with more than just the usual challenges of adolescence. His brother Joel had cystic fibrosis and Harry feels responsible for his death. The novel would be a good vehicle to discuss the notions of responsibility and gradual self awakening. For a narrative dealing with such sensitive issues, it is perhaps not as tightly written as it could be. It does however, deliver an effective message while remaining easy to read and thus accessible to a wide audience. The characters are strongly depicted and they will remain with the reader. It is interesting to watch the role of minor characters as they propel Harry slowly forward to personal autonomy. S. Taylor

USER LEVEL: Stage 4
Paper $18.95　　　　　　SCIS 1385088
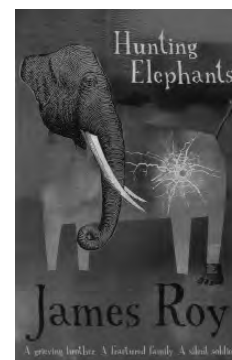
SAVVIDES, Irini

Against the tide

ABC Books, NSW, 2008
ISBN 9780733322907　　　　　　[A821]

Sydney's 2005 Cronulla riots feature in this verse novel. Most of the story is told in free verse and short chapters, in the alternating voices of the four main characters. The novel deals with anguish

and the children of separated parents, losing a younger sibling, being removed from the place you love and fitting in at a new school. Against a backdrop of competitive ocean swimming and Cypriot culture, the four characters explore issues of friendship and betrayal. The plot may lack tautness, but the characters speak with recognisable teenage voices. M. Davis

USER LEVEL: Stage 4
$16.95 SCIS 1372554

WALKER, Malcolm

The stone crown

Walker, NSW, 2008
ISBN 9781921150197
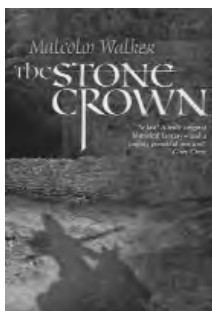
Emlyn and Maxine move to the Scottish border town of Yeaveburgh, and in an ancient wood they dislodge a carving of a horseman and take him from the protection of his sacred earth. King Arthur emerges from the past, not as the noble king of legend, but as a brutal warlord bent on bloody conquest. The two adolescents are caught up with an imperious family who carry the burden of being keepers of a sanctuary where soldiers sleep. In facing the dangerous challenge presented by the sorcery of Merlin and the Lady of the Lake, the protagonists uncover their own hidden origins. The narrative is complex and the subplots constantly drive it along to a deep resolution. The supernatural sits comfortably in the history, but it is no romance. V. Davidson

USER LEVEL: Stage 4 Stage 5
Paper $19.95 SCIS 1365854

Information, poetry and drama

Resources are in Dewey order.

The little red yellow black book: an introduction to Indigenous Australia

Aboriginal Studies Press, ACT, 2008
ISBN 9780855756154 [305.89]

Concise, current, easy to read, relevant and diverse, this resource provides support for a range of topics across the curriculum on Indigenous history and contemporary culture. Many personal stories are included in chapters such as **Who are we?**, **Culture and sport**, **Participation and governance**, and **Resistance and reconciliation**. The information is enhanced with a variety of photographs and maps. Written simply, the information is easy to digest and ideal for students who are researching, or teachers wishing to update their own knowledge. Designed to be an entry point for Indigenous culture and history, this is a revised and expanded edition of the original book published in 1994. Additional information including teachers' notes and **Audiovisual material** is available from <lryb.aiatsis.gov.au/>. D. Redfern

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6
Paper $14.95 SCIS 1388594

Australia's system of government

/ edited by Justin Healey. Spinney, NSW, 2008 (Issues in society)
ISBN 9781920801939 [320.994]

Contemporary information and opinion on Australia's governmental system is the focus of this publication. Carefully selected articles and information sheets from websites and print sources enable readers to examine the functions of local, state and federal governments in Australia. Views related to the voting system and electoral reform are considered, and there is a collection of ideas on the federalism debate. The manageable length and clear layout of the articles, photographs, tables, and cartoons, will encourage students to engage with these texts, and the significant social issues they examine. With a glossary, facts and figures summary and additional references list, this is a valuable resource for the History 7–10 Topic: *People power and politics in the post-war period.* C. Sly

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History 7–10
Paper $19.95 SCIS 1377712

PASH, Chris

The last whale

Fremantle Arts Centre Press, WA, 2008
ISBN 9781921361326 [333.95]

In an age when most Australians deplore the continuation of whaling, this book is a reminder that whaling did not end in Australia until 1978, and it was not ended simply by bureaucrats but by Greenpeace activists who literally risked their lives in open dinghies on the Southern Ocean to draw public attention to the slaughter of whales. It is a credit to the author that he maintains balance in this account of the last years of Australian whaling and he shows real empathy for the whalers as well as the activists. Both groups are explained through constructed dialogue and clear personality profiles. The book describes the birth of Greenpeace Australia and is an excellent resource for studies of environmental politics in Geography 7–10 and the History 7–10 Topic: *People, power and politics in the post-war period.* R. Darlington

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: Geography 7–10; History 7–10
Paper $29.95 SCIS 1382413

WILLMETT, Neil

How to start a successful Aboriginal business in Australia

Brolga, Vic, 2008
ISBN 9781921221460 [338.6]

