

Scan

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- Early Years narrative writing & digital storytelling
- teacher librarians as collaborative leaders
- authentic learning & reflection
- re-imagine your school library
- literacy teaching guides
- e-assessment

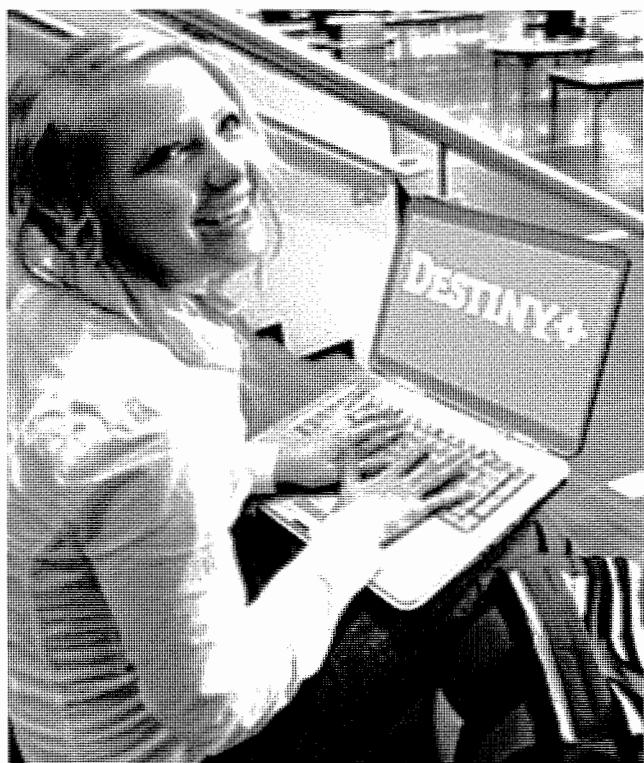


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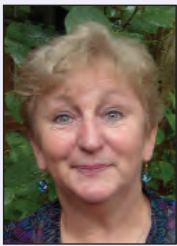
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From the Editor



Welcome to the final issue of *Scan* for 2009. In this issue, several articles highlight the dual role of teacher librarians

in supporting effective teaching and learning, and provide examples of best practice in the digital environment.

Did you remember to subscribe to *Scan* for 2010? Information about 2010 *Scan* subscriptions and a form are available from the *School Libraries and Information Literacy* website <www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan/subscribe>.

Thank you for returning the 2009 *Scan* survey. Our team appreciates your thoughtful suggestions. You can contact the Editor on (02) 9886 7501 or by email at <editor.scan@det.nsw.edu.au>.

Thank you to our readers, contributors, reviewers and advertisers for your support this year. We wish you well for the rest of the year and look forward to your continued support during 2010.

Wishing you a wonderful Christmas and New Year. Enjoy the holidays

Cath Keane
Editor

Re-visioning the library: a whole school process

The revitalisation of the school library at Figtree High School is the result of the school community's collective



vision for change. Based on best practice principles of successful school library management and the results of student research, the school's new learning culture has the library at the centre of enhancing and enriching student learning. **Page 4**

Collaborative leadership – a primary perspective



Collaborative leadership involves working with people to lead change in schools.

Jenny Scheffers describes how strong, collaborative teaching partnerships were forged at Caddies Creek Public School, and provides a model of a pathway to effective collaborative leadership. **Page 8**

Creating digital stories: introducing *Jump into storyboarding*

This interactive resource features appealing characters, stories without words and a gallery of story icons, props and events to support Early Stage 1

and Stage 1 student writing, and understandings about



narrative and digital storytelling. Read the

articles by Rhonda Parnis (pp. 12–14) and Viktoria Rendes (pp. 15–17) in this issue as they share their experiences about trialling this terrific resource. **Page 11**

Re-imagine your library



Library makeovers are more than just

rearranging the furniture. Ruth Buchanan shares some affordable and imaginative ways to transform the school library into a welcoming teaching and learning environment. **Page 20**

Research columns four, 2009: Teacher librarians charting learning outcomes for a brave new world

What is the future of the school library? Should it focus on its instructional role rather than its information role? Dr Ross Todd discusses the importance of the teacher librarian's instructional role to enable students to build deep knowledge and understanding. This is pertinent to Dr Carol Gordon's paper, which follows. Carol continues the theme of authentic learning, featured in the previous issue of *Scan*, by examining authentic

learning and assessment, providing examples of best practice and explaining the importance of reflection for user-learners to transform information into knowledge. **Page 25**

Getting ready for the Digital Education Revolution – NSW

Find out about the new



resources created by the Centre for Learning Innovation (CLI) to support teachers and students using the DER – NSW Laptops. **Page 34**

e-assessment and effective feedback: some possibilities for teacher librarians

Ric Ciloni asks us to reflect on the value of effective teacher feedback in improving student learning outcomes, and provides examples of technology feedback opportunities using software applications available on DER – NSW student laptops. **Page 36**

Literacy teaching guides



Where can you access three exciting new literacy teaching guides for teachers?

Read the article by Curriculum K–12 Directorate's Literacy team. **Page 39**

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



Lizzie Chase is
Relieving Manager,
School Libraries
and Information
Literacy Unit

(SCIS/Scan).

The Digital Education Revolution – NSW program has been extensively resourced by Curriculum K–12 to support social and collaborative learning and the *Quality Teaching* framework. The Centre for Learning Innovation (CLI) has also been a partner in this process and there is much for teachers to gain by accessing *TaLe* and the Curriculum K–12 website. The *School Libraries and Information Literacy* website contains *Links4Learning* to support the DER – NSW initiative.

Literacy teaching guides

The Literacy Unit has released three exciting new literacy teaching guides for teachers which will assist in refocusing our thinking about the vital role that literacy plays. *An introduction to quality literacy teaching*, *Literacy teaching guide: phonics* and *Literacy teaching guide: phonemic awareness*

emphasise the importance of teaching which is explicit, systematic, balanced and integrated.

e-assessment and gifted students

Ric Cilona reminds us of the potential of e-assessment in providing effective, specific and timely feedback to students. The Gifted and Talented Unit explains the significant ways in which the teacher librarian can support teachers and gifted students in partially selective high schools.

Teacher librarians leading learning

In *Research columns*, Dr Ross Todd and Dr Carol Gordon write about how we can take up the challenge of providing evidence based learning for students, which involves the use of authentic tasks within an inquiry learning context. In *Re-visioning the library*, Margaret McEwan describes the way in which wonderful changes can occur when there is a collective vision for pedagogical change which places the school library at the centre of enhancing and enriching student learning. Caddies Creek Public School library is seen as the learning hub of the school by Principal, Phil Nash, and teacher librarian Jenny Scheffers shares ideas to support collaborative leadership from a primary perspective. Ruth Buchanan explains accessible ways through which the library can be re-imagined and re-invigorated.

Jump into storyboarding

The School Libraries and Information Literacy Unit has designed an Early Stage 1/Stage 1 English resource, *Jump into storyboarding*, in collaboration with the Australian Government Teaching Programme (AGQTP). Vicki Rendes from Minchinbury Public School, and Rhonda Parnis from Sherwood Grange Public School, describe their experiences when using this resource to facilitate writing and digital story telling in their schools.

Scan subscription rates

For 2010 we are able to keep *Scan* subscription rates at the current level. It has been a pleasure to work with so many teacher librarians and colleagues throughout this year. I wish you well for the coming Christmas and New Year period. ■

School libraries and Web 2.0

The excitement and possibility of school libraries harnessing Web 2.0 technologies and supporting *Connected Classrooms Program* opportunities continue to be well represented in this issue of *Scan*.



School Libraries and Information Literacy <www.curriculumsupport.education.nsw.gov.au/schoollibraries>

Re-visioning the library: a whole school process



Margaret McEwan, teacher librarian at Figtree High School, describes the

school community's involvement in creating a new learning culture with the school library at the centre of enhancing and enriching student learning.

The recent changes in the library at Figtree High School have been the culmination of an ongoing process of whole school community vision sharing and initiative. Despite the installation of over 30 student computers and some strategic redesigning of the library interior, in the last few years, the library remained underutilised. In 2006, a random sample of 85 students was surveyed as part of the annual school evaluation process. While some students found the library a safe and quiet place to work, the majority indicated that they did not feel the library was welcoming nor had much to offer in the way of services and resources. In response to these findings, a focus group entitled the Library Redevelopment Committee was formed in 2007/2008 under the leadership of Lyn Wood, Head Teacher, Teaching and Learning.

A collective vision for change

I arrived at the school late in Term 2, 2008 as temporary teacher librarian and was invited to join the committee. As well as Lyn Wood and myself,

Figtree High is a comprehensive school that provides a curriculum which is broad and varied. The school has established a tradition of academic excellence and achievement in sport. An above average number of students proceed to tertiary studies.

Recently we have implemented the Positive Behaviour for Success Program (PBS) which promotes the building of a positive school culture that is respectful, safe and excited about learning.

In most schools, it generally is expected that the teacher librarian should lead the way in facilitating students' access to accurate and relevant information and modelling how best to use it to enhance and enrich their learning. The library should also be a welcoming place where students come to learn, complete homework and enjoy reading.

The library at Figtree was based upon a very traditional model and we determined that it was time to explore ways to make it a library for today's learning.

Steve Bouvet, Principal

...the library as a busy learning centre for students...

membership of this committee included the library support staff, teachers from Science, HSIE, English and Learning Support, the Careers adviser and one of the deputy principals. Together, we took a fresh look at the issues affecting our library. We formulated some new goals and ideas around the school executive's initial vision of the library as a busy learning centre for students and my idea of the library as part of an information literate school community, the concept of which I had just finished studying in my introductory subject, Teacher Librarianship, at Charles Sturt University.

Our collective vision for change has been an effective one and, on reflection, there are several reasons for this.

- It was and continues to be a shared vision, drawn from a wide

range of faculties across the school, best practice principles of successful school library management and the results of student research.

- It seeks to improve student outcomes by drawing on the evidence based Quality Teaching framework.

Translating vision into action

The challenge would be to translate our vision into action that would make a meaningful impact on the everyday activities of staff and students. Initially, our main focus was on improving the physical environment with changes like de-cluttering, better display shelving, new bag racks, more student-friendly magazines, a better range of board games and student artwork displays. From the point of view of the library staff, our main initiative was to consciously provide a friendly and welcoming service for all of our clients in line with the *Quality Teaching* and PBS

visions of creating a safe, caring and supportive environment. All of these initiatives were greeted enthusiastically by staff and students, which really encouraged us to keep going.

In Term 3 2008, the need for a more radical change to the library environment became pressing. The limited floor space needed to be redesigned to accommodate an interactive white-board with an adjacent teaching space (Figure 1), and a new office for the Head Teacher, Teaching and Learning. This provided the catalyst for the chaos and resulting transformation that followed. In order for this to happen, the committee agreed that it would be necessary to cull the existing print resources and alter the layout of the shelving to make more space. As a result, teachers were invited to the library to review, discuss and cull resources that were no longer relevant to the curriculum. Sharing knowledge in this way benefited everyone and was a key factor in the change process.



Figure 1 Students access the new IWB and redesigned space

The library print collection was streamlined and new relationships were formed, which have created a strong foundation for several collaborative teaching and learning initiatives.

The process emphasised that the library belonged to everyone in the school...

The process emphasised that the library belonged to everyone in the school and created a huge talking

point amongst staff and students. As the change process began to take on a life of its own, it became clear that there was real potential for the expansion of the role of the library and the teacher librarian in the school. Our challenge was to strategically manage this groundswell of support to create a new culture of library use that would be meaningful in the long term.

Creating a culture of change

In order to this, implementation planning grids adapted from Balnave's grid (Figure 2) were used to categorise initiatives and keep track of progress. The main categories included: Physical environment (Figure 3), Collection management, Teaching and learning and New issues highlighted by the change process. This fourth category was essential as it

highlighted, amongst other things, the need for a formal collection management policy, consistent library procedures, professional development for support staff and greater strategic planning in the area of teaching and learning. The grids have also become a useful tool for ongoing evaluation of our services and continue to underpin our planning for the future.

Flexible learning spaces

Twelve months later, the library is a busy place. The initial changes to the physical environment are complete, although we are just about to expand our artwork display capacity and put up new signage. The library is quite small for the number of students in the school but the space is now less cluttered and more flexible (Figure 4).

Action	Responsibility	Initiation date	Report date	Completion date	Resources needed	Progress
List the specific actions or courses of action you have identified. Use a hierarchy such as: Goal Strategy Objective Action 1 Action 2 Action 3	Identify the committees, positions or persons who will carry out the action.	Identify when the action is expected to start. Do not be unduly precise. Give a date range if necessary. Treat other dates similarly.			Identify what kinds of resources are needed, the amounts if possible, and what additional funding might be needed.	When the grid is reviewed, note what has been achieved.

Figure 2 Sample implementation grid from Balnaves

Action	Responsibility	Time frame	Resources	Cost	Progress	Consequences
Create two teaching areas out of one.	TL	By end of Term 4, 2008	Time. Assistance of other staff.	Nil	Process almost complete. General Assistant has been asked to move and store empty shelves.	Increased use and flexibility of the Library. Already able to accommodate two full classes. Highlighted need for better library signage. Change booking system to reflect this.
Consolidation of shelving	TL	By end of Term 4, 2008	Time. Assistance of other staff.	Nil		Problem of storage solved by GA. Need for further culling highlighted. Fiction stack established in storeroom.

Figure 3 Example of modified grid from the Physical environment area of our plan



Figure 4 Year 9 Elective History students learning in the flexible library space

Collection management

A formal collection management policy is now in place and we are working towards improving the quality and range of all our resources to give students the best possible opportunities to build deep knowledge. We have subscribed to some online resources and we are trying to make the most of what is freely available online by cataloguing websites and creating links to quality information sources provided by public, state and national libraries.

Both teaching spaces in the library are used regularly and, thanks to some joint reading initiatives with the English faculty, student borrowing in Term 2 this year is almost twice that of the same period last year. We have also ventured into the world of Web 2.0 and students are using the library blog to comment on and review the books they are reading for the Premier's Reading Challenge.

A changing learning culture

From a personal perspective, the most exciting change has been the opportunity to collaborate with my teaching colleagues. Many of my offers to speak to students about information literacy, reading and literary learning have been taken up enthusiastically. The input of the teacher librarian and the availability

of relevant resources are now expected and valued by the school community. This shift in behaviour is significant because it shows that the learning culture of the school is changing and also demonstrates that students and staff value access to this kind of learning support. This integration process is facilitated by sharing the library space with the Head Teacher, Teaching and Learning who is a strong supporter of information literacy.

Support from the principal and executive

The revitalisation of the school library at Figtree High would not have been successfully implemented without the support of the school principal and executive staff. Initially, they collectively set the vision for change and facilitated the formation of the Library Committee. This has been followed by a range of support measures for the library program including the provision of adequate financial and clerical support, explicit affirmation of the value and significance of the work of the library to the whole school community and the principal's regular presence in the library. Of great value also has been Steve's role as a professional mentor. He has made time to meet with the library staff and committee and demonstrated trust in

our professional judgement as well as helping us to seek consultancy support from the Department. In effect, the work of the library and the teacher librarian has been drawn into the mainstream business of the school, which is creating the best possible learning outcomes for our students (Figure 5).



Figure 5 Margaret and Principal Steve Bouvet are pleased with the new IWB and redesigned space

One obstacle now to the expansion of the library program in the school is lack of space, and many teachers are expressing frustration at not being able to book their classes in. Fortunately, we do home deliver both print resources and expertise and we are working to expanding the notion of a virtual library that has many access points in the school. However, students and teachers really enjoy the space and flexibility that a library learning space offers, along with

access to the full range of available resources, including the teacher librarian.

Responding to the changing needs

A lot has been achieved in the past twelve months thanks to the hard work, enthusiasm and vision of the

library committee, but there is still a lot more to do particularly in the area of teaching and learning, promoting information literacy, collection development and integration of new technologies into our pedagogical culture. In order to achieve these goals we have several specific programs underway, for example the integration

of strategies for locating and selecting information into the existing Year 7 transition program. Our main goal as a committee however, is to remain flexible and responsive to the changing needs of the school community. This will ensure that our library will continue to be relevant well into the future. ■

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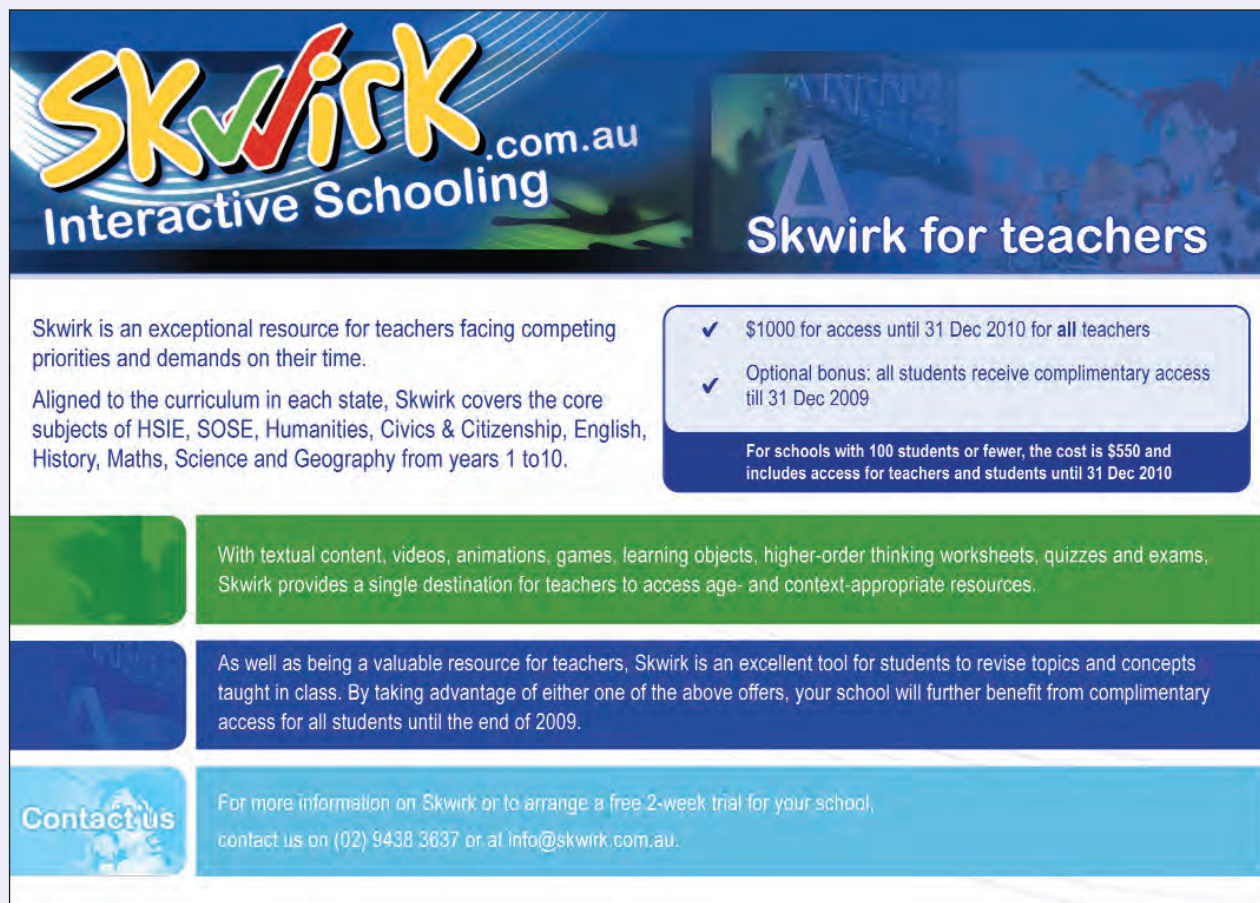
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Caddies Creek library: the learning hub of the school



Phil Nash,
Principal at
Caddies Creek
Public School,
outlines the

collaborative leadership role of teacher librarian, Jenny Scheffers, that has enabled the library to become the learning hub of the school.

Since Mrs Jenny Scheffers arrived at Caddies Creek Public School in 2006, a complete transformation of all facets of the library operation has occurred. Jenny has worked collaboratively and cooperatively with all the school stakeholders to develop our library as the learning hub of the school. Teachers view it as a natural extension to their classroom. Jenny's initial emphasis was to inform and professionally develop the teaching staff with the attributes and positive benefits of the Cooperative Programming, Planning, and Teaching (CCPT) and using a flexible timetable. Jenny's passionate,

dynamic and enthusiastic manner quickly encouraged the teaching staff to embrace and be part of the quality teaching and learning that is so strongly evident with this approach. Students also quickly became motivated and engaged and extremely keen to participate. Parents are exceptionally supportive of the library program as they can identify with the benefits of it for their child's learning. Mrs Scheffers' innovative and collaborative leadership, coupled with her boundless commitment and energy, has resulted in our library being an exemplar of best practice that is valued extremely highly by the whole community. ■

Collaborative leadership — a primary perspective



Jenny Scheffers,
teacher librarian at
Caddies Creek
Public School,
outlines the various

ways in which she has successfully demonstrated collaborative leadership within her school. This article is based on Jenny's presentation at the School Libraries Leading Learning: Armidale 2009 conference, which was jointly organised by our School Libraries and Information Unit and ASLA (NSW) Inc., and held in June 2009.

What is collaborative leadership?

Collaborative leadership involves working with people to lead change in schools. It is about bringing people with you on the journey rather than using positional power.

Definition from *School Libraries Leading Learning: Armidale 2009 conference*

When analysing this definition more closely;

- **people** refers to the whole school community: Principal, Executive teachers, classroom teachers, support staff, parents and students
- **lead change in schools** implies innovative and positive developments of the schools' teaching and learning programs and the close integration of library and classroom programs

- **bringing people with you** involves building partnerships, especially with the Principal, Executive teachers and other innovative staff members, and taking on a proactive role
- **the journey** is never ending, always moving forward and involves ongoing reflection and evaluation.

The pathway to collaborative leadership

To be in a position of collaborative leadership, I strongly believe that a teacher librarian should:

- be fully qualified, having completed post graduate studies
- regularly attend various professional development courses, including those hosted by local teacher librarian district groups

- read professional publications
- network with teacher librarian colleagues
- be passionate and proactive about the ways in which the library can support students' learning
- possess good public relations, communication and management skills, in order to effectively gain support for the role of the library within the school
- maintain a current library program and management plan, which are developed in consultation with the principal
- develop a cohesive library team, with each member having defined roles and responsibilities.

Developing powerful instructional collaborations does not happen by chance. They require the depths of commitment, intense engagement with the mechanics of pedagogy, clarity of goals in terms of student learning outcomes, strategic time management, and organisational skills.

Todd, 2008

The collaborative leadership journey @ Caddies Creek PS (CCPS)

Prior to my appointment in 2006, the library had operated as a fully release from face-to-face (RFF) teaching environment. At the start of 2006, I successfully negotiated with the principal to trial Cooperative Program Planning and Teaching (CPPT) and a flexible timetable for a year. The integration of Resourced Based Learning (RBL) and Information Skills were also integral components of this new library structure. At the end of this trial period, the operation of the library would be reviewed.

Under this library restructure, the RFF load was radically reduced to three hours per week. This was a huge change for the school, particularly the teaching staff!

In consultation with the principal, the objective for the library from 2006, and onwards, was:

To develop the library as a vital and dynamic information and curriculum hub of the school; a valuable centre of teaching and learning for the entire school community (students, staff and parents).

At an early Term 1 staff meeting, I outlined my future vision for the library. The concepts of CPPT, flexible timetabling, RBL and Information Skills were explained. The very powerful and valid benefits for the implementation of CPPT provided by MacKenzie and Thomas (1992) and others, were presented and discussed with staff. Specific benefits for the students, class teachers, support teachers and the teacher librarian were clearly stated. Interested teachers were then invited to participate in the first trial of CPPT.

The Term 1 flexible timetable was very quickly filled by innovative individual teaching staff, rather than by a grade or stage group of teachers. A wide range of teaching and learning units were collaboratively planned, resourced, taught and evaluated, including a Year 2 study of the Water cycle and a Year 5 Commonwealth Games rap

At the end of Term 1, each of the participating teachers was asked to complete a written survey, which related to the:

- students' skills development and response to the unit (interest level, motivation)
- suitability of teaching and learning activities
- suitability of resources
- professional benefits for the class teacher, working collaboratively with the teacher librarian
- whether the class teacher would be interested in participating in future CPPT units.

These surveys contained positive comments which were collated and presented at an end of term staff meeting. I briefly outlined the various CPPT units taught, using a CPPT mapping overview. This table showed the teachers and classes involved in particular units, the title of each unit and its connected Key Learning Area

(KLA), the hours per week and total hours spent in the library, the specific Information Skills involved and the final presentation format. One teacher involved in each unit then discussed the benefits for both their students and themselves. At the conclusion of this staff meeting, it was clearly evident that the trial library program restructure was an overwhelming success.

I am only one, but I am one, and what I do makes a difference.

Kim Gordon (1998)

Remainder of 2006

Terms 2 to 4 saw the ongoing development of CPPT units, including various Stages' Information Skills based research units, a Stage 3 book rap and whole school Book Week celebrations with visits by guest illustrators, Stephen Axelsen and Emma Quay. By the end of the year, all mainstream classes had participated in at least two CPPT units and the library's flexible timetable had been fully booked each term.

At the end of year library review, the Principal stated that

There would be a staff mutiny if we went back to RFF. The Library has already become the hub of the school; much more quickly than I anticipated.

Phil Nash

CPPT and flexible timetabling were here to stay. No further negotiating was necessary.

From 2007: the further demonstration of collaborative leadership

Library usage and the role of the teacher librarian are continually evolving, with the:

- expansion of classes involved in CPPT. From Term 1 2007, all three Autism Support classes are now integrated with mainstream classes for CPPT and library borrowing. Prior to 2007, these classes had only accessed the library for their weekly borrowing sessions. To quote a Support Unit teacher,

My students now regard the library as an extension of the classroom. They feel they belong!

- successful trialling, integration and adoption of *Guided Inquiry*. This major change in the library's teaching and learning program has involved a great amount of professional development for both myself and a dynamic Assistant Principal, who has accompanied me to several of Ross Todd's *Guided Inquiry* seminars in Sydney. Working collaboratively, we have sown the seed for *Guided Inquiry* at our school, by trialling units and inservicing our colleagues at staff and Stage CPPT planning meetings. In addition, I have presented our successful integration of *Guided Inquiry* at several teacher librarian conferences.
- further development of open-ended and higher order thinking research tasks, such as webquests. These constructivist tasks complement the *Guided Inquiry* framework, as students are actively engaged in making meaning, feel ownership of their own enquiry and are highly motivated. Such carefully planned tasks lift the bar for teaching and learning (Figure 1).
- involvement in the School Libraries and Information Literacy book rap programs, such as *Possum magic* book rap (2007) and *Wilfrid Gordon McDonald Partridge* rap (2008). I have worked collabora-

The trialling of *Guided Inquiry* has also involved the collection of evidence based practice data, using the collated *SLIM Toolkit* findings of Year 6 students. The simpler *Skinny Toolkit* surveys are now an integral part of Stage 2 and Stage 3 *Guided Inquiry* research units. These surveys provide valuable tools for gaining insights into students' learning and emotions, and suggest relevant interventions and scaffolding at the point of need.

- tively with Penrith Public School's teacher librarian, Ian McLean, to coordinate these two most popular and rewarding internet based projects. We are currently planning and coordinating the Early Stage 1 and Stage 1 *Bear and Chook books rap* (2009). All sixteen Kindergarten to Year 2 classes and our 3 Support Unit classes are taking part during Term 4.
- integration of interactive white board (IWB) and Web 2.0 technology to support students' learning. In 2008, Ian Mclean and I once again collaborated to set up a joint *Gold quest* blog for our Stage 3 students, who coincidentally happened to be studying this HSIE topic.
- annual author and illustrator Book Week visits, which provide a focus for the whole school community.

All classes participate in CPPT lessons to study our guests' biographical backgrounds and titles, and brainstorm open-ended questions, in preparation for the upcoming visits. As stated by an executive teacher,

Our Book Week visits are the highlight of the school calendar!

By influencing a few, you will be reaching many.

Margaret Eden (1998)

- extension of library hours. Traditionally, the library had only been open for the first half of lunch each day. From 2007 onwards, the library's hours are more flexible; opening before and after school for fifteen minutes and opening all of lunchtime. Other teachers, as well as myself, are rostered on library lunch duty. Such initiatives have provided the whole school community with a positive sense of shared ownership of the library. It has become a very vibrant, busy and highly valued teaching and learning hub of the school.
- development of outstanding school community support of the library. Examples of this include the very generous financial support from the P & C and the dedicated band of parent helpers, who assist with book covering, shelving, book fair and the Premier's Reading Challenge (PRC).



Figure 1 Stage 1 students working on CPPT unit in the library

The future

Each year, the library at Caddies Creek Public School continues to refine and consolidate its role in the support of students' learning. The development of strong, collaborative teaching partnerships, and the high regard in which the whole school community views the library, will ensure exciting and rewarding learning journeys in the future for all involved. ■

[Editor's note: Jenny's 2008 Library Management Plan will be available from the *Scan* contents (annotated) page at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan/>.]

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Creating digital stories: introducing *Jump into storyboarding*

Jump into storyboarding is an Early Stage 1/Stage 1 English resource which supports student writing, understandings about narrative and digital storytelling. This resource features the cartoon characters Pig and Bear in a series of stories without words (Figure 1). Initially, classes begin by writing the text for *Flower story*, *Pirate story* and *Tree story* on the IWB.

Next, they explore elements of narrative by dragging story icons onto the screen. They move on to practising storyboarding with *Cat story*, *Bear's party* and *Pig's present*.

Finally, they launch into using *PhotoStory3* to create their own digital stories.

Organisation

Jump into storyboarding has been designed for collaboration between the classroom teacher and the teacher librarian. Phases One and Two can be done as a whole class. Phase Three requires two teachers – one teaches a small group, while the other teaches the class.



Figure 1 *Jump into storyboarding* provides a series of digital stories

Resources

An IWB is required for Phases One and Two. This experience is compatible with *ActivStudio* and *Smart Notebook* software.

Duration

It is anticipated that these flipcharts could be used to support English sessions over a 5 week period.

Where is this resource?

The IWB charts used in this resource can be found within the Primary section of *Integrating ICT in teaching and learning online course modules* at <www.det.nsw.edu.au/ict>.

Search in Primary > Early Stage 1 > Teaching and learning > Resources

Evaluation

Optional pre and post unit reflection questions are available (Figure 2).

The following articles by Rhonda Parnis and Viktoria Rendes show how two schools used *Jump into storyboarding* as a learning experience for their Early Stage 1 and Stage 1 students to explore elements of narrative. Rhonda's article focuses on using Phase one with an IWB, and Viktoria's article focuses on students' experiences with Phase 2 and Phase 3 of this digital storytelling resource. ■

Jump into storyboarding – Unit evaluation options

Reflection questions – Individual or small group pre and post tests

Ask the same questions at the beginning and end of the teaching sequence, to see how far students have come with their understanding of narratives.

1. What is a story?
2. Can you think of some things that every story has to have? (e.g. characters, setting, orientation, complication, series of events, resolution)
3. What is a character?
4. How do stories usually end?



Reflection session at end of the unit – whole class

Make two circles – an inner and an outer circle with students sitting opposite a partner.

Ask each pair to take turns to answer the first question.

1. If you could do it again, what would you change?
The inner circle stays where they are and the outer circle moves one along. Again, both partners answer the following question.
2. What did you like best?
Once again the inner circle stays where they are seated and the outer circle moves along. Students answer the following questions.
3. Did anything go wrong? What did you do to fix it?
After the last rotation of the outer circle, students answer:
4. Do you think your friends would like your story? Why or why not?
Students may report back one interesting comment to the whole group.

Figure 2 *Jump into storyboarding* – unit evaluation options

Creating digital stories.

Part 1: *Jump into storyboarding*



Rhonda Parnis,
teacher librarian,
at Sherwood
Grange Public
School, and K/1

classroom teacher, **Nicole McTaggart**, collaborated in trialling a writing tool for interactive whiteboards. Rhonda describes how they collaborated to use the resource, the steps in the learning process and the students' enjoyment as they created their own stories.

When approached to trial *Jump into storyboarding*, collaboratively developed by the School Libraries and Information Literacy Unit, Sharryn Bowes (Project officer, AGQTP) and cartoonist, Nik Scott, I thought about the new interactive white board (IWB) in the library and how this would be a great way to incorporate its use in a meaningful way into library English lessons. We were invited to focus on the initial story writing activities and did not undertake the digital storytelling which was carried out by Minchinbury Public School.

Collaborative planning and teaching

I consulted with Nicole McTaggart, the K/1 teacher whose class I teach for two release sessions a week, and we devised a plan. She would teach narrative structure within the class timetable and I would reinforce the metalanguage and text structure, using novels read in library sessions, and the unit developed by the School Libraries and Information Literacy Unit. Small group sessions could happen during our release time with Nicole teaching some students in the classroom and I would teach a group in the library using the IWB.








Orientation 	Character 	Prop 	Complication 
Event 	Resolution 	Favourite page 	NB The event icon shows legs because events keep things moving!

Figure 1 Story icons are dragged from the bookshelf to label the frames

Using story icons to understand narrative structure

We printed and laminated the story icon cards within the IWB resource, and then each of us used these when reading any story to the students. Students soon become confident with the terms used when discussing a narrative e.g. complication, event and orientation (Figure 1). As the students were already scribing their own stories in class in personal diaries, and as responses to stories they were reading in English groups, Nicole continued these activities.

I then moved on to introducing the characters of Pig and Bear in *Tree story*, *Flower story* and *Pirate story*. The students had great fun discussing each story and what Pig and Bear could do to solve their problems.

At first, we looked at the sequence of illustrations and discussed the storyline. We then looked at the different narrative elements. Students held up a story icon card when they recognised its occurrence in the story. This part of the unit was mainly done

through discussions, nothing was written on the IWB yet.

We then used the narrative icon shelf tool within the IWB resource. This provides a bookshelf of story icon symbols that can be dragged over to each page of illustrations. Students took turns dragging the various symbols over from the shelf and explaining how they were represented on that page (Figure 2).

They came up with fantastic ideas and vocabulary.

Writing the text

The next stage in creating their story was writing the text of the narrative. As each illustration was shown on the screen, the students suggested appropriate text. They came up with fantastic ideas and vocabulary and it was quite difficult to decide on text for each scenario from the many suggestions offered.

When the text was finally determined, students wrote this on the IWB screen and we saved and then printed out the story. This was technically challenging with Kindergarten and Year 1 students being quite slow writers and the IWB interpreting their writing in interesting ways! I found it easier not to use the writing recognition tool and I retyped the text myself at a later time. In this way the creative momentum was maintained.

Boosting descriptive writing

Next, we used these printed sheets to work on how we could improve the text by adding adjectives or looking more closely at the illustrations to add more to the storyline. As we changed the narrative on paper we revisited the screen version of our story. In the library, this was done in small groups with each group working on one page in the story. Group leaders then brought their suggestions back to the whole class and together the class decided on the final text. Each group then typed their text onto the screen





	<p>Guided teaching</p> <p>Narrative elements</p> <p>Ask students: What are Pig and Bear doing now? Why are they doing this? What happens next?</p> <p>Ask students to drag story icons from the bookshelf and place them on this frame. As they do so, they will name the icon and say WHY they are placing it on the frame.</p> <p style="text-align: center;">  , prop  . complication  </p> <p>Solution: Character</p>
---	---

Figure 2 Guided teaching notes for using story icons in *Tree story*

page. We found it easier to insert a textbox and type the sentences rather than write directly onto the IWB. This allowed the text to shrink to the space available and writing was neat and legible. This was done when the class was divided into groups across the classroom and library, so fewer students were waiting to use the IWB. Once completed, the narrative was printed and bound. It now holds pride of place in their classroom library.

Sequencing events scaffolds

Throughout the time we were working on the narratives, which featured the Pig and Bear characters, we were also looking at the sequence of events in each story. *Jump into storyboarding* contains resources that specifically teach this aspect of literacy. These resources are:

- a grid for sequencing the illustrations (Figure 3)
- a free form version.

The students especially liked the free form resource in *Tree story* where they dragged the illustrations out of a large apple and moved them into the correct sequence. The students really enjoyed these activities and waited patiently for their turn at the IWB. The activities promoted rich discussion about why the illustrations needed to be in the correct order. This also produced suggestions for our

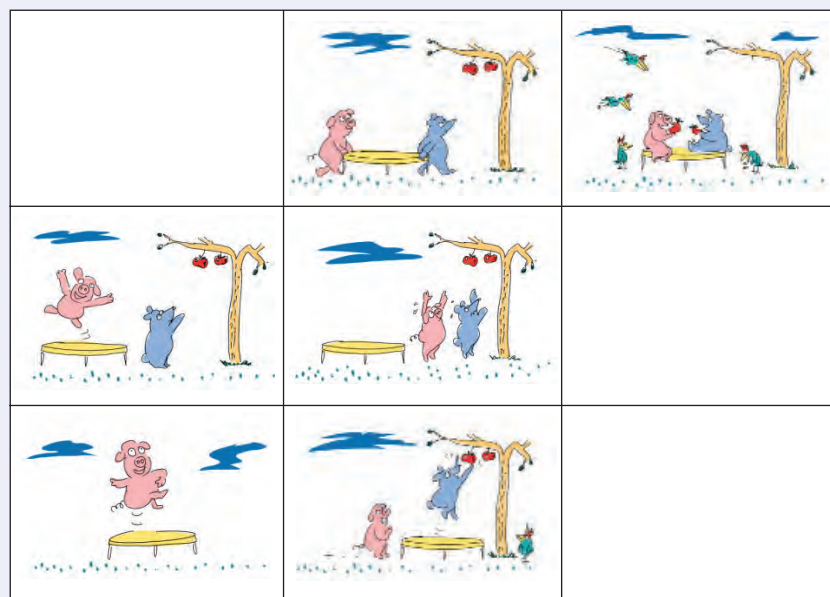


Figure 3 Students click and drag these pictures to place them in sequence


 <p>Bear's party</p>	<p>Bear and his friends were dancing at his party</p>	<p>Suddenly Bear slipped on the cake.</p>
<p>His cake was ruined!</p>	<p>Bear felt very sad.</p>	<p>Pig saved the day!</p>

Figure 4 Students can drag characters from the Bear's party folder to create a storyboard or create their own

class narrative as new ideas were floated when a student had to explain the placement of an illustration. These activities definitely had the students using their higher order thinking and communication skills.

Creating a deep understanding of narrative

I found the resource easy to use. The illustrations are great and really capture the imagination of the target audience. Many different versions of the story can be developed which means the resource can be used again, even with the same class. *Jump into storyboarding* allows the students to create a deep understanding of the narrative form. As a result, the students now point out the orientation or complication of a text I read in library, unprompted. Arsha, a Year 1 student, said to me recently

When Applesauce is reminiscing about before the bushfire, that's the orientation of the story, isn't it?

Creating more digital stories

The option is also open for individuals to create their own stories using Nik Scott's gallery of extra illustrations included within the resource (Figure 4). Will there be a Pig and Bear series by K/1B perhaps? This also lends itself to the Web 2.0 arena, with students creating and sharing their own work using available technology. Imagine students creating their own annotated animated narratives published on the school intranet or maybe even further?

I found that *Jump into storyboarding* allowed the IWB to be used as an integral part of presentation and activities in these lessons. Students worked in small groups, teacher directed whole group and individual sessions at different times during the unit. They were always meaningfully engaged and completely at ease using the IWB. Their deep understanding of narratives has been developed, as has their love and understanding of literature and the author's and illustrator's roles in creating a wonderful story. ■

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Creating digital stories.

Part 2: *Jump into storyboarding*



Viktoria Rendes,
classroom teacher
at Minchinbury
Public School,
describes the use

of *Jump into storyboarding learning sequence tool* with *Early Stage 1* students. Viktoria worked closely with **Julie Heywood**, the *Early Stage 1* class teacher, and **Debbie Booth**, the *Early Stage 1* teacher librarian, to integrate technology in quality teaching and learning activities focusing on creating digital stories.

Minchinbury Public School was asked by the School Libraries and Information Technology Unit to trial the *Jump into storyboarding Early Stage 1/Stage 1 IWB English* resource, which supports writing, understanding about narratives and digital storytelling, with an *Early Stage 1* class. This resource features cartoon characters, Pig and Bear, in a number

of stories for which the class writes the text. I became involved in the project because of my interest in integrating technology in teaching and learning programs in manageable steps for busy teachers. I strongly believe the technology has to be user friendly for teachers to want to use it and it has to add real value to the learning. It was clear to me from the outset that *Jump into storyboarding* satisfied both criteria on our journey to digital storytelling.

...we met to assign roles and responsibilities, and schedule opportunities for the teacher librarian and class teacher to collaborate.

