

Scan

the journal for educators



inspire
connect
transform
share

In this issue

information fluency
technology trends
iPads for learners
learning design
digital citizenship

partnering for authentic enquiry and literacy experiences

Published by NSW Curriculum and Learning Innovation Centre (NSW CLIC), *Scan* is a quarterly refereed journal that focuses on the interaction between information in a digital age and effective student learning. *Scan*'s articles and reviews explore the use of curriculum resources in the learning environment.

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from the editor

Welcome to the inaugural online issue of *Scan*. Now in its 31st year, *Scan* provides an interactive reading experience and social connectivity for subscribers.

Although the format has changed, the focus on quality learning and teaching, current research and curriculum support remains a familiar constant.

This issue of *Scan* continues to explore iPads in learning, and the importance of guiding students to examine and synthesise information using a range of devices in safe learning environments.

What do you think of the online *Scan*? I look forward to hearing from you.

Cath Keane,
Editor



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So you think they can learn?

How do we re-envision information literacy for today's learners? Judy O'Connell offers ideas for building learner capacity and making learning visible in an age of changing technology and *infowhelm*.



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Teachers as designers of learning

Interested in providing engaging and meaningful learning experiences for your students? Mark Burgess describes his team's innovative and collaborative work practices.



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Building a school based professional learning network

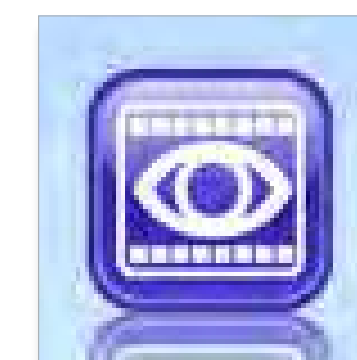
Beryl Morris and Lyn Hay share the results of a case study in which participation in a professional learning network increased the awareness and usage of Web 2.0 tools in student learning and assessment.



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Tablet technology in the classroom

Thinking about introducing iPads or tablets in your classrooms? The Next Practice team's report on a 2011 iPad trial in NSW Departmental schools has recommendations to help inform your decisions.



45

Digital citizenship support for your schools

Leonie Wittman introduces innovative, engaging resources for teachers, students and parents.

currents

21C literacies

Information literacy gone digital is a much discussed topic. Thematically, this inaugural online issue of *Scan* explores exciting ideas and resources related to digital literacy demands in the contemporary learning environment. Judy O'Connell's engaging [So you think they can learn?](#) leads us through some key challenges, compulsive and compulsory reading, and journeys through aspects of information fluency and information literacy to pedagogy for digital participation. The adventure continues with Mark Burgess on [Teachers as designers of learning](#). On to more great resources on [digital citizenship](#), along with visions and experiences with iPads and tablet technology findings from the [Next Practice](#) team and starting activities from [Audrey Nay](#).

There is a need to come to a common understanding of what we mean by digital literacy. It can be seen to incorporate information literacies and skills, accepted as [21st century skills](#), capturing creativity, critical thinking, problem solving, ability to access, evaluate, use and manage information. Follow an interesting related discussion about [Connecting the 21st century dots](#).

Transliteracies

Learning activities and resources that support a multimodal approach are vital. [Bloom's Digital Taxonomy](#) offers an interesting complement when considering information skills models and using technologies to facilitate learning.

Emerging discussion uses the term *transliteracy* to capture aspects of reading, viewing, writing and interacting across media and platforms. A simple online search on *transliteracy* leads to a brief [definition from Wikipedia](#), along with links to more probing insights and research. [Libraries and transliteracy](#) asks valid questions about the place of libraries with a link to a stimulating YouTube [video](#) with clear challenges and ideas for educators in general.

Howard Rheingold offers an amusing, probing insight in a presentation on [new literacies](#). Joyce Valenza's [TED talk](#) on technological change in education includes aspects such as reputation management and supporting student awareness of their digital footprint.

Such explorations enrich our understandings. They underpin the necessity to support student inquiry and resource based learning when accessing and using information available in various formats in the complex digital environment in order to:

- engage with and deal with conflicting information
- apply critical thinking skills to evaluate, synthesise and creatively use information for learning and life
- decide what is best for class work, research and assignments.

For an overview on this theme read [School libraries building capacity for student learning 21C](#). Consider the capacity building tool included in the article



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when discussing shared visions for school libraries supporting learning.

Resourcing learning and teaching

During Term 2 in some Departmental schools and sites, an exciting ebooks test project is running to provision access to Overdrive resources through the Softlink Oliver resource management system in order to provide access to Overdrive ebooks and audio books to staff and students. The project will explore:

- use of the ebook resources for learning and leisure
- teaching and learning issues
- technical and logistical issues.

The report of this project will be published in the November issue of *Scan*.

National Year of Reading 2012

[Join a reading adventure!](#) rap: join the activities any time; blog and Gallery live throughout 2012.





so you think they can learn?

Teachers are passionate people, committed to providing students with rich learning experiences and diverse opportunities to help them rise to the challenges that our world provides.

The 21st century conception of learning is about much more than simply adopting new skills and integrating them into the curriculum, or purchasing new technologies and placing them in classrooms. It is the fundamental shift from a teacher centred learning environment to a student centred one (Zmuda, 2009).

Most teachers want to learn [how to prepare students to succeed in the 21st century](#) (Figure 1) because this century is unlike any other for the rapid pace of change being driven by technology.



Judy O'Connell, Lecturer in Library and Information Management, Faculty of Education, Charles Sturt University, Australia, urges *Scan* readers to make learning visible by re-envisioning information literacy for today's learners.



@heyjudeonline

Influence of emerging technologies

A summary and predictor of the influence of emerging technologies has been the international Horizon Report K-12 edition, issued annually since 2009. The [2011 report](#) highlights the key technology trends that are currently affecting the practice of teaching, learning, and creativity. The following five trends have been identified as key drivers of technology adoptions for the period of 2011 to 2016.

1. The abundance of resources and relationships made easily accessible via the internet is increasingly challenging us to revisit our roles as educators.
2. As IT support becomes more and more decentralised, the technologies we use are increasingly based not on school servers, but in the cloud.
3. Technology continues to profoundly affect the way we work, collaborate, communicate and succeed.
4. People expect to be able to work, learn, and study whenever and wherever they want to.
5. The perceived value of innovation and creativity is increasing.



Figure 1. *I have a question. Why 21st century learning?*

These critical challenges are already impacting on the planning and delivery of learning and teaching, and influencing the way students connect, communicate and collaborate as they learn. Equipping every learner for the 21st century involves skills, pedagogy and technology, with collaboration and creativity being emblematic of the paradigm shift underpinning these changes (CISCO, 2008). The information environment is a technology environment which demands adaptation. As information is also a networked resource, engaging with information becomes a cultural and social process of engaging with the constantly changing world around us (Thomas & Brown, 2011, p.47).

As Leadbeater (2010, p. 27) explains,

The net is still evolving and so too are the metaphors we deploy to make sense of it. One thing is clear: as the net develops it will connect more people, devices, data and programs more densely and intensively. The scale and diversity of these connections will drive us towards a qualitatively different kind of internet.

It is clear that we cannot know exactly how technology will continue to drive the changes

that are impacting on the learning experiences of students. [A day made of glass](#) is an exciting peek into that future. We knew the shift was here to stay when [@YouTube](#) tweeted its milestone of 60 hours of video uploaded every minute and four billion video views a day (Figure 2).

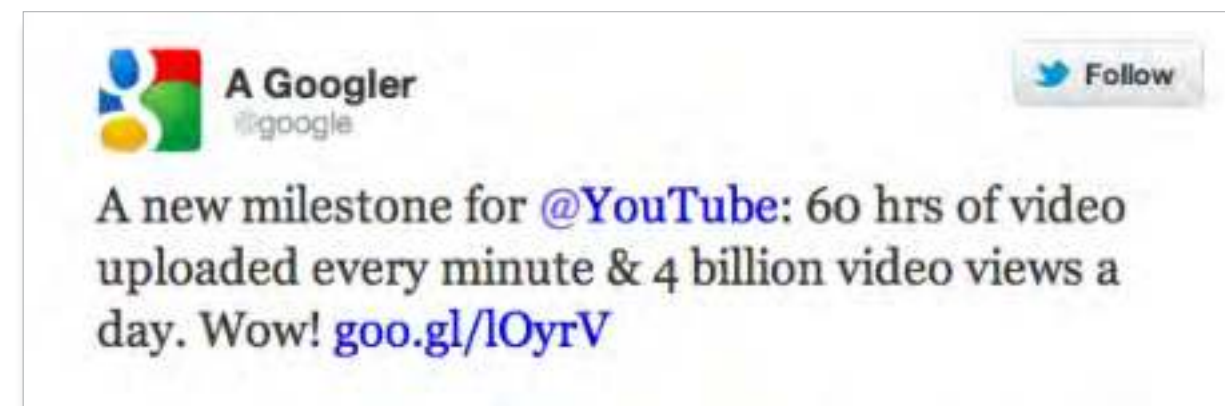


Figure 2. [@YouTube milestone](#)

Information deluge

[The 2011 Digital Universe Study: extracting value from chaos](#) (IDC, 2011) confirms the digital growth, complexity and diversity of information sources, explaining that the challenge is to know how to tame the chaos and extract value. [Imagining the internet](#) provides a history and a forecast from combined experts and voxpop voices in tracking and predicting change.