Providing a comprehensive overview of setting up a business, this book begins with a history of Aboriginal business in Australia. The book sets out realistic expectations about self employment, the world of business and why it may not be suitable for everyone. While the presentation is factual, simple and straightforward, it does not compromise on the use of authentic and current terms, phrases and jargon. The contents aim to keep pace with the world of business. Each step is clearly defined and accompanied by

examples, templates, lists, flow charts, and tables which support understanding. This is definitely not a book for someone just entering the field and unfamiliar with business terms and concepts. The book combines practical and objective guidelines with personal anecdotes, creating a casual, personal, inclusive and motivational tone. While it addresses an Aboriginal audience, this resource gives sound business advice to anyone interested in self employment. A. Kumar

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Business Studies Stage 6
Paper $POA   SCIS 1380471

BLAGG, Harry

Crime, Aboriginality and the decolonisation of justice

Hawkins, NSW, 2008
ISBN 9781876067199   [340.5]

In this timely contribution to the debate about the experience of Aboriginal and Torres Strait Islander people in the criminal justice system, the author questions the relevance of current methods of addressing justice issues involving Aboriginal people, including recent trials of restorative justice. Blagg also argues that much of what is deemed Aboriginal criminality is part of a resistance to what is perceived as an unfair justice system and unjust policing. Presenting an academic approach to these issues, the book is a valuable reference for Stage 6 students and a worthwhile addition to teachers' professional libraries. J. White

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Legal Studies Stage 6
Paper $49.95   SCIS 1363295

We are all born free: the Universal Declaration of Human Rights in pictures

Frances Lincoln Children's, UK, 2008
ISBN 9781845076504   [341.4]

Celebrating the 60th anniversary of the signing of the Universal Declaration of Human Rights, this delightful picture book shows the Articles of the charter, slightly rephrased for a young audience, and an array of visual representations from well known illustrators. It is a wonderful way to introduce young children to this highly significant document. Older students may prefer the small handbook, *The Universal Declaration of Human Rights*, in which each Article is accompanied by Michel Streich's more symbolic illustrations. For those interested in the historical background to human rights issues, plus case studies and operations of international human rights laws in Australia, the book *Human rights* (Hot topics; vol. 65), contains valuable information expressed in plain language. The resources are an excellent combination to make students familiar with human rights and its emotional and legal ideals. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6; Geography 7–10; Legal Studies Stage 6
Paper $34.95   SCIS 1386511

Other reviewed titles:
Human rights   SCIS 1386065
The Universal Declaration of Human Rights   SCIS 1376757

HILLS, Rodger

The consensus artifact

Astro Projects, NSW, 2007
ISBN 9780646478296   [342]

The book uses the device of a hypothetical International Constitutional Harmonisation Project to explore an ideal universal constitution. The central part of the book contains a series of interviews with members of the ICHP team discussing a vast range of concepts, including authority, democracy, citizenship, conflict, economic theory, religion, and environmental protection. The principles discussed emerge in the detailed universal constitution, itself a model constitution for a nation state. The language is simple but the ideas are challenging. Practitioners of the realism of Realpolitik may find it naïve at times, but the book's approach supports active, questioning citizenship and fresh thought. G. Spindler

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
Paper $34.95   SCIS 1365849

CLAYBOURNE, Anna

100 most dangerous things on the planet

Scholastic Australia, NSW, 2008
ISBN 9781741691429   [363.34]

Adventurers and non adventurers alike will find this text very handy as it explains the perils and survival techniques for realistic situations such as encountering funnel web spiders and riptides. Both natural and human dangers are described with risk and survival ratings, as well as tips on what to in dangerous situations. Sections on natural disasters, weather, animals and dangers caused by humans cover a wide variety of risks, for example drought, crevasses, stingrays, charging bulls, mine shafts and broken power lines. The text could be used as a stimulus in the study of personal safety in PDHPE. R. Parnis

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K–6
Paper $9.99   SCIS 1378534

DAVID, Laurie & GORDON, Cambria

The down-to-earth guide to global warming

Scholastic, NSW, 2008
ISBN 9781741691245   [363.738]

This upbeat text explains the common global warming terms and issues being bandied about in the media and classrooms. It is divided into four sections. *It's getting hot in here* gives an explanation of global warming, our carbon footprint and changes to temperature and carbon dioxide levels. *Weird, wacky weather* looks at changes in weather patterns related to global warming. *Extinction stinks* discusses declining populations. *What you can do to stop global warming* details small yet significant changes students can make to be part of a larger force for change. Well laid out and visually attractive, the text will appeal to students. Its information is clear and concise and backed with research findings and links for further research. R. Parnis

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: Geography 7–10; Science & Technology K–6
Paper $16.99   SCIS 1376490

ALLEN, Robert

Common errors and problems in English

Penguin Books Ltd, UK, 2008 (Penguin writers' guides)
ISBN 9780141028217   [423]

Laid out in alphabetical order, the resource is a succinct handbook for students and teachers who are self editing written work. A small number of thematic groups are incorporated into the alphabetical layout, for example a spelling list of problematic words. There are historical and usage notes, and a distinction is made between American English and British English. Explanations can be convoluted, and users will need to have an understanding of grammatical terminology to get the most from the resource. The glossary of grammatical terms is mildly helpful and although the examples are clear and reasonably authentic for a general audience, the guide is not a particularly accessible resource for teenage writers. C. Thomas

USER LEVEL:	Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
	Paper $19.95 SCIS 1392867