Julie Heywood, the *Early Stage 1* teacher, and Debbie Booth, the *Early Stage 1* teacher librarian, were enthusiastic participants in the project. We were just about to have an IWB installed in a classroom, which very few of the staff knew how to operate. Participation in this project allowed the teacher librarian to have a chance to trial a lesson using the brand new IWB.

In the early phase of the project, we met to assign roles and responsibilities, and to schedule opportunities for the teacher librarian and class teacher to collaborate. We then met informally to let each other know how far we had progressed with *Jump into storyboarding*, which we nicknamed *Pig and Bear*.

Building background knowledge: teaching the elements of narrative

As the class teacher, Julie was involved with the initial teaching sequence. She explicitly taught the elements of the narrative using posters and booklets created from the IWB lessons tool as she did not have access to the whiteboard (Figure 1). Her students became familiar with the characters and added text to a number of stories. She taught them the metalanguage of narratives and focused strongly on intellectual quality.

Having Pig and Bear as a resource has allowed me to model the structure of a narrative in a far more meaningful way than I have ever been able to do before. The metalanguage embedded in the unit has made it possible for me to send these children off to Stage 1 with a clear understanding of a narrative.

Julie Heywood, ES1 teacher

<p>Orientation</p>	<p>Character</p>	<p>Prop</p>	<p>Complication</p>
<p>Event</p>	<p>Resolution</p>	<p>Favourite page</p>	<p>NB The event icon shows legs because events keep things moving!</p>

Figure 1 The story icons can be printed and enlarged as posters

Using the story icons

In the meantime, the IWB finally arrived at the school. It was time for the teacher librarian to build on the initial lessons by furthering student engagement through the technology. Debbie carefully structured her initial lesson to include both floor work and use of the IWB.

It was important to work with the concrete material first, I don't think it would have worked as well without it.

Debbie Booth, Early Stage 1 teacher librarian

Debbie brought in an enormous range of props and characters which students had to sort into appropriate categories. It was wonderful to see ES1 students struggle with problematic knowledge as they tried to determine whether a flower (with a smiling face) was a character or a prop. Some interesting discussions ensued as each side explained the reasons for their answers.

Seeing Pig and Bear suddenly burst onto the screen after working with only a hard copy in the class was a magical moment. The children thought it was amazing to have the book they had written suddenly appear in front of them. I was lucky to witness the 'wow' factor.

Debbie Booth, Early Stage 1 teacher librarian

Creating digital stories in small groups

After discussing the story icons, and writing the text for *Tree story*, *Flower story* and *Pirate story*, it was time to work with a group of children to create their own digital story using PhotoStory3. We selected a group of 3 students who showed high levels of engagement and a good grasp of the concepts covered thus far. These students worked for approximately three hours to write and record their own narrative as well as to act in their friends' narratives.

Students revised the elements of a story and were introduced to the idea that they would become characters in a made up story. Simple storyboards

Cover=Orientation	Complication	Event	Resolution

Figure 2 Students draw elements such as characters and props into each frame to build a simple narrative together

...students were engaged in substantive communication...

were handed out and each child workshopped an idea for a story (Figure 2). This was the heart of the lessons. Ideas flowed back and forth and the students were engaged in substantive communication about their stories using the appropriate metalanguage taught in the previous lessons by Julie and Debbie (Figure 3).



Figure 3 Three friends thinking about short stories

As students had only one or two pictures with which to capture the essence of the orientation, complication and resolution of their narrative, the idea of freeze frames was introduced. Students acted out scenes and as the teacher called *freeze*, students froze to capture the essence of each stage of the recount. These scenes were then drawn on the storyboard and, as students added text orally, the teacher scribed.

Once students were happy with their story, long-shots and close-ups were discussed as a technique to highlight the complication as the focal point of a narrative. Each of the students marked the one or two shots that they felt required close-up shots to accentuate the emotion experienced during

the complication (Figure 4). They were able to pinpoint and zoom in on the most appropriate picture in the sequence.



Figure 4 A close up shot highlights the emotion in a complication

Finally, students were handed a digital camera and taken to the playground to act out their story. The photographer of the story became the unofficial director, asking the other two children to move to parts of the playground and making decisions on the type of shots they were going to take. They were reminded to follow the storyboard and occasionally had to be moved in order for the light to come from the correct angle or not to include a shadow in the shot. Students were remarkably competent at using the camera and took some excellent shots.

I was pleasantly surprised to see Kindergarten children confidently handling the digital camera. They were very clear about the composition of the pictures and handled the close-ups very well. Their focus was squarely on the key ideas covered in the lesson.

Viktoria Rendes

The photographs were downloaded during the break into separate folders on the desktop using the students' names as identifiers. This was done for ease of access as ES1 students all

recognise their own names without prompting.

Back in class students reviewed the photographs they had taken and deleted any that were superfluous. This was important as it left students with exactly the number of photos they needed for their story in the correct order.

Students were shown how to open *PhotoStory3* and the use of the next button. They imported each photograph from their folder and were then prompted to add the text on the original storyboard (Figure 5). Some editing did take place at this point and two of the children were keen to type the story themselves. All that remained was to save the story.

The program was very simple to use and required minimum guidance. It mainly required students to click on next and import photos in the order that they appeared in their folder. That night, CDs were burnt of their stories

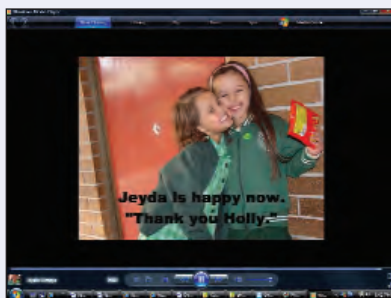


Figure 5 The resolution was invariably a happy end

to share in class and also to take home to their families. These CDs have been used to print hardcopies of the stories for independent reading in class and also to access on the computers in the room during guided reading.

The process involved in making the digital story was relatively simple. All that is needed to successfully implement this with a whole class is an extra pair of hands or two. This could be provided by the teacher librarian, STLA, ESL teacher or parent helpers.

Viktoria Rendes

Sharing their stories

Students proudly showcased their stories to the class. Their classmates were most impressed seeing them on the screen and chorally read the stories. In a final sharing session, Holly explained that a story ‘... is nice to read and it is relaxing’. As a budding reader, she shows deep understanding of the purpose of a narrative. ■

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Questions for James Moloney

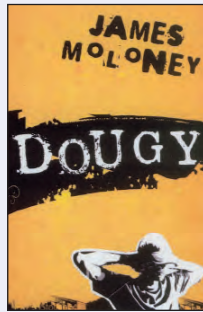
James Moloney, award winning Australian author, responds to questions from the School Libraries and Information Literacy team about his novels, *Angela*, *Dougy* and *Gracey*, which have been republished this year. The Q&A below focuses on each book's representation of Indigenous people, different points of view, the synergy between the three books, and the techniques James uses to engage his young adult audience. These resources can be used to supplement the study of a prescribed text in the English Stage 6 Area of Study: *Belonging*.

Q *How important do you think it is for students to engage with Australian texts, especially those providing insights into Aboriginal experiences and multicultural experiences?*

A The role of literature is to throw up ideas from outside readers' experience so they can share and examine them personally and at times collectively if a text has been chosen for classroom study. To me, it's a motherhood statement that part of the literature recommended to the young should prompt such exploration and encourage adolescents to develop their own understanding, rather than uncritically adopt the views of those closest to them.

Q *Considering you do not have an Aboriginal heritage, what was challenging about creating experiences of Aboriginal characters?*

A I couldn't get to the core of Aboriginal spiritual experience. I realised this early and didn't try. It's private and for Aboriginal people alone. This might surprise some, who would immediately point to the Moodagudda which plays such an important role in *Dougy*, yet in that first novel I present a fractured and bowdlerised version of something infinitely more subtle. I had



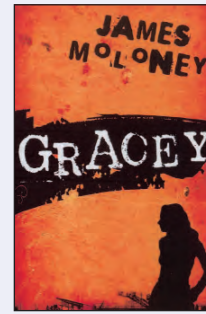
come to realise that alcohol and despair had so badly affected the families of some of my students that such traditional lore was not being passed on. At best, kids like Dougy were picking up a devalued version and since they were exposed to Western stories and images through film and schooling, they'd come to combine the two. Dougy thinks of the Moodagudda as the 'creature from the black lagoon'. That was a legitimate comment on the dispossession of Indigenous youth, I felt. But at the deeper level I left it alone.

Apart from this, the most difficult task was to get the voice right. After weeks of trying to get started, I typed onto the screen, 'My name's Dougy. I'm nobody much,' and I knew I'd tapped into the way my character thought about himself, through the veil of white prejudice.

Q *Have you had any communication with members of the Aboriginal community in relation to your writing?*

A On the whole, I suspect few Aboriginal people are aware of

my books. The communication I have had falls on both sides – the positive and the negative.



Over the years and still today, I receive letters and emails from Indigenous readers, mostly teenage girls, who have read *Dougy* or *Gracey*, often at

the instigation of a teacher. They thank me for writing about a strong girl with a background like theirs whom they can identify with and they tell me they like the story.

There have been occasions when I've received criticism for being a white person writing about Indigenous Australia. However, I soon realised these opinions were based on absolutes rather than a direct rejection of my books.

Q *Is there a particular message or understanding you would like young adult readers to gain from your novels?*

A Contemporary Aboriginal Australians do face lingering prejudice and they certainly face massive social disadvantage. This is not in dispute in my books, so yes, I suppose I want my readers to understand this in the face of Hansonite claims that 'blacks get everything given to them while poor whitey has to work for every crumb'. That's an ignorant lie, but a hard one to discredit in the eyes of those inclined to believe it.

More than anything I hope readers see my characters as real people, rather than racial archetypes. Nothing in the lives of any of my characters is wholly good or wholly bad; if I may be allowed to put it this way – nothing is

black and white. I hope that all young Australian works out for themselves what they think in relation to the matters raised in my books and if the books have helped them do this, I'm more than satisfied.

Q *Did you consciously write in a particular style to engage a specific audience?*

A I was writing for adolescents, so the story is more plainly laid out than if I'd been aiming at adults. Not that there is a lot of difference, but it's a judgement each YA writer makes and since we're all working independently, this is why the boundary between YA and adult writing is so blurred. I don't have a particular style that makes my work identifiable out of context, in the way a paragraph from Sonya Hartnett would stand out immediately. I mix and match and borrow styles from the books and films that have influenced me in order to get the storytelling mode I'm searching for.

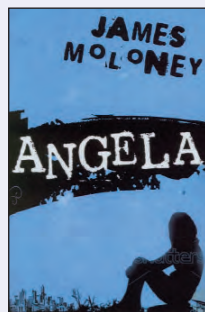
My audience for these books was the Australian adolescent and so I kept in mind a vision of such a young person, neither male nor female perhaps, but a figure vaguely listening as I tapped away at the keyboard and if that consciousness produced a style, then it's for others to work out what it is.

Q *When you were composing Dougy, were you aware you were going to write a series of stories using the characters? What did you enjoy about developing your characters from the different perspectives?*

A To begin with, Dougy was to be a one-off story. But when the manuscript was ready for the printer, I confided to the editor, Barbara Ker Wilson, that I was still thinking about the characters, so much so that I was worried for Raymond. She challenged me to write his story. But I already knew what would happen to Raymond and to focus on him would make the book one of total despair. So I started to think about Gracey at her boarding school in Brisbane. It didn't take long to realise how lonely and isolated she

would feel yet I had already given Gracey great strength of character in the earlier novel. She would stick it out. I had my main character, one whose story was ultimately filled with hope. If there was a joy in this for me it was in allowing myself to write in a more sophisticated voice. As a narrator, Dougy had been frustrating because there were words and ways of saying things, even comparisons needed for metaphors that could not be in his limited experience. Gracey set me free.

Angela wasn't written until five years later. I'd been angered by Sir Ronald Wilson's claim that Australians were



guilty of a form of genocide because of the Stolen Generations saga. But when I began to read and research myself, I realised what he meant and, being a novelist, my personal response came in the form of a story, reviving characters who already meant a great deal to me.

Q *Considering the current political climate, including Kevin Rudd's apology to the Stolen Generation, is it important for students to read fictional texts with Aboriginal experiences?*

A If it helps them understand the politics and the importance of the apology, then yes. I would also hope students read personal accounts by Indigenous people of how the policies of separating children from their families affected them so deeply. The risk is that students might see this as just a little too didactic, in what is supposed to be a literary experience, and consequently resist these attempts to help them understand. If it's vital that non-Indigenous Australians understand what happened and why Aboriginal people have been so hurt, then maybe we should come right out and make it part of the History syllabus.

Q *Interestingly the content in your novels does not avoid depicting social problems, such as Aboriginal experiences with alcohol abuse, resistance to legal procedures and reliance on welfare benefits. Was there a reason for this?*

A I have always set out to be honest with my adolescent audience in whatever I write. By honest, I mean share what I have truly seen and experienced, not a sanitised or romanticised version thereof, and what I truly believe, not what's politically correct at the time.

In the late 1980s I found that the depictions of Indigenous Australians in literature for the young had moved on from condescending stereotypes of a quaint stone age people to present them instead as saintly victims of grim-faced white intolerance. In a different way, such depictions were still patronising and even more annoying, authors were too quick to suggest that white prejudice and black disadvantage could be turned around with just a little effort on the part of some well meaning kids on both sides.

My time in rural Queensland had shown me that this simplistic view let Indigenous people down as much as it failed the young reader because it wasn't real and it didn't tell the truth. What's more, the discerning reader could tell they were being preached to, that the authors were trying to change their views in a lock-step manner. Good literature should never do this.

Real Aboriginal people, I knew from first-hand experience, had personal faults like everyone else, as well as wonderful strength of character, as I was privileged to see in so many instances. They were human, like the rest of the world and they deserved to be written about in that way, not as saintly bundles of social issues. Certainly they suffered the effects of racial discrimination and social disadvantage, but not in the way everyone seemed to imagine. It was much more complicated than that, as the Australian government is now

discovering through the Intervention in the Northern Territory. It's about more than laws and money. It always has been.

So my three books depict Indigenous Australians with alcohol problems, subject to violence by their own people as much as whites, becoming dependent on 'sit-down' money. Some spiral into despair, others soar with hope. By giving my characters the real experience that I observed in my time among similar communities, I was able to let them grow as human beings

and in following that growth, draw my readers along with them, as

authentically as my non-Indigenous imagination would allow. ■

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Re-imagine your library

Ruth Buchanan, teacher librarian at Colo High School, inspires us to really look at our school libraries and imagine an inviting, stimulating, safe environment for providing effective teaching and learning.

Why re-imagine your school library?

To make it more effective.

All sorts of things can be effective. Beauty. Inspiration. Comfort. Atmosphere. Service. Effective can be measured in many ways – library loan statistics, usage statistics, that darn-it's-crowded-at-lunchtime feeling, the kid who says to their teacher, 'Can we stay in the library to read? It's awesomer than the classroom.' Love that kid!

Ruth Buchanan

It is all too easy for our eyes to become accustomed to the way things are in our libraries; to forget that easy, for us, is not necessarily easy for the students. To think that renovations require architects, and major money, and committees and meetings and plans and....

No. You can start, today, to change your library in ways that are both effective and affordable, in ways that help students and teachers, and in ways that increase loan statistics and library usage, and that make your school library awesome.

Begin by taking photographs of your library as it is now, from outside and through the interior. It will be good to have them now, to learn from the objectivity of photographs. Later, you can look at how things were before, and how they have changed.

Getting them in

What brings your students through the door of your library? Do they come because they have to, or because they want to? What greets visitors to the library – signs full of DON'Ts, lists of overdue miscreants? If the entrance to your library was a shop, would it draw customers? If not, why not? Like it or not, we are competing, in a visually oriented world, for the custom of our students; they come to the library because they want to, not just because they have to. Few teachers have studied marketing within their teaching qualifications, and yet this is a critical tool for teacher librarians. There are ideas all around you can borrow, adapt,

rework to suit your purposes, your library, and your clientele, to make your library more effective.

Forget the *if only*. Work with the space you have. The greener grass over at that other school library, with that 'better' configuration, is inspiration, not a cause for regret. Look afresh at your library, using old spaces in new ways. Our library has low ceilings and high ceilings, three levels, cream painted walls and dull brown brick. When I first walked through the door, it was one of the most depressing libraries I had ever seen. It is not about the space, whatever your space may be. It is about re-imagining the spaces you have so they are more effective.

Example 1: reading retreat

Reference books used to be housed in a narrow mezzanine area on the entry level of the library (Figure 1). The



Figure 1 The old Reference section

reference books were interfiled with nonfiction downstairs, most of the shelving dismantled, soft chairs (from elsewhere in the library and school) installed, together with a sofa. The new reading retreat is in constant use throughout the day and is one of our most popular changes (Figure 2). The reference books are being used more often too.



Figure 2 The new reading retreat

Example 2: wall words

Adapted from an idea used by the Robin Hood Library Initiative for a New York school library, there are now three wall words areas in the library. Done using simple tools (overhead projector, transparencies and paint), they have transformed a dull library entrance (Figure 3) to an exciting and inviting one (Figure 4), with purple and chartreuse saying *here is the library!* They beckon.



Figure 3 Former library entrance



Figure 4 Transformed library entrance

The inside foyer with its aqua and green palette is a lighter, more unified space, less cluttered than it used to be, allowing the new bookcase (flatpack from a discount store) to be a highlight. The rich purple downstairs wall, the first one we created, is an unmissable visual element (Figure 5).

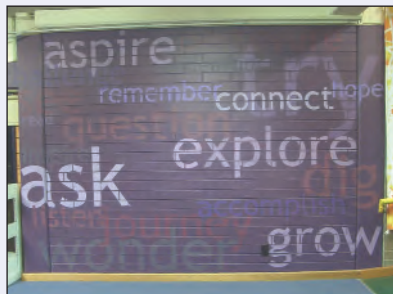
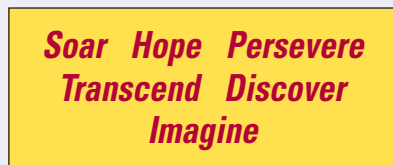


Figure 5 An inspiring word wall

All three are billboards, advertising with a carefully chosen vocabulary to express and explain the library.



Students tell me they like the words, and find them inspiring.

Example 3: rearrange the furniture

The nonfiction classroom area used to have six tables (Figure 6). Juggling with tables from elsewhere in the library, the tables were rearranged into one large rectangle with students seated around the outside. This has been most effective for teaching and learning; it offers more individual spaces to work during breaks while not preventing group work during

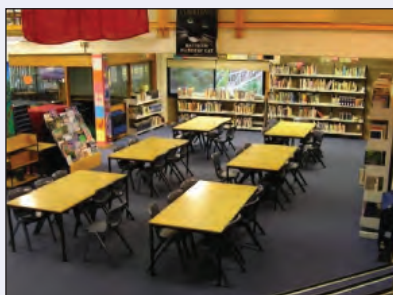


Figure 6 Former nonfiction classroom area

class. Classes are noticeably quieter, as individuals are 'face out', more visible to each other and their teacher. Its psychological impact is also to establish a more collegiate, seminar-like style, a subliminal message about the positive experience of learning in the library (Figure 7).



Figure 7 Now an effective teaching and learning space

At the moment that we persuade a child.....to cross that threshold into a library, we change their lives forever, for the better. It's an enormous force for good.

Barack Obama

A welcoming atmosphere is part of our arsenal.

Getting them to cross that threshold can be done with a multitude of strategies. Find the ones that best work for you. I have been working with English teachers, to bring their classes once a fortnight for wide reading. We also have every junior roll class coming in during roll call focus time, class by class, one each day. We aim to respect and assist our students, to obtain the books they ask for, and provide them with effective service to meet their needs. The more regularly they come, the more we see the development of positive reading habits and attitudes. A welcoming atmosphere is part of our arsenal. A cheerful, friendly greeting can be more valuable than we guess.

Example 3: let your books sell themselves

Spine out on the shelves, the Horrible Histories series are hard to find. Most of ours – when they are not on loan – are on one of the display tables near the borrowing desk. They are borrowed constantly. We have five copies of *Twilight* – usually out on loan - and plenty of books in similar genres for students to read next. On every level of the library, there are books on display. Perspex brochure holders on the ends of fiction bays, and a wire spinner – these all need refilling throughout the day. When students come to borrow fiction for wide reading, we have an enticing array on the fiction tables to encourage students, give them an easy start, encourage them to look. Recent magazines are face out; picture books are face-out; nonfiction features more perspex brochure holders and another face out stand. Encouraging impulse borrowing works, and works every day.

Example 4: cull

Great, lovely, appealing books can be swamped by dross, by the old, the tired, the unborrowed and unloved, the dusty and the outdated worthy (or just simply outdated). Refining the collection through culling is an excellent tool for making your library more effective. The depository role libraries may have had in the days before the internet has changed. Cull. Cull again. Less, but better quality, is more.

Example 5: promote

Is your library dynamic, or static? We aim to have a dynamic library with regularly changing themes to sell 'sizzle' – holiday borrowing, or thrillers, or events such as ANZAC Day or Harmony Day. The themes involve the entrance bookcase, the borrowing desk noticeboard and bookmarks in a co-ordinated display. We provide a bookmark with every loan (the theme bookmarks are made using Microsoft Publisher and coloured cardboard). Regularly checking our loan statistics is one measure of our progress.

...share your ideas.

Finally, share your ideas. I have benefited immensely from visiting other school libraries (virtual tours and real visits) and talking with other teacher librarians; I arranged for my school assistants to visit other school libraries too. I also made the decision to blog about my library, to share ideas in that forum in the hope that others would find useful material to adapt for their libraries and as a record for myself of our library's journey.

Look again at the ideas above, and you will see that time and thought are involved, far more than dollars. The overall impact of our library is made up of a multitude of smaller changes

and ideas, implemented over time. It is a welcoming, safe, happy, inspiring, multipurpose learning environment. We enjoy working here (that's important too).

Re-imagining our library is an ongoing enterprise, day by day, by week, by term, by year. Just as our ideas involve more than dollars, I measure success by more than numbers: students engrossed in reading, or tumbling out with words to tell you about a book they have enjoyed, or understanding something on a website, or putting information together, working, reading, talking, listening, learning... Soar. Hope. Persevere. Transcend. Discover. Imagine. Welcome to our library. ■

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RAPS UPDATE

Term 4, 2009

Fiction with a twist involves a blog for enthusiastic and accomplished readers and writers in Stage 3 and 4 English. Students will have an opportunity to discuss their favourite authors and books, and to collaboratively continue a story thread started by an author.

Term 2, 2010

The learning for sustainability rap for Stages 3 and 4 will feature a blog which shares school stories about strategies for sustainability.

Term 3, 2010

Book Week 2010: across the story bridge rap for Stages 2 and 3 will feature a blog responding to tasks organised around the theme.

Term 4, 2010

Children's icons of Australia rap is linked to the Stage 2 COGs Unit (A): *Local environments*. This will feature a blog and also a wiki which celebrates Australia through the senses.

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

Beyond the review: learning objects for IWBs

Beyond the review...

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

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

In *Strategies for reading success*, Marcelle Holliday draws on the four roles of the reader suggested by Allan Luke and Peter Freebody (1992). They explained that readers operate as code-breakers, text participants, text users or text analysts, as they interact with texts according to their purposes in reading. In her *Introduction*, Holliday reminds us of the 2000 learning objects and digital resources created by The Learning Federation (TLF) and housed at www.thelearningfederation.edu.au for access by teachers from all sectors, at no cost. NSW Departmental teachers can access TLF learning objects online at *TaLe* www.tale.edu.au, after scrolling down and looking at *The Learning Federation* link on the right hand side,

which shows TLF resources grouped by Stage and KLA.

Holliday has grouped a number of learning objects into a user-friendly grid, according to their capacity to support each of the four roles of the reader. As just one example, *Riddle of the black panther: the search* is particularly useful for teachers wishing to analyse factual text, modelling the text analyst role with their students. This Australian learning object analyses reports about black panther sightings. Although pitched at Stages 3 to 5 for individual use, this is also an excellent resource to use with a Stage 2 class in an explicit teaching session. Offering a sequence of possible choices, students are shown how to analyse news reports and interviews for bias and credibility of evidence. They learn

how to use the acronym SAFE as a checklist for asking questions to analyse any factual text: <S>ource, <A>titude, <F>acts, and <E>motions (Figure 1). This is a pathway towards critical literacy which is approachable and memorable.

Building on *Riddle of the black panther: the search*, there are two associated learning objects which demonstrate how images, sound and interviews can be used in totally different ways in order to persuade an audience. In *Riddle of the black panther: evidence in favour*, students assemble scripts, footage and sounds from within the learning object to create a news report which will persuade viewers that there is a panther on the loose, while *Riddle of the black panther: evidence against* requires students to reassure a community that the rumours are groundless. Having worked with these three learning objects, teachers would then naturally move students on to creating their own persuasive texts. Students could use the SAFE acronym in a generative rather than analytical way, to make sure that their texts contain words, sound and images of an emotive nature to impact upon their audience and convince them of a particular viewpoint.

A programming ideas unit for Stage 3 English follows.

[Editor's note: The SAFE scaffold mentioned in programming ideas on the following page will be available from the *Scan* contents (annotated) page at www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan/.]

Play safe! Use the SAFE test!

To check information reliable, ask yourself these questions. Select each letter to find out more.

S

Source

Does this evidence come from a **reliable source** (photograph, article, person or Internet site)? How do I know it's reliable?

A

Attitude

Does this evidence express a **positive attitude** or a **negative attitude**? How can I tell? A strong positive or negative attitude may mean the **source is biased** and not completely reliable.

F

Facts or assertions

Does this evidence provide facts or make **assertions**? Assertions aren't as **reliable** as facts.

E

Emotions

Does this evidence express any strong feelings? If so, what are they? Expressing strong emotions may mean the **source is biased** and not completely **reliable**.



Figure 1 *Riddle of the black panther* – The SAFE test

Focusing teaching and learning information literacy support: programming ideas

Topic/Unit support:

Analysing factual texts for evidence and creating persuasive texts – Stage 3 English

Quality Teaching elements:

Problematic knowledge, substantive communication

Resources:

Riddle of the black panther: the search, Curriculum Corporation 2008.

Riddle of the black panther: evidence in favour, Curriculum Corporation 2008.

Riddle of the black panther: evidence against, Curriculum Corporation 2008.

Holliday, M. (2008) *Strategies for reading success*, Primary English Teachers Association, Newtown, NSW.

Pre-unit assessment to gauge current level of understanding:

Students are working towards an end of unit assessment task which is an exposition. As a pre-test, students have been asked to annotate two pieces of writing: one is a factual text about an animal, the second is a persuasive text in favour of banning logging. They have been required to label which is the persuasive text and which is the factual text. They have been asked to circle words in each text which show factual information and to underline words which are persuasive, emotive and express opinions. As a revision, students have already been reminded how to analyse websites for credibility and authority. They have participated in a whole class oral quiz to revise the difference between fact and opinion – thumbs up for facts, thumbs down for opinions.

Syllabus outcomes:

RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.

Responding to Texts

- responds to themes and issues in persuasive texts
- responds to visual texts e.g. political posters and advertisements

RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.

Audience

- explains the ways in which a text could be changed to appeal to different audiences
- recognises that people with special interests and expectations are the target audience for particular texts and that design and advertising as well as content reflect this.

Related computer competencies focus:

Locating and utilising an online learning object.

Related information skills focus area:

Selecting

Literature links: N/A

Suggested teaching and learning activities/strategies

1. Explicitly teach students the SAFE method of analysing factual information for bias and its quality as evidence. They learn how to use the acronym **SAFE** as a checklist for asking questions to analyse any factual text: **S**ource (Is the source reliable?), **A**ttitude (Is the evidence strongly positive or negative?), **F**acts (Are facts or assertions used?), **E**motions (Does the author/speaker show strong feelings?).
2. Model to the whole class how to use the SAFE acronym to analyse a website which is shown on the IWB – **S**ource: Is the author named clearly? Is the author an expert? **A**ttitude: Are opinions expressed in this text? **F**acts: Are facts used in this text? Are there also opinions? **E**motions: Are there words which show emotions? Ask students to circle these on the IWB. Use the scaffold (See note).
3. On the IWB, open *Riddle of black panther: the search*. With the students, work through the activities which analyse the reliability and bias in the town's reports about possible panther sightings.
4. Critical literacy debrief: Afterwards, discuss the way in which information sometimes can be presented so as to seem expert or neutral when it is actually conjectural. Explain that information is always pitched to an audience for a purpose – discuss some of the visual techniques which were used in the learning object to show emotions and power relationships (angle of shots). Explain that in analysing factual texts, it is important to evaluate the authority and credibility of the author/speaker who should give statistics and quote their source. In creating persuasive texts, it is important to use emotive, opinion words to sway the reader/viewer. It will be more persuasive if facts from experts are also included.
5. Guided teaching: Jointly construct an exposition with students which contains a persuasive mix of facts, statistics, expert knowledge and opinion.

Planned assessment

Students individually work through *Riddle of the black panther: evidence in favour*. Their understanding will be demonstrated by the clips they choose.

Post unit assessment to determine progress towards stated outcomes

Students write an exposition which contains facts, statistics, quotations from witnesses, information from experts. Students analyse a factual text, using the SAFE acronym as a guide and annotating the text with S, A, F or E to show that they have understood how expertise, issues, facts, opinions and degrees of feeling can be tracked in any text.

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Scan's regular Research columns feature is refereed by Dr Ross J. Todd. Research columns continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems. This issue focuses on the future of school libraries in the 21st century and the importance of the instructional role of teacher librarians.

Teacher librarians charting learning outcomes for a brave new world



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There is currently considerable discussion centring on quality teaching and learning through the school library. I applaud the joint policy decision by ASLA and ALIA <www.asla.org.au/policy/guided.inquiry.curriculum.htm> to establish a policy on *Guided Inquiry* and the curriculum as the instructional framework for school libraries (Kuhlthau, Maniotes, & Caspari, 2007). Founded on the research tested and validated model of the Information Search Process (Kuhlthau,

The focus on school libraries as enactors and enablers of learning... is critical to the future of school libraries.

2004), the application of the model provides a strong educational foundation for school libraries being an integral part of the quality teaching and learning agenda of schools. *Guided Inquiry* is directed towards deep knowledge and understanding, critical thinking, problem-solving and creativity. The focus on school libraries as enactors and enablers of learning, rather than sources of learning is critical to the future of school libraries.

This past week I have participated in two contrasting events. Earlier in the week I met with the 50 school library advisers within the Ministry of Education of Portugal. Gathering in Lisbon, we celebrated the success of the Portuguese School Library

Network which has championed school libraries in Portugal, resulting in the recent announcement to mandate school libraries for all schools in Portugal, and the school libraries being staffed by qualified teacher librarians, with dual certification. Substantial funding is being provided to make this a reality. This is a wonderful achievement. The ministry appointed advisers are charged with an awesome responsibility – crafting a learning-centred vision for school libraries that centres on

- inquiry, critical thinking, problem-solving, knowledge development and creativity
- engaging Web 2.0 to create 24/7 knowledge centres that intersect with the digital and physical information environment
- building instructional teams
- engaging in evidence-based practices that document and demonstrate the school library's role in learning outcomes.

They are addressing the challenge posited by Rowlands & Nicholas (2008), who concluded:

The library profession desperately needs leadership to develop a new vision for the 21st century and reverse its declining profile and influence. This should start with effecting that shift from a content-orientation to a user-facing perspective and then on to an outcome focus. (p. 34)

On returning from Portugal, I headed directly to Washington DC, where 200 school library leaders across the USA and Canada gathered to address the theme *School librarians as leaders of 21st century learning* at the School Library Journal Leadership Summit. In contrast to Portugal celebrating the birth of school libraries, the conference was clouded by deep concerns about the elimination of school librarian positions, and in some cases, school libraries, in many states across the USA. While these cuts appear to be driven by deep financial difficulties, they are underpinned by pervasive perceptions of the school library as invisible in learning outcomes, and a lack of understanding of the knowledge creation role of the school library, and a lack of understanding of the importance of providing access to diverse collections across multiple formats.

The question: do we need school libraries? is a tough and confronting one. We cannot bury our heads in the sand, as it seems that some school leaders and educational authorities are already answering this question with the answer 'no'. Doug Johnson, a prominent school librarian from Minnesota provided a thoughtful response to the question: Do schools need brick-and-mortar school libraries? at the blog site <www.iste-community.org/group/land/forum/topics/readers-respond-to-schools>.

He argues that there are schools that don't need library facilities, library programs, or librarians, because these are schools:

- where a textbook is the centre of teachers' information world, and

where teachers do not see the need for in-depth study of topics, problem-based teaching, or authentic assessment

- where there is a pervasive view that everything is available on the internet, a stance that privileges one particular format of information to the exclusion of others and which denies the existence of multiple formats of information in the real world, and assumes that there is no need for engaging students in questions of authority and reliability of information; and furthermore assumes that access to information via the internet both in and out of school is fully and easily available to all. And of course, still expect students to create a paper-based word-processed traditional essay as a representation of their new knowledge;
- where there is a pervasive belief that all students and staff can access, locate and evaluate information without assistance, have well-developed search strategies, as well as have the complex intellectual competencies to make critical and creative use of this information to build knowledge of topics
- where no need is seen for collaborative learning spaces where students can discover and inquire and experiment with ideas, in safety, and use critical and reflective thinking skills to solve problems, construct solutions to real world problems that they might want to investigate, and demonstrate creative outputs

- where there is no reading and literacy development as part of the whole school plan, and particularly where educators choose to ignore the substantive body of research that shows that independent, voluntary reading is enabled by the provision of books – yes, traditional print-based books
- where there is limited understanding that deep learning is enabled through responsiveness to individual needs, abilities and learning styles, and accommodated through access to diverse and wide-ranging learning resources in multiple formats and a variety of levels, and that this is not accommodated through a small classroom collection of print materials.

The absence of a school library makes the assumption that somehow, students will find their way through the digital maze and learn deeply and well. I am of the deep belief that the future of the school library rests in its instructional role, rather than its information role. Knowledge matters. Enabling students to engage with information to build deep knowledge and understanding matters. Knowledge is the core of the work of the school library. That means we have to be deliberate and intentional about curriculum, and fostering and deliberate and intentional about charting learning outcomes. The school library is entering into a brave new world, and it can play a significant role in creating a brave new world. ■

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Raising active voices in

school libraries: authentic learning, information processing and *Guided Inquiry*. Part 2: The role of reflection

Dr Carol A. Gordon, Co-Director of the Center for International Scholarship in School Libraries at Rutgers, The State University of New Jersey, continues her examination of authentic learning and assessment, and discusses the importance of reflection for user-learners to make the information-to-knowledge connection.

Reflective thinking is always more or less troublesome because it involves overcoming the inertia that inclines one to accept suggestions at their face value; it involves willingness to endure a condition of mental unrest and disturbance. Reflective thinking ... means judgment suspended during further inquiry; and suspense is likely to be somewhat painful... To maintain the state of doubt and to carry on systematic and protracted inquiry-these are the essentials of thinking.

John Dewey (1910)

Introduction

The American educational thinker John Dewey is probably the most misunderstood philosopher of the 20th century. He is labelled 'Progressive' for his child-centred thinking about how to best educate young people and is most widely remembered for *active learning*

and *hands-on learning* that generated the term, *experiential learning*. Misinterpretations of his work have led to criticism of constructivist learning theory as indulgent because it is perceived to support less rigorous teaching that caters to children's interests. Characterising Dewey's work with the epithet *active learning* is only half of the story. He conceived of action and reflection as two sides of the same coin. Without reflection, there is no thinking, and knowledge is the raw material for thinking. This paper addresses how, as information specialists, teacher librarians help information user-learners to create their own knowledge about the world.

The first part of this paper, published in *Scan* (Gordon, 2009) examined how teacher librarians use authentic learning and assessment, and the supporting research (Gordon, 1996; 1999; 2000; 2006) for the role of authentic practices in inquiry learning. Feedback informs every stage of learning as information user-learners experience self, peer, and teacher-to-learner discourse to assess and revise their work. Teachers and teacher librarians engage in reflection spurred by the inferences (Dewey, 1910) they make based on the facts of the case that indicate student progress, or lack of it.

Best practice has evolved from this conceptualisation that defines assessment as an integral part of the learning task. The evidence-based practice paradigm (Todd, 2001) is foundational to an authentic approach;

it reinforces the importance of informed decision-making by teachers to revise their teaching and informed opportunities for students to revise their work. The Information Search Process (ISP) (Kuhlthau, 1986) provides a diagnostic tool for understanding the user experience for the purpose of providing intervention and help through *Guided Inquiry* (Kuhlthau, Maniotes & Caspari, 2007) supported by collaborative teaching. At the heart of the collaboration is the content knowledge of the classroom teacher and the expertise in information behavior and knowledge construction of the teacher librarian.

The synergy of evidence-based practice, the ISP, *Guided Inquiry*, and authentic teaching comprises a culture of inquiry that supports the information-to-knowledge connection.

The information-to-knowledge connection

Information user-learners encounter assessment opportunities continuously in the school library as they progress through learning tasks that are discipline-based. The relationship of learner to these tasks is defined by an authentic role. From the targeted discipline emerges the role of scientist, for example, when students ponder problems of climate change, such as finding alternative fuel, developing fuel-efficient vehicles, or understanding why the polar bear is an endangered species. These challenges are authentic learning tasks: they relate to

real world problems that are meaningful. They derive from the academic traditions of science, a discipline which asks questions about how phenomena of interest to the scientist works (pure science such as biology), and how scientists fix phenomena when they are dysfunctional or problematic (applied science, such as environmental science). Such questions drive inquiry.

Inherent in the discipline related questions are traditional ways of adding knowledge to the discipline, or ways of knowing, by collecting and analysing data in some form. Questions that scientists ask shape the inquiry, and scientific ways of knowing, or methods, shape the inquiry process. These contextualised questions and methods comprise the macro learning task (Gordon, 2009) that gains its rigor, significance, and interest from existing knowledge and ways of knowing of a particular academic discipline. This is the conceptual framework for an authentic learning task. User-learners

step out of the vicarious role of student, which distances them from the real world, and enter a world populated by experts who model how to think about their subject. Within this authentic macro learning task are micro information tasks. Information is the raw material of learning; it is not an end in itself when students are involved in sustained inquiry. However, micro information tasks need to be connected to the macro learning task, otherwise they remain isolated bits of information that are easily forgotten unless they are used. The destiny of these information bits is to be used to build knowledge. In order for that to happen, they must migrate to the macro learning task. Hence the micro and the macro tasks are not discrete and disconnected. Rather they are synergistic, interacting constantly with each other as the student makes the information-to-knowledge connections.

The Information Search Process (ISP) explains the information behaviour of the user-learner; it works as a diagnos-

tic tool since it predicts the stages on the levels of thought, feelings, and actions. In each of the ISP stages, task initiation, topic selection, exploration, focus formulation, information collection, and presentation (Kuhlthau, 1986) teachers and teacher librarians can identify opportunities for intervention, or *Guided Inquiry* (Kuhlthau, Maniotes & Caspari, 2007) that will facilitate the information-to-knowledge connection. Table 1 illustrates how the ISP is connected to both micro information tasks and the macro learning task.

The following discussion of Table 1 clarifies the information micro tasks as they are distinguished from the macro learning task for each of the ISP stages. This is followed by a discussion of appropriate reflection tools used in each ISP stage that help the student develop procedural knowledge, in the case of information tasks, and declarative knowledge, in the case of knowledge tasks. In either case, tacit knowledge becomes explicit and, in so doing, can be communi-

	Information Tasks (Micro)	Knowledge Tasks (Macro)	Reflection Tools for Guided Inquiry
Task Initiation	Understand requirements of the inquiry unit Identify resources	Assume a role related to the discipline Activate prior knowledge	K-W-L Chart Journal Personal Management Rubric
Topic Selection	Browse, search, retrieve information	Relate information to prior knowledge and interests	Concept maps
Pre-Exploration, Exploration	Read information Evaluate information	Make connections Match information to prior knowledge and interests	Brainstorming
Focus Formulation	Evaluate information	Identify problems, questions that form the focus of the inquiry	Statement of Intent (oral or written)
Information Collection	Use tools of the expert to search, retrieve, and choose relevant information	Relate information to interests, prior knowledge	Graphic Organizers (note taking)
Search Closure	Evaluate information Choose pertinent information	Analyze and synthesize information	Graphic Organizers (analytical)
Presentation	Apply information Use information PROCEDURAL KNOWLEDGE	Choose and share learning outcomes Synthesize DECLARATIVE KNOWLEDGE	Choose learning outcomes Share learning outcomes

Table 1: How the ISP informs micro (information) tasks and macro (knowledge) tasks

cated and shared as a key ingredient in collaborative learning among students. At the bottom of the column marked Information Tasks (Micro) there is a notation indicating that the processes noted in the column above generate procedural knowledge. This is the kind of knowledge that allows a person to do something, i.e., perform a task, such as searching for information in a library catalogue. In the next column marked Knowledge Tasks (Macro) is a notation indicating that the processes noted in the column above generate declarative knowledge. This is the kind of knowledge that allows a person to know something, i.e., produce a learning outcome that is a new representation of what the person knows.