Because of technology, students expect to find information online quickly and easily! Yet these same students are often novices when it comes to searching for and finding information. As teachers, we know that the empowered learner calls upon information inquiry skills: to connect what he or she knows; to ask intriguing questions about what is not known; to investigate the answers; and then to construct new understandings to share with others.

Being able to research well is a key component to any kind of learning. Yet without being taught

how to be *critical and perceptive* in information environments, those doing the *looking* simply will not have the sophisticated skills or understandings needed to navigate complex information environments, then filter and evaluate the information they do happen to find.

Mismatch in our minds

The saying goes that *seeing is believing*. The story of [The invisible gorilla](#) shows us how our intuitions actually let us down. Can people really miss a gorilla right in front of their eyes? This research based twist on *seeing the wood for the trees* (an expression often used in relation to information seeking) highlights why we need strategies in place to deal with the mismatch between what we see and what we think we see (Figure 3). The audio and visual inputs from digital media need *gorilla capacity* filters. It is very easy to think you have the answer, when, in fact, you simply did not have the right question or the right search strategy!



Figure 3. Screenshot from [The invisible gorilla](#)

Howard Rheingold maps an approach to [Mindful infotention](#), a combination of learned attention skills and online information tools. These skills are, perhaps, an important part of the toolkit that

students need to find, filter, focus and formulate ideas in order to be able to absorb information and create new knowledge. Our students need this combination of attention skills, curiosity and technology to be well-equipped to make useful connections with the real information world of today and the future. See Rheingold's [short course](#) on infotention for more information about assisting students to manage information overload.

The digital learner

What skills and approaches do you think they need to learn?

Different people, when presented with exactly the same information in exactly the same way, will learn different things. So, while content is critical, even more critical is allowing students to express their curiosity and questing disposition.

For this, [ISTE's NETS for Students](#) (NETS•S) provides *standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.*

They are grouped as:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information
- Critical Thinking
- Digital Citizenship
- Technology Operations.

Managing information seeking and information use within these standards is central to the information literate school community. Teachers encourage a combination of tools and skills to find, remix, create and produce both scholarly and creative

responses to the challenges we provide. We must also encourage and build the capacity of students to engage with content in the most effective way.

The *General capabilities* detailed in the Australian Curriculum also address this mix of tools, skills and knowledge across curriculum content in each learning area. The Australian Curriculum includes seven general capabilities (Figure 4):

- [Literacy](#)
- [Numeracy](#)
- [Information and communication technology \(ICT\) capability](#)
- [Critical and creative thinking](#)
- [Personal and social capability](#)
- [Ethical behaviour](#)
- [Intercultural understanding](#).

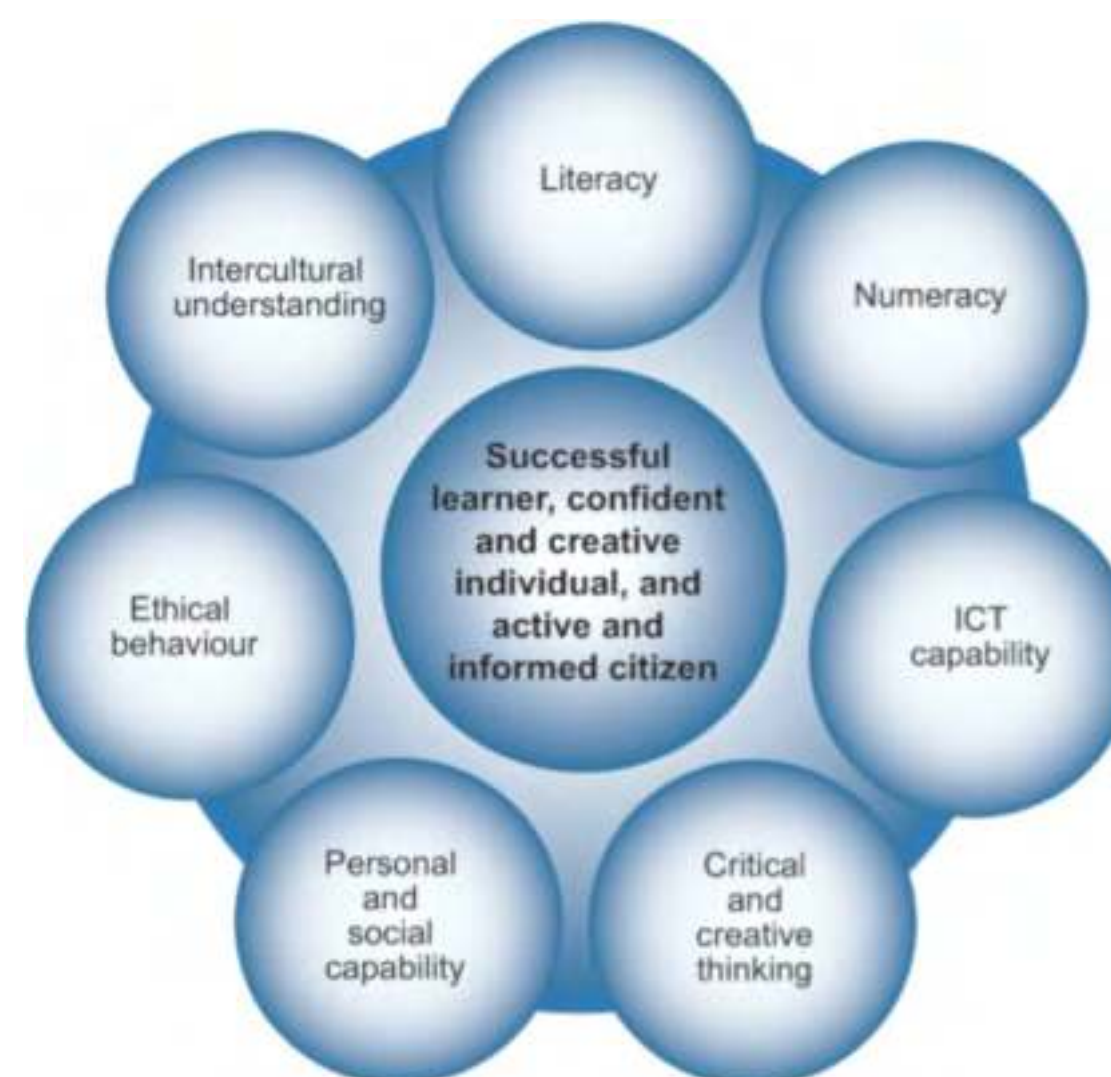


Figure 4. *General capabilities in the Australian Curriculum*
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Students need to develop and apply these interconnected skills, understandings and behaviours in their learning. (Figure 4).

[Editor's note: New syllabuses to be provided by Board of Studies NSW will take account of the General capabilities and cross-curriculum priorities.]

Working in online environments involves skills and processes that are common to print literacy as well as skills that are unique, such as using search engines, reading websites, selecting appropriate hyperlinks, and comparing information across resources (Doiron, 2008). We are nurturing informed learning (Bruce, Hughes & Somerville, 2011) by re-focusing attention on using information to learn, while also supporting the development of the learners' growing awareness of their information use experiences as they go about learning. Yet, according to Herring (2011), popular assumptions about the success of information literacy knowledge and skills transfer are inaccurate, leading to problems in instruction.

Information fluency

So what is the problem? Perhaps the answer is that *infowhelm* is best approached with information fluency. The core purpose of information literacy needs has evolved. The 21st Century Fluency Project (21CFP – the fluencies, n.d.) identifies critical thinking skills as essential to living in a multimedia world, and introduces *information fluency* as a term (concept) to describe the ability to subconsciously and intuitively interpret information in all forms and formats in order to extract the essential knowledge, authenticate it, and perceive its significance (Figure 5).



Figure 5. [InfoWhelm and information fluency](#)

We have an information *Renaissance* that is rewriting the world of [The 21st century learner](#) (Figure 6) through:

- knowledge
- information bias
- distributed social and personal information
- public and private data
- global marketing
- clashing cultures
- a million voices commenting on a billion issues in blogs, wikis and podcasts.



Figure 6. [The 21st century learner](#)

Information technology has become a participatory medium, giving rise to an environment that is constantly being changed and reshaped by the participation itself, changing the flow of news, effecting tacit as well as explicit knowledge, and embedding a new culture of learning (Thomas & Brown, 2011).

It is in this [r]evolutionary environment that a 21st century teacher librarian can take a leading role in developing information literacy through a *culture of enquiry*. As Gordon, (2010, p. 79) explains, a culture of inquiry emerges as *teachers become learners, and learners are self- and peer-taught, and everyone becomes a researcher*.