SHEA, Ammon

Reading the OED: one man, one year, 21,730 pages

Penguin Group (Australia), 2008 (Viking)
ISBN 9780670073375   [423]

The rich history and contemporary enjoyment of our language is explored in Shea's self imposed challenge of compiling a reading journal for the *Oxford English Dictionary*. In his amusing introduction he explains his word obsession, and in blurbs preceding each letter he continues that tone. Shea found the OED to be entertaining and engaging, and he has successfully reproduced that feeling in his book. There are about 20 words noted for each letter; words with a range of appealing qualities. His choices and annotations are amusing and erudite. As Shea points out, he has done the reading, so other word students can reap the benefits. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
	$19.95 SCIS 1396141

ROBINSON, Lorna

Ad nauseam: a miscellany of Latin words & phrases

Simon & Schuster, NSW, 2008
ISBN 9780731813858   [473]

In an age when few teachers of Ancient History and even fewer students have studied Latin, this small collection of words and explanatory notes makes a handy reference for History and English faculties. The collection looks briefly at the origins and history behind the Latin domestic scene, public life in Rome, words of Roman theatre, literature, entertainment and romance, the popular Latin of the streets, rude phrases and graffiti, and familiar Latin words widely used today. Fascinating and amusing, the book has the potential to enliven the study of ancient Rome in History 7–10 and Ancient History Stage 6. R. Darlington
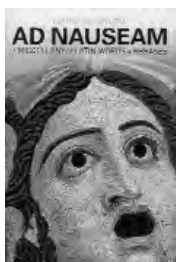
USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History 7–10
	Paper $24.95 SCIS 1381042

ARLON, Penelope

Animal encyclopedia

Dorling Kindersley, UK, 2008
ISBN 9781405316057   [509.3]

Covering the five animal groups, with double page spreads that explore separate subgroups, this resource for younger readers is an excellent introduction to the world of encyclopedia style information. Impressive colour photography and large readable print will capture students' attention immediately. Bold subheadings and the **Become an expert** feature ensure the succinct information is accessible to readers. Columns are used to highlight facts and model a simple way to categorise information. Each double page also includes a quiz question. This is a well conceived introduction to the reference book format. G. Cale
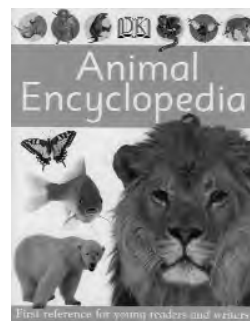
USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
	Paper $29.95 SCIS 1369152

WATSON, Gretel

How big is big?: 1-2W Curl Curl North Public School and Gretel Watson

ABC, NSW, 2009
ISBN 9780733323812   [513]

Compiled by a classroom teacher and gloriously illustrated by the students in 1-2W, this clever book explores mathematicsl concepts during a virtual school excursion to the Big Banana. Guided by rich questioning, the students formulate their own mathematical problems as they wonder about time, measurement, probability, money, space, geometry, chance and the data associated with their quest to define what is meant by *big*. Every page is brimming with images and objects such as maps, graphs and patterns that investigate real problems posed during the trip. Using the information skills process, this innovative approach enlivens mathematics and shows how using relevant experiences can lead to a deeper understanding of concepts for young students. The resource comprehensively addresses the Stage statement for Stage 1 Mathematics. S. Rasaiah

USER LEVEL:	Stage 1
KLA:	Mathematics
SYLLABUS:	Mathematics K–6
	Paper $16.95 SCIS 1404036

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**>.

PENNINGTON, Brian

Science out of the box [series]

Macmillan Teacher Resources, Vic, 2009

With the focus on working scientifically, these impressive books complement the science primary connections project and an emphasis on hands-on classroom experiments. Written for the teacher who has little scientific experience, the books clearly explain how to set up the experiments and include handy pages which can be used as visual aids. The assessment section uses the new national A-E grading system with performance rubrics. Each of the 16 experiments is organised on a double page spread, comprising a teacher page investigating the scientific concepts covered, equipment and procedure needed, and a student BLM to record the outcome and conclusions. The best thing about the books is that they use readily available materials and feature clear and easy to follow diagrams. M. Whitfield

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
	Paper $32.95 each

Reviewed titles in this series:
Materials. Ages 5-8: hands-on science experiments for the classroom! SCIS 1384866
Materials. Ages 8-10: hands-on science experiments for the classroom! SCIS 1384869
Materials. Ages 10+: hands-on science experiments for the classroom! SCIS 1384865

Eyewitness [series]

Dorling Kindersley, UK, 2008

Each book in this series combines a clipart CD, large glossy wall chart and website links to provide students with relevant and detailed information. The titles reviewed use appropriate scientific language and colourful pictures throughout which should sustain the attention and interest of most students. Each title is enhanced with fascinating facts, historical records and statistics. *Eyewitness ocean* is a good resource for Marine and Aquaculture Technology, and *Eyewitness volcano* is relevant for Science as it contains information about types of earthquake waves, measuring earthquake intensity, and the relationship between volcanoes and earthquakes. This makes the book especially useful for Stage 5 Science students completing outcomes on natural events. I. Mavin

USER LEVEL:	Stage 4 Stage 5
KLA:	Science
SYLLABUS:	Science 7–10
	Paper $19.95 each

Reviewed titles in this series:
Eyewitness ocean SCIS 1383253
Eyewitness volcano SCIS 1380215