Task initiation

The information task for the first ISP stage is understanding the requirements of the inquiry unit and identifying resources. The students' knowledge tasks are to assume a role related to the discipline and the assignment, often supplied by the teacher and teacher librarian, and activate prior knowledge that facilitated information handling. Prior knowledge is critical to micro information tasks because it helps students:

- determine the relevance of the found information
- reinforce the found information
- contradict, or correct previous knowledge or information
- gain additional information
- determine insufficient information
- focus the topic
- use concrete information to begin searching for more information
- act as a tool to unravel confusion about the topic
- establish a foundation to build and focus the inquiry.

The knowledge task in the Task initiation stage of ISP is choice and adoption of a role related to the discipline, e.g., environmental scientist, to ground the inquiry in that discipline's questions and ways of knowing, or

What I Know	What I Want to Know	What I Learned

Figure 1 K-W-L chart reprinted with permission from Caroline J. Messenge. Adapted from Ogle, D. (1986)

building knowledge. The K-W-L chart is a reflection tool that helps students talk about and share their prior knowledge (Ogle, 1986) as they reflect upon, *What I know*; *What I want to know*; *What I learned* (Figure 1).

The chart could be used as a writing prompt within a journal to structure student reflection and response. The use of visuals along with the chart helps students who have little or no prior knowledge of the inquiry topic to acquire images and language that will serve as anchors for their learning. Digital K-W-L charts constructed from the student's documentation of knowledge construction in the form of the learning outcome, such as a video or podcast, are easily shared and compared during the progress of the inquiry, as well as during their presentations of learning outcomes at the end.

Journals can be instruments of reflection that offer snapshots of the cognitive (e.g., clarity, focus formulation, movement from vagueness to specificity), the affective (e.g., confusion, frustration, uncertainty, optimism, confidence) and the behavioural (e.g., increased interest, movement from relevant to pertinent information choices, presentation) indicators that signal students' needs that might otherwise be lost in the instructional process. Journals may focus on process or product. They are records of progress documented by text, photos, diagrams, sketches, calendars, timelines, concept maps, graphic organisers, as well as text entries. The critical intervention that

elicits useful input from students is the writing prompt. These prompts can pose questions:

- What deadlines did you set?
- What problems did you have?
- How did you solve them?
- What decisions did you make?
- How did you get help?
- What was the most difficult thing you had to do?
- What was the easiest?
- What was the most fun?
- What would you do differently?

Journals are instruments of mediated communication... they may capture interactions between students, or between learners and teachers.

Writing prompts raise expectations for student responses that transcend the diary syndrome that characterises poorly structured or unstructured diaries that do not spark student reflection. Teachers and teacher librarians may customise prompts that pose a challenge, or focus on a particular information or knowledge-building task, for the individual learner or group of learners. Journals are instruments of mediated communication, providing one-to-one, small group, or whole group interactions. Entries may be self-evaluative and they may capture interactions between students, or between learners and teachers.

Reflection journal

The journal focuses on a targeted task, whether it is a macro learning task, or a micro information task, or both. A reflection sheet can be used in the early ISP stages to activate prior knowledge or provide background knowledge through images (Figure 2).

Tell, draw, label the images that a reader sees when listening

Create illustrations, graphs, charts, timelines, and diagrams

Listen to music or sound associated with the text.

What has emerged for you as potential interests and topics?

What connections have you made?

What information have you generated

Burial of soldiers, Fredericksburg, Va, May 1864

Wounded from the Battle of the Wilderness, Fredericksburg, Va, May 1864

Union and Confederate dead, Gettysburg, Pa. July 1863

Bodies of Confederate Dead Gathered for Burial – Antietam, MD, Sept. 1862

Photographs: Which one captures your attention?
Share your photos and Ideas/insights/imaginings
What have you learned?

Figure 2: Reflection sheet. Reprinted with permission from Caroline J. Messenger

Images are powerful tools for reflection because they offer a starting point for commentary. They generate interest and inspire questions. They provide a tangible element when focus blurs and clarity is elusive. Images support a group working with similar themes or situations because they present a common talking point.

Double entry journal

Double entry journals (Figure 3) could be used for information tasks as well as knowledge tasks. The student may record search results, or, as shown, quotations from texts to which they want to respond. The structure of double-entry helps students concentrate and elaborate.

Double-Entry Journal	
Question A phrase or sentence I especially like	My thoughts about the quotation.

Figure 3 The double entry journal scaffold is reprinted with permission from Caroline J. Messenger

Journalling has changed dramatically with digital environments that enable collaborative as well as individual postings. Journals are no longer confined to the written page; they can take the form of blogs, or tweets, or podcasts. Figure 4 illustrates how a journal blog can be set up as a homework assignment that engages students in reading the assigned pages of the required novel and blogging in response to the teacher’s structured questions.

Journal blogging

Night, pages 1-80

Symbols, metaphors, and motifs

As you have read, you have passively looked at Weir's story. Now it is time to take a more active role in deconstructing the text to find meaningful ideas and images that will help you to construct your own interpretation of his work.

Use the symbols you feel are important to your own interpretation. For example, fire can be seen as a symbol of the horrors of concentration camps. Also look to metaphors. The hanging of the pig can be seen as the metaphorical death of those in Auschwitz. I would like you to also experiment with the concept of motifs - ideas that recur throughout the work and contribute to major themes.

This is a place to experiment with ideas. Don't be afraid to take

Figure 4: Journal blogging is reprinted with permission from Caroline J. Messenger

This model is easily adapted to school library assignments where students can get help asynchronously with their searching or reading before, during, or after an inquiry unit situated in the school library. The teacher librarian and classroom teacher might collaborate to provide this kind of help.

Personal management of an inquiry project

At the Task initiation stage (Table 1), the introduction of a rubric for self-evaluating personal management skills as a pre-requisite for successful information management interfaces well with the journal. The user-learner references standards developed in the rubric to self-evaluate. Each rating is accompanied by evidence drawn from a particular form of assessment that functions as a self-regulatory and reflection tool. Suggested standards for personal management of an inquiry project are listed below. Instructions to students identify the evidence they can use to justify their self-ratings.

1. Planning: use Statement of intent (Figure 5) to extract evidence for defending self-rating.

2. Meeting deadlines: use the calendar in the journal.
3. Organisation: use journal entries.
4. Working with your adviser*: use your journal entries and calendar.
5. Problem solving; decision making: use journal entries.

*Each user-learner chooses an adult who serves as his or her adviser throughout the inquiry.

Advisers may not be parents and must be over 18 years of age. After the student self-evaluates, the adviser applies the rubric to evaluate the advisee, then meets with him or her to compare ratings and discuss them. This kind of interaction ensures self-evaluation based on the evidence.

Topic selection

Figure 1 identifies the information tasks for this ISP stage as searching, finding, and retrieving information.

Concurrently, students are continuing to relate new information to their prior knowledge, as well as their interests. Concept maps track the resulting new knowledge. They differ from mind maps in that they require propositions, or words/phrases that link the key words noted in the boxes of Figure 5 such as includes or is comprised of. These propositions explain how the student made connections, and converts tacit knowledge to declarative knowledge so it is explicit for the concept mapper. The map could serve as an aid to topic selection, or as a writing aid. Since students are not taking notes at this ISP stage, the concept map is intended to record what they know, i.e., what they have read and remembered. This is a kind of filter to for what interests the concept mappers, and what they think is important. The maps may reveal gaps in knowledge, or may indicate questions that the mapper might want to pursue in the inquiry.

Pre-exploration and exploration

In this ISP stage, students read and evaluate information. The knowledge tasks are to make connections and match information to prior knowledge

and interests. Brainstorming is a reflection tool that gives the students relief from information overload that may occur when they are reading freely and widely in this stage. During this activity they have opportunities to sort their thoughts, think out-loud, and hear what their classmates are thinking. The process might begin with defining a problem or issue. For example, students may be grouped according to their interests. Set a creative challenge, such as, *In what way might we state a problem or issue that you have been reading about? or How could we go find a solution for global warming?* Set a time limit appropriate for the age level, which typically would be from 10 to 20 minutes. Participants shout out their ideas while a facilitator writes them on a whiteboard or flip chart. There is no judgment or criticism of ideas. When time is up, determine criteria for selecting the five best ideas that begin with, *It should be...* Participants score each idea with 0 to 5 points, depending on how well they fit the criteria. Add up the scores; the idea with the highest score is declared the

best solution. This process exposes students to many ideas and helps them prioritise and decide what is important for them.

Focus formulation.

Focus is a critical ISP stage and one that students find difficult. A Statement of intent (Figure 5) helps to structure the process of defining what the goal of the inquiry and subsequent information needs. The information task in this ISP stage is to evaluate information in order to decide on a focus for the inquiry. The knowledge task is to formulate the focus by identifying problems, issues, and/or questions that frame the inquiry.

Students take three days to transition from the Exploration stage to Focus formulation. During this time, they do not take notes as they explore resources to craft a research question, thesis statement or hypothesis, depending on the academic discipline in which the inquiry is nested. They collect key words and definitions that constitute the language, or specialised vocabulary of the inquiry. These key words become

Research Question Will the computer change the way we are schooled?	Sub-questions a. What are the positive and negative effects of computers on learning?
Key words a. Cognition b. Second life c. Social networking	Definitions of Key terms a. The act of learning and thinking b. An Internet-based virtual world c. Uses software to build online social networks for communities of people who share interests and activities or who are interested in exploring the interests and activities of others.
Working Bibliography The Road Ahead The Virtual School The Children's Machine	Location information 001 GAT http://www.virtualschool.yaleuniv.edu 371.3 PAP
Submitted by: _____ Student	Approved by: _____ Teacher/Librarian

Figure 5: Statement of intent ©Carol A. Gordon – the user-learner records a research question that has evolved from his reading

information search terms, as well as conceptual anchors for building knowledge of the subject. Three sources the student found useful and their locations complete the statement that serves as a gatekeeper to determine whether the student is focused. The statement is signed by the student and the approving teacher or teacher librarian. Students who do not exhibit a clear focus receive individual tutoring while the focused go on to the Information collection stage. This reflection tool can be adapted for younger children; it can, for example, be administered orally.

Information collection

During this ISP stage students need support with note taking. The information task is to use tools of the expert, such as a subscription database, to search, retrieve, and choose relevant information (Figure 1). The knowledge task is to relate information to interests, prior knowledge, and new background knowledge. During this stage it is important that students choose their own note take method. Graphic organisers (Figure 6) are an option that can be adapted to linear or intuitive notetaking styles. The visuals can be as structured by as much guiding text, as needed.

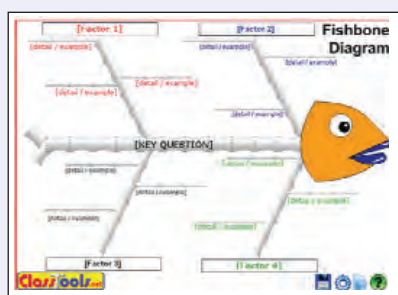


Figure 6 The fishbone diagram is an example of a graphic organiser <<http://blog.teachnet.ie/wp-content/uploads/2008/11/fishbone.bmp?>>

Another note taking aid is sticky notes (Figure 7).

This form of note taking allows the student to question the author and interact with the text. It also allows for manipulation of the notes as a pre-writing exercise.

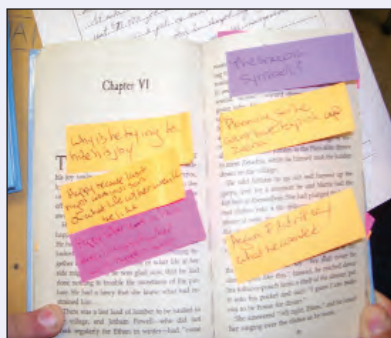


Figure 7 Sticky notes, reprinted with permission from Caroline J. Messenger

Search closure

As information searching comes to a close, students evaluate information, choosing information that is increasingly relevant. On the level of knowledge building, students begin to apply and analyse the collected information as they interact with it.

Graphic organisers designed to help students analyse information as they build knowledge serve to promote critical thinking. The organiser shown in Figure 8 illustrates patterns of analysis that address similarities and differences among information.

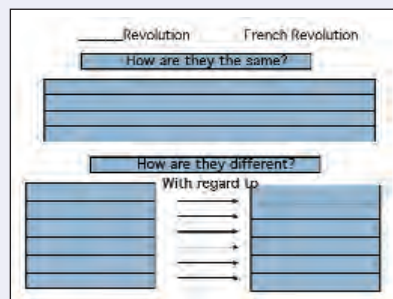


Figure 8 Analytical graphic organizer ©Carol A. Gordon

Analysis, as it is used in schools, typically includes chronological order, main ideas/supporting evidence, cause and effect, pro and con, and similarities and differences. The list below includes types of analysis that could help students to use critical thinking.

- procedures/steps
- problems/solutions
- relationships (human/spatial)
- themes (literary/artistic)
- patterns
- perspectives

- best-worst/most-least
- connections
- defining characteristics
- how it works.

Students are oriented to these patterns of analysis by questions such as:

How can I

- represent or display the information?
- classify or categorise the information?
- generalise from the information?
- find exceptions?
- predict what is next?
- imagine what if...?
- determine what's wrong?

Presentation

The last ISP stage is the presentation of the learning outcomes that represent what the students have learned, usually focused on declarative knowledge. Since authentic learning provides opportunities for revision, a peer review session provides feedback for final revisions of rough drafts. Students work in pairs and exchange their learning outcomes to apply the Praise, Question, Polish (PQP) method to the drafts (Figure 9). Each student signs the peer review sheets.

Peer review

The PQP process brings structure to a complex interaction where peers practice their critical skills as they apply the requirements of the assignment. This is a risky venture for young people who are not comfortable with peer criticism. It is, however, a welcomed opportunity that breaks down the isolation of inquiry. It is less threatening than the instructor's red ink on the graded paper because it is the prelude to the chance to revise. It also offers opportunities for conversation about a common experience that becomes a shared experience. It moves the assignment from an institutionalised setting called school, and into the social sphere of the learner.

PEER REVIEW

Directions: Discuss your project with your partner. Allow your partner to use your proposal and the rubric for the inquiry unit to give you feedback on how well you are doing.

PRAISE: What are the strengths of the project?

Be specific: refer to the Statement of Intent and the rubric.

QUESTIONS: What helpful questions would you like to ask about the project?

What problems do you see with the project?

POLISH: What suggestions do you have to solve the improve your partner's work ?

Reviewed for: _____

Reviewed by: _____

Figure 9 The Peer review sheet

These tools function as formative assessments within the authentic learning and assessment approach.

Implications for research and practice

The role of reflection in inquiry learning is central to helping students make the information-to-knowledge connection. The distinction between micro information tasks and the macro learning task facilitates action research or formal research studies that seek to understand the role of reflection in information use and knowledge construction. The multi-functionality of reflection enabling tools suggests their usefulness as data collection tools in action research and formal research studies that seek to understand the information-to-knowledge connection. These tools function as formative assessments within the authentic learning and assessment approach. Unlike traditional, summative assessments, they are applied throughout the *Guided Inquiry* unit to provide continuous, substantive feedback that informs the student's revision of work.

While students are learning to be self-evaluative, this type of assessment has the added value of informing teaching decisions about what works and what does not. Reflection enabling tools can also be viewed as interventions indicated by the ISP for students who are having difficulties making progress

through the stages of information processing. At the same time, they promote metacognition: young people think about their learning, enabling them to be self-regulatory.

Finally, reflection tools are instruments that support critical thinking skills, i.e., application, analysis, evaluation, and synthesis of knowledge.

While all thinking results from knowledge, ultimately the value of knowledge is subordinate to its use in thinking. For we live not in a settled and finished world, but in one which is going on, and where our main task is prospective, and where retrospect - and all knowledge as distinct from thought is retrospect - is of value in the solidity, security, and fertility it affords our dealing with the future.

Dewey, (1916, p. 146)

It is clear that the mission of school libraries is not information use, or even knowledge use, but use of the human capacity to think. ■

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Getting ready for the Digital Education Revolution – NSW

The Centre for Learning Innovation (CLI) has created resources to support teachers and students using the DER – NSW laptops.

CLI has published a suite of resources to help support school leaders, teachers and students using DER – NSW laptops. As the laptops roll out into schools and classrooms across the state there will be demand for teaching and learning resources that specifically target the DER – NSW laptops. CLI is helping to fill this need through the following products:

- improved *TaLe* search
- *TaLe* DER – NSW
- *Laptop wraps*
- *TaLe Tools+*
- *Tools4U*
- *UCreate*
- *Getting started with laptops*
- Professional learning video collections:
 - Laptop trial: Denison
 - Teachers talk laptops
 - Students talk laptops
 - Leaders talk laptops.
- CLAS

Improved *TaLe* search

TaLe is the primary gateway to access resources from CLI and a range of other resource providers. You can now search *TaLe* for DERNSW to discover the resources that have been labelled laptop friendly resource. You will discover a wide range of previously published resources that have been tested on the DER – NSW laptops and a new suite of resources specifically designed to harness the teaching and learning potential of the Lenovo laptop, Adobe and Microsoft software, and the 1:1 learning environment. Other common

search terms will also discover DER – NSW resources, including: laptop, DER, DER – NSW, and L4L.

TaLe DER – NSW

All DER – NSW resources can be found by using *TaLe*'s improved search features. However, to get an overview of the range of resources on *TaLe* there is a dedicated DER-NSW page. Here you will find KLA based saved searches to make finding relevant resources easier, and links to other DER – NSW products.

To visit the DER-NSW page go to *TaLe*>Secondary>DER-NSW resources link on the right of the page.

Laptop wraps

Laptop wraps are topic based resources for all KLAs that initially target Stage 5 syllabus outcomes. These resources include links to stimulus materials that students can explore before working on a series of online and offline outcomes focused activities that exploit the laptop tools and utilise the new suite of Adobe, Microsoft, and other educational software on the laptops. Some examples of *Laptop wraps* include:

- Creative Arts: *Sculptors and their concepts*
- English: *Exploring short stories – The necklace*
- HSIE: *What makes Australia unique?*
- Languages: *Chinese – virtual shopping*
- Mathematics: *Puzzling probability* (Figure 1)
- TAS: *What's in a recipe?*
- Science: *Databases in Science*
- PDHPE: *Body image.*

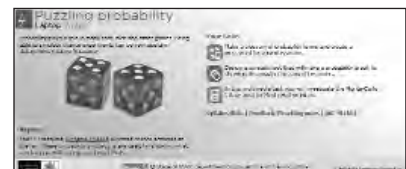


Figure 1 *Puzzling probability*

To find *Laptop wraps* visit *TaLe* and search for *Laptop wraps* or use the grid of KLA specific saved searches on the DER-NSW resources page.

TaLe Tools+

The new *Tools+* site contains a wealth of support resources for using Departmental technology tools. This includes sections supporting *Software tools* e.g. Microsoft and Adobe suites, and *Interactive classrooms* e.g. interactive whiteboards and video conferencing (Figure 2).



Figure 2 *Tools+*

To visit the *Tools+* site go to *TaLe*>Secondary>Tools+ link in the top right of the page.

Tools4U

Tools4U provides support for the new suite of Adobe, Microsoft, and other educational software. Tools4U resources include online tutorials, examples of classroom use and step-by-step guides. You will find a growing list of Tools4U including Adobe Captivate, Adobe Presenter, Adobe Acrobat Pro, Microsoft One Note, GeoGebra and more.

To find Tools4U either visit
[TaLe>Secondary>Tools+>Software tools> Tools4U](#) or search TaLe for Tools4U.

UCreate

The UCreate resources focus on a technology product that teachers and students can create, such as a podcast, vodcast, digital portfolio or webpage. The resources provide a step-by-step guide to produce the product.

Getting started with laptops

Earlier this year, CLI and the Curriculum K-12 Directorate partnered with teachers from each secondary KLA to run a two-day DER – NSW Teachers Forum. The aim of this forum was to introduce and explore the DER – NSW program and its potential impact on teachers, students and their learning environments. The *Getting started with laptops* product includes video recordings, podcasts, presentations and presenter notes from the teacher forum (Figure 3). The product can be used to



Figure 3 Getting started with laptops

Go to [TaLe](#) and search for *Getting started with laptops*.

support the introduction of laptops within regions and schools.

Videos

CLI has developed two videos supporting the DER – NSW program: *Laptops trial: Denison* and *Teachers talk laptops*. In addition to these, CLI is developing two other video resources: *Students talk laptops* and *Leaders talk laptops*.

- *Laptops trial: Denison* – this video presents details about the DER – NSW laptop trial at the Denison Secondary Education Campus in Bathurst. The video contains interviews with principals, teachers and students talking about using the laptops during the two week trial.
- *Teachers talk laptops* – Teachers talk about the expectations, challenges, implications and future directions for learning with laptops in their classrooms (Figure 4). CLI will be regularly updating this resource to include interviews with teachers on the front-line of the DER – NSW implementation.



Figure 4 Teachers talk laptops

- *Students talk laptops* – these videos will mirror the *Teachers talk*

laptops video, but from the perspective of students from various schools.

- *Leaders talk laptops* – these videos will draw on a range of school leaders who talk about the introduction of laptops from a school leader perspective.

CLAS is an online, web based tool to help teachers self assess their skills and use of information and communication technologies (ICT) in their teaching practice.

Connected Learning Advisory Service (CLAS)

CLAS is an online, web based tool to help teachers self assess their skills and use of information and communication technologies (ICT) in their teaching practice. Principals are able to request aggregated data about their school. The aggregated data provided does not identify any individual but provides information to the principal and executive to help them identify school professional learning needs for ICT, including the laptop classroom. In addition, the website provides links to professional learning opportunities, and resources that the individual and the whole school can use to support the integration of ICT into teaching and learning. ■

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e-assessment and effective feedback: some possibilities for teacher librarians



Ric Cilona,
Senior
Assessment
Adviser 7–12,
School Based

Assessment and Reporting, Curriculum K–12 Directorate, provides examples for using the software applications available on student laptops for effective feedback.

Assessment and emerging technologies

Within the context of the wider Digital Education Revolution and more specifically the Connected Learning initiative of the NSW government which includes the laptop program, it is important that teachers generally and teacher librarians specifically, consider the role of assessment and emerging technologies. An integral aspect of all teaching

and learning activities is feedback: the process of assessment for learning, ascertaining what students can do, and ongoing teaching and learning activities to improve student learning outcomes. If we are to transform the processes around teaching and learning with the incorporation of wirelessly enabled specialist laptops to every student in Years 9–12, we need to transform the essential structure and delivery of current assessment processes and consider the possibilities which the laptop program affords.

A significant aspect of this process is giving students effective feedback. Research has shown the value of effective teacher feedback in improving student learning outcomes, whether we are using technology or more traditional forms of assessment (Brookhart, S., 2008; Dinham, S., 2008; Hattie, J. & Timperley, H., 2007; Marzano, R., 2003; Marzano, R., Pickering, D. & Pollock, J., 2005; Popham, W.J., 2008). Two questions are crucial: what is effective feedback and how can teachers incorporate this in the Digital Education Revolution?

What is effective feedback?

Feedback is information about how students performed in relation to a stated goal. It outlines what students did or did not do. Effective feedback provides students with information about what happened or was done, an evaluation of how well or otherwise the task was performed and guidance as to how performance can be improved.

How can teachers incorporate this in the Digital Education Revolution?

Technology offers the opportunity for assessment processes to engage with complex phenomena, to synthesise and analyse information from multiple sources and to develop higher order thinking skills within collaborative learning environments. The current software applications on student laptops allow for effective feedback across a number of these areas. Some examples of technology feedback applications are listed in Figure 1.

Application	Feedback possibilities
1. Adobe Acrobat Professional allows for the generation of student work, either individually or as groups, as PDF files	Teachers can use the commenting and text editing tools to provide feedback on student work. Students can peer assess work and make comments. Collection of PDF files of submitted work can be used by teachers to archive examples of student work for modelling achievement standards to students in future years. Further information and training opportunities on Adobe Acrobat Professional applications can be accessed on the <i>TaLe</i> website at: < www.tale.edu.au/tale/live/teachers/shared/exchange/share_school.jsp > and at: < www.adobe.com/products/acrobatpro/ >.
2. The Adobe Creativity Suite allows for the use of Captivate 4. This function allows for the generation of multiple e-learning content including interactivity with work submitted by students.	<i>Captivate 4</i> allows teachers to comment directly on student work using the keyboard or drawing tool, and film it with a voice commentary as a Flash movie. Further information and training opportunities on the Adobe Creativity Suite and <i>Captivate 4</i> applications can be accessed on the <i>TaLe</i> website at: < www.tale.edu.au/tale/live/teachers/shared/exchange/share_school.jsp > and at: < www.adobe.com/products/creativesuite/ >.

Application	Feedback possibilities
<p>3. Microsoft <i>Office Enterprise 2007 – Productivity Suite</i> includes a number of programs including <i>Word, Excel</i> and <i>One Note</i> among others.</p>	<p>Using the Track changes function and Add comment, teachers can provide feedback and comments on work at different points in the teaching and learning cycle. Voice comments can also be added at any point in documents or added to marking sheets or rubrics. Students can subsequently redraft and improve work using the ongoing commentary and suggestions for improvement. Earlier drafts can be saved as a record of student progress toward a finished product. Peer reviews of work can also be used in this respect.</p> <p>Further information and training opportunities on Microsoft <i>Office Enterprise 2007</i> applications can be accessed on the <i>TaLe</i> website at: <www.tale.edu.au/tale/live/teachers/shared/exchange/share_school.jsp> and at: <office.microsoft.com/en-au/suites/FX101674041033.aspx?ofcresset=1>.</p>
<p>4. <i>Photoshop Elements, Premiere Elements</i> and <i>Flash CS4</i> are part of the <i>Creativity Suite 4</i>. They allow for, among other things, the generation of photos, still images, animations and movies.</p>	<p>Students can film or photograph their own process, task or performance for feedback from teachers or peers. Teachers can document and comment on quality work samples and provide direction on areas of success or need to class groups. A significant indicator of improved student achievement in assessment tasks is students knowing what quality achievement looks like.</p> <p>Further information and training opportunities on <i>Creativity Suite 4</i> applications including <i>Photoshop, Premier Elements</i> and <i>Flash CS4</i> can be accessed on the <i>TaLe</i> website at: <www.tale.edu.au/tale/live/teachers/shared/exchange/share_school.jsp> and at: <www.adobe.com/products/creativesuite/>.</p>
<p>5. Development of e-portfolios, both as product and process to document student learning journeys, has significant potential with technology. The <i>One Note</i> program has great possibilities in this area.</p>	<p>E-portfolios can allow for the aggregation of digital artefacts by students in relation to a task (web links, video clips, podcasts, written responses, etc). They can also allow for evidence of growth over time. Students can generate these portfolios for distribution both on and offline. The portfolios can be reviewed at different points and feedback given by teachers and peers. There are plenty of opportunities for self assessment, in terms of reflective artefacts. Parents can easily be involved in this process.</p> <p>Further information and training opportunities on <i>One Note</i> can be accessed on the <i>TaLe</i> website at: <www.tale.edu.au/tale/live/teachers/shared/exchange/share_school.jsp> and at: <office.microsoft.com/en-au/onenote/FX100487701033.aspx>.</p>
<p>6. Creation and use of wikis and blogs.</p>	<p>The generation of a wiki or blog allows for both reflection and commentary by peers on work and issues arising. Students are able to, for example, post queries on a particular aspect of an assignment which is commented upon by peer groups using typically student friendly language. Wikis can be utilised for group constructions. Teachers can then both monitor in an ongoing manner and supply feedback. Online discourse may also be useful in promoting peer commentary for those students who are reluctant to engage in classroom discussion.</p> <p>A practical discussion by Kim Pericles (2008) of how blogs may be used in a school setting is available in <i>Scan 27(2)</i>. It can be viewed on the <i>School Libraries and Information Literacy</i> website at: <www.curriculumsupport.education.nsw.gov.au/schoollibraries/assets/pdf/hblog.pdf>.</p> <p>An example of a subject specific wiki.</p> <p>Astronomy wiki: with definition etc related to Stage 5 Science - Science online module that builds on content development through construction and editing of a wiki site, allowing collaborative and constructive development of information. The teaching and learning plan is specific to Stage 5 and Science syllabus. The tutorial can be applied K–12 and can be viewed at: <https://detwww.det.nsw.edu.au/profcurr/integrating_ict/modules/secondary/astronomy_wiki/intro.htm>.</p>
<p>7. Email</p>	<p>Email is an important way for students to communicate with teachers about their work. Email is a private space and well suited to support students who are less inclined to share their work or ask for assistance.</p>

Figure 1 Examples of technology feedback opportunities using software applications available on student laptops

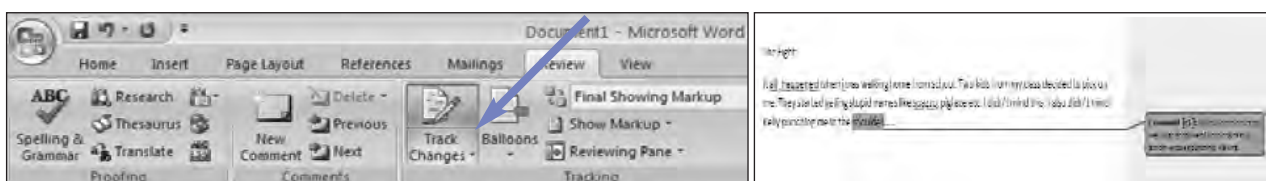


Figure 2 shows how the Track changes application, Microsoft Office, may be utilised to provide commentary on student work.

Workshops on reporting and assessing will be available in Semester 1 2010. They will be tabled on the Digital Education website of Curriculum K-12 at: <www.curriculumsupport.education.nsw.gov.au/digital_rev/index.htm>. The website also contains

additional support material for KLAs and Assessment.

A future article in *Scan* will examine broader assessment possibilities which the Digital Education Revolution – NSW affords teacher librarians. ■

The full list of software applications available on the DER – NSW student laptops is available at <detwww.det.nsw.edu.au/deptresources/majorprojects/dernsw/features/software/>.

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Literacy teaching guides

The Literacy team, Curriculum K–12 Directorate, provides a brief overview of the new literacy support materials.

Three exciting new literacy teaching guides for teachers were officially launched by the NSW Minister for Education and Training, The Hon. Verity Firth, MP at Miranda Public School at the end of Term 2.

They are the first in what will be a series of new guides that put the spotlight on different aspects of literacy critical to students' overall literacy development.

An introduction to quality teaching provides advice on what can be considered the cornerstones of quality literacy teaching in NSW public schools, that is, literacy teaching that is explicit, systematic, balanced and integrated.

This introductory guide:

- articulates the importance of literacy in contemporary contexts, including how literacy demands change across the years of schooling and the ever-broadening view of 21st century literacies
- has a strong focus on literacy teaching, reinforcing that it is quality literacy teaching that will make the difference, that is, literacy teaching which is explicit, systematic, balanced and integrated
- provides teachers with a practical, accessible process for explicit and systematic literacy teaching
- supports teachers to direct/regulate and adjust their teaching to meet the needs of individuals/groups through modelled, guided and independent teaching strategies
- addresses important considerations/connections in relation to

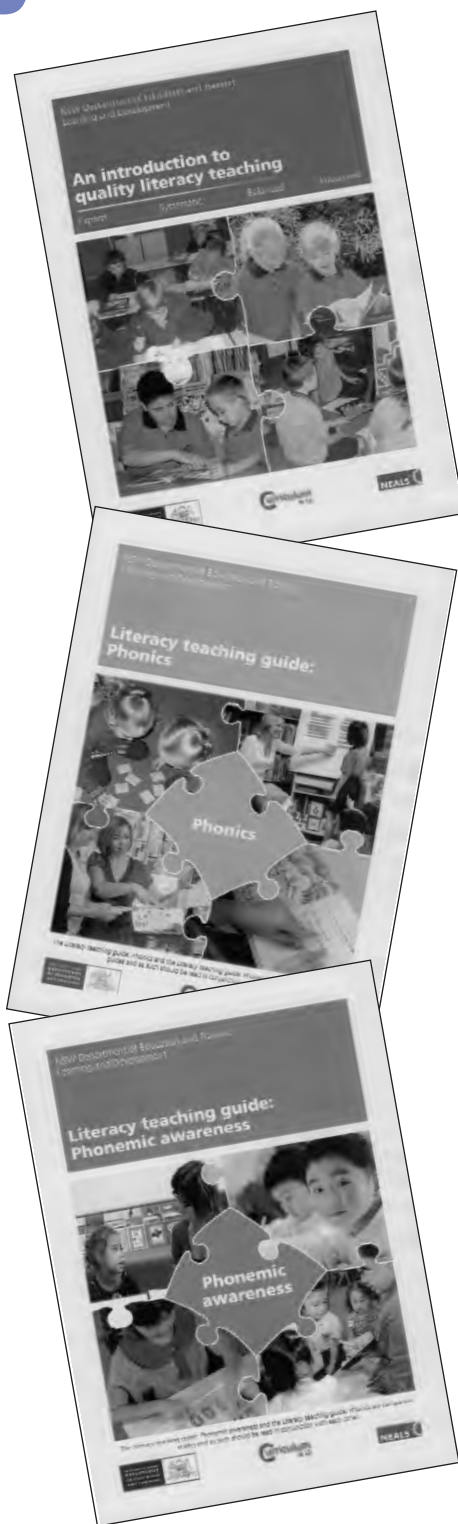
literacy teaching, including NAPLAN, technology, *Literacy Continuum*, further literacy resources.

The other two guides, *Literacy teaching guide: phonics* and *Literacy teaching guide: phonemic awareness*, provide teachers with clear, straightforward information about the teaching and learning of phonics and phonemic awareness, and include:

- confirmation that each is an essential component of a balanced and integrated teaching program
- a process for the explicit teaching of phonics and phonemic awareness
- a set of principles for phonics and phonemic awareness to guide teaching
- a recommended progression for each aspect, based on the most current research, for the teaching of knowledge and skills
- suggested teaching strategies and learning activities for phonics and phonemic awareness.

The guides can be downloaded from the *Curriculum Support* website at www.curriculumsupport.education.nsw.gov.au/policies/literacy/material/guides/.

The website also includes some video segments that demonstrate students engaged in phonics and phonemic awareness learning, and introductory professional learning processes and questions that will assist teachers to begin exploring some of the key concepts found in the guides. ■



COMING SOON: A series of videos that highlight key sections of the guides, featuring expert commentary and in-class footage of students and teachers putting aspects of literacy teaching into 'action' in the classroom.

There will also be 'before, during and after' professional learning strategies to focus engagement with the videos and the teaching guides.

Hollywood comes to us:

using a laptop as a recording studio



Dr Tom Benjamin
is Senior
Researcher, Centre
for Learning
Innovation

How far we've come

On a shelf in a reject shop a ghost of Christmas past languished - a recording studio and marketing promotion software all reduced to \$5. Yet the Scrooge within me said this might be dear at the price. Why? Because I had installed similar software such as *Audacity* for free. I took a punt and when I brought it home found that it actually met its advertised claims and was a very comprehensive, easy-to-use total recording system that ran easily on an old laptop.

As a singer, over the years I have accumulated quite a home studio full of gear - microphones, mixing desks, multitrack recorders and synthesisers. Yet, almost overnight, most of this has become obsolete. The new digital systems are hum free and, more importantly to a home musician or teacher, quick to use. The Digital Education Revolution (DER) - NSW laptops issued to students have an even higher specification than I currently use at home which means that a device that fits in my hand can replace my whole studio (Figure 1). The ease of use means that my productivity has gone through the roof. I now produce my own internet radio music show with two albums worth of material for less than the annual cost of a drink at the local karaoke.



Figure 1 Tom's old 8-track mixing desk can be replaced by a netbook that he can hold in his hand

The DER - NSW applications include *Audacity* and the *Adobe Creative Suite*. The combination makes a formidable multimedia studio, particularly if a school acquires some basic animation software (Benjamin, 2008).

Educational uses of an audio studio

The educational question for audio and movies is: what does this convey that could not be done in a fraction of the file size with text? Turn off the sound on any movie and the answer is obvious: audio conveys feeling; voices convey emotions; an approach to a door becomes ominous because of the build-up of music; the script underpins any movie and it is intimately tied to audio.

Educators wishing to move beyond basic print material now have the bandwidth to use extended audio clips whether alone or in slide shows and movies. These can be used for:

- lessons
- case studies
- interviews
- podcasts and vodcasts

- game or adventure introductions
- musicals, plays, movie soundtracks
- student presentations.

Pedagogical benefits are best described as cost benefits as the reduced cost of teacher and student time means that digital methods can now augment or substitute for traditional methods as it takes little time to use the built-in microphone and camera on a laptop. Not so long ago, when making a recording or film involved lugging some heavy device from the cupboard, setting it up and tediously editing tapes may have required some justification to be bothered with all of this. Now it is second nature.

Publishing to the internet: copyright cautions

Once we leave the classroom for the internet we are exposed to international copyright laws. Music is the most jealously policed area of copyright. Not all of us are artistic or musical geniuses who can create our own original masterpieces. Even the film prop toys mentioned in *Scan* (Benjamin, 2008) may be regarded as works of art and subject to copyright. For a work to safely enter the public domain in Australia the author must have died before 1955 and to allow internet publication viewable from USA, a work must have been published before 1923. The bad news is that this takes us back to the era of scratchy 1890s Edison cylinder recordings.

There are very few Australian songs that meet these criteria. The good news is that there is a wealth of good international content from that era and our digital capabilities can bring that back to life.

Audio tools

Laptops have fine built-in cameras. By contrast, the built-in microphone will disappoint as it is vulnerable to the sounds of the hard drive and ambient noise, producing a marked and irritating hum. Audacity's *Effect> Noise Removal* used sparingly may clear this up sufficiently for an interview but not for music vocals.

For any serious podcast or movie use of sound, the first studio acquisitions ought to be an external microphone, a pre-amplifier to get levels up, and an analogue to digital converter to input to the computer. An external microphone by itself helps very little.

A pre-amplified line input signal such as from a hi-fi or video camera might improve things but today's much preferred solution is digital input via a USB connection. A basic recommended kit for a laptop audio studio (Figure 2) would be:

- microphone and input – either an all-in-one USB mic (\$50 - \$120 minimum) or an analog-to-USB digital box in combination with a pre-amp for slightly more money
- headphones – large earcups to block speaker/singer's noise leaking in and causing feedback
- software to complement Audacity – text-to-speech voices, *Band in a box* or *Jammer* midi creation tools, midi editing software, audio mixing software with reverb. There are freeware versions of many of these.



Figure 2 The basic laptop audio studio kit

How to edit effects

The most basic editing in Audacity is essentially word processing – cutting and pasting segments and removing pauses. But Audacity provides the key addition of multitracks. The *View>Fit_Vertically* and *View>Zoom to Selection* tools allow a number of tracks to be viewed and combined when the *File>Export as Wave* or *MP3* is pressed. These multiple tracks can be used in a number of ways:

- different voice tracks overlapped to simulate an interview (a questioner soundtrack combined with an answerer track) or a dialogue
- *Effect> Change Pitch* voices (up for younger or female, down for male or older) for example so one person could play both interviewer and interviewee, Romeo and Juliet, etc.
- text to speech voices so younger students can have a range of adult voices and accents to introduce, narrate or otherwise spice up their project
- multi-tracked music so that one person or instrument can simulate a quartet
- soundtracks for movies combining voices, ambient noises (forest etc), and musical scores each on its own track.

The next steps

For students and teachers to get the most out of their laptop studio clearly

requires some additional purchases beyond freeware. A noise free input device is the bedrock. A \$50–\$250 USB microphone or pre-amp system is ideal. An alternative is to use the school's video camera as a means of capturing sound and transferring it digitally to the laptop via USB, Firewire or card reader.

There are many tutorials on the internet.

The next step is to learn by doing some of the basic concepts of digital audio studios. There are many tutorials on the internet. The Centre for Learning Innovation's *Tools4U* can get you started, and *TaLe's Music, audio and podcast* forum will offer further advice. There we can present demonstrations and discuss specific equipment and techniques that come to use regularly such as wet/ mixing (*Select>Edit>Duplicate* a track> *add Effects* to the clone then adjust volume sliders to blend them), *Gverb* reverb settings, avoiding clipping by lowering rather than raising track volumes, L R pan, and use of EQ/compression to get punch or old telephone/radio effects. ■

The *TaLe* forum for follow-up on Music, audio, and podcast is available at <taleforum.det.nsw.edu.au/tale/learning/mapf>.