Building capacity through information literacy

Teaching and learning in school libraries has been shifting from tool based and skills based instruction to constructivist user and learner centric approaches, and evidence based practice has become the essential tool for improvement of practice (Bates, McClure, & Spinks, 2010; Gordon, 2010).

Joyce Valenza articulated these changes in her [See Sally research](#) presentation (Figure 7) for TEDxPhiladelphiaED (2011). The new search modalities she talks about require a more sophisticated response from information literacy programs. Educators need to teach the necessity of actual evaluation of every information source, even those traditionally considered reliable, because of the interconnectedness of information sources and socially networked tagged repositories (Gunnels & Sisson, 2009).



Figure 7. [See Sally research](#)

Hay and Foley (2009) expand on the importance of [building capacity](#) for 21st century learning and highlight the vital importance of establishing comprehensive resource based learning programs that are mindful of the current and future pace of technology change. There are very specific dimensions to such programs that the expertise of a teacher librarian can enhance.

Inquiry remains the foundation of learning ...

Simply using the latest 1-to-1 device, or the latest website, or the latest app is not the solution, although these shiny new toys can provide an illusion of advancement and success. Inquiry remains the foundation of learning, and it is the teacher librarian who can provide the broad knowledge of the extensive resources in the physical and virtual library, on the internet and in the community. Without this expertise, teachers can only minimally accomplish the information literacy requirement of 21st century learning standards (Kuhlthau, 2010).

Guided Inquiry, as an instructional framework, supports students' information-to-knowledge journey. Guided Inquiry offers

... an integrated unit of inquiry planned and guided by an instructional team of a school librarian and teachers, together allowing students to gain deeper understandings of subject area curriculum content and information literacy concepts.

Kuhlthau, Caspari, & Maniotes, 2007, p. 1

In recent years, *Scan* has featured articles that focus on the teaching roles of Australian teacher librarians who are committed to making student learning visible (Fitzgerald, 2011; McLean, 2011; Scheffers, 2008; Sheerman, 2011; & Sheerman, Little & Breward, 2011).

The common thread in each article is the importance of evidence based practice, which includes assessment and reflection on student learning using Guided Inquiry as an instructional framework. Teacher and student comments, reflection sheets, collaborative wiki spaces, peer review, surveys and critical feedback are prime components of the learning and teaching, featured in these articles, and answer the question posed by this author: *So you think they can learn?* with a resounding, *Yes we do, and we have the evidence.*

Pedagogy of digital participation

The interactive nature of social tools on the web has produced related actions of *participatory organisation, sourcing, corroboration, connected meaning, deep reading, media literacy and ethical participation* (Stripling, 2010). The difference today is the fact that technology allows immediacy,

personalisation and collaboration in information seeking and knowledge conversations that were never before possible.

In a world of Facebook, Edmodo and Animoto, learning dimensions have changed (see *Spartan Guides New tools* and *Research tools* as examples). Not only does technology provide students and teachers with creative, organisational thinking tools, it also makes it possible to harness online environments to collaborate easily and build understanding together (Figure 8).

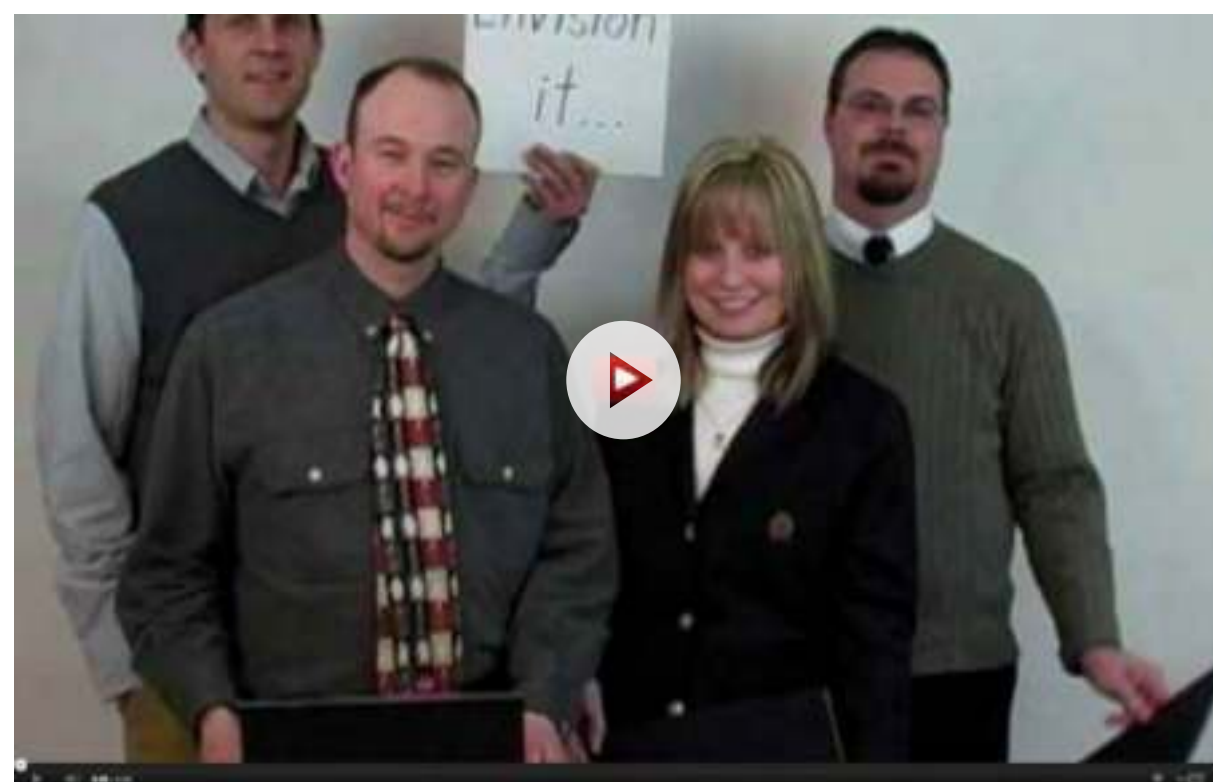


Figure 8. *A vision of 21st century teachers*

It can be much easier to monitor progress and evaluate learning. This is the power of participation - a collaboration that refines thinking, allows excitement and challenge, and leverages creativity and innovation. When online gamers topped scientists' efforts to improve a model enzyme using the online game *Foldit* (University of Washington in Seattle) [a milestone in crowd-sourced research](#) was achieved.

What we are seeing here is a significant expansion in the ways that information literacy can be understood and applied. In any information literacy model, learners naturally discover new questions and intriguing areas to pursue for future investigation, regardless of the environment. Educators need to be aware that the characteristics of the digital environment drive the new skills and strategies that students must develop to become effective 21st century learners (Stripling, 2010).

... technology...makes it possible to harness online environments to collaborate easily and build understanding together.

The world's knowledge is delivered in a variety of formats, so educators need to recognise that since all media are relevant, students need to be familiar with information literacy in all its dimensions (Bush, 2009).

In a participatory, socially connected learning world, models of information literacy need to include concepts that are described by Stripling (2010), including:

- **relational search strategies** - understanding that information is retrieved through links and lateral connections on the web
- **participatory organisation** - knowing how to share to capitalise and build information in group activities and by tagging
- **sourcing and corroborating** - understanding authority in the open web/open source environments

- **connected meaning** – developing capacity for connecting meaning between texts, through links and sites to the big idea
- **patterns and relationships among ideas** – using online organisational tools to facilitate the thinking process
- **deep reading** – developing capacity to move beyond superficial web environments, avoiding the graphic seduction of visual and aural materials
- **ethical participation** – understanding mashup of information and creative commons.

Information literacy for the 21st century is a meta-literacy of information flow through fast information transactions and social channels of engagement. It is a recursive action that translates core information literacy skills into a pedagogy of digital participation.

Bush (2009) also explains:

The task of knowledge gathering used to revolve around answering the question; today, the task is questioning the answer.

Information transliteracy in the 21st century classroom

Social content curation

In this new information literacy environment, social media has powered content curation for organising, filtering and making sense of information on the web, and then sharing the very best pieces of content with an extended network. Social content curation is about collecting, organising and sharing information, in a new package, and in a new information literate way. Look at [Pinterest](#), or

[Scoop.it!](#), or watch students at work in [Edmodo](#), taking notes with [Evernote](#), collaborating with [Diigo](#), or making [iMovies](#) on the iPad, and the connected dimensions of 21st century information literacy are so clearly and deeply extended from what was happening a decade before.

Make learning visible

While the technologies continue to change, and the resulting approaches to learning curriculum presents new challenges, the cognitive and metacognitive transactions that underpin information literacy in a digital era will remain a constant. By the same token, information literacy for 21st century learning can make learning visible in so many new and challenging ways - but only when we take the time to understand the new dimensions of information literacy by becoming active participants in the fast-changing networked world.

... information literacy for 21st century learning can make learning visible in so many new and challenging ways ...

So you think they can learn?

Only if you embrace an information literacy paradigm that hinges on their future, not on your past.