SCIS Reviewing Team

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JOLLY, Gill

The volcano book: erupting near you

Black Dog Books, Vic, 2008
ISBN 9781742030272 [551.21]

Thirteen of the world's volcanoes are depicted here in a book which rewards the browser with dramatic facts and images. The author, a vulcanologist, emphasises the energy of volcanic events, and she includes a section on survival stories. The book is user friendly and could be regarded as an introduction to vulcanology. There is a scientific glossary and the writing is clear and concise. Side bars contain child friendly trivia and simple diagrams support the brief but effective written text. The book defines what makes a volcano, types of volcanoes and eruptions, and the Pacific ring of fire. With its stunning photographs of eruptions and the effects of eruptions, this book will have real appeal for students. G. Maugle

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
	Paper $16.99 SCIS 1377751

ARLON, Penelope

Eye know [series]

Dorling Kindersley, UK, 2008

An innovative format, stimulating questions and clear, bold written text bring this new series to life. Students will love all the foldout pages, sturdy flaps and concise, quirky facts. Diagrams and photographs on every page have clear labels and good use is made of speech bubbles and cross sections. It will be very easy for beginning researchers to extract basic facts from the text. Titles support multiple topics within COGs, especially the Early Stage 1 COGs Unit (C): *Changes*, and the Stage 1 COGs Unit (C): *Growing and changing*. From the unusual circular contents list to the final pages on pronunciation of difficult words, students will find these books informative and entertaining. A. Beedles

USER LEVEL:	Early Stage 1 Stage 1
KLA:	HSIE; PDHPE
SYLLABUS:	HSIE K–6; PDHPE K–6
	$12.95 each

Reviewed titles in this series:
Body SCIS 1361674
Dinosaur SCIS 1361711

WARING, Geoff

Oscar and the frog: a book about growing

Walker, UK, 2008
ISBN 9781406315394 [571.8]

Oscar the kitten meets frog down by the pond and discovers how different things grow. The very smart frog explains how he developed and he answers all of curious Oscar's questions about creatures that hatch out of eggs, plants that grow from seeds and even how Oscar was born. The book is information in narrative form, with muted colours and cartoon illustrations. It is accompanied by a DVD with captivating animations and brighter colours than the book. Emilia Fox's narration is clear and the characters are simply adorable. Book and DVD support the study of living things in SciTech and the resource is especially appropriate for the Stage 1 COGs Unit (C): *Growing and changing*. G. Maugle

| USER LEVEL: | Early Stage 1 Stage 1 |
| KLA: | SciTech |

Earth matters

/ edited by David de Rothschild. DK, UK, 2008
ISBN 9781405318884   [577.03]

Exploring Earth's habitats and the effects of climate change on living things, this book offers practical advice on what we can do as global citizens to ensure the health of our world for future generations. Colour coded, each habitat is explored within double paged subtopics. Cleverly constructed, the information is often presented using a layered effect to represent the layers of each habitat. Concluding each section is **Making a difference**, where readers are shown what can be achieved as an individual; a community; a country; and as an organisation, in the fight to maintain a healthy world. While information is brief, the resource definitely touches on major issues of our time and would ably support the study of the environment in schools. G. Cale

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology
                   K–6
                   $49.95   SCIS 1371513

CLARKE, Philip A.

Aboriginal plant collectors: botanists and Australian Aboriginal people in the nineteenth century

Rosenberg, NSW, 2008
ISBN 9781877058684   [580.994]

An eclectic account of direct personal relationships between Aboriginal people and European plant collectors is presented in this glossy book. A handful of case studies recount stories about individual Aboriginal people, like Moowattin the tree climber, and explorers such as Burke and Wills. Also included is information about Aboriginal use of plants, some early European uses of Australian flora, the colonial economy, ethnobotany, and bush tucker. The style of writing is anecdotal rather than analytical and it reflects the cultural understanding of its eighteenth and nineteenth century sources. With its extensive endnotes, references and indexes, the book could be used as a research gateway. J. Emmerick

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6
                   $39.95   SCIS 1379401

NUNN, Kenneth

Who's who of the brain: a guide to its inhabitants, where they live and what they do

Jessica Kingsley, UK, 2008
ISBN 9781843104704   [612.82]

Although providing limited curriculum links, this book is an interesting read for teachers wishing to develop a greater understanding of the workings of the human brain. Using the setting of a fictitious town called Cephalton-Upon-Ridge, different characters are introduced to describe the structure and function of the main parts of the brain. Each character has its appearance, location, role and key functions outlined. Using actual clinical cases throughout, the authors explain what happens when the brain malfunctions. Each section is enriched with simple labelled diagrams. Biology teachers who are covering the structure of a mammalian brain in the

Option: *Communication* may find this book useful for extension material. I. Mavin

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
                   Paper $39.95   SCIS 1386853

D'ALUISIO, Faith & MENZEL, Peter

What the world eats

Tricycle Press, USA, 2008
ISBN 9781582462462   [641.3]

Filled with interesting information and beautiful photographs, this book will serve as a useful stimulus for students and teachers of Food Technology. The authors take the reader on an exciting trip around the world and into the homes of 25 families. They provide an intriguing insight into each family's weekly purchasing and preparation of food. In addition, there is information on international food consumption patterns, obesity, fast food, access to safe water and life expectancy. Statistics on weekly food expenditure is compared, in US dollars, illuminating such discrepancies as $376.45 spent by an Australian family and $1.22 spent by a family in a refugee camp in Chad. The liberal use of colour photographs, coupled with a logical and well organised format, makes this book an ideal teacher and student reference. K. Lissa