For detailed resources, search *TaLe* for the *Tools4U* from CLI <www.cli.nsw.edu.au>.

Contact the author at <thomas.benjamin@det.nsw.edu.au>.

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Information literacy support for gifted students

The Gifted and Talented Unit is preparing a website to support teachers in the newly created, partially selective high schools.

As part of this initiative, the KLA unit teams at Curriculum K–12 Directorate have been presenting workshops, in conjunction with the Gifted and Talented Unit, which show how gifted students can be supported and challenged within each KLA.

The following programming ideas unit for Stage 4 Mathematics is one example of how teacher librarians can support gifted students in partially selective high schools.

Information literacy support: programming ideas for teacher librarians

Topic/Unit support: To support a Stage 4 Mathematics **Maker model** curriculum modification for gifted students, as one part of a teaching and learning sequence entitled **Systems of communication: data representation, analysis and evaluation**.

Quality Teaching elements: Deep knowledge, deep understanding, problematic knowledge, substantive communication.

Resources: *Systems of communication*, Curriculum K–12, Gifted and Talented Education site
<www.curriculumsupport.education.nsw.gov.au/policies/gats/programs/curric_ideas/mth.htm>
Maker Process modification: *Discovery - Multiple perspectives & different viewpoints*, please see page 7.

Pre-unit assessment to gauge current level of understanding:

Prior to this, all students will have recalled and interpreted different types of graphs, tables and charts in a pre test. They will have been taught how to analyse data using mode, mean, median and range. They know that they are working in groups to conduct an investigation into an issue they care strongly about; they will select a tool, use data to support their position and present their evidence. They know that they are also required to argue persuasively for the opposing viewpoint.

Syllabus outcomes:

WMS4.5 Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to data representation, analysis and evaluation.

DS4.1 Constructs, reads and interprets graphs, tables, charts and statistical information.

DS4.2 Collects statistical data using either a census or a sample, and analyses data using measures of location and range.

Related information skills focus areas:

Selecting

Students will analyse and compare websites when selecting information expressing opposing viewpoints about the same issue.

<<http://zapatopi.net/treeoctopus/>> **Good site for teaching students about evaluating sites.**

Websites must have an ABOUT section, to show author's expertise, or the site may contain entirely false information as this site does.

Suggested teaching and learning activities/strategies

1. Remind students of the assessment task – a *PowerPoint* discussion of a controversial topic, with data to provide evidence, in the form of tables, charts or graphs.
2. Negotiate an authentic audience for the *Power Points*. Show a sample discussion *PowerPoint* and explain why it is so good. Leave this example on the shared drive, so students can refer to it as needed.
3. Give students a marking rubric and discuss it with them so they know how to succeed.
4. Brainstorm a list of controversial topics with students.
5. Divide students into groups according to the topics they would like to lobby about.
6. Assist students to decide on specific search terms or focused questions to aid in searching.
7. Teach students how to evaluate internet sites for reliability and validity by analysing the data, and checking its source, and also by checking author or organisation credentials for expertise.
8. Provide a *For and against* scaffold for note making and teach students how to make notes, using key words or paraphrasing.
9. Using one group's notes, demonstrate for the whole class how to plan a sequence of slides to show two opposing viewpoints. Teach how to change notes into sentences for one slide.
10. Teach students how to create a reference list at the end of their *PowerPoint*.

Planned assessment

Effective completion of the **Resource evaluation checklist** and of the **For/against scaffold** in the **Cognitive organisers booklet** at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/7_10/index.htm> N.B. If students demonstrate that they have not understood how to evaluate a resource, or how to make notes, these skills can be retaught.

Post unit assessment to determine progress towards stated outcomes

Students will present a discussion of an issue of their choice, designing a *PowerPoint* presentation. This should contain data as evidence for each side of the argument. Students conclude by asserting which viewpoint is the strongest one and explain why.

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Quick bytes Quick bytes Quick bytes



Children's Book of the Year Awards 2009

The awards were announced by the Children's Book Council of Australia (CBCA) on Friday 21st August, 2009.

PICTURE BOOK OF THE YEAR

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

- Winner: DUNSTAN, Kylie (2008) *Collecting colour*, Lothian Children's. SCIS 1354586, reviewed in *Scan* 27(3)
- Honour: OTTLEY, Matt & MARSDEN, John (2008) *Home and away*, Lothian Children's. SCIS 1380848, reviewed in *Scan* 28(1)
- Honour: THOMPSON, Colin (2008) *The big little book of happy sadness*, Random House Australia. SCIS 1359653, reviewed in *Scan* 27(4)

BOOK OF THE YEAR: EARLY CHILDHOOD

- Winner: GRAHAM, Bob (2008) *How to heal a broken wing*, Walker. SCIS 1363984, reviewed in *Scan* 27(4)
- Honour: KING, Stephen Michael (2008) *Leaf: ideas, sound effects and pictures*, Scholastic Australia. SCIS 1360567, reviewed in *Scan* 27(4)
- Honour: SULLIVAN, Rosemary & HUXLEY, Dee (2008) *Tom Tom*, Working Title Press. SCIS 138500, reviewed in *Scan* 28(3)

BOOK OF THE YEAR: YOUNGER READERS

- Winner: MILLARD, Glenda & KING, Stephen Michael (2008) *Perry Angel's suitcase*, ABC. SCIS 1364002, reviewed in *Scan* 27 (4)
- Honour: BATESON, Catherine (2008) *The wish pony*, Woolshed. SCIS 1378348, reviewed in *Scan* 28(3)
- Honour: GLEITZMAN, Morris (2008) *Then*, Allen & Unwin. SCIS 1365563, reviewed in *Scan* 28(3)

BOOK OF THE YEAR: OLDER READERS

(These books are for mature readers)

- Winner: TAN, Shaun (2008) *Tales from outer suburbia*, Allen & Unwin. SCIS 1364081, reviewed in *Scan* 28(3)
- Honour: EATON, Anthony (2008) *Into white silence*, Random. SCIS 1380870, reviewed in *Scan* 28(3)
- Honour: FRENCH, Jackie (2008) *A rose for the ANZAC boys*, HarperCollins. SCIS 1360370, reviewed in *Scan* 28(3)

EVE POWNALL AWARD FOR INFORMATION BOOK OF THE YEAR

(Some of these books are for mature readers)

- Winner: HALL, Lincoln (2008) *Alive in the death zone*, Random. SCIS 1389244, reviewed in *Scan* 28(3)
- Honour: DUBOSARSKY, Ursula & RIDDLE, Tohby (2008) *The word spy*, Viking. SCIS 1355512, reviewed in *Scan* 27(2)
- Honour: GREENWOOD, Mark & LESSAC, Frané (2008) *Simpson and his donkey*, Walker. SCIS 1353399, reviewed in *Scan* 28(1)

CRICHTON AWARD FOR CHILDREN'S BOOK ILLUSTRATION

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

Reviews of the above resources are available online at

www.curriculumsupport.education.nsw.gov.au/schoollibraries/resrev/index.htm.

Junior Judge Project at Gymea Technology High School



Anne Larson, teacher librarian, shares this wonderful experience about judging and appraising fiction.

Earlier this year I came across the CBCA's Junior Judges Project and thought that it would be a great way to engage secondary students in the awards. A group of six Year 9 boys had been regular visitors to the library so I wandered over to them with the short-listed books for the Older Reader category, half expecting them to raise their hands in horror when I said I had a job for them! To my delight there was a rush as they grabbed for their first books. We had limited time and their challenge was to read as many of the books as possible so they could then as a group, decide on a winning book and two honour books.

We met at lunchtimes and in a few English periods and I was amazed at the animated discussions and enthusiasm that was generated. I wish I'd been recording these sessions!

As a follow up, Amanda Alchin, the teacher librarian at Blakehurst and I organised a videoconference so our students could discuss the project and share their reading experiences.

I would like to thank Lucy Carberry and Marj Kirkland from the CBCA for their help and for putting us in touch with Christine Harris who was interested in having some students answer the questions below on the project for a blog on her web site <

Kieran, Brad, Marin, Zac, Jordan and James enjoying a pizza lunch after the videoconference.

of-the-outback.blogspot.com/2009/09/junior-judges-project.html>

The students have been engaged in analysing, critical thinking, arguing, creating, composing, discussing and judging. They have had opportunities to share their experiences and work as part of a team. Their decisions have been shared with other groups of students who are eager to participate next year.

I will definitely be involved next year, hopefully on a larger scale and would thoroughly recommend it to other teacher librarians.

Christine Harris asks:

Q1 Tell us about the young judges' awards?

One day when our group was reading on the back table (like we normally do

most lunchtimes), the teacher librarian, Mrs Larson approached us asking if we would like to read and judge the six books in the Older Reader category. Of course we agreed and then were told to select one winner and two honour awards.

We think the Young Judges Awards was a good way of letting us express our opinions on which book was considered the favourite and a chance to be involved in an educational activity which is fun and enjoyable. It makes you feel like you're making a difference voting for the book you really like.

Q2 How difficult is it to compare several books that are completely different for one award?

Different genres are liked by different people so when the books are all different styles and genres it becomes difficult to decide which is best.

We found it depends on what you are judging the books on. We judged them based on how much we enjoyed them, so it wasn't really too difficult. If we were judging the books on set criteria, and seeing as the books are different genres, we'd imagine it would be quite challenging and change our end result.

Q3 On what basis is selection of winners made? (How do you choose?)

When it came to voting for the winners we were mostly in agreement on the top three. Half of us chose *Kill the possum* because we couldn't put it

down and had become attached to the characters.

The other half chose *Finnikin of the rock* because of pure enjoyment and personal liking of the fantasy genre. *Lamplighter* was always in third place.

We sat around as a group and discussed what each person thought was the best. When somebody didn't agree on a point it would be argued until a result was settled. We tried using the suggested criteria but it caused more arguments.

We chose the winner and honour books based on how much we enjoyed the book, the style of writing (like in *A rose*, from 'present to past' or in *White silence's* journal to Authors findings) and genre played a part.

In the end *Finnikin* was our winner but when the results came out the next day half of us were very happy to find that *Kill the possum* was the junior judges' winner.

Q4 What did you learn from being a judge?

It opened some of us up to different genres and styles of writing. In one case, it opened him up to reading as a whole!

It let us express our feelings and argue a lot! It gave everyone a chance to be heard, to prove a point and gave us more understanding of how to debate.

Q5 How has it changed your own writing?

When we were reading the books, we were thinking of how enjoyable a read it was rather than reading them as a case study to change the way we write.

Q6 Why do you think the young judges awards winners differ from those chosen by adults?

Well, we had the three books that weren't chosen as winner/honour books by the adults as our

winner/honour books. The three books we picked were in the top three for the Junior Judging in the Older Readers Category. We believe the cause of this difference is simply what criteria Adults and Children use to vote. We had a different perspective.

The boys were very committed to the project and I was amazed at the animated discussions as individuals tried to convince others about the relative merits of one book or another. They were quite surprised by the official results. I would recommend this project to teachers and groups and will definitely be participating with an extended group/s next year.

As a follow up to the project we organised a videoconference with Blakehurst High school students to discuss the project and have a general chat about books, reading and libraries.

Anne Larson, teacher librarian ■

Out and about



Meeting Shaun Tan at Bundanon

Judi Nethery, teacher librarian at Culburra Public School, reflects on a wonderful school excursion.

I am so lucky to have accompanied a group of my students to the Arthur Boyd property at Bundanon where Shaun Tan has been an artist in residence. Shaun gave a fantastic introduction for local students to his work, in particular his illustrations. We were inspired to see the drawings he has kept from his very youngest days, including his first day at kindergarten, and to listen to



Many thanks to the Bundanon Trust for supplying the photographs of Shaun Tan

his explanations on how some of the weird and strange creatures in his books came about. I now have a better understanding of his books and will be more confident reading them with classes. How lucky we are to have

such a valuable resource on our doorstep!

Find out more about the Bundanon Trust at <www.bundanon.com.au/>. ■



E words in action

Kim McBeath, teacher librarian at South Grafton High School, shared this engaging activity with a group of teacher librarians attending the School Libraries in a Web 2.0 workshop held in Ballina in August.

My nine Year 7 Information Skills classes were given a challenge. Which class could come up with the most 'E' action words (verbs) to answer the question:

Why do people read or write books?

Here is the winning list, in no particular order. I was thrilled with the response. The students really thought about the challenge and showed deep understanding of what books offer them. Go the book! ■

Engage	Edit	Educate	Expand
Elevate	Echo	Edify	Exhibit
Excite	Earn	Electrify	Exalt
Entertain	Explore	Entrance (not opposite of exit)	Examine
Enjoy	Evolve	Enunciate	Evade
Express	Encircle	Ease	Establish
Experience	Entice	Extend	Erase
Escape	Enrage	Emote	Enquire
Encounter	Enable	Extract	Enlist
Enchant	Embroider	Extend	Energise
Enthral	Elude	Expose	Employ
Experiment	Effect	Exploit	Edit
Effuse	Endorse		Excel



Here is a wordle version, created at <www.wordle.net>, which would make a great display in the library.

National Literacy and Numeracy Week

31 August – 6 September 2009
The key focus in NSW has been the creation of 10 short vidcasts to support parents and teachers in assisting students to improve their literacy and numeracy skills and the awarding of over 50 funding awards to schools. Available at <www.nlnw.nsw.edu.au>, the vidcasts are a springboard for parent information evenings and teacher professional learning sessions. Also, check *Kid's links* for secure, engaging websites.



Imagine This! Imagine That!

The Children's Book Council of Australia NSW Branch invites you to *Imagine This! Imagine That!* This 2-day CBCA NSW State Conference will be held at The Menzies Hotel, Sydney on 18–19 June 2010. For details, email: <cbcansw@bigpond.com>

Stocktake snippets!

Check out the *OASIS Library Stocktake* manual at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/faqs/faqssto.htm> from the training booklet link at the bottom of the FAQs page.

What to do to prepare for stocktake. See 'OASIS Library Stocktake using *Thin Client*: some reminders' in *Scan* 27(4), pp. 50–51. ■



Viewzi <www.viewzi.com/> is a website search tool that offers combined search results from Yahoo and Google in a variety of formats, including a Power grid, Web screen shots, Simple text and Google timeline. This is definitely worth a look.



Web 2.0: cool tools for schools <<http://cooltoolsforschools.wikispaces.com/>>

com/ is a compilation of Web 2.0 tools that are organised into areas of usage such as, Research tools, Video tools, Writing tools, Audio tools, Graphing tools; each with an annotation of what it is and how it can be used. (Thanks to Sharon McGuinness, Thirroul P.S.) ■



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

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

Resource reviews are provided for teachers to support their teaching and learning programs. The views expressed by reviewers are their own and should not be considered as an endorsement of the material by the NSW Department of Education and Training. Copyright for reviews is held by the NSW Department of Education and Training. Permission for reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact <colleen.foley@det.nsw.edu.au>

USER LEVELS are given in Stages as follows:
Early Stage 1 (for preschool/early childhood)
Stage 1 (for lower primary)
Stage 2 (for middle primary)
Stage 3 (for upper primary)
Stage 4 (for lower secondary)
Stage 5 (for middle secondary)
Stage 6 (for upper secondary)
Community (for community/parent/adult)
Professional (for teachers)

The category **KLA** is intended to provide a guide as to which key learning area the resource supports. These, and the **USER LEVEL**, should only be used as a guide, as many resources transcend age and subject barriers.

The following symbols indicate the key learning area:

CA Creative Arts
English English
HSIE Human Society & Its Environment
Languages Languages
Mathematics Mathematics
PDHPE Personal Development/Health/Physical Education
Science Science
SciTech Science & Technology
TAS Technology & Applied Studies
 and
VET Vocational Education and Training
CEC after a syllabus denotes that it is a Content Endorsed Course
COGs indicates the Connected Outcomes Groups from the Planning and programming framework.

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

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

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

Reviews of internet sites

Sites are listed in Dewey order. Reviews of internet sites may appear in other sections, including **Literacy and Numeracy resources** and **Professional reading**. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The **USER LEVEL** descriptor, **Professional**, is a pertinent reminder of such issues. Please note that changes happen daily on the internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when reviewed.

How to use the website barcodes



These barcodes are SCIS numbers. Scan any sites you want straight into SCIS Create orders for the library catalogue!

Bing

www.bing.com

Bing is a very appealing search engine for student use. The layout is spacious, the delivery of results is fast, and the site is visually attractive and extremely easy to navigate. It is an excellent resource for introducing the process of searching and the pros and cons of search engines to young students. It presents information clearly, in a similar form to Google, but it has more appeal for student use as it does not overwhelm searchers with information extraneous to the search topic. Site users can utilise the engine to search **Images**, **Videos**, **Maps** and **News** items. Listed sites have a window to the right which opens when scrolled over to give more information, without opening the site. The site includes an Australian only search engine which cuts search times remarkably for Australian content. C. Bennett

USER LEVEL:
SCIS SUBJECTS:
PUBLISHER:
REVIEW DATE:

Stage 3 Stage 4 Stage 5
 Search engines; Web browsers
 Microsoft, Australia
 01/11/09 [025.04]




SCIS 1419649

Search engine colossus: international directory of search engines

www.searchenginecolossus.com/


The site is a collection of search engines, laid out in theme, language, and country divisions. Themes include the school relevant **Music**, **Art**, **Sports** and **Literature**. In the extensive country list, **Australia** has 24 entries with a brief description of each search engine. A main benefit of the country list is that it directs users to search engines within a specific country. **Australia crawler** and **Web wombat**, for example, narrow searches to Australian content only. The site is a very useful and time effective tool to find websites without the international clutter, and the country list could be beneficial for students researching the Topic: *Social and cultural continuity and change in a selected country*, for Society and Culture Stage 6. The site is a great resource for making comparisons and experimenting with unfamiliar search engine formats. C. Bennett

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Society & Culture Stage 6
SCIS SUBJECTS: Directories; Internet; Search engines
PUBLISHER: B. Strome, Canada
REVIEW DATE: 01/11/09 [025.5]
 SCIS 1419660

The European Library

search.theeuropeanlibrary.org/portal/en/index.html

Content from 48 major European libraries can be searched via this virtual library. **Organisation** is a good place to start as it explains the research concept employed on the site. Viewing the *Video tutorial* is also helpful for learning how to search the site. The resource connects the user to the **Libraries** websites, for investigation of their collections of digital books, maps, audio, video and photographs. This specific library search could be useful for the Society and Culture Stage 6 Topic: *Social and cultural continuity and change in a selected country*. Site users can also research across the libraries for these items, plus *Manuscripts*, *Children's literature*, *Journals*, music and theses. The site has daily news about European library happenings and an emailed newsletter. These features and the online exhibitions, such as **The Napoleonic wars**, make the resource useful for regular syllabus content checks. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Society & Culture Stage 6
SCIS SUBJECTS: Catalogues; Governmental libraries
PUBLISHER: European Library Office, Netherlands
REVIEW DATE: 01/11/09 [027.54]
 SCIS 1426858


Mirror of the world: books and ideas

www.mirroroftheworld.com.au/

Presented by the State Library of Victoria and showcasing some of its precious possessions, this amazing site considers the history and style of written communication from cuneiform tablets to online zines. The site enables the user to view illustrations from exquisite antique books like the *Book of hours*, and to see and hear chant extracts from an antiphonal, a 14th century liturgical book. **Books of influence** draws attention to a number of historically notable works by Nicolaus Copernicus, Leonardo da Vinci, Charles Darwin, Mary Wollstonecraft, Sigmund Freud and




Marie Curie. There are several beautiful historical books in **Exploration**, and **Innovation** presents samples from the 16th century through to the contemporary era. This is a digital treasure trove that enables students and teachers to access some very fine examples of old books. A valuable resource for considering texts in context, it is a wonderful site to use in the connected learning situation and on an IWB, and it should elicit a great deal of discussion. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Books and reading – History; Printing – History; Publishers and publishing – History
PUBLISHER: State Library of Victoria, Australia
REVIEW DATE: 01/11/09 [070.509]
 SCIS 1424434

aMap

www.amap.org.uk/

The site employs the concept of visual argument maps to encourage people in the skill of mounting and sustaining an argument. **About**, **Education** and the website's live arguments show how the resource works and how schools can use the concept. **Create your own aMap** allows experimentation with the art of arguing by creating and sharing the personalised argument map online. The site sells A3 sized aMaps that come with arguments for and against a given statement, and looking at one of these maps, for example, *Is modern art rubbish?*, will suggest to teachers what can be done with an online creation. Debaters and public speakers will really enjoy this site. It is an interesting initiative to encourage written and verbal critical reasoning and thinking skills. C. Thomas


USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
Professional
SCIS SUBJECTS: Debates and debating; Logic; Reasoning; Rhetoric
PUBLISHER: aMap, UK
REVIEW DATE: 01/11/09 [168]
 SCIS 1426925

Getting out: a young persons guide to independent living

www.gettingout.info

A perfect resource for the Commerce 7–10 Option: *Towards independence*, the site's information covers a range of topics, including **Safe partying**, **Keeping active** and **Wheels**. Information is laid out in easy to read point form. **In the house** ties in nicely with Commerce outcomes on accessing accommodation, covering almost every issue raised in the syllabus. **Money matters** is very useful for the study of personal finance, while **Career kickstart** and **The world of work** suit the Commerce Core: *Employment issues*. Information is easy to read and students will be able to work around material that is specific to South Australia. J. Alvarado



USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10
SCIS SUBJECTS: Adolescents; Life skills
PUBLISHER: Eyre Regional Health Service, Australia
REVIEW DATE: 01/11/09 [305.235]
 SCIS 1421922

Australian Indigenous cultural heritage

www.cultureandrecreation.gov.au/articles/indigenous/

Part of the much larger Australian Government site, *Culture.gov.au*, this section focuses on the significance of **Land**, *Sacred sites and Dreaming stories*, diversity through location and language, *Tourism*, performance and *Visual arts* pertaining to Indigenous culture. Extensive links to other sites related to Indigenous affairs provide further information and allow for deeper analysis of specific topics. Students of Aboriginal Studies Stage 6 will find this site particularly useful for outcomes 8.1 and 8.2. This attractive site is a valuable professional reference for teachers. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6

SCIS SUBJECTS: Aboriginal peoples – History; Torres Strait Islanders – History

PUBLISHER: Dept. of the Environment, Water, Heritage and the Arts, Australia
01/11/09 [305.89]

REVIEW DATE:



SCIS 1414984

Creative spirits: the art of touching spirit and soul

www.creativespirits.info/

In collaboration with Indigenous people, the author of this excellent website has created an insightful look into Aboriginal culture by researching aspects including **Arts, Health, History, Land, Spirituality, Sport, Economy, People, Language, Law/justice, Media, Politics and Autonomy**. There is a wide range of topics presented on the site, such as The Dreaming, rock paintings, stolen wages, art authenticity, Indigenous teachers, life expectancy, the Myall Creek massacre, the Stolen Generations, and discrimination. Colour photographs and maps facilitate understanding of the well written text. Statistics and quotations are supported by references. The author has also included travel guides for New South Wales and Western Australia with a focus on Aboriginal cultural sites, and links to Aboriginal associations and publications. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; VET
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Tourism Curriculum Framework Stage 6

SCIS SUBJECTS: Aboriginal peoples
PUBLISHER: Creative Spirits, Australia
REVIEW DATE: 01/11/09 [305.89]



SCIS 1414980

Day of mourning and protest: 70th anniversary

www1.aiatsis.gov.au/exhibitions/DOM/DOM_Jan1938.htm

This site provides comprehensive information about the establishment of the *Australian Aborigines League* (AAL) in 1932, in **Background**. In 1938, the AAL proclaimed 26 January to be a day of mourning for Aboriginal people. Events surrounding the 70th anniversary of the announcement are documented on this site. Scanned archived documents intersperse the blocks of text showing letters, newspaper articles, banners and posters about significant times including the proclamation of Invasion Day in 1988. Links to notable Aboriginal entities such as **Jack Patten**,

Margaret Tucker and **Pearl Gibbs** are prolific and well sourced. The information on this site supports outcomes 8.2 and 8.3 in Aboriginal Studies Stage 6 and outcomes 4.4, 5.4 and 5.6 in Aboriginal Studies 7–10. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6

SCIS SUBJECTS: Aboriginal people – Civil rights; Aboriginal peoples

PUBLISHER: Australian Institute for Aboriginal and Torres Strait Islander Studies
01/11/09 [305.89]

REVIEW DATE:



SCIS 1414987

Private i

www.privacy.gov.au/topics/youth

ABSTRACT

This Australian Government website is part of the Office of the Privacy Commissioner website and offers a PDF publication that explains some day to day privacy issues, and the pitfalls to avoid. It includes information on who to turn to for help if one's privacy has been affected. Several specific areas of assistance are listed with relevant web addresses. The document focuses on problems that can arise from the use of social networking internet sites, strategies that can be employed to prevent ID theft, issues to be aware of when shopping online, and other areas of privacy protection that culminate in *Top ten hints for keeping your personal information private*. The brochure provides an overview of privacy issues and is not intended to be definitive. The site also contains a *Think before you upload* video, posters and teaching resources. Further information can be acquired from <www.privacy.gov.au>

USER LEVEL: Stage 6 Professional
SCIS SUBJECTS: Adolescents – Safety measures; Privacy, Right of
PUBLISHER: Office of the Privacy Commissioner, Australian Capital Territory
REVIEW DATE: 01/11/09 [323.44]



SCIS 1427634

My high school careers website: for high school students, parents and careers advisers in NSW & ACT, Australia

www.mhscareers.com

For students exploring the job value of particular school courses and options in careers and tertiary education, this informative site is certainly worth investigation. Students can **Explore careers** with an online career quiz that assists identification of employment options. They can investigate incomes and skills needed for a variety of jobs, and get resume writing tips and read a model in **Resumes**. Career profiles and short videos highlight some innovative Australian careers. **Careers advice** begins with Year 10, looks at the value of work experience, and provides a practical Q&A section in **Ask a careers adviser**. An interactive **Events calendar** provides monthly planners listing career events. Links offsite are to government websites, and the resource acts as a reliable and relevant portal for further research. Reading **How to use mhscareers.com** shows the most efficient way to use this valuable site, depending on individual needs. A. Frost



USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE; VET
SYLLABUS: Work Education 7–10; Work Studies
 CEC Stage 6
SCIS SUBJECTS: Careers; Vocational guidance
PUBLISHER: mhscareers.com, Australia
REVIEW DATE: 01/11/09 [331.702]



SCIS 1418663

Click 2 teach: resources for teachers and students on renewable energy

www.originenergy.com.au/click

Promoting sustainability through its **Curriculum connections**, the site's activities, writing style and visual material are appropriate and accessible for students. In particular, the graphics and animations used to explain different methods of generating **Solar energy** and **Renewable energy** are well designed, useful and informative. Links in each section enable students to do further research and gain deeper understanding. The site is a very useful teaching and learning tool for the study of scientific and citizenship issues as they relate to sustainable energy issues and will be a good resource for the Year of Learning for Sustainability 2010. Teachers can use the site to get an interactive kit on home energy use from *Origin Energy*. Commerce students may get some value from the site's **Investor centre**, where shareholder information, financial reports and corporate data are presented in a clear and user friendly style. J. White

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; SciTech
SYLLABUS: Commerce 7–10; Geography 7–10; Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Renewable energy
PUBLISHER: Origin Energy, Australia
REVIEW DATE: 01/11/09 [333.79]



SCIS 1424033

Aboriginal business

www.smallbiz.nsw.gov.au/smallbusiness/Government+Programs/Aboriginal+Business/index.htm

The site contains a plethora of information for Aboriginal people related to developing and managing business ventures and forming partnerships with large Australian firms under the Budyari Ngalaya program. The information in **Aboriginal success stories**, which provides motivational accounts of Aboriginal businesses, would be useful when studying Aboriginal participation nationally and internationally in outcome 5.6 in Aboriginal Studies 7–10. Information and eligibility requirements for Aboriginal business growth and mentor programs are provided in **Aboriginal business**. This outstanding website particularly supports outcomes 8.3 and 8.4 of the Business Studies syllabus. A. Frost

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Business Studies Stage 6; Commerce 7–10
SCIS SUBJECTS: Aboriginal peoples – Economic aspects; Aboriginal peoples – Employment; Small business
PUBLISHER: NSW Department of State and Regional Development, Australia
REVIEW DATE: 01/11/09 [338.6]



SCIS 1414978

Lawstuff: know your rights

www.lawstuff.org.au/

Aimed specifically at young people, the site outlines legal issues they may encounter. **Law topics** contains 38 issues ranging from the typical **Alcohol and cigarettes**, **Driving** and **Trade unions**, to more unusual topics such as the **Domestic violence**, **Criminal law** and **Workers compensation**. **Lawtoons** give a comic interpretation and could assist in the teaching and learning of Life Skills students as well as providing creative follow-up learning activities. The **News** is an excellent source of up-to-date legal information. The site's information is well presented, accessible for a range of abilities and, by selecting their state, students can investigate issues relevant to NSW. It is an extremely valuable resource for the Commerce 7–10 Topics: *Law and society and Employment issues*, as well as a good starting point for the Legal Studies Stage 6 Topics: *The individual and the law*, *Family and Workplace*. J. Alvarado

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Commerce 7–10; Legal Studies Stage 6
SCIS SUBJECTS: Adolescents in Australia – Civil rights; Adolescents in Australia – Law and legislation; Law – Australia National Children's & Youth Law Centre, Australia
PUBLISHER: National Children's & Youth Law Centre, Australia
REVIEW DATE: 01/11/09 [342.94]



SCIS 1058959

Giant classroom

www.giantclassroom.com/

Catering for primary and secondary students, this website provides learning activities for Geography, History, and Science. Multiple choice questions are supplied and students are encouraged to develop their investigative skills while researching the answers. Engagement, communication and participation are some of the anticipated rewards to learning in this manner. The various programs require schools to register and pay a fee for students taking part in the selected activities, projects and competitions. Activities are run online and could be offered as extension work or homework. Clear explanations and informative links make aspects of this website quite accessible for developing teaching and learning activities. C. Sly



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; SciTech
SYLLABUS: Geography 7–10; History 7–10; HSIE K–6; Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Classroom activities
PUBLISHER: Giant Classroom, Australia
REVIEW DATE: 01/11/09 [371.3]



SCIS 1417070

Scam watch

www.scamwatch.gov.au

The site assists consumers and small businesses to recognise and report scams and to proactively protect themselves against fraud. Regularly updated, it details 15 types of scams that consumers may be subject to, including the student relevant **Chain letters** and **pyramid scams**, **Mobile phone scams** and **Job & employment scams**. The site ties in perfectly with syllabus requirements

and the study of consumer protection in the Commerce 7–10 Topic: *Consumer choice*. It would also be extremely useful for the Legal Studies Stage 6 Option: *Consumers*. The site provides a number of easy-to-read case studies covering a range of issues. Excellent examples of explicit scam letters are provided in PDF format in **See a scam**, which could provide a base for some interesting teaching and learning activities. The site is extremely well set out and easy for students to navigate. J. Alvarado

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Commerce 7–10; Legal Studies Stage 6
SCIS SUBJECTS: Consumer protection; Fraud; Swindlers and swindling
PUBLISHER: Australia Competition and Consumer Commission
REVIEW DATE: 01/11/09 [381.3]



SCIS 1145296

RTA

www.rta.nsw.gov.au

Authoritative and huge, this resource is an essential website when teaching and learning about road safety in schools, particularly in PDHPE syllabuses. Despite its size, the site is fairly easy to navigate as headings are obvious and material is extensively cross referenced. The **Rules and regulations** of road use, driving and offences are explained in clear language. In **Parents and schools**, the **Road safety education program** is actually directed at teachers, with resources and professional development options. Senior students will engage with the interactive **Practice driver knowledge test** and a great many other resources, many of which are found in **Centre for road safety** and the **Young drivers** section. The site has plenty of relevance for schools, through explanation of RTA initiatives, driver information, and safety messages. The site's videos, such as the clip in **Crashlab**, would be a vibrant resource on an IWB. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE K–6; PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Driving (Motor vehicles); Road transport;
PUBLISHER: Roads and Traffic Authority, NSW, Australia
REVIEW DATE: 01/11/09 [388.1]



SCIS 1415285

Fashion-era

www.fashion-era.com/index.htm

Eye catching and detailed, the site is an interesting resource for the study of modern fashion. Site material begins at 1800 French fashion and it looks at Victorian styles and **Couture fashion history**. Material goes through to current styles and upcoming trends, **Image and wardrobe planning**, a look at miniskirts, **Royal fashion**, **Power dressing**, and the outfits worn by **Punks**. Students who are interested in vintage clothing will certainly find plenty of information and images here. Teachers needing resources for the study of period costumes and fashion changes, or the history of underwear and swimwear for the study of clothing design in Textiles and Design, will appreciate the information and photographs provided on this enthusiastic site. M. Timperley



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

SYLLABUS: Textiles & Design Stage 6; Textiles Technology 7–10
SCIS SUBJECTS: Costume; Fashion; Great Britain – Social conditions – 19th century; Great Britain – Social conditions – 20th century
PUBLISHER: Fashion-Era.com, UK
REVIEW DATE: 01/11/09 [391]



SCIS 1274629

The history of costume by Braun & Schneider, c. 1861-1880

www.siu.edu/COSTUMES/history.html

The website of a 19th century book, this resource has over 500 costume designs from antiquity to the Victorian era. The book includes designs from ancient Egypt, Assyria, Judah and Rome. Each area contains labelled coloured plates of people dressed in their garb. Students can scroll down the page and follow the plates, moving through fashion history. The site is accessed via a graphic index and a text index. The latter has information on the people depicted in their periodic costume. The site has useful material for Textiles and Design students researching the development of the textile industry in the 19th century, and for History Stage 4 students investigating the clothing worn in ancient cultures. M. Timperley

USER LEVEL: Stage 4 Stage 6
KLA: HSIE; TAS
SYLLABUS: History 7–10; Textiles & Design Stage 6
SCIS SUBJECTS: Costume
PUBLISHER: C. Otis Sweezey, USA
REVIEW DATE: 01/11/09 [391.009]



SCIS 1417140

englishspeak.com: learn spoken English for free

www.englishspeak.com

The free lessons provided on this site give special attention to English pronunciation, speaking and everyday language. The site caters for ESL students, especially from Asian countries, and they will find this site very useful. Users can access normal or slow speeds of audio playback for scripted conversations, sentences and single words. Conversations are simulated between native speakers, with written transcripts paralleling the user's language with English. The site has 100 lessons, 1000 common phrases, and 1500 common words. Clearly arranged visual and audio scripts are easy and clear to comprehend. F. Campbell



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: English language – Pronunciation
PUBLISHER: EnglishSpeak.com, UK
REVIEW DATE: 01/11/09 [428.3]




SCIS 1415210

Into the book

reading.ecb.org/

Students and teachers are very well catered for with this immediately engaging and graphically attractive interactive website. The site is divided into **Teacher area** and **Student area**. The student


section focuses on eight specific reading skills: visualising, summarising, synthesising, prior knowledge, inferring, evaluating, questioning, and making connections. Each skill contains a simple explanation, an interactive student centred learning activity, a video introduction and the option of emailing the completed activity. The teacher section provides information and teaching resources including videos, lesson plans and worksheets for each strategy. This is a useful site for introducing and teaching the skills involved in reading beyond literal comprehension. J. Adnum

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: English language – Comprehension – Problems, exercises, etc.; English language – Comprehension – Study and teaching; Reading; Reading – Problems, exercises, etc.
PUBLISHER: Educational Communications Board, USA
REVIEW DATE: 01/11/09 [428.4076]
 SCIS 1419791

Play stuff

www.scienceworld.ca/playstuff.html

Online games and interactive activities relevant to Science 7-10 students are found on this site. The best teaching resources are found in the six games about the workings of the body in *BodyWorks games*, the *Engaging science games* and *Eureka! Games*. The diverse collection of topics includes reaction times, muscles, nutrients, and rock layers. Most games are very colourful, with engaging sounds and animations. They will certainly sustain the attention of Stage 3 and Stage 4 students, and they could be particularly useful for Life Skills students. The scientific terms used throughout are kept simple but relevant. Some games provide useful content revision and the site's material would certainly be great for use on an IWB. I. Mavin


USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Classroom activities; Educational games; Science – Problems, exercises, etc
PUBLISHER: Science World, Canada
REVIEW DATE: 01/11/09 [507.6]
 SCIS 1419033

Making science fun!

www.stevespanglerscience.com/experiments

Steve Spangler is an American television science presenter, famous for initiating the Mentos in diet cola geyser experiment. The site enthusiastically showcases several hundred of his experiments, providing clear instructions and details about how each one works. Most experiments are written in simple language with videos linked to support them. Topics of relevance for Science 7-10 students include the *Experiment categories* of **Magnetism**, **States of matter**, **Electricity** and **Light and sound**. Experiments could be used as stimulus ideas for the mandatory Science 7-10 research project and for dynamic Science displays. The site would be very useful on an IWB. This is an outstanding site that will capture the interest and imagination of teachers and students. I. Mavin

USER LEVEL: Stage 3 Stage 4 Stage 5


KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Science – Experiments; Scientific recreations
PUBLISHER: Steve Spangler Science, USA
REVIEW DATE: 01/11/09 [507.8]
 SCIS 1258890

I was wondering: a curious look at women's adventures in science

www.iwaswondering.com/

The site focuses on major recent contributions made by women in fields such as genetics, biomechanics and climate modelling. **Ten cool scientists** takes site users to a page for each scientist, featuring a biography and cameos of their work, a comic strip, and footage of the scientists' research. There are answers to interesting questions relating to this work, and an experiment for students to undertake, such as making a miniature racing car. An attractive journal format to record findings is provided. Links are geared to a high school audience, but Stage 3 students with scientific curiosity could successfully interpret the site. **Games** incorporate film footage of gorillas and the solar system and provide substantial information. M. Davis




USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Scientists – Biography; Women – Biography
PUBLISHER: National Academy of Sciences, USA
REVIEW DATE: 01/11/09 [509.2]
 SCIS 1415111

Wolfram demonstrations project

demonstrations.wolfram.com/

Dynamic computation is used to display concepts in mathematics on this site. It covers several areas of mathematics including algebra, geometry, functions and calculus. Powerful images bring volumes, surface area, geometry and graphs to life. Demonstrations include the relationship between side lengths, surface area and volume of a box; the volume of prisms and cylinders; and the volume of solids using shells. Clear visuals and labelling make this collection useful for IWB display and use on laptop computers. N. Jebeile

USER LEVEL: Stage 5 Stage 6
KLA: Mathematics
SYLLABUS: Mathematics 7-10; General Mathematics Stage 6
SCIS SUBJECTS: Computer simulation; Mathematics
PUBLISHER: Wolfram Research, USA
REVIEW DATE: 01/11/09 [510.285]
 SCIS 1425072

Pythagorean theorem

www.cut-the-knot.org/pythagoras

Nearly 100 approaches to proving Pythagoras' Theorem are examined and illustrated on this engaging site. Fundamental to studies in mathematics, the theory has been the focus of analysis

over many centuries. Students can trace the development of notions presented by a wide range of mathematical analysts. The proofs are laid out in a clear linear order with extensive use of diagrams, coloured illustrations, and some interactive *Java* workings. Clear visuals and labelling make this collection useful for IWB display and Mathematics students will certainly enjoy the visuals. N. Jebeile

USER LEVEL: Stage 5
KLA: Mathematics
SYLLABUS: Mathematics 7–10
SCIS SUBJECTS: Geometry; Pythagoras
PUBLISHER: Cut the Knot, USA
REVIEW DATE: 01/11/09 [516.22]



SCIS 1425109

Exploring planets in the classroom: hands-on activities

www.spacegrant.hawaii.edu/class_acts/index.html

Providing 25 science activities, this relevant site provides a variety of simple tasks that can easily be used when teaching the solar system to Science 7–10 students. Relevant areas include **Introduction to solar system**, **Impact craters**, **The moon and Gravity forces & rockets**. Each activity page is plain in appearance, providing few graphics, with separate teacher and student sections. Some activities have relevant secondary data provided for easy student analysis in class. Several activities have external links, such as in the **Planetary properties** section which allows students to enter their weight and assess their corresponding weight on all planets and major moons. The home page explains internet referencing and copyright very well for students, and there is a helpful list of sites for further research. This is a worthwhile site, even if it is only used for initiating ideas and student interest. I. Mavin



USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Solar system – Problems, exercises, etc; Solar system – Study and teaching
PUBLISHER: Hawai'i Space Grant Consortium, USA
REVIEW DATE: 01/11/09 [523.207]



SCIS 1418975

Kids do ecology

kids.nceas.ucsb.edu/

Using inquiry based investigations into the science of ecology, the site shows students and scientists working together and is an excellent resource for schools. From the general **Learn about ecology**, where the work of ecologists is explained, to the complex manipulation of beach research in **Data science**, the site takes students on a voyage of interaction and discovery. **World biomes** are discussed, and the aquatic sections contain useful material for Marine Studies students. Senior students will appreciate the large number of links throughout the site when pursuing a line of research. The work of Californian students and ecologists, working together on such things as fish behaviours in food chains and animal use of light to navigate, is displayed in **Classroom projects**. The site would present very well on an IWB. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 6
KLA: Science; SciTech

SYLLABUS:

Marine Studies Curriculum Framework Stage 6; Science 7–10; Science & Technology K–6

SCIS SUBJECTS:

Ecology

PUBLISHER:

National Center for Ecological Analysis and Synthesis, USA

REVIEW DATE:

01/11/09 [577]



SCIS 1424348

3D medical animations

www.virtualmedicalcentre.com/animations.asp

Containing outstanding 3D animations on many medical issues, the site's excellent visual footage is colourful and well labelled, with graphics suitably complemented by clear and instructive spoken information. This is an exceptional site for the study of related outcomes in PDHPE 7–10 and for investigating diseases and disease management in PDHPE Stage 6. Students of the Senior Science Option: *Pharmaceuticals* and the Biology Option: *Biotechnology* will enjoy using the site. Animations are arranged alphabetically and they download quickly, though not all links were functional at time of review. Written notes supplement each animation, and interactive still 3D images highlight key concepts. Each topic contains succinct information on the nature of the ailment, who it affects, its progression, outcomes, diagnosis and treatment. Language, style and format are suitable for high school students, and the National Library of Australia has credited the site as a reliable source of information. A. Frost

USER LEVEL:

Stage 4 Stage 5 Stage 6 Professional PDHPE; Science

KLA:

Biology Stage 6; PDHPE 7–10; PDHPE Stage 6; Senior Science Stage 6

SYLLABUS:

Film animation; Medicine; Pathology

SCIS SUBJECTS:

Virtual Medical Centre, Australia

PUBLISHER:

01/11/09 [610]

REVIEW DATE:



SCIS 1413635

I have fun with faces

lrr.dlr.det.nsw.edu.au/Web/faces_song/index.htm

ABSTRACT

The purpose of the resource is to engage young children in a topic that is instantly meaningful - the human face. Using a large animated face and music, the site shows students parts of the human face. The resource uses one short song with vocal and guitar, and it has three distinct parts. In **Song and actions**, students point to parts of their face as they are mentioned in the lyrics. In **Sing and point**, an animated hand points to the screen face as each part comes up in the song. In **Music only**, there is no vocal and students sing along; parts of the screen face are lit up as they are mentioned. There are **Support notes** for teachers.