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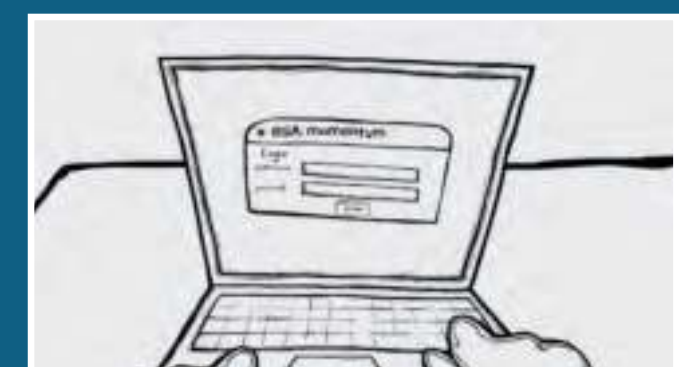
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teachers as designers of learning



Mark Burgess, Director of 21st Century Pedagogy at the Sydney Centre for Innovation in Learning (SCIL), the research and innovation unit of Northern Beaches Christian School, NSW, is passionate about teaching and learning. In this article, Mark describes how his team apply a design approach to educational problem solving and self-directed learning.



@matonfender

- A good teacher has an instinct for good design.
- They care how the text on a worksheet is laid out.
- They care about the beauty of the empty space on a page.
- They care about the movement of students around a room.
- They will be sensitive to the emotional climate in a learning space.
- They can predict how much time should be allowed for certain activities in a lesson.

They will be aware of the aesthetics of a learning space - important factors such as fresh air, uncluttered walls, natural light and the level and type of noise.

They are aware of the various tools available to them in creating a valuable sequence of learning events.

A good teacher will design a learning component, such as a lesson or series of lessons, as a set of learning activities that most effectively deliver a positive learning experience for as many students as possible.

How does this idea of teacher as designer translate to current and future learning practices?

If we accept that the traditional model of a teacher in front of a class is less and less relevant, then we accept the following factors:

- That the teacher, as broadcaster of knowledge and determiner of acceptable experiences, does not meet the educational needs of a learner in this globalised, digitised and rapidly changing world.
- That the educator now has a multiplicity of roles as a teaching moment expert, a facilitator, a co-learner and a mentor.

- That students now need skills for collaborative learning, digital navigation, creative problem solving, effective communication and more (*New technologies and 21st century skills*; Trilling and Faldel, 2009). See Figure 1.



Figure 1. 21st century skills. *Network connections background*
©iStockphoto.com/mbortolino

How will teachers identify and develop solutions for the requirements and opportunities now presented to them?

In a changing learning environment, teachers will become learners and collaborators, embracing and managing all modes of learning. They will identify and provide vibrant learning opportunities in:

- situations where the classroom is being flipped and students are learning via presentations on

their smartphones that are linked to QR codes

- learning environments where teachers are communicating with students via Facebook and class blogs, which allow students to share ideas and present their learning to a global audience
- which they encourage brevity in their students' communications by conducting conversations in the twittersphere, while others use *Pinterest*, an online pinboard for organising links and notes, instead of conventional referencing methodologies
- situations where the word *homework* is an anachronism, because learning can occur throughout the day and in a variety of places
- subjects where students are able to develop their intrinsic motivation by learning in their preferred learning mode with content of their choice.

Then we can see how the teacher is more and more a designer of learning experiences in a constant and ever changing learning environment.

Some people are intuitive designers, for the rest of us there is benefit in being able to participate in a process of design.

The question that has to be asked is:

What type of training and background does the typical teacher have in the design process?

How does a teacher develop learning resources for the new metaphors of learning spaces such as cave, watering hole, mountaintop and campfire? (Nair, Fielding & Lackney, 2009; Thornburg, 2007). How does a teacher make the transition from PowerPoint to students being able to find a better presentation in the first five minutes of a lesson, courtesy of *instaGrok*?

Making the transition: developing a model for curriculum delivery

In my role as learning activist, I have worked as a leader for a team of teachers undergoing just that transition.

We have, at times, struggled to redefine our pedagogies from solely didactic to content expert, storyteller, springboard and assessor. To achieve this, we developed a model for curriculum delivery and creation which facilitates authentic learning, assessment for learning and learning anytime and anywhere on any device.

Creating a model of unit development allowed us to make decisions about content, skills and delivery. Using this model, we developed a unit on ecosystems, which had students performing the real world work of scientists - observing, identifying, classifying and analysing flora and fauna in our neighbouring bush.

We were able to determine the critical outcomes to assess and develop assessment tools which were required for subsequent learning.

... we developed a model for curriculum delivery and creation which facilitates authentic learning ...

Students created their own database and then had to refer to it for their final presentation on food webs.

We were able to link to online tools for identification, and we designed an interface so that students could access the entire unit online (Figure 2).



Figure 2. *Ecosystems: why should I care about the environment?*

We continued with a unit on forces (Figure 3), which culminated in students constructing a device of their own choice, based on some expert practical instruction and self-directed research.



Figure 3. The *Forces* unit required expert practical instruction and self-directed research

The best example of our model was a History unit on contact and colonisation in South America (Figure 4). The unit was designed as a blended board game, where students had a choice of pathways to complete the game. Coded messages throughout the unit provided opportunities for logical/mathematical learners to engage.

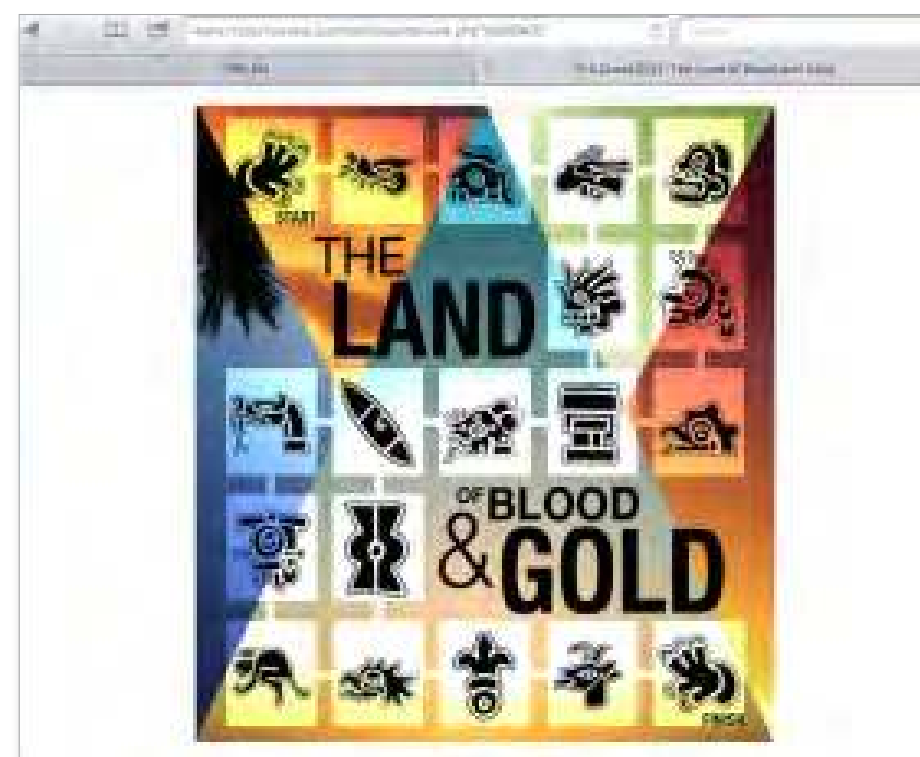


Figure 4. *The land of blood and gold*, a History unit on contact and colonisation in South America

The final lesson involved the coded messages leading students on a treasure hunt. While this could appear the basest form of external motivation, it linked closely to the themes and content of the unit. South America was colonised with three motivating themes: God, gold and glory! The treasure hunt linked into two of these and the key for decoding the message was a stylised item of Incan culture, the quipu (Figure 5).