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Food Technology 7–10; Food
                   Technology Stage 6
                   $34.95   SCIS 1378471

ROBARDS, Sharon

Australian flavour: traditional Australian cuisine

Sharon Lee Robards, Australia, 2008
ISBN 9780646494289   [641.5994]

An interesting overview of food in Australia, the book is part recipe collection and part social history. It outlines historical advertising, the influence of immigration, and how popular culture connects with cuisine in such foods as Vegemite and the Chiko Roll. It discusses what Australians have prepared for the table over the last 200 years. The usual recipes feature; most are older standards, for example roast lamb and pavlova. These are extended by background information, anecdotal and historical data, and a native foods section which is well illustrated. There are ample photographs throughout and a comprehensive reference list. The book is introductory support for the Stage 3 COGs Unit (G): *Traditions and heritage*, and it could be useful background for Food Technology students. R. Higginbottom

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; TAS
SYLLABUS: Food Technology 7–10; HSIE K–6
                   Paper $39.99   SCIS 1381027

WOLFE, Gillian

Look! drawing the line in art

Frances Lincoln Children's Books, UK, 2008
ISBN 9781845078249   [701]

Aspects of the element of line are explained in short, informative sections in this resource. Each line style – for example textural, landscape, symmetrical – has an artwork and an enthusiastic descriptive paragraph to help students identify different ways in which artists use line in artworks. Written text is concise, with keywords in a larger, bold font to emphasis the point. Artworks cross a range of cultures, time and stylistic movements and the large reproductions allow students to clearly identify the concept. There is a simple and practical activity for each line technique described. This useful book concludes with a section giving more information on each artwork and a brief history of the artist. N. French

USER LEVEL:	Stage 2 Stage 3
KLA:	CA
SYLLABUS:	Creative Arts K–6
	$30.00 SCIS 1370904

McCULLOCH, Susan

Contemporary Aboriginal art: the complete guide

McCulloch & McCulloch Australian Art Books, Vic, 2008
ISBN 9780980449426   [704.03]

Providing insights into the work and culture of Indigenous artists in more than 80 places and art centres in nine regions, this valuable reference book enhances understanding of the diversity of Aboriginal and Torres Strait Islander communities. The book takes the reader on a wonderful journey, from pre European settlement through early Aboriginal exhibitions to today, providing accurate information about communities and artists such as Clifford Possum Tjapaltjarri and Narputta Nangala. The reader can clearly see the changes undertaken over time by all the communities involved in this book. The many vibrant photographs are accompanied by informative captions. This new edition provides a diversity of works, ranging from the 1971 Aboriginal flag to the contemporary works of Rosella Namok. E. Queffert

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; HSIE
SYLLABUS:	Aboriginal Studies Stage 6; Visual Arts 7–10; Visual Arts Stage 6
	Paper $49.95 SCIS 1387761

2paint a picture [electronic resource]

2Simple Software, Vic, 2007
ISBN none   [750.285]

Supporting primary students developing ICT skills in Creative Arts, these CDs offer colourful and simple toolbar icons and clearly specified design templates. *2paint a picture* uses *Windows 2000* and *XP* to present a selection of creative and entertaining brush styles and an eye catching assortment of large, colourful templates, including patterns, colour spinner, wet paint, and a dot painting option. *2publish+* also uses *Windows Vista* to provide unique design templates for flashcards, comic strips, newspaper columns, certificates and posters. The colour palette includes four tones in each colour. The focus is on original designs or webcam photographs taken by students. Videos show clearly explained procedures. Both resources can create powerful tools which students could develop in slideshows and IWB applications. D. Johnston

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6
	$POA SCIS 1329154

Other reviewed title:
2publish+   SCIS 1371149

KEABLE, Karen S.J.

Acrylics workshop. 11

Penguin Books Ltd, UK, 2008 (Simple steps to success)
ISBN 9781405329002   [751.4]

Many easy to understand and clearly illustrated practical projects can be found in this book. Presentation and information will appeal to students wishing to extend their knowledge of acrylic painting. They can experiment with impasto paint, mixed media, washes, and follow the intricacies of two-point perspective. Topics have variety and they include still life, portraiture and landscape. Each chapter ends with a gallery of relevant and well observed paintings that illustrate the concept. The book has little direct reference to Visual Arts syllabuses, but the astute teacher might direct students to experiment with some of the techniques demonstrated. K. Ashley

USER LEVEL:	Stage 4 Stage 5
KLA:	CA
SYLLABUS:	Visual Arts 7–10
	$29.95 SCIS 1380483

JOHNSON, Vivien

Lives of the Papunya Tula artists

IAD, NT, 2008
ISBN 9781864650907   [759.994]

Papunya painting from the Western Desert is internationally acclaimed. This resource details the lives and artworks of over 200 artists from this region, those currently practising and others who have passed, and the history behind this movement. Each artist has a biography, candid portrait photographs and beautifully reproduced artworks. The many photographs of artists creating their paintings engage the reader and allow for a deeper understanding of each artist's practice. The written text is concise and informative and will appeal to students. N. French

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; HSIE
SYLLABUS:	Aboriginal Studies Stage 6; Creative Arts K–6, Visual Arts 7–10, Visual Arts Stage 6
	$99.95 SCIS 1393157