USER LEVEL:

Early Stage 1 Stage 1

KLA:

CA

SYLLABUS:

Creative Arts K–6

SCIS SUBJECTS:

Face; Music in education

PUBLISHER:

NSW Centre for Learning Innovation, Australia

REVIEW DATE:

01/11/09 [611]



SCIS 1417152

The human heart

www.fi.edu/learn/heart/

The site has a lot of relevant written and graphic information useful for Stage 4 Science students completing outcome 4.8.5 on the circulatory system. The site's main sections are **Blood, Structure, Vessels, Monitoring, Health, History and Systems**. The latter contains various information about all body systems, and **Health** information is particularly useful when researching diseases of the heart such as heart attacks and open heart surgery. **Heart activities for the classroom** includes making a model stethoscope, performing a heart dissection, and constructing a giant model cell. The volume of information presented in each section is concise, relevant and appropriate for students. I. Mavin

USER LEVEL: Stage 4 Stage 6
KLA: Science
SYLLABUS: Science 7–10; Senior Science Stage 6
SCIS SUBJECTS: Heart
PUBLISHER: Franklin Institute, USA
REVIEW DATE: 01/11/09 [612.1] SCIS 1419038

Stem cell information: the National Institutes of Health resource for stem cell research

stemcells.nih.gov

Developed by a company researching stem cells, this website provides practical information on stem cells, including different types of cell and how stem cells may be used to cure disease. This site would be useful for investigating cutting edge science technologies and biotechnologies in Science 7–10. Current research and the ethical issues surrounding research and use of stem cells are discussed. There is an interesting video on stem cells dividing, plus downloads of a slide show, colourful illustrations on the promise of stem cells and challenges to research, and a glossary to facilitate understanding. A. Frost

USER LEVEL: Stage 5
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Stem cells
PUBLISHER: National Institutes of Health, USA
REVIEW DATE: 01/11/09 [616.02]



SCIS 1417151

How Edison are you?

thomasedison.org/

Edison was a pioneer of technology and innovation. The site looks at Edison's legacy and work, and it encourages companies and individuals to develop ideas along his philosophical framework. His inventions are described in **Why Edison matters today** and students can explore the processes used in a kind of trial and discovery venture that demonstrates Edison's persistence. In **Educational programs**, students can investigate practical and theoretical material in **Electricity, Nuclear energy, Alternative energy (K–8)** and **Environmental** sections. Students can download PDF files of Edison's inventions, which should prove useful for the Science 7–10 Topic: *The history of science*. F. Campbell



USER LEVEL: Stage 4 Stage 5
KLA: Science

SYLLABUS:
SCIS SUBJECTS:

Science 7–10
Edison, Thomas Alva; Inventors – Biography
Edison Innovation Foundation, USA
01/11/09 [621.3092]

PUBLISHER:
REVIEW DATE:



SCIS 1415219

Engineering Studies package: Year 11 NSW Engineering Studies photovoltaics elective module course packs

www.pv.unsw.edu.au/estudies/index.asp

An extensive resource for teachers and students on photovoltaics (solar panels), the site contains a course pack which includes diagrams, notes, worksheets, and multiple choice quizzes. There are videos in MPEG-1 form and teachers' notes. The course pack is displayed in *PowerPoint* and it allows students to complete self paced study. Material is broken into easy to navigate lessons with links to other resources displayed in PDF. This resource is intended to help students studying Stage 6 Engineering Studies and it would also be of benefit to Physics students investigating environmental technologies involving solar cells. A. Murray

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Engineering Studies Stage 6; Industrial Technology 7–10; Physics Stage 6

SCIS SUBJECTS: Electrical engineering – Study and teaching; Solar energy – Study and teaching

PUBLISHER: UNSW School of Photovoltaic and Renewable Energy Engineering, Australia
REVIEW DATE: 01/11/09 [621.31]



SCIS 1417159

Sydney Harbour Bridge

sydney-harbour-bridge.bos.nsw.edu.au/

ABSTRACT

The site examines historical and engineering aspects of the Sydney Harbour Bridge. **Building the Bridge** looks at the historical elements of construction. **Engineering Studies** relates to the Stage 6 syllabus and goes into depth about the bridge's mechanics, hydraulics, surveying and materials. **Web resources for teachers and students** provides links to additional resources and **Syllabus support** provides links to relevant BOS NSW syllabus documents. The site has a variety of photographs and a specialised search function. The site is constructed for students of History 7–10, Industrial Technology Stage 6 and Engineering Studies Stage 6.

USER LEVEL: Stage 5 Stage 6
KLA: HSIE; TAS
SYLLABUS: Engineering Studies Stage 6; History 7–10; Industrial Technology Stage 6

SCIS SUBJECTS: Bridges – Design and construction; Sydney Harbour Bridge – History

PUBLISHER: Board of Studies NSW, Australia
REVIEW DATE: 01/11/09 [624.2]



SCIS 1419793

Crop diversity: what is crop diversity?

www.croptrust.org/main/whatis.php

The importance of biodiversity in feeding the world and in contributing to sustainable agriculture is made very clear through the content and simple style of this site. The information is presented with passion and persuasion. **Crop diversity** is especially useful as it explains what crop diversity is and why it is important, with strategies for maintaining diversity and information about programs for individual species. The information in **Priority crops** is perhaps the most beneficial for students of Agriculture. It details the origins, use, production, and the programs which maintain diversity for 29 crops. The site is largely written material and it assumes some knowledge of genetics and plant breeding. This makes it most suitable for students of Agriculture Stage 6 and Biology Stage 6, although Agricultural Technology 7–10 students could use the site with teacher support. S. Bannerman

USER LEVEL: Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Agricultural Technology 7–10; Agriculture Stage 6; Biology Stage 6
SCIS SUBJECTS: Biodiversity; Field crops – Safety measures
PUBLISHER: The Global Crop Diversity Trust, Italy
REVIEW DATE: 01/11/09 [631.5]

 SCIS 1418800

Horticulture for tomorrow: environmental assurance for growers and industry

www.horticulturefortomorrow.com.au/

The website helps growers link production targets to their care for the environment. Students can gain an understanding of a particular horticultural area from the site: the number of farms, types of production, and the value of the production based on 2002 figures. The website can be interpreted by students who are researching agriculture in the Food Technology Stage 6 Topic: *Food availability and selection*. It also contains up-to-date legislation for the environmental and political impact on the Australian food industry and food product development. For growers has valuable information for Agriculture students, especially the **Growers case studies**, and the collection of links for further research. It will be a useful resource for the *Year of Learning for Sustainability* in 2010. M. Timperley

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Agriculture Stage 6; Food Technology Stage 6
SCIS SUBJECTS: Food industry – Australia – Environmental aspects; Gardening – Environmental aspects
PUBLISHER: Horticulture Australia Ltd
REVIEW DATE: 01/11/09 [631.5]

 SCIS 1417138

Texas A&M University: College of Agriculture and Life Sciences

animalscience.tamu.edu/index.htm

The site provides information on the research at this university and so it tends to be specific and academic. Advanced Agriculture students will appreciate the level of detail, and the **Publications** within **Livestock species** will aid students in Stage 5 and Stage 6. These publications vary in type,



from simple diagrams through to academic papers. **Research programs** is very suitable for Agriculture Stage 6 students who are looking for resources relating to research methodology, either for the *Optional research project* or for the completion of an elective. **Youth projects** has a selection of accessible PDFs on animal health, animals and show judging, and these provide some interesting perspectives on similar projects in NSW schools. S. Bannerman

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Agricultural Technology 7–10; Agriculture Stage 6
SCIS SUBJECTS: Agriculture – United States; Livestock;
PUBLISHER: Texas A&M University, USA
REVIEW DATE: 01/11/09 [636]

 SCIS 1418898

WoolProducers Australia

www.woolproducers.com.au/

The site contains some very useful material for both teachers and students of Agriculture. Most of the relevant information is contained in the section **About wool**. Here, students can investigate the **History, Genetics, Production, Trading, Value, Processing and End uses** of wool grown in Australia. Information is sourced from different areas and some reputable links are given for further research. This information would be highly relevant to Stage 6 Agriculture students who are completing a product study of wool. Unfortunately, there are no graphics to enhance interest and accessibility for students. The site also includes useful information relating to sheep health and welfare issues. Again, this is largely written material. S. Bannerman

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agricultural Technology 7–10; Agriculture Stage 6
SCIS SUBJECTS: Sheep; Wool industry – Australia;
PUBLISHER: WoolProducers Australia
REVIEW DATE: 01/11/09 [636.3]

 SCIS 1418892

FoodPairing

www.foodpairing.be/

The aim of the website is to inspire and support users who are combining and substituting ingredients to create new recipes. **Take the quick tour** will help students understand how the concept works. Site users can learn what ingredient fits well with others and what ingredient can replace others by using the tools on the screen. One use of the site is to find recipe substitutes for food allergy triggers. Students can enter a food, such as cinnamon, and the site uses diagrams to show what can be paired with that food. Creative Food Technology students will find the site very interesting for researching product development and constructing experimental recipes. M. Timperley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS; VET
SYLLABUS: Food Technology 7–10; Food Technology Stage 6; Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS: Cookery; Food
PUBLISHER: Creax, Belgium
REVIEW DATE: 01/11/09 [641]

 SCIS 1417134

AUSVEG

www.ausveg.com.au/

While much of this site is designed for vegetable growers, several sections provide excellent information for teachers and students of Agriculture. **IPM** explains integrated pest management in a useful diagram, and there are links to other sites that are informative and at an appropriate level for school students. In **Consumers**, students will find information on potatoes, labelling, and basic information on 14 products in **What vegetable is that?**. **Statistics** provides excellent data relating to vegetables grown in Australia. Teachers could use this for a range of activities, including graphing and investigating comparisons and trends for different cultivation methods and species. S. Bannerman

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agricultural Technology 7–10;
Agriculture Stage 6
SCIS SUBJECTS: Agriculture – Australia; Vegetables
PUBLISHER: AUSVEG, Australia
REVIEW DATE: 01/11/09 [641.3]



SCIS 1418843

TasteAustralia.biz

www.tasteaustralia.biz/native_food_12.html



Summaries of a variety of Australian native foods on this interesting commercial site could support a study of bush foods in the Food Technology 7–10 Topic: *Food in Australia*. Suggestions on how to use each plant and information on where it grows are provided. **More** leads to further information on an external website, *Outback pride*. **Bush tucker recipes** for dips, dressings, sauces, pizza and desserts could be of interest. Navigation is restricted by the lack of a home link on each page. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; TAS
SYLLABUS: Aboriginal Studies 7–10; Food
Technology 7–10
SCIS SUBJECTS: Bush food
PUBLISHER: TasteAustralia.biz
REVIEW DATE: 01/11/09 [641.3]



SCIS 1412602

The food timeline

www.foodtimeline.org/

The history of food is recorded in a detailed timeline on this site. Dating back to 17 000 BCE and beginning with salt and ice, the timeline links food items to other websites and it allows students to research food, recipes and culture. Entries such as the beginnings of agriculture and food of the Vikings provide material for Stage 4 students in History 7–10. Students investigating a particular food, such as rice, will find useful information here. The most recent entry is Barack Obama's inaugural luncheon, with an eight page recipe book for each of the courses served. The site also has digitised cookbooks, teacher resources, lesson plans, and historic menu collections. M. Timperley

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; TAS
SYLLABUS: Food Technology 7–10; Food
Technology Stage 6; History 7–10
SCIS SUBJECTS: Food – History
PUBLISHER: Morris County Library, USA
REVIEW DATE: 01/11/09 [641.3009]



SCIS 1097868

TasteSpotting

www.tastespotting.com/

A site of potluck recipes from around the world, the resource has student appeal with its informal descriptions of process and photographs of well presented and colourful foods. Users submit recipes and images, which are then reviewed by an editorial team before being featured on the site. Each culinary delight has enticing menu language and when users click on the photograph they are immediately taken to the website or blog containing the recipe. Teachers of Hospitality needing both inspirational and simple recipes for the Module: *Organise and prepare food*, or photographs for the Module: *Food presentation* will appreciate the site. The site can be searched by keyword and all dishes are realistic and achievable. M. Timperley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS; VET
SYLLABUS: Food Technology 7–10; Food
Technology Stage 6; Hospitality
Curriculum Framework Stage 6
Cookery
SCIS SUBJECTS:
PUBLISHER: TasteSpotting.com, USA
REVIEW DATE: 01/11/09 [641.5]



SCIS 1417133

Native Australian cuisine

www.sbs.com.au/food/cuisineindex/RecipeByCuisineMain/384/1

Recognising the diversity and significance of bush food to Aboriginal culture, this site presents the history of native plants as food and the significance to the modern food industry. *Key ingredients* in **Native Australian food** are briefly explained and **Native Australian utensils** are reviewed. Tips will assist in the preparation, cooking and serving of bush foods. An extensive recipe list provides clear and easy to follow instructions, with vibrant colour photographs and a glossary to facilitate understanding. This easy to navigate and well written site would be useful when studying bush foods in the Focus Area: *Food in Australia* of the Food Technology 7–10 syllabus. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; TAS
SYLLABUS: Aboriginal Studies 7–10; Food
Technology 7–10
SCIS SUBJECTS: Bush food; Cookery, Australian
PUBLISHER: SBS, Australia
REVIEW DATE: 01/11/09 [641.5994]



SCIS 1412587

ADText

www.adtextonline.org/index.html

A superb resource for a study of advertising and culture, the site has multiple uses within English syllabuses and for the study of communication, work, and popular culture within Society and Culture Stage 6. The resource is a well laid out collection of articles, described as units on advertising, from the journal *Advertising & Society Review*. The articles, linguistically pitched at a semi academic level, are interesting and accessible for a high school audience and so liberally illustrated with cross-cultural graphics that the meaning should be clear to most Stage 6 students. Material includes information and opinion on advertising and multiculturalism, children, ethics, creativity, and socio-economic targeting. Teachers examining **What**



is advertising? can quickly assess this terrific resource's viability in terms of content, tone, graphics and links. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English 7–10; English Stage 6; Society & Culture Stage 6
SCIS SUBJECTS: Advertising
PUBLISHER: Advertising Educational Foundation, USA
REVIEW DATE: 01/11/09 [659.1]



SCIS 1422678

Timber technologies

www.users.on.net/~fixmymac/

Designed to help students with timber projects, the site uses two cartoon characters, Wendy and Owen, who guide site users around a virtual woodwork room. Sections of **Design**, **Projects**, **Materials**, **Tools**, **Techniques** and **Evaluation** contain student focused information, with photographs, drawings, diagrams, worksheets and useful links. Students are shown the process and worth of a portfolio, with links to designer profiles in **Design**. There are examples of projects linked to a design brief, a detailed look at different timber types and woodworking tools relevant to students, and explanations of techniques used to create timber projects. **Evaluation** looks at designs and finished products, plus how to evaluate the timber tools and techniques used. The **Sitemap** is the most useful navigation route to topics and for accessing the glossary and activities material. A. Murray

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Design & Technology 7–10; Design & Technology Stage 6; Industrial Technology Stage 6; Technology (Mandatory) 7–8
SCIS SUBJECTS: Design; Woodwork
PUBLISHER: Timber Technologies, Australia
REVIEW DATE: 01/11/09 [684]



SCIS 1419750

Influence of Aboriginal and Torres Strait Islander textiles on non-Indigenous designers

www.powerhousemuseum.com/hsc/paperbark/influence.htm

This part of a Powerhouse Museum exhibition features a discussion on the influence that Aboriginal design and textiles has had on the work of six non-Indigenous designers, including Jenny Kee, Rebecca Paterson and Peter Morrissey. Photographs of designers' work complement the written text. The information on this site supports a study of factors influencing design, elements of textile design and innovation of design. Intriguing questions are provided at the foot of the page to generate deeper understanding of the concepts presented. **HSC technology syllabus support** links to other relevant case studies that illustrate aspects of Technology syllabuses in a diverse cultural context. A. Frost

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Design & Technology Stage 6; Textiles & Design Stage 6
SCIS SUBJECTS: Aboriginal peoples – Handicrafts; Fashion design; Textile crafts
PUBLISHER: Powerhouse Museum, Australia
REVIEW DATE: 01/11/09 [704.03]



SCIS 1414996

Rainbow serpent

www.rainbowserpent.com.au/Default.aspx

Displaying modern Australian Aboriginal art, craft and design, this site includes brief information on a range of different mediums in **Gallery** including **Silks**, **Weavings**, **Carvings**, **Works on paper**, **Works on canvas** and **Bark paintings**. Vibrant photographs and a concise description of displayed works complement the text and facilitate interpretation. Biographies and photographs of a range of **Aboriginal artists** exhibiting their works are included. **Learn** contains information on artistic traditions and methods of creating and using articles such as **Boomerangs**, **Clap sticks**, **Didgeridoos**, **Emu callers** and **Bullroarers**. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7–10; Visual Arts 7–10
SCIS SUBJECTS: Aboriginal peoples – Handicrafts; Art, Aboriginal
PUBLISHER: Rainbow Serpent, NSW, Australia
REVIEW DATE: 01/11/09 [704.03]



SCIS 1412362

Aboriginal fine arts gallery

www.aايا.com.au/index.htm

Primarily a catalogue of Aboriginal paintings and artefacts from artists in the Central Desert and Arnhem Land, the site contains outstanding introductory information on **Aboriginal culture**. The clearly written narrative on local Aboriginal history, society and culture includes photographs of rock art, brief instructions on interpreting Aboriginal art, and details regarding the *National Aboriginal art awards*. Information on numerous local artists is provided including biographies, photographs of work samples, and information on art works. The gallery is a member of the Australian Indigenous Art Trade Association. Links to other galleries and further information on Aboriginal studies are provided. The site would be useful when undertaking Stage 4 and Stage 5 critical and historical studies of Aboriginal art and artists. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7–10; Visual Arts 7–10
SCIS SUBJECTS: Art, Aboriginal; Art, Australian; Artists, Aboriginal – Biography; Artists, Australian – Biography
PUBLISHER: Aboriginal Fine Arts Gallery, Australia
REVIEW DATE: 01/11/09 [709.94]



SCIS 1313746

Introducing Salmon Galleries

www.powerhousemuseum.com/hsc/paperbark/influence.htm

Showcasing contemporary Australian painters, sculptors, designers and authentic Aboriginal art, this commercial site contains brief biographical and technical information of a range of **Artists**. It includes a considerable list of **Aboriginal artists** from the Central Desert and Western Desert. Vibrant colour plates can be enlarged to allow for more detailed scrutiny and each is accompanied by details of the artist and the work, in varying amounts of detail. Navigation through the site is hindered by an unnecessary

additional step required to close windows, but the visuals are superb and they load quickly. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: CA
SYLLABUS: Visual Arts 7–10
SCIS SUBJECTS: Art, Aboriginal
PUBLISHER: Salmon Galleries, Australia
REVIEW DATE: 01/11/09 [709.94]



SCIS 1414991

Rodolphe Töpffer

leonardpdesa.interdinamica.net/comics/lds/vb/VieuxBois00.asp?p=Intro

Töpffer was a Swiss teacher and artist of the 19th century, credited with the creation of the modern comic book. Digitally presented, Töpffer's original work, *Histoire de Mr. Vieux Bois* (1827) is available here with an English translation of the narrative blocks for each frame. A **Synopsis** of biographical details indicates that Töpffer, encouraged by the admiration of Johann Wolfgang von Goethe, continued to create highly detailed picture narratives. It is fascinating to have access to this early sample of sequential art displaying all the hallmarks of the genre that followed. Students of sequential art in the form of comics and graphic novels will find this an intriguing primary resource. C. Sly



USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: English 7–10; English Stage 6; Visual Design CEC Stage 6
SCIS SUBJECTS: Comics; Comics – History and criticism
PUBLISHER: Interdinamica, Portugal
REVIEW DATE: 01/11/09 [741.5]



SCIS 1424431

Liam's pictures from old books

www.fromoldbooks.org/

Old books have been laid out on a new scanner to provide an incredible quality and variety of images for an internet audience. Historical, literary and scientific works feature strongly, and most have an annotation regarding origin of the image and content. Images include sketches, watercolours, advertisements, paintings, maps, plans, cartoons, book covers, and engravings. Across KLAs, teachers will find visual support for a multitude of topics, from mediaeval builders at work to images and information on the *Titanic*. The site is a fine artists' resource, and it will be especially useful for students interested in old images per se, image manipulation, lettering, and **Borders and initials**. Image notes have artists' information on such things as modern hand colouring, *Photoshop* use, and general editing comments. Images are helpfully cross referenced, and keyword searches are probably the best way to search the site. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English; HSIE
SYLLABUS: English 7–10; History 7–10; Visual Arts 7–10; Visual Design 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS: Clip art; Illustration of books – Pictorial works; Pictures
PUBLISHER: fromoldbooks.org, USA
REVIEW DATE: 01/11/09 [741.6]



SCIS 1424398

Raymond Loewy: designs for a consumer culture

www.hagley.lib.de.us/loewy/frameset.html

The site highlights the life and work of Loewy, a predominant industrial designer of the 20th century. Beginning as a commercial artist, Loewy became a key player in the early days of industrial design, and the site emphasises his enduring contribution to American life and culture. Each section has a short summary of his life and the work he achieved at this time, relevant to the events of the world and the world of design. The site shows some examples of his work at each part of his life, and the areas of **Transportation** and **Architecture and interiors** are particularly useful for TAS students. The site will be helpful for introducing consumer design to students, and it clearly demonstrates the potential that an excellent designer has to influence culture. A. Murray

USER LEVEL: Stage 4 Stage 5
KLA: CA; TAS
SYLLABUS: Design & Technology 7–10; Graphics Technology 7–10; Visual Design 7–10
SCIS SUBJECTS: Industrial design – Biography; Industrial design – Exhibitions
PUBLISHER: Hagley Museum and Library, USA
REVIEW DATE: 01/11/09 [745.2092]



SCIS 1419779

Sight unseen

www.cmp.ucr.edu/exhibitions/sightunseen/

Examining connections between artistic imagination and sight, this is an unusual exhibition of the work of blind photographers. The **Gallery** shows works that are striking and inherently conceptual. The **Introduction** is a short discussion of seeing and modern photography, and the **Essay** expands these ideas. The gallery has an audio tour and there is also audio of the essay. **Quotations** are taken from art and literature, and site users can view a *Quicktime* tour of the exhibition space. Despite the site's jammed layout and the subsequent effect on reading and navigation, the images are well worth detailed study with the ideas of the essay in mind. Students will possibly find new understandings about the practice and nature of photography through this exhibition. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6
SCIS SUBJECTS: Blind; Photography – Exhibitions
PUBLISHER: California Museum of Photography, USA
REVIEW DATE: 01/11/09 [770.074]



SCIS 1424410

WildFilmHistory: 100 years of wildlife filmmaking

www.wildfilmhistory.org/

For students interested in media studies, the history of film, or in the development and content of wildlife photography, this is a rich site to explore. Photography and English students who are undertaking research or a major work in a related area could find the precise nature of this resource very useful. From a film clip of the first natural history oriented film, *Rough sea at Dover* (1896),



this visually attractive site provides high quality film clips, still images, **Oral histories**, **Key events**, and information about the people involved in wildlife filming. The **Education** page provides multimedia learning resources and teaching notes on the ethics and history of the genre. The site would present beautifully on an IWB, and there are detailed instructions on how to best use the graphics in the classroom. M. Davis

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: English Stage 6: *Extension 2*; Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6
SCIS SUBJECTS: Animal films – History and criticism; Documentary films – History and criticism; Natural history in films
PUBLISHER: Wildscreen, UK
REVIEW DATE: 01/11/09 [791.43]



SCIS 1415047

Charlie Bone

www.charlie-bone.com/

Designed by author Jenny Nimmo and based on her six book series by the same name, the site is an interactive game designed to support the ideas and themes in the books. The stories centre on Charlie Bone, descendant of the Red King, who reluctantly possesses a powerful endowment, along with his friends at the Bloor's Academy. Dark secrets and Charlie's mysterious adventures are reflected in the site's magical feel. Young users will find the audio and graphics entrancing. It is probably best to read the books first, to ensure a complete understanding of this site. There is an online forum to interact with other users. F. Campbell

USER LEVEL: Stage 3
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Computer games
PUBLISHER: J. Nimmo, UK
REVIEW DATE: 01/11/09 [793.93]



SCIS 1415205

Enlighten me

www.superpages.com/enlightenme/



In the virtual town of Enlighten Me, students can play detective as they help the local private investigator solve the Peetnik mysteries. Watching the movie introduction will intrigue students as it describes the history of the town, welcomes the student as a newcomer, and sets up a complex narrative with quirky characters that will appeal to gifted and talented students. There is audio available, some automatic and some by selection. The town's library and post office help students along their quest, which is one of eight cases to solve. Recognising that an American telecommunications company runs the site explains some of the choices and narrative content, but this will amuse rather than impede student enjoyment. The mysteries can also be solved in Spanish. C. Thomas

USER LEVEL: Stage 3 Stage 4
KLA: English; Languages
SYLLABUS: English K–6; English 7–10; Spanish K–10
SCIS SUBJECTS: Computer games
PUBLISHER: Idearc Media, USA
REVIEW DATE: 01/11/09 [793.93]



SCIS 1426935

Games for the brain

www.gamesforthebrain.com/

A resource for creative thinking and the development of skills, the site has games tangentially associated with language, categorising, improving spatial skills and memory, practising visual literacy, adding up moving numbers, and working with simple algebraic concepts. One game uses art works and there is scope for indulging Sudoku players. The site has changing **Brain tips** which are practically useful for students, such as how to begin writing when faced with a task, drink green tea, and turn the television down to help concentration. Teachers identifying an area in which students are weak could introduce them to a game that tackles that area. The site's instructions can be vague. M. Davis

USER LEVEL: Stage 3 Stage 4
SCIS SUBJECTS: Computer games
PUBLISHER: P. Lenssen, Germany
REVIEW DATE: 01/11/09 [794.8]



SCIS 1415056

Indigenous traditional games

fulltext.ausport.gov.au/fulltext/2000/ascpub/traditional.asp

Focusing on the preservation of traditional Aboriginal games that may be used in classroom activities, this outstanding site would be useful for ideas and team building strategies. Two downloadable files contain information on many games, including **Kai**, **Gorri**, **Kokan** and **Wana**. One file provides instructions for a children's version of the games and the other a version for older students. Each game contains background information, the number of players needed, playing area and equipment required, clear instructions for game play and basic rules, scoring and suggestions for modifying the game. A colourful cartoon depicts each game and complements the written description. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10
SCIS SUBJECTS: Aboriginal peoples – Recreation; Games

PUBLISHER: Australian Sports Commission
REVIEW DATE: 01/11/09 [796.089]



SCIS 1202144

Using English for academic purposes

www.uefap.com/writing/writfram.htm

An excellent resource for senior students writing essays and major projects, this site also supports teachers' professional development in writing skills, especially in the writing of accurate questions. Efficiently organised material explains how students can master audience, purpose and structure in writing tasks. The site says some sensible and pertinent things regarding students and writing and it provides a fine description of Harvard referencing. Particularly useful are the sections: **Process**, with its table format that methodically takes students through the writing process; **Questions**, which will help students understand what they are being asked to do; **Organisation**, on structure and terms; **Punctuation**, a clear and helpful instruction that all secondary students could access; and **Genres**, a how-to explanation of 13 cross KLA writing tasks. The site strongly promotes the use of the library and its staff as a student resource. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English

SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Rhetoric; Writing (Authorship)
PUBLISHER: UeFAP.com, UK
REVIEW DATE: 01/11/09 [808]



SCIS 1426845

The poetry archive

www.poetryarchive.org/poetryarchive/home.do

Hosting a collection of poets reading their own work, this site aims to encourage students to hear familiar poems and explore new voices. There are pages of **Historic recordings**, going back to Browning and Tennyson. Poets such as Seamus Heaney, Roald Dahl, Sylvia Plath and Elizabeth Bishop, are given a contextual biography, and some are shown in a filmed interview. In **Poets**, students can hear **Judith Beveridge** read four poems. The **children's archive** targets K–6 students. **For teachers** has lessons for K–12 students, and the great concept of a poet in residence, who can be engaged in conversation. This feature, and the site overall, have much potential for poetry appreciation in the classroom. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6
SCIS SUBJECTS: Poetry – Collections; Poets
PUBLISHER: Poetry Archive, UK
REVIEW DATE: 01/11/09 [808.1]



SCIS 1427058

My storymaker

www.carnegielibrary.org/kids/mystorymaker/

The site allows students to construct stories using provided images and actions. Writers select characters, backgrounds, and elements, and they build the plot with emotions, actions, and sentences. There are many choices and young students will need guidance. The program is intuitive, and there is ample manual override. As an exercise in writing picture books for young people, the site is a most interesting resource for high school English students. Writers are forced to think critically about choices, and the site could be used to introduce picture books and to practise writing to a specific audience. Writing picture books is harder than it looks, and this is an excellent way to critically study the genre. Stories are saved to the library's website, but the flash animations cannot be saved. Primary students can make simple stories; secondary students can experiment with quirky linguistic and visual narratives. Teachers will enjoy working with this resource on an IWB. C. Thomas

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
Stage 6 Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6; *Extension 2*
SCIS SUBJECTS: Fiction; Picture books; Writing
PUBLISHER: Carnegie Library of Pittsburgh, USA
REVIEW DATE: 01/11/09 [808.3]



SCIS 1422333

Richard Harland's writing tips

writingtips.com.au

Harland writes science fiction, horror and fantasy, and his useful tips are geared to show storytellers how to put a work of popular

fiction together to make a rollicking narrative. His tips have a lot of good advice, such as using few adjectives and the value of a quirky narrator. Students could either work through or go straight to the topic of most interest. The site aids the latter approach and identified weaknesses can be positively addressed by students who are using the site independently. For example, students pondering whether their story should be first person or third person, and wanting to know what difference that will make to their story, would go straight to **Person & tense**. The site is laid out very well for student writers, with clear and meaningful headings under sections about **Good writing habits**, **The elements**, **Characters**, **the storyline**, and **Language**. The site is a valuable support for motivated writers and is appropriate for the L4L initiative, as it would work well on laptops within a connected classroom. C. Thomas

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6; *Extension 2*
SCIS SUBJECTS: Fiction; Writing (Authorship)
PUBLISHER: R. Harland, Australia
REVIEW DATE: 01/11/09 [808.3]



SCIS 1417131

Taking the initiative

www.pau.nsw.edu.au/Public_speaking/images/Taking_the_Initiative.pdf

ABSTRACT

This is a guide to the conduct and adjudication of debating and public speaking competitions run by the Department. It outlines debating policy, and the rules for the preparation, organisation, and adjudication of debates. Definitions, explanations and models are presented to assist students in developing their debating and public speaking skills. A list of debating topics and a printable adjudication form are included. The document also offers extensive guidelines to public speaking in different contexts and includes details of significant annual contests. There is a section dedicated to debating and public speaking at the primary school level.



USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6
SCIS SUBJECTS: Debates and debating
PUBLISHER: NSW Department of Education and Training, Australia
REVIEW DATE: 01/11/09 [808.53]



SCIS 1418940

Graphic novel reporter

www.graphicnovelreporter.com/

Aimed generally at graphic novel readers and educationalists, the site provides specific information for school libraries, especially in **Resources**. Here, teacher librarians can investigate **Great GNs for teens**, **GNs in the library**, and peruse the useful **Manga glossary**. The site has plenty of **Reviews**, and helpful material about children's graphic novels can be found in **Interviews** within **Creators**. There are news items, ample lists, reading guides, and visual attractions on the site. It is suitable for senior Creative Arts students and English students who are creating a graphic novel or

writing a critical analysis of the genre for English Stage 6: *Extension 2*. The site is a very handy resource for understanding graphic novels and for exploring the genre in depth. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: English 7–10; English Stage 6: *Extension 2*; Visual Design 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS: Graphic novels – History and criticism; Graphic novels – Reviews
PUBLISHER: Book Report, USA
REVIEW DATE: 01/11/09 [809]



SCIS 1427050

The word pool

www.wordpool.co.uk/

Created to profile UK books, the site's focus is on books that will help parents and teachers deal with children's learning difficulties and emotional and behavioural problems. **Parents corner** and **Choosing childrens books** have lists of books on topics such as physical disabilities and understanding grief. These have short reviews written by a small number of people who are identified in **About us**. **Writing for children** is a compilation of articles from a wider range of accredited contributors, and these pieces provide excellent information for students and teachers who would like to write or illustrate picture books, scripts or young fiction. The site also has a list of **Numeracy** books and a section on **Big books** that has been specially collated for teachers. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: English 7–10; English Stage 6: *Extension 2*; Visual Design 7–10
SCIS SUBJECTS: Children's literature, English
PUBLISHER: S. & D. Kimpton, UK
REVIEW DATE: 01/11/09 [820.9]



SCIS 1424318

Australian Poetry Centre

www.australianpoetrycentre.org.au/

Promoting the reading, writing and publishing of poetry, the site offers a national journal, a library of Australian poetry, poetry competitions, and some contemporary poetry. **Program 2009** advertises realistic **Online workshops** for students and teachers of poetry. The site is still under construction, which can be frustrating, but **Industry and resources** has some useful information, such as advice on getting published, and there is a great practical resource for aspiring poets in the list of competitions in **Poetry in education**. Teachers who are interested in encouraging students in poetry writing and critiquing can elect to contribute ideas to the site and drive it forward. M. Davis

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6: *Extension 2*
SCIS SUBJECTS: Australian poetry – Societies
PUBLISHER: Australian Poetry Centre
REVIEW DATE: 01/11/09 [821]



SCIS 1415148

Andy Griffiths: funny books to delight, amuse and disgust the whole family!

www.andygriffiths.com.au

An entertaining and exciting website, this resource contains a biography of author Andy Griffiths, information pertaining to his books, articles written by Griffiths on numerous literary topics, and articles written by others about his work. Students will engage with the site's conversational language and colourful graphics. Information and interviews on Griffiths's play adaptation of *Macbeth* will assist the study of the play in English 7–10. Links to academic articles written about books, reading, and humour would be useful for investigating text composition, critical studies, and the construction of humorous texts. **News and events** contain his blog, and animated clips, games and quizzes facilitate understanding of the author and his work. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Australian wit and humour; Authors, Australian; Children's literature, Australian – Biography

PUBLISHER: A. Griffiths, Australia
REVIEW DATE: 01/11/09 [823]



SCIS 1022559

Paul Jennings

www.pauljennings.com.au/index.asp

The many **Awards** listed on the site remind us of Jennings' impact on children's literature since he arrived on the scene with *Unreal!* in 1987. **About Paul** has a biography with a pleasant personal tone and, in **Videos**, a rather stilted Jennings shows us around his Warrnambool home. In **Audio**, a more animated Jennings gives an interesting reading of the short stories, *Ex poser* and *Licked*. **My writing** describes processes and gives a helpful guide to writing. Practical and encouraging support for writers is sprinkled throughout the site. There are more writing tips in **Blogs, news & events**. Classroom ideas for teachers are in **Talks and articles by and about Paul**. **Books** includes extracts and reviews. C. Thomas

USER LEVEL: Stage 3 Stage 4 Professional
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Authors, Australian; Children's literature, Australian – Biography

PUBLISHER: P. Jennings, Australia
REVIEW DATE: 01/11/09 [823]



SCIS 1424274

The world of Kenji Miyazawa


www.kenji-world.net/english/

The life and work of Miyazawa, one of Japan's most revered poets, is explained in detail on this large site. Miyazawa (1896–1933) was a geologist and poet with strong rural connections and he wrote what is perhaps Japan's most well known poem, *Strong in the rain*. A list of his poems and short stories can be found here in **English translation of Kenji's works**. The site's biography and critical assessment, and the works themselves, are characterised by his love of nature and an empathetic response to living things and the elements. The site is nicely composed for student



research, and it has some fine artwork in sketches and stencil dyed postcards illustrating the works. It has potential for IWB use and as a cross KLA unit in Year 7 for Creative Arts and English students. English teachers broadening students' understanding of international literature will find the site's material diverse in appeal, easy to work with, and the poet's body of work very suitable for student appreciation and understanding. C. Thomas

USER LEVEL: Stage 4 Stage 5 Professional
KLA: CA; English
SYLLABUS: English 7–10; Visual Design 7–10
SCIS SUBJECTS: Japanese literature
PUBLISHER: Laboratory for Inter-field Communication, Japan
REVIEW DATE: 01/11/09 [895.6]



SCIS 1422381

Beach vacations and beach resort: find my ideal beach resort at Orbitz's beach finder

www.myidealbeach.com

The site is more about beach hotels than beaches, and it is an entrée to a wide range of hotel accommodation. Over 450 beach resorts are in the database, and they are accessed via user input of type of traveller, what they would like to do on holiday, and type of hotel required. All hotels are in the Americas. Current prices are provided and there is a pleasant wave audio and attractive graphics. Once a selection is made, the site recommends various resorts, and provides a brief amount of information about the hotels chosen. **Modify your search criteria** allows searching by location and budget. The site has potential for the Tourism Curriculum Framework syllabus, in terms of investigating how this type of content can be displayed and used. It is a useful tool for students investigating the make up and worth of online hotel databases. F Campbell

USER LEVEL: Stage 6
KLA: VET
SYLLABUS: Tourism Curriculum Framework Stage 6
SCIS SUBJECTS: Holiday resorts – Directories
PUBLISHER: Orbitz, USA
REVIEW DATE: 01/11/09 [910.46]



SCIS 1419422

Life in shadows

www.ushmm.org/museum/exhibit/online/hiddenchildren/index/

The specialised nature of this resource, concentrating on Jewish children's experiences during WWII, makes it strong support for the study of civilians at war in the Modern History Stage 6 Option: *Conflict in Europe 1935–1945*. The site consists of an online exhibition with interactive elements. Teachers accessing **The exhibition** will find an extended and useful summary of events with photographs, facsimile documents, and quotations. This introduces the more detailed sections of **Plight of the Jewish children**, **Difficult choices** and **Stories of the hidden**. These sections have related links which will be valuable for further research. The **Artifact gallery** has icons that can be researched, and the **PDF Study guide** has plenty of material for History teachers and students. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Holocaust, Jewish, 1939–1945 –

Exhibitions; World War, 1939–1945 – Children; World War, 1939–1945 – Jews – Biography
United States Holocaust Memorial Museum, USA
01/11/09 [940.53]

PUBLISHER:

REVIEW DATE:



SCIS 1426938

Professional reading

Resources are in Dewey order.