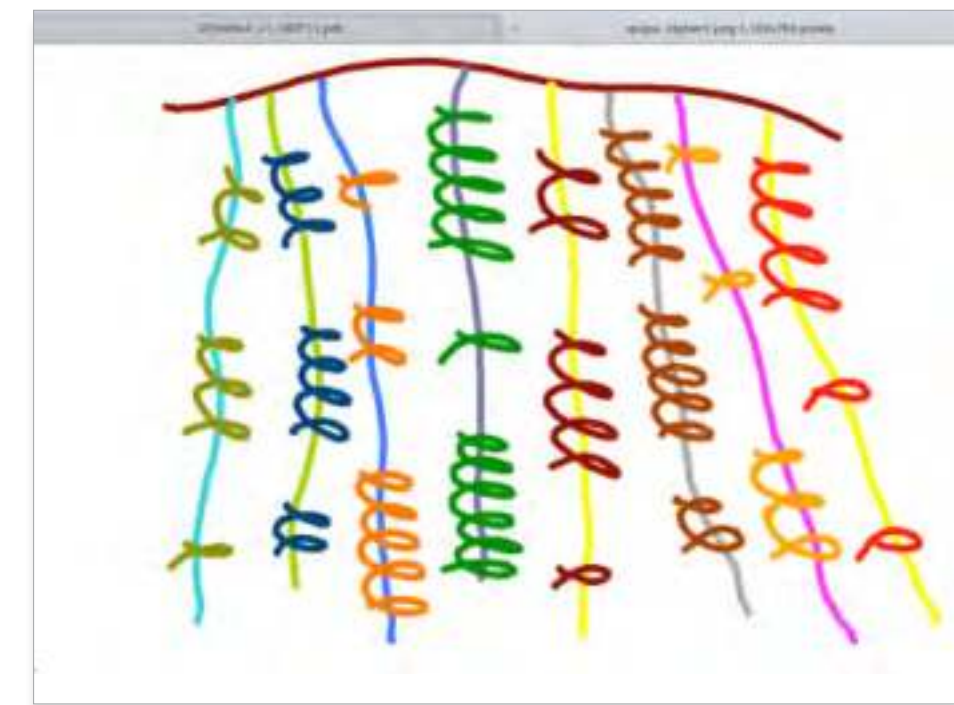


Figure 5. This Incan quipu was designed to decode messages

Continuing and evolving in 2012

This year we continue to improve the interface for our students. We have trimmed the Moodle page, which we use as our learning management system, to the following graphic (Figure 6), and collaboratively designed a unit sequence that requires students to use IT skills in the context of their learning.



Figure 6. The 2012 student learning interface

Our latest unit sequences students through the IT skills required at the same time as they work through an integrated unit for Science and Geography. Titled *Passport to my world*, the students are orchestrated through 25 sequenced learning activities (Figure 7).



Figure 7. *Passport to my world* contains 25 sequenced learning activities

Flexibility is built in so students can work ahead, jump ahead, and change activities part way through to suit their mode of learning at that time.

With this context in mind, I suggest that a design based approach to teamwork would be highly advantageous for schools to adopt. It provides a platform for the collaborative work practices that lead to more varied and deeper learning experiences.

The design process

I recently had the pleasure of attending an impromptu design workshop at the [Hasso Plattner Institute School of Design Thinking](#) (HPI).

I was repeatedly told that the design process is actually very simple and can be followed by anyone with a problem to solve or a process to improve.

The elements of the HPI design process are in order (Figure 8):



Figure 8 Elements of the HPI design process

The process gains value when it is iterative and ideas are developed over many applications of various elements of the process. For example, the lines added in the following graphic (Figure 9) indicate where the results of one process might feedback into an earlier process.

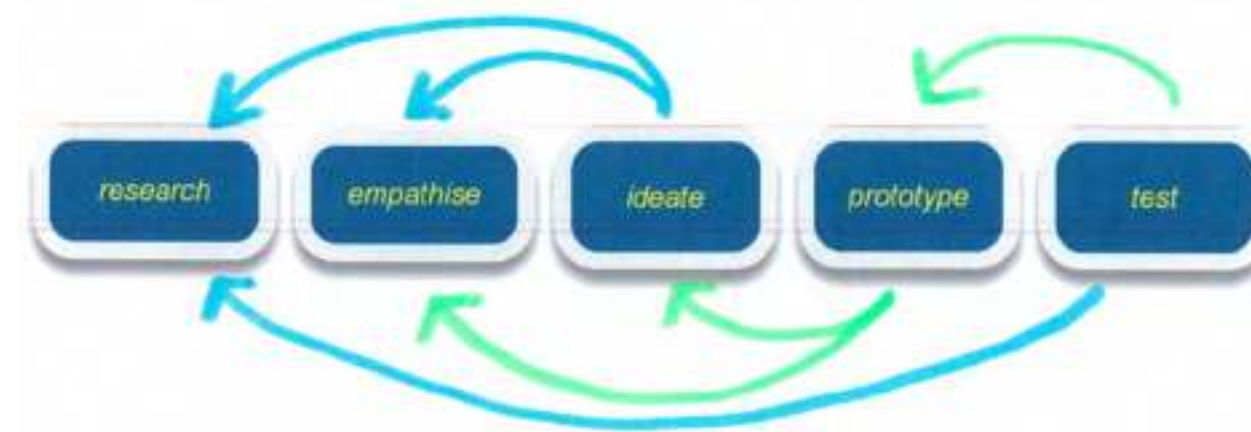


Figure 9. An example of an iterative PI design process that evolves as new information is gathered

A simple description of the design elements

Research: the process of developing a problem or question, of determining the scope of a problem, of considering all factors involved.

Empathise: this is a key step in the process. The team has to develop a human face to the problem. The problem has to be defined in terms of a person. The point of view of a particular person has to be articulated as the context for the problem.

Ideate: specific elements of a solution are described and voted on.

Prototype: using whatever materials are available, a prototype has to be developed. At this stage, the cheaper the prototype the better, as it needs to be tested and refined. Initial minimal investment is scaled up through the many iterations of the design process.

Test: the prototype needs to be tested and reviewed for its critical functions. Aspects of presentation, such as colour, need to be ignored in the early stages and factored in much later in the process.

A multidisciplinary team

The design process can be extended by a multidisciplinary team. Imagine the benefits of connecting with an English teacher to advise on embedding literacy in science and mathematics learning, or a design and technology expert to advise on practical solutions for social challenges discussed in geography, or having a K-6 teacher on board to assist in developing units of work that cross all key learning area (KLA) boundaries and still meet syllabus requirements.

[Editor's note: The NSW Department's [Integrated Learning in Stage 4: Secondary COGs](#) site provides a model and a range of resources to assist schools to design integrated, cross-curriculum units of work.]

One of the key elements of the design process is arriving at the right question. The right question will bring clarity and assist in reaching the right solution. The HPI use this iterative design process with business, to provide solutions for developing countries, and in education, [IDEO](#) do similar work.

Challenges for educators involve tweaking the design process to change the educational paradigm within the constraints of our educational work environment. Of course, what is ideal is to use a design process like this to actually enhance the educational work environment.

A recent meeting with one of the Principals in the [Vittra schools](#) consortium in Sweden highlighted the importance of continually being able to ask the right question about what we do, so that continual innovation keeps learning alive for students and teachers alike.

The right question will bring clarity and assist in reaching the right solution.

Finally, view [The Quest: tomorrow's school today at SCIL](#) video (Figure 10) to discover what student learning looks like at Northern Beaches Christian School.



Figure 10. *The Quest: tomorrow's school today at SCIL*

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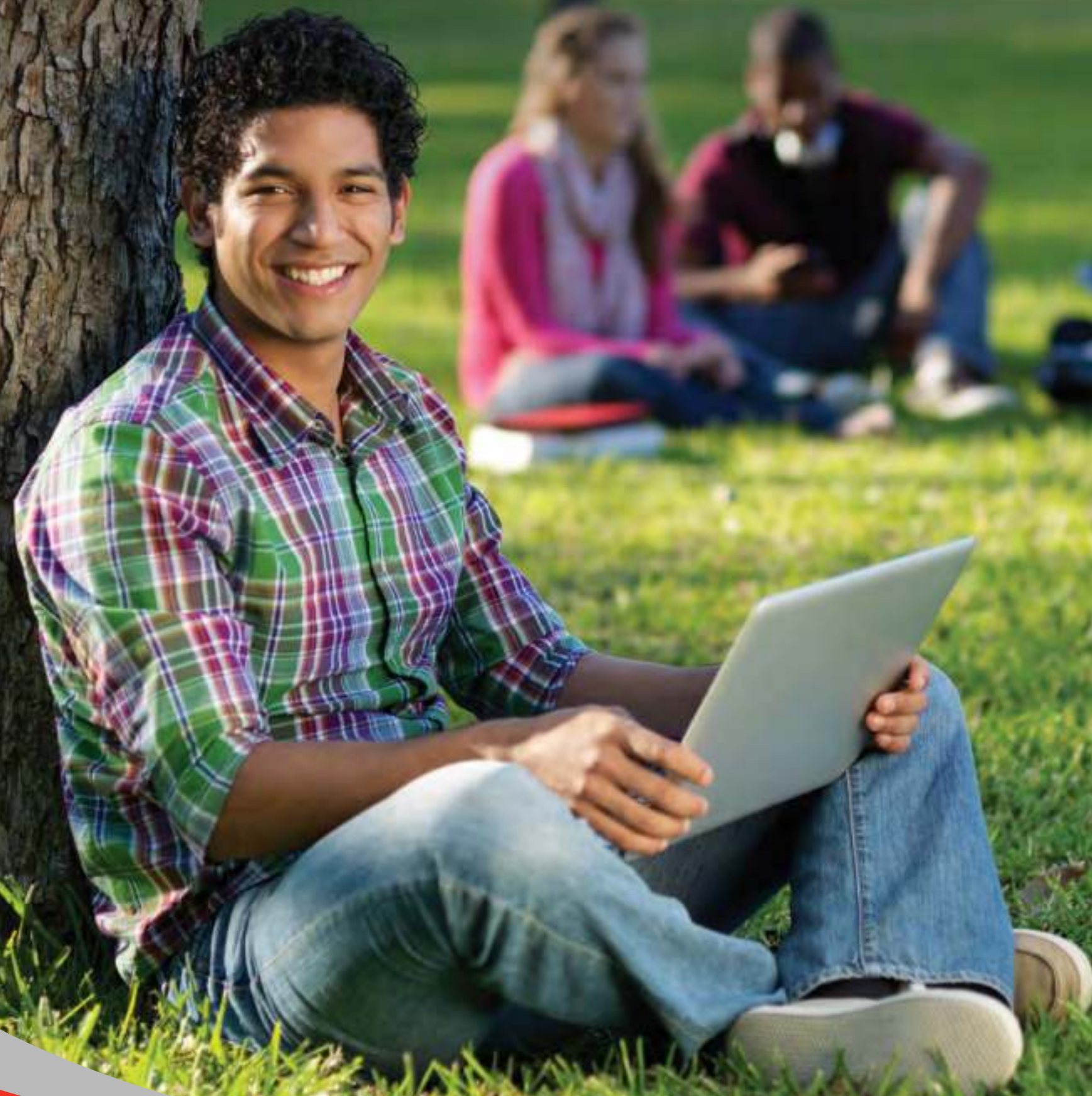
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iPads in action