YUNUPINGU, Geoffrey Gurrumul

Gurrumul [sound recording]

Skinnyfish Music, NT, 2008
ISBN none   [782.42]

An album of exceptional beauty, *Gurrumul* has won a number of awards. Yunupingu's voice is extraordinary, strong, heartfelt and resonant, as he sings of his love of place and of the totemic animals of the Gumatj Nation. He celebrates his ancestors and laments for their grief, and he acknowledges his creator, his Mother dreaming. He sings of the Wukun storm clouds, which are images of Gurrumul's mother who was from the Galpu people. Gurrumul tells stories about his culture through his songs, which reveal the past to still be continuous with the present and which show that his Country and the animals in it are related to him. For non-

Indigenous people, this album provides an enlightening glimpse into the beliefs of Yolngu people about the unity of all living things and their interconnectedness with their Land and the seasons. Geoffrey Yunupingu is from the Gumatj Nation of the Yolngu people of Arnhem Land and he has written these songs in Galpu, Gumatj, Djambarrpuynu, and English. The recording is accompanied by a booklet containing English translations. E. Chase

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; HSIE
SYLLABUS:	Aboriginal Studies 7–10; Aboriginal Studies Stage 6; History 7–10; Music 7–10
	$29.95 SCIS 1391220

DAVIS, Tony

Bookchase [kit]

Bookchase, UK, 2007
ISBN none   [794]

It is exciting to find a good board game which works across ages and is all about books. The kit consists of a board, similar to *Trivial pursuit*, multiple choice question cards with answers, and cards with motivational quotes that direct players to an action. Each player gets a little bookshelf as a token and a library card. The idea is to collect six tiny books from either library or bookshop, one from each of the game's categories: travel adventure; crime and thrillers; fantasy and science fiction; plays and poetry; classics and modern; and children and amusement. Questions range from moderate to difficult and are really for experienced and fluent readers. Young children can play with an option that skirts the questions. G. Maugle

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Community
KLA:	English
SYLLABUS:	English K–6; English 7–10; English Stage 6
	$70.00 (available from <**www.bookchase.info**>SCIS 1387780

Persuasive language in media texts

Insight Publications, Vic, 2008
ISBN 9781921088766   [808]

The book's examples reflect the focus of its title and incorporate real written and oral texts. The intended audience is secondary students, but there is much that will be useful to upper primary and adult ESL students. The detailed analysis of written and visual persuasive devices will be very useful when reading and writing persuasive texts. The book supports the analysis of images, graphs, charts, and written and oral texts. It has a large section on print and online newspapers, plus chapters on writing a language analysis and examination practice. The resource is easy to read and use, and it provides information from word to text level. Each chapter's activities either relate to the book or encourage students to look outside the text, which is a reflection of its purpose. K. Rushton

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
	Paper $24.95 SCIS 1380086

MAGEE, Wes

How to write poems

QED, UK, 2007
ISBN 9781845387419   [808.1]

A little history, explanations of poetic formats, and many examples and activities to encourage writing, all combine to make this colourful book an inviting introduction to poetry writing. It has a double page spread for each topic and activities, clearly presented in a collage format. The user is encouraged and supported in tackling poetry writing. A wide variety of poetic forms is explored and simple explanations of poetic tools like rhyme, metaphor, simile and onomatopoeia are featured. This is a very useful resource for teachers and students. J. Foster
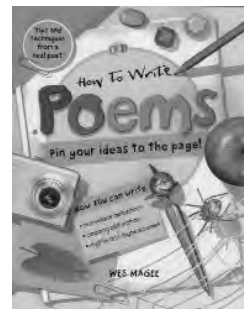
USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–6; English 7–10
	Paper $32.99 SCIS 1348361

Speak out reader's theatre. Set 3

South Pacific Press, NZ, 2008
ISBN 9781877421525   [808.5]

These eight short scripts, designed to improve students' reading and writing skills, are both amusing and informative. Through rehearsal and performance, students develop comprehension skills and explore ways of expressing meaning without the aid of movement, costumes or set. The collection is an Australian edition, with six illustrated copies of each script, one audio CD modelling how they might be performed, and a thorough teacher's guide offering useful strategies. Each script has roles of graded difficulty, facilitating the use of mixed ability groups. One particularly valuable component is a guided example from Joy Cowley of how to take a short story and transform it into performable script. The boxed set is an entertaining and effective resource. P. Gilchrist

USER LEVEL:	Stage 2
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6
	$295.00 SCIS 1320579

BREUER, Iris & NAPTHINE, Melanie

Great speeches: words that made history

Penguin Group (Australia), 2008
ISBN 9780670072446   [808.85]

Ancient, modern and contemporary, these speeches are grouped into themes including inspirational, political, memorial and patriotic works. Many link to Australian history, including speeches by Edmund Barton, Daniel Mannix, Louisa Lawson, Arthur Calwell and Robert Menzies. A strong Indigenous perspective includes Gough Whitlam's speech to Vincent Lingiari, Paul Keating's Redfern speech, and Kevin Rudd's 2008 apology. Together, these make a significant and inspiring contribution to the story of Indigenous Australia's struggle for rights, linking to Stage 5 History. Speakers are given a short introduction. Famous speeches by Nehru, Gorbachev, Gandhi, Mandela, and Franklin and Eleanor Roosevelt, will be suitable for use in Modern History. These culturally significant texts are inspiring words that have shaped our world. They are a joy to read and it is a boon to have them in one handsome collection. D. Giorgi

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: Ancient History Stage 6; English 7–10; History 7–10; Modern History Stage 6
$29.95   SCIS 1383251

PATERSON, A. B.