Newsbank: Australia's newspapers

infoweb.newsbank.com/

The full text of many of Australia's local and national newspapers can be accessed via subscription on this site. Structured as a research tool, rather than a student resource, the site allows users to access information without the distraction of images, classifieds and advertisements. There are 52 NSW papers online, and their articles, editorials and reviews are located by working in and down through multiple headings. Material is updated daily and archived editions can be searched. Searching is fast and cross referenced. Navigation will be most appreciated by experienced researchers and a site **Tutorial** is available in **Help**. C. Thomas

USER LEVEL: Professional
SCIS SUBJECTS: Current events; Newspapers
PUBLISHER: NewsBank, USA
REVIEW DATE: 01/11/09 [070.1]



SCIS 1423880

CURRIE, Michael

Doing anger differently: helping adolescent boys

Melbourne University Press, Vic, 2008
ISBN 9780522854763

[152.4]

Students today seem to be much more explosive than in the past and the book is designed to help teachers and parents gain some insight into the problem. It provides techniques to reach out to angry boys and help them to change their behaviour. The early chapters look at adolescent anger in a developmental context, while the later chapters cover general principles to guide interventions at home and at school, and effective actions to calm boys who are beginning to escalate temperamentally. Year advisors in particular will appreciate the book, and the appendix has suggestions for further research. A. Soutter

USER LEVEL: Community Professional
Paper \$37.95 SCIS 1359737

KANE, Jessica

Visual metaphors [kit]

Why not Justbe, Qld, 2006
ISBN 0975736841

[302.2]

A multifaceted teaching and learning resource, this kit has many interesting applications. It uses visuals to cultivate a range of cross curriculum skills, including critical analysis, creativity, active

listening, problem solving, collaborative decision making, values education, and effective leadership skills. Components of the kit can be used with different age groups, from young children to adults. The kit contains 56 A4 size glossy photographs of landscapes, people, animals, events, activities, and symbols, which operate as visual metaphors for eliciting many varied thoughts and responses. There are three CD-ROMs with the digitised copies of the visual images, music, and PDF task sheets ready for printing. Strategies for using the kit's resources are outlined in the facilitator's manual. A thoughtful, well presented resource, it can be employed in a number of diverse roles across the educational spectrum. C. Sly

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
Stage 5 Stage 6 Community
Professional
\$449.95 SCIS 1328108

BOLLARD, Kellie

In the bin [kit]

Kellie Bollard, NSW, 2008
ISBN 9780646500584

[363.72]

A classroom resource that raises awareness of responsible garbage disposal and the importance of correct recycling, this kit includes a lively rhyming story on what goes in the bin. The *In the bin* book accompanies this series of six laminated focus posters which can be used by teachers to elicit answers to questions and stimulate discussion on reducing and recycling garbage. The colourful resources have questions, discussion points and activities listed on the back of the posters, providing a point of reference for teachers. Clear, concise and simply constructed, this comprehensive kit supports the NSW *Environmental Education Policy for Schools*. With its focus on recycling, this will be a very useful resource to support the *Year of Learning for Sustainability* in 2010. Resources in this kit can be obtained from <www.kelliebollard.com.au> C. Sly

USER LEVEL: Early Stage 1 Professional
KLA: HSIE
SYLLABUS: HSIE K-6
\$72.00 SCIS 1412504

KLIMEK, K. & RITZENHEIN, E. & SULLIVAN, K.

Generative leadership: shaping new futures for today's schools

Corwin, USA, 2008
ISBN 9781412953023

[371.2]

According to these authors, generative leaders are intent on bringing to light new possibilities for action and growth, recognising that schools are dynamic places that require new understanding to tackle complex challenges. Detailed approaches to the challenges of leading innovative and creative schools include strategies for challenging assumptions, raising fundamental questions, fostering reconsideration of what is taken for granted, and furnishing alternatives for future actions. These are provided as a guide to develop the power of generative leaders. The ideas are succinct and could have appeal for newly appointed or aspiring leaders who want to expand their repertoire of strategies to affect change. The format is easy to read and there is a balance between theory and practice. F. Plummer

USER LEVEL: Professional
Paper \$49.95 SCIS 1390638

USER LEVEL: Professional
Paper \$42.95 SCIS 1363662

Home energy project. Teacher's resource: helping students prove that every household can save energy

Origin Energy, Vic, 2003
ISBN 0975131109

[644.07]

This teacher's resource has a wealth of activities across Years 7-9 in several KLAs. Activities are explicitly connected to the curriculum and are able to be delivered individually or as a unit of work. Well structured lesson plans are user friendly and designed to be easily photocopiable. Many of the individual and group tasks are scaffolded, with multiple types of text and procedures for oral presentations. The resource is particularly useful for Science, and it is also designed for HSIE and Mathematics. Despite its underlying purpose to promote Origin Energy's products and services, the themes of sustainability and responsible citizenship are a valuable teaching tool for Stages 4 and 5. This resource and the *Home energy project* kit can be ordered free from <www.originenergy.com.au/community>. This will be a valuable resource for the *Year of Learning for Sustainability* in 2010. J. White

USER LEVEL: Professional
KLA: HSIE; Mathematics; Science
SYLLABUS: Geography 7-10; Mathematics 7-10; Science 7-10
free SCIS 1208663

Literacy and Numeracy resources

The NSW State Numeracy Plan 2006-2008 and State Literacy Plan 2006-2008 underpin our work in key learning areas, and teacher librarians have a vital role to play. Scan publishes reviews of a range of resources, including some internet sites, to support literacy and numeracy. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy and numeracy experts in order to provide an accurate appraisal of resources and to show how resources might support these initiatives.

HOLLIDAY, Marcelle

Strategies for reading success

Primary English Teaching Association, NSW, 2008
ISBN 9781875622733

[428.4]

Shaped around the four roles of the reader (Luke and Freebody's ground breaking framework), this practical book for primary teachers offers an introduction to each role. Readers are considered as code breakers, text participants, text users or text analysts and on

occasion they operate using several roles at the one time. Holliday provides an outline of each role, an explication of what it means for teaching, ways of assessing mastery, possible resources, and strategies for building skills such as developing vocabulary, inferring and analysing factual texts. The section on reading as a text user is particularly useful. Teachers will also relish the chart which provides links to some learning objects from *The Le@rning Federation* website, linked to the four roles, so that students can access learning objects of varying complexity. Some of the strategies and the topics, such as homework, will be familiar, and the book's value lies chiefly in synthesising good practice in a concise way. M. Davis

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6
 Paper \$24.95 SCIS 1390438

Literactive: 'teaching children to read'

www.literactive.com/Home/index.asp

Although some areas of the site are still being developed, this is an outstanding resource for primary teachers. Animated, brightly coloured interactive readers encompass themes such as family, animals, friends and school. Each is accompanied by an overview giving an accessible guide for teachers as they program. Useful and attractive **Worksheets** and engaging **Activities** in the form of simple interactive games are matched to skills. These include recognising rhymes, identifying the last consonant in a word, and visual discrimination. There are animated poems in **E-poetry**. Overviews of each kind of resource identify the specific skill focus and are invaluable for teachers. M. Davis

USER LEVEL: Early Stage 1 Stage 1 Stage 2
 Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Reading
PUBLISHER: Entertainment & Information Industries, USA
REVIEW DATE: 01/11/09 [428.4071]



SCIS 1415138

GEYE, S. & REYNOLDS, J. & HILL, K. L.

Orca currents. Resource guide: middle-school fiction for reluctant readers

Orca, Canada, 2009
 ISBN 97811551439549 [428.6]

Engagement is one of the underlying issues for readers who find reading difficult. This literacy series attempts to address this by presenting short novels organised around themes such as friendship, love, bullying and self acceptance. The subject matter, style and brevity of the novels are focused on engaging readers and limiting some of the challenges that might normally be found in age appropriate literature. The excellent resource guide takes a very thorough approach to the teaching of English and reading. The four roles of the reader are implicitly addressed through strategies such as literature circles and drama, as well as some strategies which make connections to other curriculum areas. Activities for each book range from vocabulary and character development, to developing writing through a close analysis of the text. K. Rushton

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10
 Paper \$POA SCIS 1411113

GEYE, S. & REYNOLDS, J.

Orca soundings. Resource guide: teen fiction for reluctant readers

Orca, Canada, 2009
 ISBN 97811551439549 [428.6]

The guide provides a wide range of appropriate strategies for teaching English and literacy based around a series of short novels. These books, written by award winning authors, include themes such as loss and abandonment, peer pressure and romance. The strategies and questions in the guide are provided within a framework which includes connections to the world and the text as well as strategies including group discussion, writing and study of an author's craft. Although the contrived nature of the texts will not support the development of strategies for comprehending, analysing or responding to all of the challenging texts that are required reading in secondary schools, this excellent resource guide will support the beginning of this process in English. K. Rushton

USER LEVEL: Professional
KLA: English
SYLLABUS: English 7-10
 Paper \$POA SCIS 1411110

Picture books

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

ALEXANDER, Goldie & GAUDION, Michele

Lame duck protest

Interactive, Qld, 2009
 ISBN 9781921479137

Told in the first person, this picture book follows a family's discovery of an injured duck at the local reserve. In response to development plans to build a shopping centre in the reserve, local residents launch a protest to protect this natural environment, naming their protest for the lame duck who becomes the mascot for the demonstrations. That the duck is a wild creature is a thread through the story, resolved when she flies off to join other wild ducks. The pictorial presentation of the story is pleasantly unusual with black and white drawings framed by watercolour floral borders, but on some pages the small print gets lost in the busy graphics. D. Imison

USER LEVEL: Stage 1 Stage 2
 \$24.95 SCIS 1404402

AL-GHANI, K. I. & AL-GHANI, Haitham

The red beast: controlling anger in children with Asperger's Syndrome

Jessica Kingsley, UK, 2008
 ISBN 9781843109433 [618.9285]

In this easily read and energetically illustrated picture book, the narrative shows the battle that Rufus has with anger outbursts. It

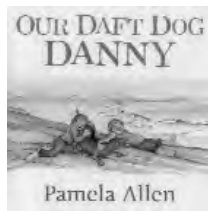
explains that everyone has a red beast inside and most of the time they are small, with big eyes and ears. But, if the red beast grows, the senses shrink and the beast hits, screams and kicks. Descriptive pictures show how Rufus's red beast makes him whack another boy and how the teachers help him control his anger. The story makes a distinct difference between the child and the red beast and this is reinforced by teachers and friends when welcoming Rufus back to class. Ten strategies for teachers to help children with Asperger's are noted at the end of the story. The book may help students to understand anger in general and to develop coping strategies. S. Williams

USER LEVEL: Stage 2 Stage 3 Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6
 \$36.85 SCIS 1408110

ALLEN, Pamela

Our daft dog Danny

Penguin Group (Australia), 2009 (Viking)
 ISBN 9780670073351



Another brilliant picture book from a well known author, this publication illustrates the importance of problem solving. It uses exquisitely coloured illustrations to tell the story of Danny and his bad behaviour at the beach. This is an excellent example of narrative writing with an effective orientation, complication and resolution told through written text and visual images. Perfectly designed for early readers with good use of amusing anecdotes, repetition and descriptive language, the book could be used to good dramatic effect in complementing the Stage 1 COGS Unit (D): *Getting along*. J. Allen

USER LEVEL: Stage 1
KLA: CA
SYLLABUS: Creative Arts K-6
 \$24.95 SCIS 1408019

BLUNT, Lucy & OSBORN, Eloise

My mum's got cancer

Jane Curry, NSW, 2009
 ISBN 9780940475852

An age appropriate resource for the sharing of information about cancer and its effect on families, this picture book tells of the discovery of the mother's cancer and each of the steps that follow after diagnosis. The language is very well supported with illustrations by Blunt's seven year old daughter, and these provide a visual explanation of the story. Although the book is quite wordy for the age group it targets, the narrative is engaging and provides a thorough step-by-step medical explanation of treatment and the family's response. This gentle story gives subtle advice and it could be a valuable resource for explaining the details of cancer in a caring environment. Teachers should be aware that some students may find this book distressing if a family member has experienced cancer. S. Williams

USER LEVEL: Stage 2 Stage 3
Paper \$19.95 SCIS 1410324

BOUCAUT, Anna & BRAILSFORD, Jill

The faraway seed

JoJo, Vic, 2009
 ISBN 9780980495034

A simple concept about a seed falling into a forest and struggling to survive is developed in this picture book to the point of complex adaptation and acceptance. As the seed grows the other trees try to stop it by blocking the sun and the rain. However, the young

sapling survives and becomes a beautiful tree which, although different, is finally accepted by the forest. Bright full page illustrations, sometimes using patterning, readily complement the large and lyrical print. The message about blooming where you are planted is sure to stimulate much thought provoking discussion about coming from other lands and feeling different. In contrast and at an older level of understanding, the book has interesting potential as an environmental discussion starter on forest habitats, the definition of a weed, and the role of birds in seed dispersal. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
 \$24.99 SCIS 1405758

BROAD, Michael

Forget me not

Hodder Children's Books, UK, 2009
 ISBN 9780340956939

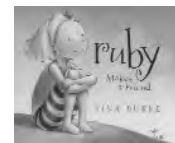
Ultimately warm and comforting, this picture book is about forgetting and a playful baby elephant who is easily distracted. He stops to play with some flowers and his herd wanders away. A sense of not belonging saddens him as he progressively realises that he is not part of a flock of flamingos, a mob of meerkats, or a colony of termites. When he is restored to his herd the value of remembering is reiterated. The final page describes a sense of togetherness enhanced by pastel colours of blues and lilacs with the herd enjoying forget-me-not flowers. The book's language would be useful in building a word wall based on language activities with the names of animal groups. D. Johnston

USER LEVEL: Early Stage 1 Stage 1
 \$28.99 SCIS 1406540

BURKE, Tina

Ruby makes a friend

Penguin Group (Australia), 2009 (Viking)
 ISBN 9780670072262



When her big brother starts school, Ruby compensates by conjuring up Milo, an imaginary friend. Milo and Ruby are inseparable, even when Ruby starts school. There Ruby meets Jacinta, who also has an imaginary friend, Boris, a big bear. The four team up until eventually the girls decide that the pretend friends are no longer needed and they let them go. Large cheery illustrations complement the minimalist written text in this picture book. The story may comfort students who lack confidence or who are concerned about starting school and not knowing anyone. Drawing on one's imagination in times of uncertainty is a reassuring message for early childhood students. S. Rasaiah

USER LEVEL: Early Stage 1
 \$19.95 SCIS 1392287

COSTAIN, Meredith & VANE, Mitch

Bed tails

Penguin Group (Australia), 2009
 ISBN 9780670073368 [A821]

Engaging rhythmic prose interspersed with rhyme makes this book a great one to read out loud. Mum and dad are sleeping peacefully in bed until one by one they are joined by other members of the family—children and animals—seeking solace from the stormy night. The weather and time are wonderfully portrayed through humorous pictures. These are delightful and close inspection will be rewarded. Indeed, the pictures on their own tell the complete story, and this is

what defines a picture book. Parents will relate well to this scenario and young students will enjoy this amusing book. G. Maugle

USER LEVEL: Early Stage 1 Stage 1 Community
\$24.95 SCIS 1410293

FAULKNER, Carol & JAMES, Ann

Chester and Gil

Scholastic Australia, SA, 2009 (Omnibus)
ISBN 9781862915848

Chester and Gil, two goldfish in a small bowl, discuss their very different interpretations of life in this simple tale about positive thinking. Chester, ever cheery, uses his imagination to create a Walter Mitty type adventure where he saves a ship from collision with an iceberg, while gloomy Gil glazes over and merely floats until food arrives. The message is that life is what you make it. Chester is a visually appealing vehicle for this, and the book's watercolours and inks suit the story very well. The book's depiction of the psychological value of play is for adults to admire and aspire to, as the target audience is still playing. C. Thomas

USER LEVEL: Stage 1 Stage 2
\$26.99 SCIS 1426028

FOREMAN, Michael

A child's garden: a story of hope

Walker, UK, 2009
ISBN 9781406312072

In a war affected neighbourhood amidst the ruin and rubble, a little boy finds a green shoot battling for survival. He waters and cares for the struggling plant and it grows into a beautiful vine. Soldiers tear the plant down and the boy's family suffer the hardship of winter in their bleak, crumbling environment. But nature is not to be contained, and come spring there are many more shoots. This picture book uses a simple extended metaphor to express the powerful human emotion of hope. Grey monochromatic pictures give way to colour as the world grows brighter. While there are implications of Palestine in the visual setting, it could be any current war zone. A gentle narrative with a powerful message, the book would be an excellent springboard for teaching and learning some significant elements and codes of visual literacy. C. Sly



USER LEVEL: Stage 3 Stage 4
\$27.95 SCIS 1406338

FREYTES, Silvio & MORRIS, Flavio

In just one second

Wilkins Farago, Vic, 2009
ISBN 9780980416596

Using the time frame of one second, the book's pages take the reader backwards from the first image of two women in a street scene, to show what is happening behind them. An edge of the previous page helps the flow, as cats, dogs and people act out the narrative, each oblivious to the others. The whole sequence is revealed on the final page. Abstract artwork is naïve with a simple and graphically appealing palette of warm colours. This simplicity will help students tackle the grammatically complex sentences in upper case lettering. The moment connects the players and the concept has some precedence in art and literature. The picture book would be an interesting study for Stage 4 English, with lots

of possibilities for extension work, such as the novel *The bridge of San Luis Rey*. C. Thomas

USER LEVEL: Stage 2 Stage 3 Stage 4
\$24.99 SCIS 1416036

GOVETT, Jenifer & PULLEN, Renée

The story of the willow pattern plate

J. Govett, NSW, 2008
ISBN 9780975810712

[398.2]

The 18th century Chinese story of the willow pattern is beautifully retold in this stylish picture book. The clarity of this striking plates on each page renders words almost unnecessary, as events unfold in this timeless love story. The plates act as a storyboard, leading naturally into classroom activities of oral storytelling and discussion about the nature of folktales. Brief information about the history and modern use of pottery and the derivation of the term *china* complete the romance of this tale. This book is sure to capture the imagination of students. S. Rasaiah



USER LEVEL: Stage 1 Stage 2
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
Paper \$15.00 (available from
btippins@tpg.com.au) SCIS 1410640

GROOME, Narine & FIDLER, Bevan

Wheelbarrow Wilbur

Penguin Group (NZ), 2009
ISBN 9780143503507

[821]

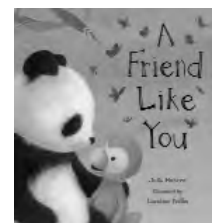
The rhythm and rhyme of this picture book ballad tell the story of a much loved and overindulged pet. Clever and engaging, Wilbur the terrier trains his family to provide him with an ever increasing diet of snacks and ice cream treats until a fortuitous accident saves him from himself. Humorous detail in the illustrations add energy and drama, highlighting the actions and reactions of the characters. Wilbur's diet and its impact on his health provide a useful discussion starter as it underscores the importance of good eating habits and exercise. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$18.95 SCIS 1405081

HUBERY, Julia & PEDLER, Caroline

A friend like you

Koala, NSW, 2009
ISBN 9780864618467



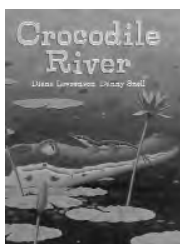
When spring arrives, slow Panda must make his journey to the mountains. Monkey, his fun loving energetic friend, joins him with the promise of discovering a beautiful secret. While Monkey is keen to move quickly and arrive at the secret, Panda encourages him to slow down and appreciate the world around him. Panda reminds us that life is not just about the destination, more importantly it is about the journey. Colourful and inviting oil paintings draw the reader into the world of two loveable characters who, despite their differences, appreciate each other and share an amazing experience. Teachers will love reading aloud this heart-warming picture book of friendship and understanding. K. McDonell

USER LEVEL: Early Stage 1 Stage 1
Paper \$14.99 SCIS 1399375

LAWRENSEN, Diana & SNELL, Danny

Crocodile river

Working Title, SA, 2009
ISBN 9781876288921



Beautifully illustrated, this colourful picture book explains the life cycle of the saltwater crocodile and how the hatchlings battle to survive. Written as a narrative about a crocodile called Cranky, the book is full of information, easy to read and will engage its target audience. Bold watercolour illustrations dominate each page, supported by minimal written text. The interesting array of crocodile facts included on the endpapers is a clever addition to the story. Cranky's story and journey will delight and enlighten the reader as the plot unfolds. G. Cale

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS1404051

LIES, Brian

Bats at the library

Koala, NSW, 2009
ISBN 9780864618160

[811]



The thought of bats invading the library overnight may well be a librarian's nightmare, but this picture book presents it as a long awaited event for these nocturnal creatures eager to lose themselves in stories. Drinking from the water dispenser and playing with the photocopier are just some of the activities in which the bats engage, with an overhead projector facilitating a little shadow play. The rhyming text and thoughtful illustrations impart an imaginative narrative, with the latter offering clues to storybook characters. The message is very positive—the bats are enchanted by the library—and the book provides an entertaining reading and viewing experience for young library patrons. A. Beedles

USER LEVEL: Stage 1 Stage 2
Paper \$14.99 SCIS 1403520

MESSINA, Lilli

Not so small after all

Koala, NSW, 2000
ISBN 9780864617095



When Lilly realises she is the smallest girl at preschool she is not happy. She tries to cheat by standing on her toes and by wearing high heels but this only results in laughter from the other students. When Lilly sees that overweight Tom is also being laughed at, her confidence grows and she makes a friend. The picture book is perfect for reading aloud to a class as a conversation starter on peer relations and physical appearance. Teachers will be able to use the text to initiate discussions when addressing outcomes on interpersonal relationships in PDHPE K-6. Varied font and text layout and colourful illustrations help to engage readers and connect them to the inspiring character of Lilly. K. McDonell

USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$13.99 SCIS 1410209

MORTENSEN, Lori & ARBO, Cris

In the trees, honey bees

Dawn, USA, 2009
ISBN 9781584691150

[595.79]

A third of what humans eat depends on the pollination work of bees. This informative picture book provides an introduction into the world of bees, their needs, the activities and composition of a hive. Detailed, colour illustrations engage, inform and invite inspection, while a poem summarises the succinct information on each double page. A history of beekeeping and a bee's life from conception to adulthood add another level of detail and insight into the mini worlds of these fascinating insects. N. Chaffey

USER LEVEL: Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K-6
Paper \$POA SCIS 1409969

PHILLIPPS, J. C.

Wink: the ninja who wanted to be noticed

Penguin Books (USA), 2009 (Viking)
ISBN 9780670010929

Wink is a young Japanese boy who is delighted to get into ninja school, only to find it impossible to conform to ninja etiquette, as he is too colourful and energetic. Japanese culture forms a pleasant visual background to the narrative, and it is an interesting story about performing arts and martial arts, but it has real punch in its message for educationalists. Wink tries hard but he is no ninja. It takes a chance meeting with a circus acrobat to show Wink where happiness lies. The book is a superb illustration of the emotional and academic worth of recognising students' strengths and showing them what they are good at, rather than allowing the mantra that you can be whatever you want to be to stall students' success. C. Thomas

USER LEVEL: Stage 3 Community Professional
\$24.95 SCIS 1426562

STARKE, Ruth & HOLFELD, Greg

Captain Congo and the Maharaja's monkey

Working Title Press, SA, 2009
ISBN 9781921504044

Congo, an anthropomorphic gorilla, is waiting for his next mission when this graphic novel begins. With his sidekick Pug, a penguin, they journey to 1920s India to assist a new maharaja, a boy aged about 12, to claim his throne while others plot dastardly deeds around him. The villainy is spelt out in words and images; the book is an interesting resource for newly independent readers as it simultaneously supports and challenges comprehension. Congo is a pleasant old fashioned hero who excels at sport and languages as well as detective work. Pug provides the humour and, through him, readers pick up narrative explanations. The book is an excellent tool for illustrating the purpose and competent use of a comic foil. C. Thomas



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6;
English 7-10
\$24.95 SCIS 1421886

Fiction for younger readers

Resources are arranged alphabetically by author.
Some of these books are also suitable for lower secondary students.

BADGER, Meredith

Genie in training

Hardie Grant Egmont, Vic, 2009 (Tweenie genie)
ISBN 9781921502491

In this fresh and appealing novel, a young girl discovers she is actually a genie. All the hallmarks of genie life are now a challenge for Poppy as she learns about riding magic carpets, living in a bottle and the art of making and granting wishes. The short descriptive sentences and a balanced mix of expression, emotion and humour are perfect for the target audience. The plot moves steadily along to hold reader interest, and it has appeal in the use of a stylish purple font interspersed with purple pictures and diagrams. This is a light-hearted story ideal for promoting reading for enjoyment. L. Doyle



USER LEVEL: Stage 2 Stage 3
\$16.95 SCIS 1402512

Nitboy (series)

Laguna Bay, NSW, 2009

Lewis is not popular with his friends and family when he adopts super nits that can actually jump, rather than crawl like regular lice. He creates an epidemic, the school is closed and the whole town affected. No one can free Lewis from his nit friend, Ned. The series offers different perspectives about life journeys as a human, nymph or louse. In the second book, *Bug out*, Ned and his long lost friend Sheena encounter a new world where fleas thrive and colonies of bugs reproduce. Adventure and suspense make these books a good read for young students who are looking for quirky and creative experiences. J. Allen



USER LEVEL: Stage 2
Paper \$14.95 each

Reviewed titles in this series:

Lift off SCIS 1409451
Bug out SCIS 1409455

CALDECOTT, Elen

How Kirsty Jenkins stole the elephant

Bloomsbury, UK, 2009
ISBN 9780747599197

When Kirsty promises her dying grandfather she will look after the allotment they enjoyed together, she is determined to keep her word. Once the concept of allotments is explained to young

Australian students, they will really appreciate this very satisfying novel. Faced with official council rules that forbid her return to the place that has so many memories, and a council officer whose mind she needs to change, Kirsty becomes very forthright and assertive. The book is well written and it says some interesting things about bereavement, people, and gardens. A clever slant on the struggles of blended families is interwoven into the story. S. Taylor



USER LEVEL: Stage 2
Paper \$14.95 SCIS 1404429

CLARK, Sherryl

Tracey Binns is lost

UQP, Qld, 2009
ISBN 9780702237058

Using a strong female lead character, this novel is one that most young readers will enjoy. The familiar school setting with draconian teachers and annoying classmates is easily identifiable, as is the main event of a school camp where complications mount up. The conversational first person narrative encourages the audience to empathise with the characters and the issues. There is a moment of epiphany at the end when the most annoying of Tracey's peers turns out to have a sensible and caring side, due to his own family issues that had previously been hidden. This entertaining story is a highly appropriate vehicle for exploring issues of interpersonal relationships as well as the benefits of learning life long skills. M. Whitfield



USER LEVEL: Stage 3
Paper \$16.95 SCIS 1407016

CONSTABLE, Kate

Cicada summer

Allen & Unwin, NSW, 2009
ISBN 9781741758283

Eloise's mother died two years ago and she has closed down emotionally and become mute in her grief. Her father, a hopeless dreamer full of wonderful ideas, moves them to the family's decrepit country house that he plans to turn into a convention centre. Here, Eloise meets a ghostly girl, who she believes is her mother as a child, and she finds solace at last. When her father realises how much Eloise means to him a satisfying conclusion is realised. Written in rich prose, this is an engagingly and captivating novel. It poetically shows sensitivity and empathy in portraying a family's different ways of dealing with grief. G. Maugle



USER LEVEL: Stage 3 Stage 4
Paper \$15.99 SCIS 1406573

Dr Who. The darksmith legacy [series]

BBC, UK, 2009

Stylistically reminiscent of *Goosebumps* books, these science fiction novels have interspersed fact and activity pages to help readers along. In *The dust of ages*, Dr Who's TARDIS has arrived on the moon unannounced. The ever suspicious scientists are doubtful but the good doctor is soon immersed in solving the mystery of an unknown power source with his usual wry sense of humour. *The graves of Mordane* take the Doctor to a futuristic cemetery planet in search of elusive crystal that links the 10 books in this series. The

books are by different authors and they successfully replicate the enthusiasm and fast pace of the television series. V. Davidson

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 each

Reviewed titles in this series:

The dust of ages SCIS 1406804
The graves of Mordane SCIS 1406809

FREEMAN, Pamela

Victor's challenge

Walker Books Australia, NSW, 2009
ISBN 9781921150326

Illustrated by Kim Gamble, this fantasy quest is the latest of Victor's adventures. Pure of heart and unaware of his strengths, humble Victor, whose quest is to marry Valerian, is a breath of fresh air in today's world where often the most aggressive wins. This delightful tale is liberally sprinkled with expressive black and white illustrations which add emotional detail to the story. The interesting words and names enhance meaning and provide an opportunity to introduce idioms. The humour in the plot and characterisation also add to the appeal of this novel. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1398568

GIBSON, Maggi

Seriously Sassy

Penguin Books Ltd, UK, 2009
ISBN 9780141324647

Sassy has a passion for saving the environment, but she has a reputation for conservation plans and schemes which usually end up in disaster. Her causes include protests about caged hens, disposable nappies and plastic packaging. Now that her father is going into politics she has promised to modify her approach and, as an amateur songwriter, she pens a selection of sometimes corny songs and poems which reflect the particular crises she is facing. Interwoven with these circumstances is high school chat, adolescent behaviour, conflict with friends, family arguments and romance. These issues will appeal to readers who enjoy books about relationships and everyday adolescent life at school. D. Johnston

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1410270

GRIFFITHS, Andy

Mascot madness

Pan, NSW, 2009 (Schooling around)
ISBN 9780330424868

When a compassionate and zany teacher becomes coach and mascot to a downtrodden team of would be sports heroes, he dresses as a giant banana and brings much hilarity to the sports field. From an outrageous but successful training program there emerges amusing adventures, confidence and success. The opposing school defeats them constantly and attacks the losers with cruel taunts and egg throwing tactics. The contrast in mascots becomes most interesting since the dominant team has a ferocious pit bull terrier as their mascot. Humorous and well constructed, the story has some insight into overcoming childhood fears and conflicts. It will attract young readers looking for entertainment in their reading. D. Johnston

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1402516



HATHORN, Libby

Fire song

ABC Books, NSW, 2009
ISBN 9780733324208

Told from the viewpoint of 12 year old Ingrid, this is a bleak tale of poverty in the NSW Blue Mountains in the 1950s. Ingrid's brothers are sent away to a foster farm while Ingrid and her baby sister stay with their mother, a single parent. Her mother's love for the house and her family provides a positive influence on Ingrid, but she feels betrayed when her mother is determined to burn down the house for the insurance money. Recognising her mother's demands are wrong, Ingrid's conscience leads her to seek a better solution. Building relationships with caring neighbours, despite what her mother thinks, she accepts her responsibilities and faces up to her mother. D. Imison

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1404708

HIRSCH, Odo

Darius Bell and the glitter pool

Allen & Unwin, NSW, 2009
ISBN 9781741757163

The formerly wealthy Bell family now lives in faded splendour because of the father's quaint notion that inherited wealth and ancestry means one should not work. This need of tradition has allowed a system of barter to develop, with staff providing the housekeeping skills for the grand house. One tradition, the Bell Gift, is soon to be presented by the family to the town and ideas are presented and dismissed by family members. Darius' discovery of the glitter pool in a cave on their property and his plans for it are frustrated. The unexpected twist in this whimsical narrative is both simple and insightful, as traditional values of respect and courtesy are contrasted to the brashness of modern life. D. Imison

USER LEVEL: Stage 3
Paper \$15.95 SCIS 1400214

HUBER, Raymond

Sting

Walker, NSW, 2009
ISBN 9781921150890

After some initial confusion with the characters' names, and a scientist's diary and first person narrative by a bee, that both tell the story one day at a time, the discerning reader will soon enjoy this rewarding narrative. The value of the bees' work being an exchange for a safe home, with the gentle handling of the beekeeper, is contrasted with the careless and uninvolved handling of bees by army scientists experimenting with explosives. A morality tale of good and evil is evident in the involvement of wasps in the lives of the bees. The story has an embedded environmental message and some facts about the importance of bees to people's wellbeing. D. Imison

USER LEVEL: Stage 2 Stage 3
Paper \$16.99 SCIS 1406247

KRESS, Adrienne

Timothy and the dragon's gate

Scholastic, UK, 2009
ISBN 9781407102900

Competent primary aged readers will be enthralled by this novel, as a not entirely likeable boy named Timothy embarks on a journey

to release a dragon trapped in a human body. A clever writing style draws on the everyday language commonly used by children and incorporates higher order language. The novel is full of witty humour, intriguing characters, who are colourfully described, and plenty of fast paced action. Using ninjas, pirates, and a plot full of surprises, the book is a fine example of high interest, high quality children's fiction. L. Doyle

USER LEVEL: Stage 3
Paper \$16.35 SCIS 1406430

Mates: great Australian yarns [series]

Scholastic, NSW, 2009 (An Omnibus Book)

These colourful and energetic chapter books are sure to be a hit with their intended audience. Featuring iconic Australian characters and settings, the stories use short, uncomplicated sentences and interesting vocabulary which will introduce children to their Australian heritage in a very entertaining way. For example, in *Chook shed snake*, the reluctant dad is charged by a pragmatic mum with the task of finding and banishing an elusive snake in the chook shed. The scenario is so well described by Phil Cummings that readers will have no trouble picturing the comical and chaotic events. Well known authors such as Jackie French and Ruth Starke have contributed to this series, which will be fantastic read aloud resources. A. Beedles

USER LEVEL: Stage 1 Stage 2
Paper \$10.99 each

Reviewed titles in this series:

Chook shed snake SCIS 1410355
Thorpey SCIS 1410345
The wombat and the Grand Poohjam SCIS 1410352
The smartest dog of all SCIS 1410350

MOTTER, Roslyn J.

The Doofuzz Dudes [series]

White Hawk, NSW, 2008

The Doofuzz Dudes make their celebrated return in books five and six of this sensational Australian series. These books have a clearly Australian flavor with their colloquial language and expression that highlight the author's own panache and love of the local vernacular. Young protagonists, whimsical characters and settings, real social problems and truly fantastic ones, make the books very enjoyable reading. The Doofuzz Dudes deal with a number of environmental issues in a subtle and understated manner. Issues include complex ones, like water scarcity and the importance of biodiversity, and more immediate concerns like being nice to one's pets and cleaning up your own rubbish. The author draws attention to the issues and themes in her thoughtful notes at the back of the books, making these novels ideal for young environmentalists. These books will support The Year of Learning for Sustainability in 2010. A. Silcock

USER LEVEL: Stage 2 Stage 3
Paper \$14.95

Reviewed titles in this series:

The Doofuzz Dudes and the cobra curse SCIS 1386049
The Doofuzz Dudes and the space spiders SCIS 1394049

MURPHY, Sally

Pearl versus the world

Walker, NSW, 2009
ISBN 9781921150937

This moving verse novel focuses on a lonely young girl, Pearl, and her grandmother's descent into dementia. Pearl does not quite fit in

at school and her grandmother gives her love and strength. As the dementia escalates, Pearl has difficulty accepting the changes and impending loss. Pearl's teacher wants poetry that rhymes, further adding to her feeling of isolation, although her use of language and rhythm is quite sophisticated. Pearl writes a non-rhyming poem about her grandmother and she reads it at the funeral. So begins the journey to surviving her loss and being accepted as an individual. The book ends positively, but it may be traumatic for students who have lost a grandparent or who have a family member with dementia or a terminal disease. R. Higginbottom

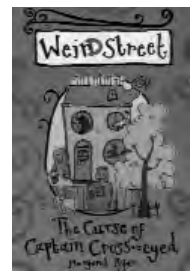
USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1410916

RYAN, Margaret

The curse of Captain Cross-Eyed

A & C Black, UK, 2009 (Weird Street)
ISBN 9781408104392

Jonny is starting his first job doing a paper run for the local newsagency and he is sure he has seen a pirate, but no-one will believe him. At 13 Weir Street, Mr Cross lives alone and he longs to follow in the footsteps of his pirate ancestors. This junior tale of piracy and intrigue is firmly in the realm of fantasy and will engage youngsters who dream of having a pirate activity centre in their playground. The book is an illustrated chapter book, with a page setting out Jonny's problem, brainwave and subsequent dilemma, leading the way for discussion of the narrative form. A. Beedles



USER LEVEL: Stage 2
Paper \$14.95 SCIS 1408918

SIMPSON, Judith A.