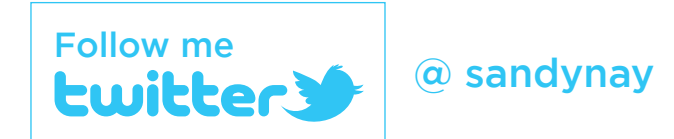
I bought an iPad a few months after they were released because educators whom I respected expressed their delight that this new device was more than a consumer item; it was able to be used creatively and had potential for use in the classroom. Early observations also demonstrated the enthusiasm of students for such technologies.

Background

From an early age, my twin granddaughters responded to the ease of the touch screen to stretch the page and swipe to view photographs, and they enjoyed interacting with the *Magic piano* app. At two years, they were engaging with apps created for toddlers, such as, *Peekaboo pets*, *aXylophone*, *Animal fun*, *Nibbly's nose*, *iBaby buttons*, *Mousefish* and *Talking Tom Cat 2*, for a considerable amount of time.



Audrey Nay, teacher librarian at Sandy Beach Public School, describes the introduction of iPads into the school library and then into the Kindergarten classrooms.



I was amazed by how quickly they learned what was required to manipulate the features of the touch screen to get the response they wanted. This made me wonder about the ways they would be using technology when they started school in a few years and, indeed, how exciting it would be to introduce iPads as a learning tool at Sandy Beach Public School (SBPS).

Creating a technology rich learning environment

During 2011, a new 21C library and three classrooms were built at SBPS, courtesy of the Building Education Revolution. The time to develop our school's learning environment, as a place which reflected, felt and sounded like the real world for which we are were preparing our students, had arrived.

In this new learning environment, I wanted to provide our staff and students with a variety of learning technology tools and wireless technologies, such as easi-speak microphones, talking-points, flip cameras, document cameras,

netbooks, iPods and iPads, to complement the Connected Classroom (IWB and video conferencing) that was already included as part of the new library building, to enhance their learning.

Professional sharing and reading

I discussed and explored many of the issues involved in introducing these new technologies into schools with other educators through social media networks, and examined many of the results of the educational iPad trials from schools around the globe. It was interesting to learn that most schools used the iPad rather than Windows based tablets.

Technology-rich education increases student engagement, participation and excitement and enables anywhere, anytime learning!

[iPad trial](#)

Most notably, students in the iPad setting exhibited a substantial increase in their performance on the Hearing and Recoding Sounds in Words (HRSIW) subtest, which measures a child's level of phonemic awareness and ability to represent sounds with letters.

*Impact on Kindergarten Literacy Study 2012,
Auburn, Maine*

Into the classroom

I also started sharing my personal iPad with students. The first time I brought the iPad into the class, we spent time talking about taking care when handling the device. I then introduced iPad

vocabulary so they would start to be familiar with correct terminology, such as:

- home button apps
- icons
- pinch in/pinch out
- screen
- swiping.

Before school and at lunch times I allowed a student or a pair of students to explore a selection of apps on my iPhone and my iPad. To ensure equitable use for students, a reward card system for the netbooks and the iDevices was introduced.



Figure 1. *Talking Tom cat 2* by OutFit7 Ltd

The first app introduced was *Talking Tom cat 2* (Figure 1). The app encouraged students to speak very clearly and at a suitable volume. Sitting in a circle, the students shared the iPad, with each saying their name and then listening as the cat repeated each name in its funny voice. They loved it! Teachers can record and then email their students' speech examples to form part of the student assessment and eportfolios.

... a gradual introduction ... allowed our students to get comfortable with touching, swiping, sliding, drawing on and overall handling of the iPad.

The *Lazy Larry lizard* app was the next to be introduced. It offers a read to mode feature, and students can wear headphones that allow them to listen to the story without disturbing others.

All in all it was a gradual introduction, which allowed our students to get comfortable with touching, swiping, sliding, drawing on and overall handling of the iPad. I was impressed with their level of care and it stimulated me to proceed with encouraging other staff to consider the introduction of iPads into our school.

Making the most of one iPad

Each week, during their lessons in the library, I encourage some of the students to use the iPad as an ereader, having previously introduced them to a number of the many digital books I have downloaded. I usually pair the students and sit them close to where I am (Figure 2). In classes with students who have special needs, these students have regular time viewing and listening to quality digital stories.

View the [video screenshot](#) which displays a selection of the books, including audiobooks, that I have on my iPad for students to use during their library reading time, before school during [Homework hub](#) or at lunch time.

SBPS library birthday club

Everyone at school is encouraged to have a big focus on reading during the National Year of Reading 2012. The [birthday club](#) was created to support this focus by encouraging parents to donate a book when it is their child's birthday. The students will be welcome to come to the library as close to their birthday as possible and join in some birthday fun on the iPad or the IWB. This is one way to ensure some equity, so that all students have an opportunity to experience the iPad.

Students with special needs

The iPad is a tool that helps children with autism learn how to communicate and socialise more easily.

... the opportunities for highly engaging, repetitive practice are probably the greatest advantage we found ... This was a huge benefit in my class as I

could work 1 to 1 with other students knowing they were focused and interested on the iPad task.

Fiona McInerney, Coordinator, Complex Needs (Technology)

Our non-verbal students use Proloquo2Go to communicate with their teachers and peers. It has given them the opportunity to participate in activities where they would previously simply observe.

Kim Warner, special education teacher, Towradgi Public School

At SBPS, we believe the iPad has real potential as a learning and teaching resource for our special

needs students, and that this potential is only limited by its use and understanding. Our teachers understand the need for effective planning to successfully integrate these devices into the curriculum. They ensure that students are familiar with the apps by using their VGA adaptors to demonstrate the features of each. Having access to iPads at school expands the creativity and intellectual curiosity of all students.

Our teachers understand the need for effective planning to successfully integrate these devices into the curriculum.

Staff involvement

During this time of exploring the effectiveness of using the iPad with students in the library, I also introduced my iPad to the staff, using it for many purposes, such as:

- accessing websites for information
- displaying photographs and images
- taking notes at meetings and emailing staff
- showing electronic resources and websites
- sharing the learning potential of apps for young students.

The Kindergarten teachers, for example, saw the potential for their students, and planning for these devices in their classrooms began in earnest. This was an important step as, over the past few years, teachers at SBPS have been concerned that the younger students were often unable to regularly integrate technology into their learning.



Figure 2. Students share the iPad

Time for iPads4Kinders in 2012

Our main aim for introducing our iPads into Kindergarten is to ensure ICT is effectively integrated into teaching and learning through:

- efficient, easy access to digital learning activities
- a variety of deliveries — visual, auditory and interactive
- a range of quality digital resources across the key learning areas (KLAs)
- the development of students' pre-reading skills
- the development of students' early numeracy concepts
- differentiated learning opportunities to cater for students' special needs.

When setting up the iPads, I appreciated the support provided by Stu Hasic, Technology Advisor, Sydney Region.

Kindergarten teachers wanted to keep the apps restricted to start with, and then gradually introduce them to the students. We also wanted to ensure that there was a variety of resources across all KLAs for students to explore and use (Figure 3).



Figure 3. Screenshot of Kindergarten's first iPad apps loading

The teachers worry that the Pads could be dropped and damaged, and we will be placing protective covers on them as soon as we can. Our ordered [Cushi pillows](#) did not arrive and we then debated the suitability of the [Gripcase](#), [the iGuy](#) and the [EKto2](#) for iPad2.

In hindsight, it would have been better to wait for the protective coverings before handing the iPads to the students.

Kindergarten teachers use an IWB to introduce an app to the class, and provide clear instructions for group activities (Figure 4).



Figure 4. Kindergarten students learning with iPads [session](#)

The teachers drew up a timetable to ensure that each student had the opportunity to use the iPads during the week, either in group work, or in individual or paired activities (Figure 5).