The bush poems of A.B. (Banjo) Paterson

[sound recording]

Binnaburra Film Company, NSW, 2008 (44 min.)
ISBN none   [A821]

Read by Jack Thompson, the recording brings together two icons of the Australian bush, yet it has both strengths and disappointments. The familiar ballads are very well read, especially *The man from Snowy River* and *The man from Ironbark*, but some of the more descriptive ones, such as *By the grey gulf water*, will fail to charm contemporary young people. An actor's use of pause, pace and dramatised characters makes the renditions very successful, but atmospheric sound effects are random and skimpy. However, the overall balance is thoughtful and the CD provides excellent modelling for reading ballads. M. Davis

USER LEVEL: Stage 3
KLA: English
SYLLABUS: English K–6
$20.00   SCIS 1391958

Insights [series]

Pearson Rigby, Vic, 2008

The series offers insights into events and people in Australian history and culture. *A duel of words* looks at the literary battle between Henry Lawson and Banjo Paterson about the reality of life in the bush in the 1890s. *Ready, steady - wait, is that a sport?* takes a look at some weird sporting events in Australia, including the Henley-on-Todd. *So much to tell us* has biographies of seven well known children's authors. *Stories of the Stolen Generations* explains familial experiences through the biographies of six Indigenous people who were part of that dislocation. Each text is well illustrated with historical and modern photographs and drawings depicting people, documents and events. Language is clear and concise. These texts could be used to enhance the study of identity and Australian values in HSIE. R. Parnis

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
$24.95 each

Reviewed titles in this series:
A duel of words   SCIS 1377744
Ready, steady - wait, is that a sport?   SCIS 1377745
So much to tell us   SCIS 1377746
Stories of the Stolen Generations   SCIS 1377747
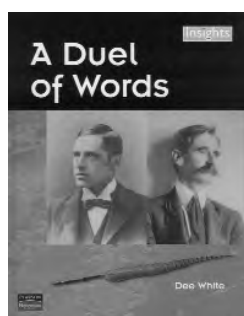
Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

JANACZEWSKA, Noelle

Songkret; This territory: two plays

Currency, NSW, 2008 (Currency plays)
ISBN 9780868198309   [A822]

Two explosive dramas are incorporated in this powerful text. The first focuses on the clash of cultures set against the backdrop of contemporary Australia. When a Hmong Laotian refugee is accused of sexual assault, perceptions of women, relationships, love and cultural practices are called into question. The second drama centres on events surrounding the 2005 Cronulla riots. Trapped in a RSL-like club, a plethora of racially diverse characters offer conflicting views of the situation. The problematic nature of reconciling multiculturalism with colonial concepts of culture is provocatively explored with no definitive resolution in either play. Graphic subject matter and contextual strong coarse language are prevalent. As brutal reflections of modern Australia, these dramatic texts highlight crucial political, cultural and social issues. H. Gardiner

USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6
Paper $24.95   SCIS 1378079

DERIU, L. & AYLIFFE, V. & HOOKE, C. & YAXLEY, R.

Introduction to Shakespeare

Thomson Learning, Vic, 2008 (Shakespeare unplugged)
ISBN 9780170135023   [822.3]

Filled with a multitude of activities, this comprehensive course book offers an ideal starting point for exploring the Bard's works. In three sections, the text covers the playwright's life and times, Shakespearean language, the sonnets and six plays. Each chapter is presented in an attractive format with a variety of graphics. Plot summaries provide a clear understanding of each play discussed. Visual representation activities allow students to develop visual literacy skills through the analysis of texts, including photographs and film posters. Suggestions for drama assist in honing knowledge of stagecraft. The text can be used as a workbook; provision for written responses is included. H. Gardiner

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Drama 7–10; English 7–10
Paper $16.95   SCIS 1349908

Yours sincerely Colin Thiele

/ edited by Stephany Steggal. Crawford House, SA, 2008
ISBN 9781863333207   [A823]

Anyone interested in author studies will be impressed by this insight into Colin Thiele, a talented storyteller and dedicated letter correspondent. It includes letters to and from children who were curious about aspects of Thiele's life, motivation and writing style, and who shared aspects of their own lives with him. An introduction by Colin Thiele prefaces the book which is full of numerous excerpts and illustrations from Thiele's works. Fans will delight in the opportunity to glean inside information about the world of this author and his writing process. Guaranteed to evoke smiles and tears, the tribute is a marvellous addition to an Australian literature collection. L. Doyle

USER LEVEL: Stage 3 Professional
KLA: English
SYLLABUS: English K–6; English 7–10
Paper $POA   SCIS 1367092

NEALS

Take me back to the beginning

DK, UK, 2008
ISBN 9781740336567   [909]

Viewing history as glorious and bloody entertainment, students will find exciting and relevant topics here. Material is presented in imaginative ways with snippets of historical information introduced through the language of advertising, teenage slang, games and pop culture. For example, the Neolithic revolution in the fertile crescent is depicted as a mock real estate advertisement. The important issue is whether this approach helps to simplify complex issues or is it often just simplistic. Students using the book as a reference in History 7–10 will engage with it on the entertainment level, but they will need other sources of information to gain historical understanding. R. Darlington