In the shadow of the palace (The princess of Pushkar)

Black Dog, Vic, 2009
ISBN 9781742030524

The novel is an adventure packed introduction to 13th century India, where girls are groomed for marriage and the ceremonial process of selecting a suitable husband. Rani and her sisters have grown up in a world of luxury, being schooled into the role of princess by specially appointed tutors. But the young princesses find themselves trapped after being kidnapped by Queen Kritti, and all of their schooling is poor preparation for escaping her impenetrable palace. Young readers will be intrigued by the customs, class system, and rituals of Indian life as they follow Rani's bold attempts to free herself and her sisters from their captive. Beautifully written with lots of action, this historical novel will have special appeal for female readers. A. Crawshaw

USER LEVEL: Stage 3 Stage 4
Paper \$16.99 SCIS 1402944

STRONG, Jeremy

Laugh your socks off with [series]

Black, UK, 2009

These junior novels work well either alone or as a pair for youngsters who enjoy a light-hearted laugh. Humour based on word play is used effectively as a vehicle to create a sense of the ridiculous. The characters in both novels are easy to admire with their zest for adventure. *Dinosaur pox* is a little easier to read with shorter

chapters and bigger print. The three 60 page short stories in *There's a Viking in my bed* all use a Scandinavian setting and language that will appeal to competent readers. S. Taylor

USER LEVEL: Stage 3
Paper \$14.99 each

Reviewed titles in this series:

Dinosaur pox SCIS 1411145
There's a Viking in my bed: and other stories SCIS 1399158

WAGNER, Michael

The Undys: one wacky week

Penguin Group (Australia), 2009 (Puffin) (The Undys)
ISBN 9780143304128

Cleverly written, this novel takes the reader on a wonderful journey through a week in the life of a delightfully wacky family. The author uses present tense and a very conversational style of writing, with young Josh Undy talking directly to the reader and providing some important background detail for the reader. At the end of each chapter are short reward activities and puzzles, and notes of congratulations to the reader for their reading skills. The poignant themes of single parent households, blended families and socioeconomic disadvantage will resonate with many readers. They are dealt with in typical Australian laid-back humour. Gus Gordon's pencil illustrations add an amusing visual dimension to the actions and thoughts of the main characters. M. Whitfield

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1399343

WATTS, Frances

The greatest sheep in history

ABC Books, NSW, 2009 (Ernie & Maud)
ISBN 9780733323065

Extraordinary Ernie and Marvellous Maud travel to the National Superheroes Conference, where they meet other trainee superheroes. Little do they know that a specialist thief will outsmart the fastest and cleverest superhero on campus. Can Ernie and Maud save the day? Detailed descriptive writing is supported by sketches as readers are guided through a series of amusing and unbelievable events. The characters soon learn the value of teamwork and that even the most ordinary people can be superheroes. The book is perfect for younger readers who love fantasy, alliteration, and humour. J Allen

USER LEVEL: Stage 1 Stage 2
\$12.95 SCIS 1404698

WHITING, Sue

Freaky

Walker, NSW, 2009 (Lightning strikes)
ISBN 9781921150791

When apartment dwelling Jayden is sent to stay with his relatives in the remote town of Nullaloo the scene is set for an unusual series of events. His cousin Oscar is the same age, but Jayden is obsessed with skateboarding and Oscar is a cyber gamer. Neither is interested in the family's prize winning cactus garden, even when a rare giant cactus is purchased. The cousins use their particular skills to prevent disaster when Jayden's hunch about something living inside the cactus proves correct. The narrative draws on real occurrences of tarantulas in certain cacti. The first person recount from Jayden's point of view makes for a fast paced adventure story that will keep the reader interested. R. Higginbottom

USER LEVEL: Stage 2
Paper \$12.95 SCIS 1399141

WOLFER, Dianne & SIMMONDS, Brian

Lighthouse girl

Fremantle Arts Centre Press, WA, 2009
ISBN 9781921361531

Laid out as a journal, the book is almost a picture book. Interspersed with the third person narrative are journal entries and memorabilia from 1914. The journal belongs to Fay, who lives with her lighthouse keeper father on the remote Breaksea Island off the coast of WA. When a fleet of troopships stop at Albany to take on supplies for their journey to the conflict, Fay uses semaphore to establish an unusual link with the young men who are leaving their homeland for an uncertain future. Based on some factual events, this is an endearing historical tale. The style and format, with monochrome illustrations and collage collections of primary sources, capture the essence of the times and will give students a heart warming glimpse into this significant era. C. Sly

USER LEVEL: Stage 3 Stage 4
\$24.95 SCIS 1400174

Fiction for older readers

*Resources are arranged alphabetically by author.
Some of these items are also suitable for upper
primary students.*

BAILLIE, Allan

Krakatoa lighthouse

Penguin Group (Australia), 2009 (Puffin)
ISBN 9780143303596

Kerta is a Javanese boy who lives near Krakatoa during the build-up to the big eruption of 1883. He survives, but others in his family do not. Pre-eruption earthquakes and tidal waves are a backdrop to a mildly interesting conflict between the Dutch and Javanese, Kerta's friendship with a Dutch boy, and a substory of ghosts on the island. Unfortunately, Kerta is a limp character and the narrative has an old fashioned and tired feel, as if it was written 50 years ago. The novel plods along to the eruption, which is right at the end, over in a few pages and, like the whole book, devoid of drama. C. Thomas

USER LEVEL: Stage 4
Paper \$17.95 SCIS 1400633

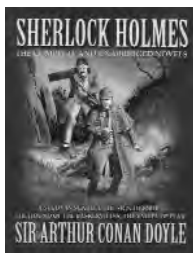
DOYLE, Arthur Conan

Sherlock Holmes: the complete and unabridged novels

Allen & Unwin, NSW, 2009
ISBN 9781741758436

Doyle wrote these four detective novels between 1887 and 1914: *A study in scarlet*; *The sign of four*; *The valley of fear* and *The hound of the Baskervilles*. The latter is the most famous, and deservedly so as the mystery is intriguing and the drama will still scare readers, as it has done since 1901. The novels all have a very good pace and

structure, with excellent, evocative settings of London and the English moors. Style and dialogue will pose no problems for students; Watson and Holmes can certainly entertain and amuse a 21st century audience. This collection is nicely bound, it uses a large font and several illustrations, and it is a terrific introduction to the genre and a part of Anglo Saxon cultural heritage, the enduring literary creation of the master detective, Sherlock Holmes. C. Thomas



USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$29.99 SCIS 1421930

FRENCH, Jackie

A rose for the ANZAC boys

Angus & Robertson, NSW, 2008
ISBN 9780732285401

Life in England and France for a 16 year old girl during WWI sets the scene for this historical novel. Striving to help the war effort, Midge and two friends leave the sanctity of a British boarding school to establish a canteen at a French railway station, providing soldiers with hot cocoa and sandwiches. Well researched, this novel transports readers back to an era when society prohibited females from undertaking many pursuits and professions, including medicine. A revealing insight into the imbalance of the roles of men and women when the atrocities of trench warfare were at their worst, this story would be interesting background reading for Stage 5 History students. S. Rasiaiah

USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English 7–10; History 7–10
Paper \$15.99 SCIS 1360370

GOLDS, Cassandra

The museum of Mary Child

Penguin Group (Australia), 2009 (Puffin)
ISBN 9780143304142

Set a time long ago in the style of a gothic fairytale, the book's young heroine lives with her godmother in a cottage next door to a museum. Heloise's strict godmother is the caretaker of this powerful and sinister building. It is not a happy life for Heloise and she yearns for something to love. When she discovers a doll the story really takes off, as does Heloise who then runs away. Meeting a lovely old lady and a young man who is imprisoned in a cell, Heloise is on a journey of discovery both physical and emotional. Mysteries unfold. Told in sophisticated prose, this story of love, magic and madness intriguingly twists and turns until finally it unravels in a very surprising end. G. Maugle

USER LEVEL: Stage 3 Stage 4
Paper \$17.915 SCIS 1404042

GRANT, Michael

Gone

Egmont, UK, 2009
ISBN 9781405246347

When all adults in the town of Perdido Beach suddenly vanish and an impenetrable wall encloses the town, the young survivors are immobilised by confusion and angst. Interesting complications develop due to the nearby nuclear power plant and a school for clever but disturbed children, and the discovery that some

survivors and animals have supernatural powers. All characters are 14 and under, although they speak and act as if they are older. Plot and characters offer direct parallels to the exploration of power and leadership in *Lord of the flies*. Although this book is not as tightly written, students will really enjoy its fast pace, characters good and evil, unexpected turns, and supernatural elements. C. Thomas

USER LEVEL: Stage 4 Stage 5
Paper 19.95 SCIS 1407090

GROSS, Elly Berkovits

Elly: my true story of the Holocaust

Scholastic, USA, 2009
ISBN 9780545074940

[940.53]

A series of vignettes in this simply written book form the stark recollections of Elly, a 15 year old Holocaust survivor. Some of the story is written in verse, adding poignancy. A brief context is given of her life in Hungary before her experiences in Auschwitz, where she lost her family. Alone and courageous, the author details the very lucky events that help her survive. She encounters characters known to history, such as Dr Mengele, and many unknown heroes of the Nazi resistance. The matter-of-fact style belies the horror and suffering of the inmates, yet events and conversations are so well told that the reader has an exceptional sense of time and place. B. Hull

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
\$15.45 SCIS 1410217

HALE, Jenny

Jatta

Scholastic, NSW, 2009
ISBN 9781741693126

Jatta is turning 14 and the sheltered world she has known until now as an Alteedan princess will never be the same. She finds that she carries a horrifying werewolf curse and she is also to be the bride of a dark lord. This utterly compelling fantasy traverses difficult territory as Jatta witnesses the disintegration of her world and a tyrant's cruelty. In a stunning rite of passage, Jatta becomes resourceful, impressive and a very appealing main character. The book explores notions of good and evil subtly, and this is a narrative strength. The power of the family bond and the regenerative nature of imagination keep Jatta going. Students will enjoy these memorable characters, the action packed plot and its sophisticated exploration of political, personal and imaginative power. E. Chase

USER LEVEL: Stage 5
Paper 21.99 SCIS 1414110

JENNINGS, Paul

The nest

Penguin Group (Australia), 2009
ISBN 9780143008002

Jennings' first young adult novel interweaves the major plot line with the fictional stories of the protagonist, giving this book a complexity of structure that should engage its target audience. Robin has a terrible relationship with a vile father and an inability to convince the girl of his dreams to believe in him. But his enjoyment of literature and his writing of short stories keep him sane and the reader interested and amused. After each narrative section, one of Robin's poignant, hilarious and satirical stories comment on what is happening in his life. Poetic allusions and

quotations reveal a further sophistication in the main character. The ending, not a conventional happy resolution, is realistic and based on the dysfunctional family relationship developed during the narrative. H. Cobban

USER LEVEL: Stage 5 Stage 6
Paper \$19.95 SCIS 1402256

JINKS, Catherine

The reformed vampire support group

Allen & Unwin, NSW, 2009
ISBN 9781741756722

Nina's 1970s clothes, body image and life experiences have been frozen for 35 years. Being a 15 year old rather timid vampire with artistic pretensions is tragic, but at least Nina has a motley collection of weird colleagues to share her anti-vampire group therapy. The necessary conflict, the battle with werewolves, places them all in problem-solving peril and Nina must rise to the challenge. The book references the whole genre with humour and delight as it shifts in setting from a Sydney terrace to a Parramatta unit via outback Cobar. It has vivid characterisations, as seen through Nina's eyes, and readers will enjoy this different view of their age group. V. Davidson



USER LEVEL: Stage 4 Stage 5
Paper \$22.99 SCIS 1407084

LAIRD, Elizabeth

Crusade

MacMillan Children's Books, UK, 2008
ISBN 9780330456999

A most interesting fictional examination of the motives of Christians and Muslims during the Crusades, the novel is structured via alternating points of view and told in third person. In a well constructed story, Salim, a doctor's apprentice, and Adam, an English serf, come to meet outside the besieged city of Acre in the Holy Land. Real participants move through the story, such as Saladin and King Richard, and the author displays a detailed knowledge of daily life around 1200 AD. Characters are expertly depicted; the two boys are likeable and there is a satisfying balance of morally good and unpleasant personalities, in each camp. Expertly written and very engaging, the novel explores the religious zeal of both sides, with a definite empathy for the defenders of Acre. C. Thomas

USER LEVEL: Stage 4 Stage 5
Paper \$14.99 SCIS 1377198

MUTARD, Bruce

The silence

Allen & Unwin, NSW, 2009
ISBN 9781741751161

A gallery owner and her artist boyfriend travel to Queensland and discover a mysterious painter's brilliant work. The painter remains unknown, but the works are on display in a remote gallery where locals regularly help themselves to paintings. The graphic novel is an examination of the value of artists in society, and some teen readers may tire of the adult artists' negative introspection on art's worth, and aging. Mutard uses black and white and space very effectively, and the strong graphic elements have an appeal that helps balance the elevated ideological arguments. There is some swearing and sexual suggestion, and a supernatural twist.

Thoughtful students should enjoy the package of art and ideas. C. Thomas

USER LEVEL: Stage 6
Paper \$29.99 SCIS 1415660

NESS, Patrick

The ask and the answer

Walker, UK, 2009 (Chaos walking)
ISBN 9781406310269

In the follow up to *The knife of never letting go*, Viola and Todd are separated and discovering different aspects of a new and evil world. The narrative switches between the two teenagers, on an alien planet, as they face a constant dilemma with understanding who is true and who is not. This novel is a little slower to get going, but it then builds successfully on the themes of the first book: evil, war and conflict, and the violence towards women. Students who have read the first book will enjoy enhanced meaning. There is more violence and sexual innuendo, but there are also powerful women dramatically emerging to fight the evil. This is an excellent science fiction novel and it sets the scene for an exciting finale. C. Thomas

USER LEVEL: Stage 5 Stage 6
\$29.95 SCIS 1419096

O'NEILL, Anthony

The unscratchables

Penguin Group (Australia), 2009
ISBN 9780670073009

Straight talking Crusher McNash is a bull terrier who is also a police officer. He must join forces with a Siamese cat to solve a mystery that may throw light on the whole media perception of dog and cat relationships. Will suspicion between these two opposite personalities undermine the team or can the conspiracy be revealed? The language sparkles with word play, the dialogues are keen and, best of all, the edge to the narrative keeps the reader sharp on the trail until the last page. Perfect detective stories are built on layer after layer of polish and this narrative makes the grade. V. Davidson



USER LEVEL: Stage 4 Stage 5
Paper \$32.95 SCIS 1402092

RAISIN, Ross

God's own country

Penguin Books Ltd, UK, 2009
ISBN 9780141033525

The setting of the Yorkshire moors and the compelling voice of teenage narrator, Sam, dominate this powerful novel. Sam is comic, strange, misunderstood and sexually unnerving, all at once. He is a complex creation who may inspire parallel emotions of dislike and sympathy in mature student readers. The novel is beautifully written and ultra strong on sense of place and character. The Yorkshire dialect is rich and full of meaning, and it will challenge young Australian readers. Sam's swearing, bad behaviour and sinister overtones parallel his positive features in a most interesting way that could provide much for literary discussion in small groups, such as a senior book club. C. Thomas

USER LEVEL: Stage 6
Paper \$18.95 SCIS 1412524

REEVE, Philip

Mothstorm, or, The horror from beyond Georgium Sidus, or, A tale of two shapers: a rattling yarn of danger, dastardy and derring-do upon the far frontiers of British space!

Bloomsbury, UK, 2008
ISBN 9780747589112

Science fiction meets 19th century boys' own adventure in this story of an alien invasion. The strange marriage works and the novel, which is another Reeves work set in Larklight, is amusing and fast moving. Alternative narrators successfully present a complex storyline and maintain suspense. Art Mumby, in telling the story to Reeve, speaks the language of the boys' own adventures while Myrtle, his sister, espouses the graces and manners of Victorian womanhood. An ironical approach to these two world views, a wildly delightful use of anachronism and David Wyatt's amusing illustrations unite to form much of the humour. The book is a lot of fun and could provide an opportunity to intelligently explore gender roles and imperialism. P. Gilchrist



USER LEVEL: Stage 3 Stage 4
\$24.95 SCIS 1391385

***Rod Serling's Twilight zone* [series]**

Bloomsbury, UK, 2009
ISBN 9780747587910

Scripts from *The twilight zone* series really suit graphic novel adaptation. These stories encapsulate the mid 20th century shifting reality of America, as new technologies and old themes of oppression, paranoia and prejudice were reconfigured under the guise of entertainment on the small screen. Whether dealing with the pressures of air transportation, visiting the home town after 30 years, or shopping in a huge department store, Serling's supernatural narratives are spellbinding and timeless. They have been reformatted here by writer Mark Kneece and illustrator Rich Ellis. The visual form brings the stories to a new audience, but it is the vivid plots and themes that will resonate with students. V. Davidson



USER LEVEL: Stage 4
Paper \$18.99 each SCIS 1402933

Reviewed titles in this series:

The after hours SCIS 1402946
The monsters are due on Maple Street SCIS 1402933
The odyssey of Flight 33 SCIS 1402985
Walking distance SCIS 1402972

STARKE, Ruth

Fill out this application and wait over there

Scholastic, SA, 2009 (Omnibus)
ISBN 9781862918474

In this amusing novel, Hailee is saving for a trip to Thailand and she relates her casual work experiences in diary form, in an authentic and entertaining voice. As she switches from casual job

to casual job - working in a supermarket, a dress shop, a chocolate factory and a newspaper - she meets many interesting people from a wide cross-section of society. She analyses them from a teenager's naive comic perspective and this is the source of the humour, expertly written and sometimes laugh aloud funny, akin to Erica Yurken in *Hating Alison Ashley*. This is a great book for late teens; not because of a bit of mild swearing and general relationship discussion, but because it says interesting things about the nature of casual work and the gap year. C. Thomas

USER LEVEL: Stage 6
Paper \$19.99 SCIS 1422779

Information, poetry and drama

Resources are in Dewey order.

RICHARDSON, Lloyd & McBRYDE-WILDING, Heather

Information skills for education students

Learning Matters, UK, 2009
ISBN 9781844451906 [025.5]

Transformation in the way students access and utilise information requires students to develop robust information literacy skills. Structured as a guide for secondary and tertiary students, this reference text provides a comprehensive set of practical and reflective tasks. The chapters are organised around the information skills of locating and accessing information, evaluating information, presenting information in appropriate formats, and self assessment and self reflection. Teachers may find the chapter on evaluating information and its focus on critical literacy and critical thinking useful in teaching students the important skills of appraising the sources, accuracy and currency of information. F. Plummer

USER LEVEL: Stage 5 Stage 6 Professional
Paper \$39.95 SCIS 1408805

SCHLINK, Bernhard

Guilt about the past

UQP, Qld, 2009
ISBN 9780702237140 [152.4]

Based on a lecture series, the book investigates guilt in analysing the German psyche post WWII, arguing that the burden of guilt casts a long shadow and affects subsequent generations. Schlink's theory on collective guilt is particularly thought provoking, as are his ideas on the means of finding forgiveness and reconciling wrongs. Schlink applies these to understanding the psychological scars of postwar Germany and global oppression. As postcolonial voices become more evident, contemporary generations may need to understand and work through guilt issues. This engaging and confronting collection is a most valuable resource for raising consciousness and triggering dialogue on events in world history. C. Sly

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: HSC History Stage 6: *Extension*;
Society & Culture Stage 6
Paper \$26.95 SCIS 1402136

HAYDEN, Gary & PICARD, Michael

This book does not exist: adventures in the paradoxical

Allen & Unwin, NSW, 2009

ISBN 9781741756692

[165]

A wonderful introduction to the intellectual games that can be played with logic, this publication is readable, challenging and enjoyable. Offering a brief insight into theories of some of history's greatest thinkers, the book presents a range of philosophical, mathematical, and scientific paradoxes. These conundrums require the active engagement of readers to understand, appreciate and perhaps resolve the paradoxes, using the skill of logical reasoning. Intriguing and baffling cross-curriculum activities will help expand students' mental capacities and their appreciation of the historical development of western logic. It is an exciting book that encourages higher order thinking and it will generate lively class discussion. C. Sly

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Mathematics
SYLLABUS: General Mathematics Stage 6; Mathematics 7–10
Paper \$20.00 SCIS 1411240

GANERI, Anita

World religions

A&C Black, UK, 2008 (Who's who in – 50 names you need to know)

ISBN 9781408104286

[200.92]

This collection of short biographies provides an introduction to people of significance in Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. When, where and how they lived and died, significant life events and achievements, their place in their religious tradition, quotations and an invitation to find out more from listed websites make this a comprehensive resource. The layout is attractive and the information is interspersed with symbols, photographs and timelines. Useful as a model for factual report writing or writing concise biographies, this resource also supports understandings of diverse belief systems and cultures. N. Chaffey

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
\$35.00 SCIS 1401867

EVANS, Hestia

The mythology handbook: an introduction to the Greek myths

Five Mile, Vic, 2009

ISBN 9781741788075

[292]

Written under the nom de plume of Lady Hestia Evans, supposedly a 19th century explorer, this attractive book successfully utilises a parchment style background, old fashioned graphics and hand coloured illustrations. It is a comprehensive introduction to the main aspects of Greek mythology, looking at gods and heroes, culture, geography, and sport. Ample drawings and quality writing make this a very suitable and engaging resource for Year 7 History students. It includes a timeline of ancient Greece; a family tree of gods, monsters and heroes; a comparison of Greek and Roman gods, and a map of ancient Greece. Several activities based on the information are scattered throughout the book. J. Eade

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE

SYLLABUS:

English K–6; English 7–10; History 7–10

\$19.95

SCIS 1404844

Hate comes home [DVD]

WILL Interactive, USA, 2002 (240 min.)

ISBN none

[303.3]

That cultures can be changed when someone on the inside takes a social risk is the powerful message of this excellent DVD and discussion guide. The DVD is an interactive movie which presents a scenario of homophobic violence. It dramatically sets up a typical high school situation before the narrator guides an interactive process requiring viewer choices. Action scenes are linked to lessons on stereotyping, anti-bias language, personal experiences of prejudice, cultural differences, and how bias can escalate to violence using the Holocaust as a framework. The resource makes the point that most people just want to be popular, so they do not act out their values. It teaches students how to speak up against hate motivated behaviour and prejudice without disrespecting the prejudiced person. It is an American package and the discussion guide is focused on an American context. Teachers should familiarise themselves with the content prior to using the resource. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional

KLA: PDHPE

SYLLABUS: PDHPE 7–10; PDHPE Stage 6
\$130.00 (available from <www.adl.org/catalog/default.asp>)
SCIS 1423650

Australian greats

/ edited by Peter Cochrane. Random, NSW, 2008

ISBN 9781741665925

[305.82]

Distinguishing an Australian identity is a pleasurable activity that could be derived from working with this book. A range of authors and social commentators were asked what it was that makes Australia great, and their essays, mostly in an informal and conversational style, will appeal to students through their content and delivery. For example, Maggie Beer writes about meat pies and Akira Isogawa writes about the Chesty Bonds singlet. Other contributions include the kelpie, eucalypts, Sydney's Opera House, the iconic Speedos, bachelor and spinster balls, and personalities. Each entry is accompanied by a full page photograph or diagram, making the book visually entertaining as well as a very interesting read. R. Higginbottom

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7–10; History 7–10; Society & Culture Stage 6
\$59.95 SCIS 1394845

STANNER, W. E. H.

The dreaming & other essays

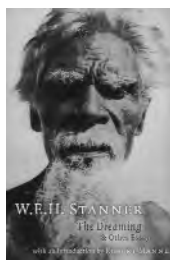
Swartz Media, Vic, 2009

ISBN 9780977594924

[305.894]

Stanner was the anthropologist who coined the phrase *the great Australian silence* to describe the nation's collective response to the colonisation of Aboriginal Australia. Most of his essays were published many years ago and it is a tribute to his scholarship and insight that they are republished in this volume for a new genera-

tion. A 1958 lecture was the first non-Indigenous, scientifically based critique to challenge the policy of assimilation. His 1968 Boyer Lectures had a huge influence on the public conscience. The essays illuminate some of the milestones in the bumpy journey from dispossession and indifference towards reconciliation and, perhaps eventually, understanding. R. Darlington



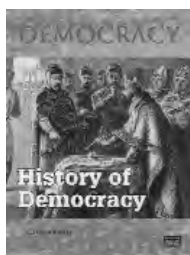
USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Modern History Stage 6
 Paper \$32.95 SCIS 1405274

REILLY, Carmel

Democracy [series]

Pearson Library, Vic, 2009

Good design, concise and comprehensive written text, biography boxes on significant people and clear photographs, maps, diagrams and illustrations are some of the features that will make this series attractive for students. *History of democracy* has sections that include democracy's ancient origins, developments from the Middle Ages to modern times, revolutions, struggles for rights and democratic experiments. *Citizenship* covers such topics as representation, the law and public life. *Democracy around the world* enables students to compare countries. *Australian democracy* looks at developments from colonial times to the present and raises questions for the future. R. Darlington



USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 \$29.95 each

Reviewed titles in this series:

Australian democracy SCIS 1406387
Citizenship SCIS 1406393
Democracy around the world SCIS 1406388
History of democracy SCIS 1406391

Planetwatch

Dorling Kindersley, Vic, 2009

ISBN 9781740337021 [333.72]

Richly illustrated with high quality photographs and graphics, and containing current information succinctly expressed, this stimulating book presents a wide range of topics related to the environment and sustainability. Each two page spread summarises an issue with facts, keywords and definitions, and an environmental message. Some have experiments for students to conduct and some profile an international young citizen talking about the issue. The topics are diverse and include population growth, illicit animal trading, food production, hunting, famine and endangered species. This valuable book supports the study of ecosystems, energy, waste and sustainability in Science 7-10, and it has multiple applications within Science and Technology K-6 COGs Units. It will be a useful resource for the *Year of Learning for Sustainability* in 2010. J. Morgan

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
 \$24.95 SCIS 1407281

YANN, A. B & DELANNOY, I. & GIRAUDON, D.

Our living Earth: a next generation guide to people and preservation

Thames & Hudson, UK, 2008

ISBN 9780500543696 [333.72]

Students will love the stunning colour photographs and dynamic presentation of this exceptional resource. It investigates sustainable development in general terms using succinct paragraphs which boldly state current statistics and facts about the ecological management of Earth and the interplay of people's lives and the planet. Words and images combine cleverly to make readers think about the role that humans play in Earth's geophysical and sociological diversity, with topics including children, biodiversity, women's inequality, green cities, biofuels, overfishing, religion and pollution. A world map locates specific areas discussed in this large and visually appealing resource. It will be a useful resource for the *Year of Learning for Sustainability* in 2010. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; TAS
SYLLABUS: Agricultural Technology 7-10; Geography 7-10; HSIE K-6; Science 7-10
 \$39.95 SCIS 1405266

Our energy future

/ edited by Justin Healey. Spinney, NSW, 2009

ISBN 9781921507052 [333.79]

Exploring energy generation, use, efficiency, conservation, and the future of fossil fuels and renewable energy, this outstanding resource would be very useful for the Geography 7-10 Focus: *Global issues and the role of citizenship*, and outcomes on natural resource use in Science syllabuses and Geography Stage 6. Key issues in the topic are discussed, and readers are encouraged to critically evaluate information from a variety of sources. Short paragraphs with colour headings and bullet points will assist readers. Colour graphics, graphs, and photographs complement the written text from a variety of sources, with text boxes highlighting important facts. A. It will be a useful resource for the *Year of Learning for Sustainability* in 2010. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Earth & Environmental Science Stage 6; Geography 7-10; Geography Stage 6; Science 7-10
 Paper \$20.95 SCIS 1410902

TAMMINEN, Terry

Lives per gallon: the true cost of our oil addiction

Island, USA, 2009

ISBN 9781597265065 [333.8]

A timely account of the economic, social and environmental effects of the world's dependence on oil, the book examines the history and science of oil exploration and production, from the perspective that it is one of the greatest scourges of the past century. As an acknowledged expert on climate and energy policy, Tamminen is not content to highlight the world's ills. He looks to a future where a range of alternative fuels and behaviour shifts combine to ensure our oil addiction becomes a thing of the past. These strategies are presented as eminently sensible and achievable rather than radical. In this sense, the book is an accessible and inspirational contribution to the energy debate. It will be a useful resource for the *Year of Learning for Sustainability* in 2010. J. White

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Geography Stage 6; Society & Culture Stage 6
Paper \$34.95 SCIS 1392904

MATTHEWS, Penny & JELLET, Tom

Something about water

Scholastic Australia, NSW, 2009
ISBN 9781862916715 [333.91]

Making a difference to our environment every day and discovering how water links all living things form the themes of this book. Everything about water, from the water cycle to water conservation, is delightfully and simply explained using comic illustrations. Jellet has created humorous diagrams using a range of media from pencil drawings to *Photoshop* and collages. Topics of recycling, composting, grey water, and gardening are included, although native planting is not expounded. Informative and comprehensive, the messages in this book will have a positive impact on students. It will be a useful resource for the *Year of Learning for Sustainability* in 2010. N. Chaffey

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
\$27.99 SCIS 1402803

MOYO, Dambisa

Dead aid: why aid is not working and how there is another way for Africa

Penguin Books Ltd, UK, 2009
ISBN 9781846140068 [338.91]

Investigating post WWII development and alignment policies in African countries, the author discusses the notion that aid given as money handouts has failed Africa. Moyo, an economist, argues that aid has trapped many nations into a cycle of dependency, poverty and corruption, with decreased innovation and private investment. She argues that, in contrast, African countries that have not accepted aid have prospered. Strategies to alleviate poverty are proposed, including discontinuing all aid, with development centring on good governance, banking and trade. The resource is well written and easy to absorb, and it will help teachers run discussions on international aid, and economic and social conditions in Africa. A. Frost

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Geography 7-10; Geography Stage 6
Paper 32.95 SCIS 1402126

Australian prisoners of war

Dept. of Veterans' Affairs, ACT, 2009
ISBN 9781877007408 [355.1]

The package, including book, CD-ROM, DVD and blackline masters, employs an inquiry approach to the sensitive issue of Australians in captivity during the Boer War, WWI, WWII, and the war in Korea. The DVD has primary footage and recounts that support the written and photographic material in the book. There is detailed support for using the resource in the classroom, as well as discussion and viewing questions and background information for teachers. The blackline masters on CD-ROM promote empathy and exploration of different perspectives, using proven literacy strategies. The templates of diagrammatic organisers and summary scaffolds may prove useful in KLAs other than HSIE. A. Crawshaw

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7-10; Modern History Stage 6
Paper \$12.00 SCIS 1406948

M is for mates: animals in wartime from Ajax to Zep

Dept. of Veterans' Affairs, ACT, 2009
ISBN 9781877007392 [355.4]

Many Australian soldiers would have not survived but for the animals used in wartime. Each double page of this large format resource uses a letter of the alphabet to depict animals that worked as soldiers, guards, messengers and life savers. It is a visually appealing scrapbook collection of great photographs from WWI to current conflicts depicting animal mascots such as camels, cats, dogs, donkeys, pigeons and horses. Various exhibits, such as uniforms, are shown in detail and each page is covered in attractive text boxes crammed with interesting images. The resource asks many questions which target primary learners in tone and content, making the book valuable for civics and citizenship education, as well as Anzac and Remembrance Day commemorations. D. Johnston

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$22.95 SCIS 1406964

LARSSON, Marina

Shattered Anzacs: living with the scars of war

UNSW Press, NSW, 2009
ISBN 9781921410550 [362.4086]

Much has been written of the Anzac legend, forged through the horrors of the Gallipoli campaign. In this book, shattered Anzacs tell the story of surviving WWI, but coming home physically and psychologically damaged. The author has done an impressive amount of research into the big picture of the war and its after effects, as well as individual stories that highlight the toll on the soldiers, their families and communities. This is an academic book and Larsson draws together many sources, including photographs, journal entries and statistics, to evaluate the human cost of the Great War on the 90 000 Anzacs who returned disabled. J. White

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7-10; Modern History Stage 6
Paper \$39.95 SCIS 1406266

BAKER, Stuart

Climate change [series]

MacMillan Education Australia, Vic, 2009 (Macmillan library)

Exploring the effects of climate change on the four major climate zones of the world, each of these books has an introduction to climate change, and descriptions of the features of each climatic zone and the biomes within them. They have detailed graphics and information about the potential impact of global warming on various aspects of each biome and on humanity, including food production, human health, permafrost and rainforest depletion, desertification, and food chains. There is information on the actions that individuals and communities can take to reduce carbon dioxide emissions. The series is valuable support for the study of ecosystems, energy, waste and sustainability in Science 7-10. It will be a useful resource for the *Year of Learning for Sustainability* in 2010. J. Morgan

USER LEVEL: Stage 4 Stage 5

KLA: Science
SYLLABUS: Science 7–10
\$31.95 each

Reviewed titles in this series:

Climate change in temperate zones SCIS 1400641
Climate change in the Antarctic SCIS 1400622
Climate change in the Arctic SCIS 1400642
Climate change in the tropics SCIS 1400643

Environment Australia. Set 2 [series]

Pearson Library, Vic, 2009

Case studies, personality profiles, colour graphics and photographic library images are used here to emphasise the environmental issues facing Australia. Feature boxes have detailed and well presented facts about a range of issues from hand feeding sheep in a drought to wildlife smuggling. Each double page topic has clear, descriptive paragraphs that are easy to read, with bold headings separating key themes. Significant words are highlighted and the glossary and index pages are strong support for student researchers. The language, style and format are suitable for middle school students and the books will attract and maintain students' attention. It will be a useful resource for the *Year of Learning for Sustainability* in 2010. A. Frost

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10; HSIE K–6
\$29.95 each

Reviewed titles in this series:

Endangered animals SCIS 1406396
Natural disasters SCIS 1406400
Pollution SCIS 1406400
Waste disposal and recycling SCIS 1406399

SIRETT, Dawn & PARFITT, Rachael

Love your world: how to take care of the plants, the animals and the planet

DK, UK, 2009
ISBN 9781405339070 [363.7]

From its environmentally friendly cover to its sweet endpapers, this book will entertain and instruct young ones in the art and practice of environmental sustainability. The message of reduce, reuse, recycle comes across loud and clear throughout its scrapbook style pages, with lots of craft ideas for reusing materials. Rhyming text, simple captions and lovely images contain messages of environmental preservation, ecological sustainability and positive social change. A list of green promises provides a practical focus for young activists. The book's writing and its photographs of Kindergarten students enacting positive environmental actions support the Early Stage 1 COGS Unit (A): *Our place* and the Stage 1 COGS Unit (A): *Local places*. This will be a valuable resource for the *Year of Learning for Sustainability* in 2010. A. Beedles

USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K–6
\$19.95 SCIS 1406907

The changing climate

/ edited by Justin Healey. Spinney, NSW, 2009
ISBN 9781921507007 [363.738]

Examining the debate into climate change, this book would be an excellent resource for students researching the basic issues and the range of opinions about global warming and climate change. What

climate change actually is, and the impacts and implications for Australia are analysed. Key findings from the IPCC report are provided, and common climate myths reviewed. Government action, emissions targets and trading schemes are discussed. Text boxes highlight significant issues and statistics, with reports and articles complemented by colour photographs, graphs and tables. It will be a useful resource for the *Year of Learning for Sustainability* in 2010. A. Frost



USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Science
SYLLABUS: Geography 7–10; Science 7–10
Paper \$20.95 SCIS 1410838

GOODWIN, Dean & LEE, Joe

Global warming for beginners

For Beginners, USA, 2008 (A For Beginners documentary comic book)
ISBN 9781934389270 [363.738]

Providing an accessible summary of the science of global warming, this very useful teaching tool presents material in a straightforward, direct and personal tone, with useful and illuminating graphics. Starting with a philosophical, political and scientific introduction, the chapters progress to causes and consequences, solutions, and individual action presented as a series of steps that households can take. Goodwin provides a fascinating account of the controversy, court case and subsequent educational directive after the film *An inconvenient truth* was shown in British schools. The author includes a summary of the court's judgement that is effectively a series of teaching notes to accompany the teaching of global warming and climate change. It will be a useful resource for the *Year of Learning for Sustainability* in 2010. J. White

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; Science
SYLLABUS: Geography 7–10; Geography Stage 6; Science 7–10
Paper \$26.95 SCIS 1411242

SOUTAR, Wayne

Bully free [DVD]

Bully Free TV, NSW, 2009 (150 min.)
ISBN none [371.5]

The aim of the Bully Free TV program is to empower families to reduce bullying and for every student to be supported and kept safe by every teacher. Teachers have the power to discourage bullying since the amount varies with their acceptance of difference in the classroom. Using a panel of three experts, the DVD looks at defining the what, who and why questions; cyberbullying; the latest research; what families can do when they have a bully or a bullied child in the family, and the importance of friendship groups. Three successful school programs are shown. Although there are many antibullying resources, the DVD is among the best because it uses Australian experts presenting evidence on the most effective strategies for Australian schools and parents. While primarily aimed at parents, teachers may certainly choose to use certain segments with their students according to syllabus requirements. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
\$34.95 SCIS 1410309

BURKE, Kelly

The stamp of Australia: the story of our mail: from Second Fleet to twenty-first century

Allen & Unwin, NSW, 2009
ISBN 9781741756142

[383]

Using communications to tell the European history of Australia from 1788 through to modern times is an interesting and different approach. The book uses letter extracts, interviews, personal accounts and images to trace the history of Australian mail. It draws the sources together and shows how postal networks have used ships, the telegraph, the horses of Cobb & Co, planes, electronics and emerging technologies, to help shape our history. The book is part communications history part social history, and it is a fairly readable mix of anecdotes, communications data, and academic analysis. The book is based on the script of a film entitled *The stamp of Australia*. K. Allford

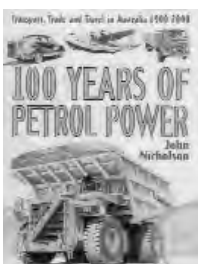
USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
Paper \$26.95 SCIS 1411216

NICHOLSON, John

One hundred years of petrol power

Allen & Unwin, NSW, 2009 (Transport, trade and travel in Australia)
ISBN 9781741750478 [388.0994]

The fifth book in the series explores the transformation from a world where horse and beast power dominated, to the introduction and full adoption of petrol engines. Nicholson investigates and describes the mechanism of the internal combustion engine in simple terms. The types of engines described in this beautifully illustrated book include those used for roads, agricultural work, air and sea travel. It presents interesting examples of the various uses of engines. Dot point format, captioned illustrations, and different fonts enhance readability and accessibility. There is a section about female aviators and their contributions to aviation history. The author describes the issues facing a world dependent on oil. This is a valuable reference for young students. It will be a useful resource for the *Year of Learning for Sustainability* in 2010. S. Bannerman



USER LEVEL: Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
\$29.99 SCIS 1395720

TREDINNICK, Mark

The little green grammar book

UNSW Press, NSW, 2008
ISBN 9780868409191

[428.2]

Tredinnick's grammar book for writers gets a little too bogged down in grammatical detail for the book to be successful in schools. His friendly tone and well spaced points target older and experienced writers. Used as a book for checking grammar, it neatly clarifies points such as which size dash to use and when, but it labours through sentence parts such as marginal modals in a way to make students glaze over. With teacher explanation some sections will be useful to students. Information on common grammar problems and how to avoid them is suitable, and indeed helpful, for independent student use. C. Thomas

USER LEVEL:

Stage 6 Professional

KLA:

English

SYLLABUS:

English 7–10; English Stage 6

Paper 29.95

SCIS 1391470

STOYLES, Pennie & MULVANY, Christine

The A-Z of scientific discoveries [series]

MacMillan Education Australia, Vic, 2009 (Macmillan library)

The series has interesting facts and images on a wide range of scientific discoveries. Each discovery has a one sentence summary and two to three paragraphs of detail. Photographs and illustrations form a major part of the presentation. Succinct information about the scientist involved in the discovery is given. The entries explain discoveries such as zero temperature, how chlorine was isolated, the largest meteorite found on Earth, evolution, fermentation, the mass extinction indicator of the K-T boundary, and curing leprosy. The series is entertaining and very suitable for browsing. Students will enjoy using the books for investigating scientific concepts and studying the Topic: *The history of science* in Science 7–10. J. Morgan

USER LEVEL: Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology
K–6
\$31.95 each

Reviewed titles in this series:

The A-Z of scientific discoveries. Volume 1, A-C SCIS 1401753
The A-Z of scientific discoveries. Volume 2, D-G SCIS 1401755
The A-Z of scientific discoveries. Volume 3, H-L SCIS 1401756
The A-Z of scientific discoveries. Volume 4, M-O SCIS 1401757
The A-Z of scientific discoveries. Volume 5, P-S SCIS 1401758
The A-Z of scientific discoveries. Volume 6, T-Z SCIS 1401759

LANE, Penny Ann

First shapes in buildings

Francis Lincoln Children's, UK, 2009
ISBN 9781845076955

[516]

The book explores basic shapes and it parallels those shapes with famous buildings and structures on historic sites. Examples include a mosque sphere in Iran, a library of squares in the USA, a rectangle in a Japanese garden, and the stone cuboids of Stonehenge. In relating shapes to real world structures, the book gives one or two sentences describing the full page photograph of the structure in general terms, and then a question for students to ponder. The author has succeeded in covering a wide range of shapes in international contexts, and the language is appropriate for young children. K. Allford

USER LEVEL: Early Stage 1 Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K–6
\$24.95 SCIS1410959

PELUSEY, Michael & PELUSEY, Jane

Australia's top mineral resources [series]

Macmillan Education Australia, Vic, 2009

Simple and concise information is given in this series. Each book explains where the minerals are found, how they are mined and processed, the world market and the impacts that mining has on people and the environment. Focus topics conclude with details about careers in the industry and future issues. The authors raise the issue of the environmental impact in relation to mining each of the minerals. The books include many photographs, graphs, tables and timelines, making them interesting and readable. The layout is

excellent and each book simplifies the topic, making information accessible for a range of abilities. It will be a useful resource for the *Year of Learning for Sustainability* in 2010. S. Bannerman

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; SciTech
SYLLABUS: Geography 7–10; HSIE K–6; Science 7–10; Science & Technology K–6
 \$31.95 each

Reviewed titles in this series:

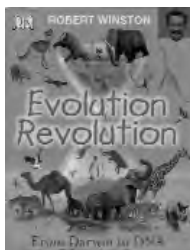
Bauxite SCIS 1406936
Coal SCIS 1406944
Gold SCIS 1406942
Iron ore SCIS 1406933
Nickel SCIS 1406937
Oil and gas SCIS 1406938

WINSTON, Robert

Evolution revolution

DK, UK, 2009
 ISBN 9781405337199 [576.8]

Topics covered in this beautifully presented book include the life, theory and work of Charles Darwin, a timeline of evolution, and the contemporary role of genetics. The detail in both the written information and supporting illustrations, photographs and diagrams is extremely comprehensive. Readers will be drawn in by the user friendly format and chatty tone, varying font sizes and styles, captioned pictures and speech bubbles. Blocks of information are presented in manageable sections and paragraphs. Students who are curious about evolution will gain a great deal of insight and enjoyment from this quality resource. L. Doyle



USER LEVEL: Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
 \$22.95 SCIS 1396615

WOOD, A. J. & TWIST, Clint

Charles Darwin and the Beagle adventure: countries visited during the voyage round the world of HMS Beagle

Five Mile, Vic, 2009
 ISBN 9781742114446 [576.8092]

The book shows great attention to detail in its presentation of facsimiles, photographs, diagrams and maps. It gives interesting insights into not only the 1831–36 voyage of the *Beagle*, but also the life and times of Darwin and the circumstances and series of events leading up to the historic voyage. While envelopes and lift the flap data files are not unusual, the excellent graphic presentation of material will help sustain student interest throughout the detailed pages of natural history and scientific information. The book allows the reader to pursue tangents of the journey and to possibly gain a greater understanding of the voyage's impact on scientists' understanding of evolution. R. Higginbottom

USER LEVEL: Stage 5
KLA: Science
SYLLABUS: Science 7–10
 \$32.00 SCIS 1404837

Australian saltmarsh ecology

/ edited by Neil Saintilan. CSIRO, Vic, 2009
 ISBN 9780643093713 [577.69]

The book describes a vulnerable habitat that is making a unique contribution to the ecology of the coastal zone. The 10 chapters concisely review geomorphology, invertebrate ecology, the role of the saltmarsh as a habitat of fish, birds and other mammals, and management issues including the control of mosquitoes and the threat of invasive species. The highly qualified and credible contributors provide a powerful argument that coastal saltmarshes are a critical habitat exposed to the combined impact of coastal development and rising sea levels. The book uses sophisticated scientific language making it only suitable for Stage 6 students and teachers. It includes a comprehensive list of references at the end of each chapter. It will be a useful resource for the *Year of Learning for Sustainability* in 2010. S. Bannerman

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
 Paper \$99.00 SCIS 1404815

SCHUR, Maxine Rose & MAYDAK, Michael S.