... it is action stations right from the moment they turn them on.



Figure 5. Kindergarten students meaningfully engaged and enjoying learning with iPads

The students are working together to solve problems. They are learning by experiencing and, with regular assistance from parents, are developing independence. Assistant Principal, Leonie Smith, acknowledges the assistance of parents at SBHS:

We have a number of very excited Kindy parents who come in regularly to help guide the group of students with the iPads and they are now most knowledgeable about the apps.

With iPads supporting learning and teaching in Kindergarten classrooms, it is action stations right from the moment they turn them on.

What do the students think about iPads for learning?

This tagul is a visual representation of their responses (Figure 6).



Figure 6. What the students think about iPads

What's next?

After the successful introduction of iPads4Kinders, I am planning to purchase iPads for student use in the library.

Formalising evaluation of the use of iPads at SBPS is another task to embrace this year.

If you are considering introducing iPads at your school, you are welcome to check out the advice and resources I have gathered for *iPads in education @SBPS*, and some handy sites, such as those featured in Table 1.






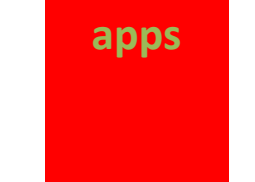
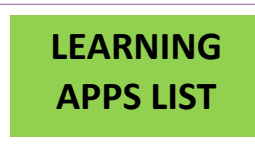



RESOURCE	DESCRIPTION
	<i>iPad trial</i> in Victorian schools. Background, case studies, evaluation and handy booklet, <i>21 steps to 1-to-1 success</i> .
	Tom Barrett's <i>75 ways to use an iPad in the classroom</i> lists a huge range of activities and suggestions that employ strong pedagogy to implement into your classrooms and libraries.
	<i>Introducing iPad2 into schools</i> is a flip book presentation based on the Sydney Region Apple iPad 2 Trial.
	<i>Digital storytime: best iPad books</i> contains user reviews of digital books.
	<i>Resource reviews</i> are provided for teachers to support their teaching and learning programs. Use app and ebook as search terms.
	<i>The digital learning farm: apps for iPads</i> Silvia Rosenthal Tolisano has created a visual guide for categorising apps to meet the pedagogical needs of educators.
	<i>EdTechTeacher</i> has compiled a list of apps focused on learning goals to help educators integrate iPads effectively.
	<i>Dropbox</i> makes it easy to store, share and transfer files quickly and for free. Sync files on all devices.
	<i>Simple minds</i> – see an example of a mind map I created very easily using this handy app @ <i>Simple mind app</i> .
	<i>iPad apps @SBPS</i> contains links to a range of sites about apps.

Table 1. Useful selection of resources for using iPads and apps in learning.

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building a school based professional learning network



Digital tree ©iStockphoto.com/johnwoodstock

Social networking has the potential to provide educators with professional learning tools and resources that are timely, tailored and support the development and refinement of Web 2.0 knowledge and skills.

Introduction: a case study in social networking

Participating in *anytime* and *anywhere* connections increases educator capacity to experience the impact of networked learning in personal, educational and, eventually, classroom contexts.

In a 21st century school, the teacher librarian can *lead from the middle* as a visionary leader of information (Winzenried, 2010), technology innovation (Johnson 2012), and involvement in professional learning communities (Kiefer 2008).



Beryl Morris is currently a Master of Education (Teacher Librarianship) student at Charles Sturt University. She is the teacher librarian at Christian Outreach College, Toowoomba, Queensland in a K-12 library.



Lyn Hay is a Lecturer with the School of Information Studies and Flexible Learning Institute Teaching Fellow at Charles Sturt University. She works from the Canberra campus, ACT.

A case study on the leadership role of the teacher librarian by Underwood (2003) concluded that an effective teacher librarian *can be the hub of the school ... [and] can lead from the middle through technology expertise* (p. ii). This finding was supported by Long's (2007) study that found teacher librarians who have a preference for transformational leadership were performing as educational and technological leaders in their school through curriculum and instruction. Leadership is about *collegiality, cooperation, partnership, respect for all, and mutual support* (Belisle, 2005, p.8), and teacher librarians can work with teachers in this way to support technology innovation and integration, for both professional learning needs of teachers and digital literacy needs of students.

... teacher librarians who have a preference for transformational leadership were performing as educational and technological leaders ...

This article presents an evaluative case study of a pilot project undertaken by the lead author involving the establishment of an online professional learning network in her school.

A case study involves empirical inquiry and is used to investigate a particular phenomenon in depth and within its real life context (Yin, 2009). Case studies can be used to *describe an intervention* and evaluate the process and outcomes of that intervention within the *real-life context in which it occurred* (Yin, 2009, p.20). Merriam (2009) categorises qualitative case studies based on the overall intent of the study and recommends case study methodology for evaluation research purposes, particularly when *studying educational innovations, evaluating programs to improve practice* (p.51).

... new ways of knowledge sharing and professional learning opportunities were needed.

This case study includes a critical evaluation of the project implementation process undertaken, and the project's outcomes. This is followed by lessons learned as a result of participating in the pilot project, and a description of subsequent changes that have occurred within the school as a result of this intervention.

The project outcomes were evaluated using qualitative data collected from:

- journal entries of the teacher librarian as project manager
- participants' Facebook group (FB) posts
- survey data collected at the end of the pilot

- the set of participant interviews after the conclusion of the pilot project.

Case study findings were also analysed according to online community building and professional learning networking theory as reported in the research literature. While it is acknowledged the results of this case study may not apply to all school contexts, they do provide teacher librarians supporting teacher's professional learning with a project design and management process which can be replicated or adapted to meet their school community's needs.

Purpose of the pilot project

The project was designed to cater for the professional learning needs of a secondary school team within a K-12 College. A range of professional development initiatives are provided as part of the school's professional learning (PL) agenda, including a Professional Peers program that involves face-to-face interaction. In addition, the school leadership team encourages staff to develop their own professional development opportunities, and to take time to reflect on professional practice and pedagogy amidst the impact of technological change.

The effectiveness and productivity of traditional face-to-face models for professional conversations is limited due to time constraints within the confines of the school day, and the amount of information needed to be shared within a relatively short timeframe during in-house PL sessions. Given the challenges of education in a time of immense change, and the impact of a high percentage of new staff at the College in the



Excerpt from *Digital tree* ©iStockphoto.com/johnwoodstock

past two years, new ways of knowledge sharing and professional learning opportunities were needed. Therefore, the main objective of the pilot was to facilitate professional collaboration among staff using an online platform that would allow staff the opportunity to connect with each other asynchronously at each individual's convenience. The teacher librarian also believed this initiative might enhance the transition towards a more transformational learning paradigm (BECTA, 2010; Richardson & Mancebelli, 2011), and support the College in becoming a networked school community (Lee, Finger & Lewis, 2010).

A number of factors unique to the targeted group were considered as part of the project design phase. The following key contextual features of the College helped shape the purpose and expected outcomes of the project:

- significant change in Executive Leadership – only 1:7 in their position for more than 2 years
- significant change in the Heads of Faculty – 50% of the staff are new within the last 2 years
- pending iPad implementation and technology infrastructure initiatives

- broad range of technological experience/expertise of teaching staff - from confident early adopters, to those with limited experience in using technology in learning contexts.

It was proposed that an online collaborative learning space be piloted to determine whether the professional learning networks (PLN) of teachers within the College could be enhanced and/or extended beyond face-to-face in-school interactions, which have been the norm for years. The expected outcomes of the pilot project included:

1. increased engagement in professional dialogue and sharing within a Web 2.0 environment
2. exploration of the potential use of social networking tools within a school education setting
3. increased use of Web 2.0 learning tools and social networks to support classroom learning
4. identification of common goals and concerns of teaching staff with regard to technology and pedagogy through a process of collaboration and reflection
5. establishment of a viable PLN within this particular school as part of the College's Professional Learning program.

Selecting an appropriate social networking platform

Selecting the most appropriate technology for the pilot was based on the needs of the target group, their online expertise and the desired outcomes of the project. The project required an easily accessible online space that was relatively easy to use, and one whose features encouraged a culture of online collaboration. It was also considered

important to immerse the group in a participatory Web 2.0 environment in order to facilitate a transition from awareness of technology tools to networked learning and transformational use (McLoughlin & Lee, 2008 & 2010; BECTA, 2010).

The project required an easily accessible online space that was relatively easy to use, and one whose features encouraged a culture of online collaboration.

The use of a wiki, Google+ and Facebook were identified as potential Web 2.0 platforms to support the needs of this PLN. The use of a wiki was not considered optimal for this project based on the perceived time needed to build initial content and the limited interactivity and connectivity options available (Ruth & Houghton, 2009), compared with Facebook (Burt, 2011; Facebook, 2011), or the then recently released Google+ (ResourceLink, 2011).

Initially Google+ was considered as an alternative to Facebook, particularly in an attempt to overcome perceived negativity surrounding privacy issues regarding teachers' use of Facebook (Fletcher, 2010; Richardson & Mancabelli, 2011). However, it was not selected due to the relative *newness* of Google+ and the pilot group's lack of experience using Google+.