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
	$49.95 SCIS 1390775

CHRISP, Peter

Prehistory

DK, UK, 2008 (DK Online)
ISBN 9781405321761   [930]

With stunning original illustrations, clear photographs of artefacts, archaeological sites and other primary sources, and concise and accurate basic information organised into 44 double page spreads, this book provides an attractive introduction to prehistory. Topics covered include evolution, Neanderthals, Cro-Magnon people, settling Australia, the first farmers, Catal Hoyuk, the Minoans, the coming of iron and early South American civilisations. The key feature is the book's supporting website. Using the site, students can access links for each topic, including animations, interactive quizzes, virtual tours, timelines and databases. Although prehistory is not a specific option for History 7–10, many sections could provide exciting material for the Stage 4 Topic: *Investigating history*, and background for the Topic: *Societies and civilisations of the past*. R. Darlington

USER LEVEL:	Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10
	$29.95 SCIS 1354965

DAVIES, Glenn

Ancient Rome for senior students

Thomson Learning, Vic, 2008
ISBN 9780170134620   [937]

The organisation of the text reflects Queensland's ancient History syllabus. Accordingly, the topics covered in the five chapters are: political centrism in the Roman Republic; everyday life during the late Roman Republic and early Roman Empire; personalities in the Julio-Claudian period; archaeology, technology, innovations and inventions; and studies of religion. Each chapter features a key question, notes on sources, background information, a series of focus questions supported by primary and secondary sources, and a concise commentary. Skills development and review sections complete each chapter. There are sections that could be useful for the study of Julius Caesar in Ancient History Part 111: *Personalities in their times* and the Roman Options M and O in Part 1V: *Historical periods*. R. Darlington

| USER LEVEL: | Stage 6 |
| KLA: | HSIE |

| SYLLABUS: | Ancient History Stage 6 |
| | Paper $29.95   SCIS 1348299 |

MATYSZAK, Philip

Ancient Athens on five drachmas a day

Thames & Hudson, UK, 2008
ISBN 9780500051573   [938]

As the title suggests, the book adopts the style of a modern travel guide which might have been written had this genre existed in the 5th century BCE. Accordingly, the book includes sections on getting there, where to stay, where to eat and drink, Athenian pastimes, prominent Athenians, entertainment, religion, superstition, customs, shopping and must see sights. The book is liberally sprinkled with illustrations and with quotations, which are often unapologetically anachronistic, for example, Plutarch and Pausanias. There are amusing fact file, handy hints on the city and its people, and Greek translations of useful phrases. This witty book is often tongue in cheek and it provides an entertaining way of learning much that is relevant to the Ancient History Option: *Greece: Athenian society in the time of Pericles*. R. Darlington

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6
	$39.95 SCIS 1396079

SMITH, Babette

A cargo of women: Susannah Watson and the convicts of the Princess Royal

Allen & Unwin, NSW, 2008
ISBN 9781741755510   [994.02]

This is a new, slightly expanded edition of Smith's 1988 breakthrough reconstruction of the lives of 100 women convicts transported on the *Princess Royal* in 1829. Pieced together from painstaking research and expanded by well reasoned extrapolation, it is a vivid, balanced and illuminating account of women convicts. Transportation was sometimes an opportunity to escape a life of alcohol fuelled petty crime and unworkable marriages. There were successes, including the resilient Susannah Watson, whose tragedy and time in the female factory, led eventually to freedom and respectability. The publication is illustrated and contains an appendix of detailed convict records of the *Princess Royal* women. G. Spindler

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	History 7–10
	Paper $35.00 SCIS 1382387

MURGATROYD, Sarah

Dig 3 ft NW: the legendary journey of Burke and Wills

Text, Vic, 2008
ISBN 9781921351723   [994.03]

A young adult edition of *The dig tree*, this absorbing account investigates one of Australia's most elaborate and disastrous attempts at exploration. Motivated largely by colonial rivalry, led by the wrong man and resourced by 20 tonnes of supplies, including a bath tub but almost no water bottles, this epic would be funny were it not for the string of bodies left across inland Australia. The

author is precise about her research and she uses a conversational tone and storytelling style appropriate for teenage historians. The role of personalities, bad judgements, heroism, failures of communications, and political machinations is described, giving readers an insight into a past Australia. The book is sparsely illustrated, but it is an excellent read. G. Spindler

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History 7–10
                      Paper $22.95   SCIS 1373238

Who reviews?

Reviewers for Scan and the DET website are selected from teachers and teacher librarians across the state.

Judy Adnum, Consultant, Literacy
Joanne Allen, Seaham PS
Julia Alvarado, Chifley College, Bidwill Campus
Kristin Ashley, teacher
Sally Bannerman, Consultant, TAS
Aveen Beedles, teacher librarian
Gayle Cale, teacher librarian
Lizzie Chase, School Libraries and Information Literacy Unit
Andrew Cini, Windsor HS
Heather Cobban, Fort Street HS
Sally Cousens, Advisor, Literacy
Robert Darlington, teacher

Victor Davidson, Birrong GHS
Meg Davis, teacher
Lee Doyle, Matthew Pearce PS
Jan Eade, Macquarie ICT Centre
Jelena Emmerick, teacher
Jenny Foster, Warrimoo PS
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Heather Gardiner, Bulli HS
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Di Imison, Telopea PS
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Judy Morgan, Caringbah HS
Adam Parnis, Greystanes HS
Rhonda Parnis, Sherwood Grange PS
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