There's a babirusa in my bathtub!: fact and fantasy about curious creatures

Dawn, USA, 2009
 ISBN 9781584691181 [590]

Strange and unusual species are introduced to students through the use of amusing rhymes and interesting facts in this bright book. From the Indonesian babirusa to the kinkajou from Central America, primary students will love discovering these weird and wonderful creatures, their habitats and characteristics. Each double page spread features a lesser known animal with vivid illustrations. The final pages provide a list of other unusual animals, a challenge to find the hidden picture in each illustration, and a range of interesting activities to pique the curiosity of students. The book is a suitable resource for teaching information reports to Stage 1 students. K. McDonell

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K–6
 Paper \$12.95 SCIS 1409961

SIWANOWICZ, Igor

Animals up close: zoom in on the world's most incredible creatures

DK, UK, 2009
 ISBN 9781405337311 [590]

Amazing close-up photographs and a chatty, conversational tone form a winning combination in this large book. Detailed images are an incredible introduction to 41 animals from all over the world. These are mainly mini beasts, such as the housefly, jellyfish, crabs, lizards, a bird eating spider, and the larger loris. Each animal is presented in a double page spread with features labelled, map location, scientific name, size and lifespan, and status. The photographer's notes explain equipment and methods of experiencing the animals' perspective in the wild. This is nature photography at its best, and a fine model for young photographers experimenting with macros. D. Imison

USER LEVEL: Stage 3 Stage 4
KLA: CA; Science; SciTech
SYLLABUS: Photographic & Digital Media 7–10; Science 7–10; Science & Technology K–6
 \$39.95 SCIS 1411023

PARKER, Steve & MARTIN, Stuart

Extreme animals

ABC, NSW, 2009

ISBN 9780733323751

[591]

Packed full of fascinating facts about extreme animal behaviours, this well designed book provides useful information relevant to the study of living things and the environment. Topics include habitat survival, defense, eating habits, pack mentality, intelligence and instinct, incredible journeys, super senses and animal architects. The book features large, colourful illustrations and photographs, various styles of print, small booklets, a poster, flaps, a pop-up frilled lizard, and a quiz. It is a visually appealing and thought provoking resource. J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
\$35.00 SCIS 1405269

BROCK, Paul D. & HASENPUSCH, Jack W.

The complete field guide to stick and leaf insects of Australia

CSIRO, Vic, 2009

ISBN 9780643094185

[595.7]

An entertaining addition to CSIRO's authoritative field guides, the book is sure to be a fascinating browse for lovers of Australian fauna. The guide is primarily a species by species account of Australian phasmids and it is necessarily a technical work. It provides information about the lifestyle and structure of phasmids and their ecology, plus techniques for collection and rearing, and it has excellent photographs. The guide's images and succinct written text will be useful to students and teachers as a tool in identifying these inhabitants of a variety of ecosystems, or perhaps in keeping a phasmid as a class pet. J. Emmerick

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science 7-10
Paper \$44.95 SCIS 1404820

HALL, Susan

Where's my mum?

National Library of Canberra, ACT, 2009

ISBN 9780642276797

[598.0994]

The book marries a simple and classic storyline, a la *The ugly duckling*, with information about a variety of bird species and historical illustrations from the National Library's collection. A cygnet goes searching for its mother, meeting nine birds before it finds the black swans on a lake. The illustrations, watercolours and oils, are incredibly realistic. Lift-the-flap pages have a small section of each artwork magnified, and this highlights the amazing detail of the originals and emphasises the visual detective work. Finding a target audience may be difficult: very young children will be drawn to the story but may find the visual text a little dull and the information too advanced; older students might feel the book is reminiscent of stories they feel they have left behind. S. Taylor

USER LEVEL: Stage 1
KLA: English; SciTech
SYLLABUS: English K-6; Science & Technology K-6
Paper \$15.95 SCIS 1402154



HUNTER, Amy & ROWE, David

Great Aussie inventions

Black Dog, Vic, 2009

ISBN 9781742030760

[608.794]

Australia's contribution to technology and innovative equipment is graphically explored here. This light-hearted look explains how Australia's unique conditions led to such things as the ute and the corrugated iron water tank. It also shows some inventions that have had applications across the world, such as the dual flush toilet. Quirky illustrations strongly support the written text, which is scant, and they enhance understanding of the invention. A timeline provides a visual representation of the steady and regular contribution that Australians have made to the world. The book would be excellent support for the Stage 2 COGs Unit (B): *Being Australian*. R. Higginbottom



USER LEVEL: Stage 2
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
Paper \$16.99 SCIS 1402834

CRACKNELL, James

Body science

DK, UK, 2009

ISBN 9781405337373

[612]

Divided into chapters of *Energy*, *Control*, *Movement* and *Future*, this comprehensive information book will readily support the study of human activity in Science and Technology K-6 and PDHPE K-6. *Energy* introduces various forms such as solar and nuclear, and shows how food gives us energy to make the body work. *Control* features the human brain and the various ways in which it controls the body, including through the nerves, senses and glands. *Movement* focuses on body friction, muscle power, joints, types of movement and how they impact on the body. *Future* explores forensics, designer babies and other possible developments. This beautifully designed book, complete with colourful full page graphics and photographs, supports a joint syllabus study of living things. J. Eade

USER LEVEL: Stage 3
KLA: PDHPE; SciTech
SYLLABUS: PDHPE K-6; Science & Technology K-6
\$35.00 SCIS 1410093

WICKHAM, Narelle & URH, Ingrid

Where did I really come from?: sexual intercourse, DI, IVF, pregnancy, birth, surrogacy, adoption

Learn to Include, NSW, 2008

ISBN 9780646496153

[612.6]

Introducing the facts about conception and birth to young students, this clearly written book provides gentle information about families and reproduction. It is a book which respects children by not speaking down to them, recognising that they live in diverse family structures, and that there are many ways to conceive a child. Throughout, there is an emphasis on children being wanted and valued and the book offers non-judgmental explanations about where babies come from. The honest illustrations support understanding of the written text. Chapters about assisted conception, surrogacy and adoption would need to be considered carefully and

discussed with parents prior to use in a classroom. Some will find the inclusion of same sex couples confronting. Parents must be informed of the nature of the material in this book before it is used with students. Further information about other *Learn to Include* resources and the downloadable teachers' manual supporting them is available from <www.hotkey.net.au/~learn_to_include/community.htm>. A. Soutter

USER LEVEL: Stage 2 Stage 3 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6
 Paper \$19.95 SCIS 1411325

BRAXTON-SMITH, Ananda

The death: the horror of the plague

Black Dog, Vic, 2009 [614.5]
 ISBN 9781742030739

In this interesting contribution to history, the author integrates the science and geography of the outbreak of the Black Death, while telling a compelling story about real people. Primary sources are used throughout to great effect, and the layout breaks up the historical description with many quotations and some images. There is a fascinating map of the plague's spread from Asia through Europe, emphasising this as arguably a result of early globalisation. A feature that makes this text especially relevant for Stage 4 History is the inclusion of several stories of teenage experiences of the plague. J. White

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7-10
 Paper \$18.99 SCIS 1398158

ADAMS, Sue

A book about what autism can be like

Jessica Kingsley, UK, 2009 [616.85]
 ISBN 9781843109402

In describing the friendship between two boys – one is autistic – the book explains how they are the same and different, and it highlights the many ways in which they are friends. It is a good starting point for discussing peer relationships, with children who have autism. The story shows the different ways in which Chris's brain thinks differently to his friend, using everyday classroom activities. This is done with short simple sentences and basic educational pencil sketches. Since this issue is a sensitive one, the book could be a useful resource for school counsellors or learning support staff working in a small group setting or with receptive individuals. S. Williams

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6
 Paper \$17.95 SCIS 1407025

SCHAB, Lisa

The anxiety workbook for teens: activities to help you deal with anxiety & worry

Instant Help, USA, 2008 [616.85]
 ISBN 9781572246034

This useful book teaches adolescents to deal with anxiety. It uses a variety of approaches so that they can choose the one that suits them. The book has preventative activities such as relaxation and getting organised, and intervention activities including problem solving if things go wrong. It is particularly good for students burdened with perfectionism as it shows how being a perfectionist

often means doing a worse job than someone who takes less trouble. This is a good book for dipping into or for working through the exercises. A. Soutter

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
 Paper \$28.95 SCIS 1411440

SCHAB, Lisa

Beyond the blues: a workbook to help teens overcome depression

Instant Help, USA, 2008 [616.85]
 ISBN 9781572246119

Many high school students experience difficult feelings which they are unable to talk about with teachers or counsellors. It is important to provide them with many different ways of accessing help. One way is by using websites like *Reachout* or *KidsHelpline*, another is through workbooks which systematically help them tackle their issues. This book deals with everything from feelings to problem solving, conflict resolution, making and keeping friends, exercise and healthy eating. It is important to note that this workbook is American, so that some emergency contact information is not relevant for the Australian context. Teachers should also be advised that some activities and scenarios may not be suitable for all students. Each chapter begins with information, followed by an illustrative case and a process, then written or drawn exercises and extension work. Importantly, it tells the young person the danger signs and when to ask for professional help. A. Soutter

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
 Paper \$28.95 SCIS 1411430

WESTON, Mark & YAMASAKI, Katie

Honda: the boy who dreamed of cars

Lee & Low, USA, 2008 [629.2092]
 ISBN 9781600602467

Young independent readers are sure to be impressed by this inspiring biography of Soichiro Honda. An innovative inventor and manufacturer of motorcycles and cars, the founder of the Honda Motor Company is regarded as one of the world's pioneering businessmen. The book traces Honda's humble beginnings working in a garage to his break with traditional practices in the way he treated employees. Huge colour pictures are accompanied by a running narrative which is informative and interesting. This is an attractive and accessible book for students, offering multiple uses in schools including the Stage 2 COGs Unit (E): *Products, services and systems*. J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$36.00 SCIS 1405240

STONE, Jerry

One small step: celebrating the first man on the moon

Five Mile, Vic, 2009 [629.45]
 ISBN 9781742114460

Celebrating the 40th anniversary of the moon landing, the book is designed like a scrapbook which has been created by a 12 year old boy. Details are colourfully scattered throughout and students will

love exploring this album of facts, with copies of newspaper clippings, facsimiles of primary documents, photographs, and fold out flaps. The scrapbook reveals much about the moon from past to present, such as the race to explore Earth's satellite for the possibilities of living in space. Students researching the solar system in the Stage 2 COGs Unit (H): *Understanding each other* will find this scrapbook to be an interesting and valuable resource. K. McDonell

USER LEVEL: Stage 2 Stage 3
KLA: CA; SciTech
SYLLABUS: Creative Arts K-6; Science & Technology K-6
 \$29.95 SCIS 1404832

Mega tractors

Scholastic, NSW, 2009
 ISBN 9781741694086 [631.3]

Bold colours, huge photographs and clear captions present these tough farm vehicles at work in a large format guaranteed to please young readers. While agricultural machinery – caterpillars, tractor ploughs, combine harvesters and balers – form the book's main focus, there are also racing tractors, road builders and sea rescue tractors depicted in operation. The descriptions, plus reader questions on most pages, seek and find and matching activities, will engage readers in discovering some mechanical aids to life on a farm. D. Imison

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K-6
 \$9.08 SCIS 1410215

CROSS, Bob & SPENCER, Roger

Sustainable gardens

CSIRO, Vic, 2009 (CSIRO Publishing gardening guides)
 ISBN 9780673094222 [635]

The book explores methods in which amateur and professional horticulturalists can make informed decisions when designing and constructing gardens and parks so as to make a contribution to a more sustainable future. The authors examine sustainability in the broader landscape. The book focuses on ecology, environmental and social management, and practical gardening. Although the book is set out in an inviting manner with many graphs, tables, illustrations and photographs, some dense written text requires a high level of scientific comprehension, making the book most appropriate for Stage 6 students and teachers. It is a fine professional resource for teaching landscape design in Technology (Mandatory) 7-8, and it will be a useful resource to support the *Year of Learning for Sustainability* in 2010. S. Bannerman

USER LEVEL: Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Agriculture Stage 6; Biology Stage 6; Technology (Mandatory) 7-8
 Paper \$39.95 SCIS 1404833

BATES, Dianne

Aussie kid heroes

Interactive, Qld, 2009
 ISBN 9781921479144 [650.1]

Amazing stories of exceptional young people are grouped in categories such as inventors and designers, sports stars, performers, and brave kids in this interesting book. Short bites of information, clear headings and cartoon illustrations combine to assist and engage readers. As the names of the heroes may not be familiar to

students there is an index. Chapter headings and leading paragraph tasters guide readers to seek out the sections that inspire them to read further. This resource may support values education and it reaffirms the notion that age is no barrier to greatness, bravery, diligence or creativity. S. Rasaiah

USER LEVEL: Stage 3
KLA: English
SYLLABUS: English K-6
 Paper \$24.95 SCIS 1404406

GREENBERG, Jan & JORDAN, Sandra

Christo and Jeanne-Claude: through The Gates and beyond

Roaring Brook, USA, 2008
 ISBN 9781596430716 [709.2]

Christo is famous for wrapping significant landmarks, and the book delves into what it takes to create art on such a monumental scale. With inviting images and easy to read text, students will quickly engage with the content. Interesting biographical information describes the forming of this collaborative partnership, and the trials and successes as Christo and Jeanne-Claude create thousands of panels in New York's Central Park. Written text is supported with quotations, preliminary sketches and large photographs of this project and other installations. The page layout is engaging to view. The resource strongly supports a study of site specific and environmental art. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
 \$49.00 SCIS 1405276

McDONALD, John

Art of Australia. Vol 1, Exploration to Federation

Pan Macmillan, NSW, 2008
 ISBN 9781405038690 [709.94]

Australian art is brought to life in this chronological review of significant artists and artworks from the First Fleet to Australian impressionism. Students can explore our nation's history through the story of painting. Written in an informative essay style, the text is lengthy yet easy to read. Artists and artworks are discussed in depth. Large, glossy reproductions, some very recognisable and some less familiar, provide an accurate representation of artworks completed over this period. Engaging anecdotal information and quotations make the book interesting to read. This is an excellent resource when studying artists from this era. N. French



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
 \$125.00 SCIS 1393170

BERGSTRÖM, Bo

Essentials of visual communication

Laurence King, UK, 2008
 ISBN 9781856695770 [741.6]

Dense with imagery and information, this resource is a visual literacy bible. Chapters cover key considerations for any design, with plenty of examples from storytelling, influences and creativ-

ity, to use of colours and paper types. Written text is dense, but the extensive use of photographs, designs and subheadings will help students gather meaning. Summary points reinforce key elements. This fantastic resource supports the teaching and learning of visual literacy in books, films and artworks. It will improve students' design and composition skills, and their ability to analyse visual design in multimedia contexts. N. French



USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: English 7–10; Photographic & Digital Media 7–10; Visual Design 7–10; Visual Design CEC Stage 6
 Paper \$65.00 SCIS 1396095

BROWER, C. & MALLORY, R. & OHLMAN, Z

Experimental eco design: architecture, fashion, product

RotoVision, Switzerland, 2009 [745.2]
 ISBN 9782888930600

The book explores works by world designers who are leaders in architecture, fashion and product design. The book's four main sections, *Transforming materials*, *Efficiency by design*, *Imaginative reuse* and *Social sensibility*, showcase a variety of sustainable designs. Print is unfortunately small and faint, but the images are an excellent resource. Each designer showcased can be used as the basis for a case study with further research required. A comprehensive index of suppliers, organisations and further reading is included. All projects keep sustainability in mind, making this a useful resource to support the upcoming *Year of Learning for Sustainability*. K. Allford

USER LEVEL: Stage 6
KLA: CA; TAS
SYLLABUS: Design & Technology Stage 6; Industrial Technology Stage 6; Visual Design CEC Stage 6
 Paper \$39.95 SCIS 1405286

EVANS, Sian

Pattern design: a period design sourcebook

National Trust, UK, 2008 [745.409]
 ISBN 9781905400676

An array of timeless motifs, patterns and designs, as found on hard and soft furnishings and wallpapers, are found in this resource. The book provides a historical overview of major art and design movements. Finding subject specific imagery is aided by the book's thematic chapters. Gothic, myths and monsters, monochrome, geometric, and the natural world chapters offer a concise introduction on stylistic characteristics, providing a sound base for further investigation. The book comprises predominately large and superb reproductions of full works and details, with captions. This is a good resource for finding culturally specific imagery. N. French



USER LEVEL: Stage 5
KLA: CA
SYLLABUS: Visual Arts 7–10, Visual Design 7–10
 \$49.99 SCIS 1411341

EDISON, Diane

Colour painting: using the full palette

Laurence King, UK, 2008 [752]
 ISBN 9781856695510

Using a broad brush, this book explains both basic art techniques and detailed concepts, looking at the theory and application of paint and the use of colour in art works. Reference to historical and contemporary works allows in-depth study of the elements and principles of design. The sections on skills are clear and concise, with visual aids to assist in mixing colours, using and maintaining equipment, constructing painting supports, and creating design aids. With a motivating look at different styles and the processes behind creating works in a particular genre, this book will assist teaching and learning in Visual Arts. M. Willmott

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6; Visual Design 7–10; Visual Design CEC Stage 6
 Paper \$45.00 SCIS 1384952

DEL-PRETE, Sandro

The master of illusions: pictures to ponder from a visual virtuosi

Sterling, USA, 2008 [760.092]
 ISBN 9781402754005

A tribute to this contemporary Swiss artist's amazing illusionary art, the book contains many full page reproductions. Del-Prete's work is reminiscent of Escher in that it challenges a viewer's visual perception. Illustrations of natural scenes dissolve into figurative works as if portraying spirits are emerging from the natural world. The artist reveals the constructed nature of his work and uses visual techniques that break the frames of a picture. His impossible topographic distortions demonstrate the unreliability of perception. A beautiful book that is filled with activities for the eyes, this is a baffling artistic delight that can be enjoyed by a wide audience. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
 \$39.99 SCIS 1380679

JEFFREY, Ian

How to read a photograph: understanding, interpreting and enjoying the great photographers

Thames & Hudson, UK, 2008 [770]
 ISBN 9780500287842

More about the image takers and the photographs' contexts than the images themselves, the book has interesting content for History students and insightful biographical material on some major photographers. Entries are grouped historically and each photographer is given several pages. Although the book is scant on the classic images, the choice of photographs and accompanying commentary make an interesting adjunct to the study of 20th century America. The author's idle ponderings about the meanings of the photographs form a historically influenced narrative, offering photographic philosophy rather than useful graphic analysis for the study of visual literacy in Creative Arts syllabuses. Nude images and some complex semiotic references make the book better suited to older students and teachers. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: CA; HSE
SYLLABUS: Modern History Stage 6;
Photography, Video & Digital Imaging
CEC Stage 6 Paper \$49.95
SCIS 1404008

SIEGEL, Eliot

The fashion photography course: first principles to a successful shoot, the essential guide

Thames & Hudson, UK, 2008
ISBN 9780500287699 [778.9]

A comprehensive and well structured guide to fashion photography, the book looks at the skills, techniques and equipment, and creative approaches to the field. The tutorial style approach to the technical elements of photography are well set out and supported by quality examples. Clear diagrams and directions allow photographers to understand and achieve good results in portrait photography by seeing what does and does not work, and by following simple instructions. With chapters dedicated to conceptual skills, natural and artificial lighting, composition and structure, as well as the professional standards of portfolios and industry options, the book is an excellent resource for senior students. M. Willmott

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Photography, Video & Digital Imaging
CEC Stage 6; Visual Arts Stage 6
Paper \$39.95 SCIS 1396032

CHRISTIANO, Guiseppe

The storyboard design course: the ultimate guide for artists, directors, producers and scriptwriters

Thames & Hudson, UK, 2008
ISBN 9780500286906 [791.43]

This is a complete guide to storyboards, and it contains an extensive look at the skills, techniques and styles in which storyboards can be created and the many purposes that they serve. Well presented and succinct, the book will help a range of student abilities in accessing concepts and extending knowledge. Clearly defined steps and processes are graphically organised and exercises enable the development of skills. Useful tips are scattered throughout and the balance of traditional storyboarding and new technologies gives options for all creative styles. With chapters focusing on history, skills, styles, terminology, and jobs in the industry, this book covers all areas of the process. M. Willmott

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage 6; English
7–10; Photographic & Digital Media
7–10; Photography, Video & Digital
Imaging CEC Stage 6; Visual Arts
7–10; Visual Arts Stage 6
Paper \$39.95 SCIS 1396032

See the resource reviews database
<[www.schools.nsw.edu.au/
resourcereviews](http://www.schools.nsw.edu.au/resourcereviews)> for reviews
of many of these titles.

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

CARLSON, Laurie

Harry Houdini for kids: his life and adventures, with 21 magic tricks and illusions

Chicago Review, USA, 2009
ISBN 9781556527821 [793.8092]

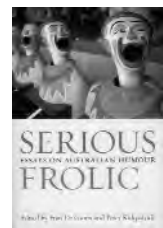
In this nostalgic look at the life and times of Harry Houdini, Carlson works on a number of levels. Immediately recognisable as a biographical recount, it is also a cleverly created snapshot into turn of the century life and attitudes. Students are able to experience the public's interest in magic and the paranormal through the collection of posters and primary accounts. All have been presented in black and white or sepia tones to support the nostalgic tone. On a third level, the book contains very interesting and engaging procedural texts that will have students keen to research further. The projects and magic tricks are accessible to primary readers, while the denser written text is appropriate for older students researching this iconic magician. A. Crawshaw

USER LEVEL: Stage 3 Stage 4
KLA: English; SciTech
SYLLABUS: English K–6; English 7–10; Science & Technology K–6
Paper \$36.95 SCIS 1409976

Serious frolic: essays on Australian humour

/ edited by Fran DeGroen & Peter Kirkpatrick. UQP, Qld, 2009
ISBN 9780702236884 [808.7]

The book's introduction discusses the paradox of writing seriously about humour, and this scholarly collection of essays about classic Australian humour and culture, humour in Australian fiction, parody, and performance illustrates the difficulties in this kind of writing. While much of this volume would be of interest only to English and Drama teachers, there are some delightful examples of humour across contexts and genres, such as the fascinating essay on POW sardonic humour and the more personal writing of Lillian Holt on Indigenous humour. Students undertaking a critical response for English Stage 6: *Extension 2* may find the book interesting. The final essay, aptly titled *Lookatmoiye! Lookatmoiye!*, is an engaging examination of situation comedy and its possible future. Extensive notes, bibliographical information and a clear index support the essays well. H. Cobban



USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6:
Extension 2
Paper \$39.95 SCIS 1394760

ADOFF, Jaime & REED, Mike

Small fry

Dutton Children's, USA, 2008
ISBN 9780525469353 [811]

These poems about being small are supported by exaggerated, oversized colour illustrations and explore many of the hopes, dreams and aspirations of young children. Friends, family, sport and school are some of the subjects in the poems, written in a very down to earth and gentle manner. The use of colour and contrasting text fonts and size, as well as bolding and italics, adds great emphasis to the rhyming text and serves to emphasize meaning. Topics are explored with humour and insight and the intended audience will relate to the content. G. Gale

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$19.95 SCIS 1404995

Asphalt and feathers: winning entries from the Sydney Youth Writing competition 2008

Sydney Youth Writing Competition, NSW, 2008
ISBN 9780980581102 [A820.8]

Featuring an assortment of award winning creative writing entries from primary students across Sydney, this collection consists of stories, plays and poems all containing a reference to asphalt or feathers. They are good models of creative writing and they should help students to constructively assess their own writing in comparison to their peers. Entries use skillfully written descriptive language and narrative styles in expressing a range of ideas. The resource will be a valuable addition for teacher reference libraries as it contains good benchmarks of narrative writing from students in Years 3–6. D. Johnston

USER LEVEL: Stage 2 Stage 3 Professional
KLA: Paper \$35.00 (available from
<www.sydneyyouthwriting.com>
SYLLABUS: SCIS 1394061

A foot in the mouth: poems to speak, sing and shout

Candlewick, USA, 2009
ISBN 9780763606633 [821]

Unashamedly chosen to encourage its users to read poetry aloud, this eclectic collection of poetry is presented in a stylised format which will be a challenge for some and a delight for others. The subject matter of the poems in this anthology is quite diverse and the child focused, abstract illustrations belie some of the more mature themes that are explored. Users need to be aware that while some inclusions are aimed at the young, others definitely are not. The idea of reading poetry aloud alone, in pairs or in groups is appealing and is a great way to promote performance opportunities. This is an interesting resource with many possibilities. G. Cale

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
\$29.95 SCIS 1403695

LOCK, Deborah

Greek myths

Dorling Kindersley, UK, 2008 (DK readers. Reading alone)
ISBN 9781405332811 [821]

Exploring the myths, legends and heroes of ancient Greece, the aim of this resource is to develop reading skills and general knowledge. Wonderful illustrations, teamed with excellent colour photography are the perfect accompaniment to the carefully chosen and well sized written text. This nonfiction title conveys information and builds knowledge as well as reading confidence. The inclusion of a glossary and index are valuable features, as the presentation of this resource assumes the user is at an independent reading level. Borders around each page and the use of fact boxes enhance the appeal of this title. G. Cale

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
Paper \$9.95 SCIS 1402119

MAYO, Margaret & AYLIFFE, Alex

Snap!

Orchard, UK, 2009
ISBN 9781846167102 [821]

This brightly coloured book displays the habitats of marine animals and explains some of their characteristics using energetic action words. Well known marine animals, such as sharks and dolphins, are shown along with less well known animals, such as walrus and sea otters. The book makes effective use of repetitive patterns and predictive text, and its rhythmical visuals and language will engage young readers. Facial expressions on the marine animals are amusing and may encourage the reader to closely examine the cartoon illustrations. The book would be ideal for shared reading and stimulating drama activities. R. Higginbottom

USER LEVEL: Early Stage 1 Stage 1
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6
\$28.99 SCIS 1406530

DENNIS, C.J.

A book for kids

Black Dog, Vic, 2009
ISBN 9781742030944 [A821]

Written and illustrated by Dennis in 1921, this is a new edition of an array of humorous Australian poems and stories. The collection offers a wide variety of poetic forms, using rhythmical composition, nonsense word play, metaphors and similes to describe the amusing characteristics of people, places and events. Carefully designed sketches add visual imagery with a consistent black, white and red colour combination. The book has poetic material for young students and it increases in complexity with the inclusion of two short stories. This is a useful resource for students and teachers when learning about Australian poetry. J. Allen



USER LEVEL: Stage 3
KLA: English
SYLLABUS: English K–6
\$24.99 SCIS 1402767

The Penguin anthology of Australian poetry

/ edited by John Kinsella. Penguin Group (Australia), 2009
ISBN 9780143008736 [A821.008]

Kinsella's wide-ranging, substantial collection of poems from before colonisation to the present day will be a valuable book for schools. The anthology is arranged chronologically with succinct introductions to each century, bibliographical information, and a thorough index of poets, poems and themes. The first short section of poems by Indigenous Australians in original languages with English translation establishes some of the themes that follow: the human response to land, colonisation and migration, changing cultures, and contemporary issues. While the anthology contains many canonical poems, Kinsella has carefully chosen one or two works from a large number of 20th century poets, revealing the intensity of current poetic output and future directions in writing, with experimentation a constant in Australian poetry from its earliest days. H. Cobban

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
Paper \$39.95 SCIS 1397994

CAMERON, Matt & FINN, Tim

Poor boy

Currency, NSW, 2009 (Currency plays)
ISBN 9780868198507

[A822]

Themes of grief, sexual betrayal and envy weave through this unconventional musical. The songs, by Tim Finn from Split Enz, parallel the emotions of the characters. The story revolves around the dilemmas created when Danny, a man who died seven years ago, takes up residence in the body of a seven year old boy. The rips in the fabric of two families are revealed as the boy insists that he is Danny. His neglected brother Miles sums family dynamics up bitterly when he suggests that family is a collective noun for strangers. The play is a model worth looking at by Stage 6 Drama students who are interested in the possibilities of interweaving music and drama. M. Davis



USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Drama Stage 6
Paper \$18.95 SCIS 1410425

McCALLUM, John

Belonging: Australian playwriting in the 20th century

Currency, NSW, 2009
ISBN 9780868196589

[A822]

An exhaustive history of the repertoire of Australian theatre, this lengthy and detailed book offers plot summaries of the plays with some critical comment, an ample index and a bibliography of works cited. McCallum highlights the power of collaboration and the importance of a solid theatre base for the development of scripts. The book draws attention to the number of good female playwrights, but it makes a rather confusing attempt to name schools of playwriting. There are chapters devoted to Patrick White and David Williamson, and other chapters focus on Aboriginal theatre and plays about immigration. Fascinating sidelights include an account of conversations between Louis Esson, Yeats and Synge about writing plays that reflect Australia. M. Davis

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Drama 7–10; Drama Stage 6
Paper \$49.95 SCIS 1411449

MILLAR, Damien

The modern international dead

Currency, NSW, 2008 (Currency plays)
ISBN 9780868198354

[A822]

Millar interviewed Australians who have worked in the world's trouble spots to create this tremendous piece of witness theatre. It is a moving and deeply humane dramatic exploration of strength and suffering rather than a work of history or journalism. The play is not easy to read or watch, but it is a remarkable work and a perfect opportunity to increase student awareness of international affairs, and to introduce them to the extraordinary ability of theatre to present complex issues. Senior students can only benefit from exposure to a script that exemplifies theatre's potential in expressing the plight of the individual in the age of globalisation. P. Gilchrist

USER LEVEL: Stage 6
KLA: CA
SYLLABUS: Drama Stage 6
Paper \$18.95 SCIS 1389995

BURROW, John

A history of histories: epics, chronicles, romances and inquiries from Herodotus and Thucydides to the twentieth century

Penguin Books Ltd, UK, 2009
ISBN 9780140283792

[907.2]

The author is aware of the enormity of his task and of the difficulty of covering a 2500 year span in a smallish paperback. Burrow examines a wide range of texts in this book, from the historical epics of the Greeks and Romans through to accounts of the plague. He concludes with a charge through the 20th century, acknowledging the role of film and taking an acerbic dig at commentators signalling the end of history. A dense and intellectual contribution to historiography, the book is a very interesting and erudite resource, but it will be relatively inaccessible for most History students. It has a direct reference to parts of Ancient History and HSC History Stage 6: *Extension*, and teachers could productively direct students to excerpts. J. White

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6; HSC History Stage 6: *Extension*
Paper \$29.95 SCIS 1411069

PRICE, Massoume

Ancient Iran

Anahita Productions, Canada, 2008 (Culture of Iran youth series)
ISBN 9780980971408

[935]

A visually rich book on the ancient history of Iran, this publication presents an excellent overview of a splendid Middle Eastern culture. Pictures of significant artefacts enable students to examine the history of Iran from around 3500 BC. Supporting written text is clear, concise and informative. Temples and religion, daily life, arts, crafts, festivals, and the science and education of this diverse nation are considered in this engaging book. A map of the region, a clear timeline, and detailed glossary are included to support the overall content. This valuable teaching and learning resource is appropriate and appealing for a broad age range. C. Sly

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7–10
\$21.95 SCIS 1414911

WILLMOT, H. P.

World War I

DK, UK, 2008
ISBN 9781405329866

[940.3]

A highly visual book, the resource covers late 19th century industrialisation through to the aftermath of WWI and a guide to memorials. It emphasises primary visual sources over written content, and these are an excellent collection of action images, 3D maps, timelines of the action on each front, army uniforms, armoury and ballistics, photographs of frontline soldiers. While there are no activities or questions and the font is somewhat on the small side, it is a good source of stimuli to engage students with the overall picture of the war and archaeological sources. Written content includes summaries of each front and is largely devoted to the mechanics of war. There is particular concentration on battles along the Western Front and sparse details on the role of women. C. Liu



USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
 \$35.00 SCIS 1395455

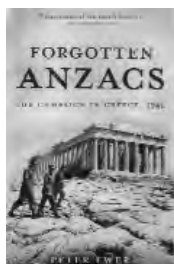
EWER, Peter

Forgotten Anzacs: the campaign in Greece, 1941

Scribe, Vic, 2009
 ISBN 9781921372759

[940.4]

The book deals with events in Greece and Crete from an Anzac perspective. It has a very balanced view and good citation of sources, most of which are from direct interviews. The narrative style is imbued with humour and darker critiques of the British mishandling of tactics, making the accounts memorable and personable. Ewer's approach is to match each battle with study of an individual, including young Lt. Preston who must deal with older enlisted veterans' pranks, and nurse Mollie Edward's awe at the regal treatment given to women in India. Tone and content are most suitable for HSC History Stage 6: *Extension*, as there are some adult themes and the battlefronts covered focus on personalities. The book is a fresh take on courage and it will engage senior students. C. Liu



USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: HSC History Stage 6: *Extension*
 Paper 39.95 SCIS 1405237

KING, Jonathon

The Western Front diaries: the ANZACs' own story, battle by battle

Simon & Schuster Australia, NSW, 2008
 ISBN 9780731813681

[940.4]

A chronological presentation of events on the Western Front between 1916-1918, the book's title is an accurate description of its content. Historical analysis is used sparingly to link these direct and moving eyewitness accounts. The book gives illuminating background in its first 70 pages, arguing that Western Front events had a greater impact on Australia than the Gallipoli campaign. Using letters and diary entries, and liberally illustrated with photographs and diagrams, the resource is an excellent combination of drama, description, and referenced historical textbook. It is an engrossing record of events at the Front and very suitable for student use and understanding. C. Thomas



USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7-10; Modern History Stage 6
 \$49.95 SCIS 1391097

Lost in Flanders (DVD)

Screen Australia, ACT, 2008 (52 min.)
 ISBN none

[940.4]

In this moving documentary, two young Australian historians investigate the battlefields and unidentified graves of WWI Australian soldiers in Belgium. Opening with the poem *In Flanders fields*, the film includes moving photographic and film archival

material, maps, interviews with Belgian locals and Australian families, and archaeologists trying to discover evidence about the lives of soldiers in the trenches. The film reveals the strangeness of walking the grim and muddy battlefields, now peacefully green. Finding the remains of five soldiers is a poignant moment, as is the reburial of two of the men. This is a well constructed film supported by an informative voiceover and evocative music. Useful teachers' notes, also available on the Screen Australia website, accompany the DVD. H. Cobban

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7-10; Modern History Stage 6
 \$89.00 SCIS 1409494

STEPHENS, Tony & SIEWERT, Steven

The last Anzacs: lest we forget

Fremantle Arts Centre Press, WA, 2009
 ISBN 9781921361463

[940.4]

Revised to acknowledge the passing of the last Australian Gallipoli veteran and Australians' renewed interest in commemorating the Gallipoli campaign, the book presents the memories and reflections of 18 of the last surviving Anzacs. Information is garnered through the soldiers' journals and poetry, interviews, and contributions by their descendants. The poignancy of these reflections is enhanced by the realisation that these men were boys when they went to war, with many under 18 at the time of the Gallipoli landing. A common thread that runs through many of the accounts is the men's later understanding of the geopolitical nuances of the Gallipoli campaign, in terms of both the enemy and the British Empire. The book makes an interesting contribution to the understanding of the Anzacs from a personal perspective. J. White

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7-10; Modern History Stage 6
 \$35.00 SCIS 1402694

APTHORPE, Graham

A town at war: stories from Cowra in World War II: including the roll of the 22nd Garrison Battalion which served at Cowra

Apthorpe, NSW, 2008
 ISBN 9781864770627

[940.54]

In this concise account of the famous 1944 Cowra breakout of over 1100 Japanese prisoners of war there are some fascinating encounters between escapees and local people. Apthorpe presents a convincing argument that most POWs did not see a breakout as a necessary step to regain their honour, citing evidence that a majority voted against the breakout. Most soon surrendered without a struggle, and 234 died, many by their own hand. This is a worthwhile reference for the History 7-10 Topic: *Australia and World War II*, particularly as it describes the experiences of other Cowra internees. R. Darlington



USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History 7-10
 Paper \$45.00 (available from
 <www.atownatwar.com.au>
 SCIS 1402740

BARTLESON, Hélène

Golden leaves: an introduction to the Chinese cemeteries of Christmas Island

BooBook Editions, NSW, 2008

ISBN 9780980558500

[994]

Christmas Island celebrated 50 years as a territory of Australia in 2008, and it is fitting that the cultural diversity and shared history of this tiny island in the Indian Ocean should also be celebrated. A detailed and thoroughly researched resource, this book pays tribute to the Coolie miners from China who came to work in the Christmas Island Phosphate Company from 1899. Working conditions for the miners were extremely harsh and many died from accidents or diseases such as beriberi. Cemeteries were constructed in accordance with the principles of feng shui and headstones were erected and inscribed in a culturally sensitive manner. Tables showing translations of inscriptions on the headstones and their relevance to the Chinese calendar are provided throughout the book. Students learning about the importance of the appropriate use of language and the diverse ways in which meaning is conveyed in written texts will find much of interest in this very readable book. S. Rasaiah

USER LEVEL: Stage 4 Stage 5 Professional
KLA: Languages
SYLLABUS: Chinese K-10
Paper \$35.00 SCIS 1379987

GRAHAM, Wendy

We are Australian [series]

Macmillan Education Australia, 2009

Information concerning Australian history, with particular emphasis on people, places and events, is presented effectively in this well developed series which addresses many of the topics in HSIE K-6. Boxes containing an *Aussie fact* highlight important information in each title, and are colour coordinated with the covers and borders used in each resource. Excellent colour and black and white photography, combined with drawings, maps, graphs, charts and timelines, enhance and support the easy to digest text. Relevant to the Stage 3 COGs Unit (B): *Identity*, this series will be a most useful addition to libraries and classrooms. G. Cale

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$191.70 (set)

Reviewed titles in this series:

The first Australians	SCIS 1406831
Multicultural Australians	SCIS 1406834
Nation builders	SCIS 1406836
People and places	SCIS 1406828
Settlers and explorers	SCIS 1406813
Storytellers, artists and legends	SCIS 1406830

GROOM, Linda

First Fleet artist: George Raper's birds & plants of Australia

National Library of Australia, ACT, 2009

ISBN 9780642276810

[994.01]

Raper was an artist who recorded plants and birds of the Sydney area in the spring and summer of 1788/89. However, it was not until 2005 that his paintings were located and confirmed to be authentic First Fleet material. The book pieces together Raper's story with the First Fleet voyage



and it reproduces his paintings in beautiful colour plates. They are a delight to examine, both as scientific illustrations and for their aesthetic value. Aside from being a tale of the First Fleet, Groom's book deals with the circumstances leading to the chance preservation of Raper's paintings in very fine condition and with techniques for verifying their provenance. It also indicates that John Hunter used Raper's paintings rather than specimens as his source material. It is certainly an unexpected treat to discover previously unknown material from a First Fleeter. J. Emmerick

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: History 7-10; Visual Arts 7-10; Visual Arts Stage 6
\$49.95 SCIS 1409760

Who reviews?

Reviewers for Scan and the DET website are selected from teachers and teacher librarians across the state.

Judy Adnum, Consultant, Literacy
Kim Allford, Doonside HS
Julia Alvarado, Chifley College, Bidwill Campus
Joanne Allen, Seaham PS
Kristin Ashley, teacher
Sally Bannerman, Consultant, Technology
Aveen Beedles, teacher librarian
Carolyn Bennett, Granville South HS
Gayle Cale, teacher librarian
Francie Campbell, teacher librarian
Narelle Chaffey, Oxley HS
Lizzie Chase, School Libraries and Information Literacy Unit
Heather Cobban, Fort St HS
Sally Cousens, Advisor, Literacy
Alexandra Crawshaw, Colo HS
Robert Darlington, teacher
Victor Davidson, Birrong GHS
Meg Davis, teacher
Lee Doyle, Matthew Pearce PS
Jan Eade, Macquarie ICT Centre
Jelena Emmerick, Penrith HS
Nicole French, Singleton HS
Amanda Frost, The Hills Sports HS
Paul Gilchrist, teacher
Ruth Higginbottom, Tomaree PS
Bronwyn Hull, Goulburn HS
Di Imison, Telopea PS
Nagla Jebeile, Moorefield GHS
Di Johnston, Fairfield Heights PS
Carolyn Liu, Arthur Phillip HS
Gillian Maugle, Wiley Park PS
Ian Mavin, Jamison HS
Karen McDonnell, Lethbridge Park PS
Judy Morgan, Caringbah HS
Andrew Murray, Cranebrook HS
Frances Plummer, Manager, AGQTP
Shauna Pollard, Rooty Hill HS
Sally Rasaiah, School Libraries and Information Literacy
Kathy Rushton, Consultant, Early Literacy
Andrew Silcock, The Hills Sports HS
Cathy Sly, School Libraries and Information Literacy
Alison Soutter, Project Officer, DOCS
Susan Taylor, Lindfield PS
Carol Thomas, School Libraries and Information Literacy
Michelle Timperley, The Entrance HS
Jason White, Chifley College, Bidwill Campus
Merryn Whitfield, Bald Face PS
Shane Williams, Consultant, Road Safety Education
Karren Williamson, Blaxland HS
Michelle Willmott, Chifley College, Bidwill Campus

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