Thus, Facebook was selected for its features and functionality (ed.Web.net, 2010; Ferriter, 2010; Howard, 2010), and for its familiarity with participants, with all group members already using it for personal use.

Advantages of Facebook's features included one's ability to see who is online (which influences community building), *alert* visibility via the Notifications feature, private messaging, and of particular importance, the privacy benefits of the Facebook group's application which allows the provision of a closed group (Digital Inspiration, 2010).

In terms of functionality, advantages for this project included

- asynchronicity
- ubiquitous engagement
- expediency and ease of use for posting status updates
- threading of comments
- ability to embed images/videos in updates and comments
- automatically generated content pulled into updates
- comments containing URLs.

... Facebook was selected for its features and functionality.

With the increased use of social media and the popularity of Facebook, that is, more than 800 million active users of Facebook by 2012, and more than 200 million of these joining in 2011, as summarised in the infographic in Figure 1 (Daniells, 2012), it is likely that a greater number of the College community (teachers, administrators, students and parents) will become Facebook users.

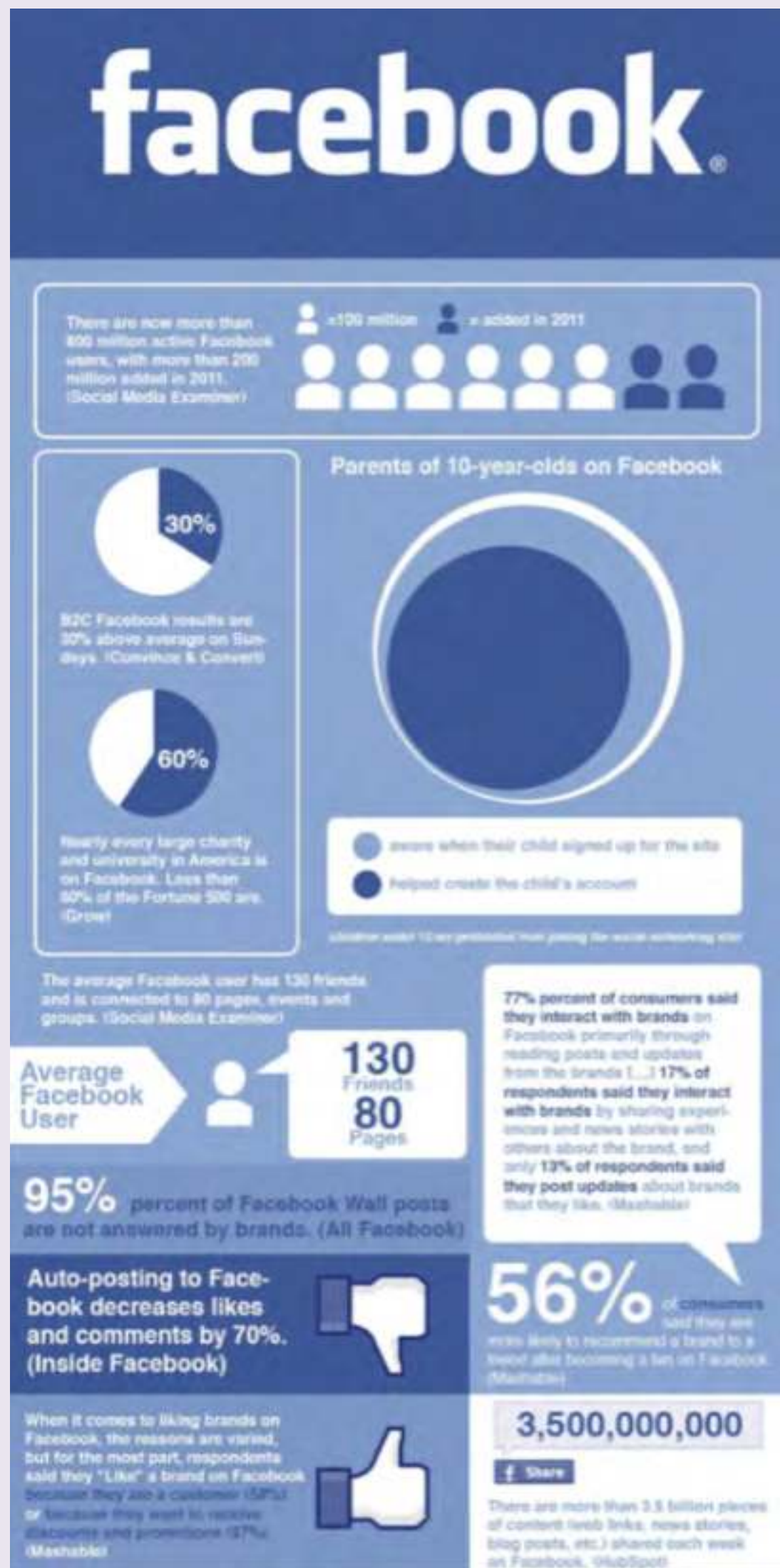


Figure 1. Infographic: Facebook statistics 2012 © Dream Systems Media

This could also lead to greater use of Facebook by the College, both as a communication platform with parents, and as a potential online learning space to support curriculum outcomes (Richardson & Mancabelli, 2011).

Project implementation and management

Project implementation and management was guided by the work of Bernoff and Li's (2007) systematic social strategy called POST, which considers people, objectives, steps and technology. People-focused outcomes informed the planning phase, the communication strategies, and the choice of social networking technology to be used for this project.

... key members of the school's leadership were informed of the progress of the pilot ...

The target group's needs, together with prior knowledge of their technological expertise, were central to the formulation of the project proposal and desired outcomes. A timeline of management tasks was created prior to launching the pilot. Discussions with the Head of Secondary School and the Information Technology Manager were held as part of the Project Proposal (i.e. feasibility discussion) and during the ongoing review of the project implementation period (from mid-August to early October 2011). This ensured that key members of the school's leadership were informed of the progress of the pilot, which encouraged ownership of this professional learning innovation beyond the teacher librarian.

The target group's needs, together with prior knowledge of their technological expertise, were central to the formulation of the project proposal and desired outcomes.

Clear communication strategies were employed for the launch phase of the pilot, with ongoing communication with participants and potential recruits as the project progressed. Participant engagement was invited via an introductory email, personal connections online, follow-up emails and informal face-to-face discussions as required. The introductory email invitation clearly outlined the project goals, rules of engagement guidelines, and the projected benefits from group participation.

The teacher librarian routinely visited the Facebook group page to confirm membership, read postings, monitor group growth and facilitate discussion. Active monitoring and shaping of collaborations was considered strategic for people engagement and the overall success of the project (Woodruff, 2011 provides excellent advice on these strategies).

Regular reviews were undertaken by the teacher librarian ...

Regular reviews were undertaken by the teacher librarian in the form of learning journal reflections and monitoring progress against the timeline and anticipated outcomes. The review process was iterative, regularly referring to the POST planning process (Bernoff, 2007). Any issues that arose

were addressed, including risk management and stakeholder engagement, and were recorded as journal entries. This assisted in the evaluation phase of the project and the writing of the case study.

Data collection and analysis

Upon completion of the pilot, invitations to complete a questionnaire and attend a focus group meeting were communicated via the Facebook group and via email. The questionnaire consisted of 10 open comment style questions using the online survey tool, [SurveyMonkey](#).

Participants were asked to provide reasons for their participation, potential professional learning benefits, and challenges faced in using Facebook, and any perceived assistance required for continued participation. Ten of the 11 participants completed the questionnaire.

The focus group meeting was designed to collect data from pilot participants, to share professional learning experiences and review the projected outcomes, with eight of the 11 participants in attendance. In addition, those who did not manage to participate were invited to complete a questionnaire to obtain data on reasons for non-engagement, with five responses from a total of 10 non-participants.

Data analysis involved the identification of issues that emerged from participant comments on the Facebook group, focus group meeting and individual email correspondence with the teacher librarian, and participant and non-participants' responses to the questionnaire. Analysis of community activity levels and interconnectedness of the relationships, together with questionnaire and

focus group responses, provided a valuable insight into the overall success of the pilot. In addition, a review of the project management process assisted in determining the overall effectiveness of the pilot project in achieving its outcomes.

Project evaluation and findings

Participation and posts

The success of any online community is a reflection of the involvement of participants, and the quality of the postings and the collaborations between members within the group (Preece, 2000; Howard, 2010; Richardson & Mancebelli, 2011). Those teachers who participated constituted 30% of the secondary staff with representation across faculties and levels of leadership as illustrated in Table 1.

FACULTY/AREA REPRESENTED	NUMBER OF PARTICIPANTS	YEARS ON STAFF
Executive Leadership	0	
Senior Leadership	1	10
English	1	8
Mathematics	1	2
Science	2	2, 6
IT/Media	1	4
Creative Arts	0	
Humanities	1	8

FACULTY/AREA REPRESENTED	NUMBER OF PARTICIPANTS	YEARS ON STAFF
Library & Information Services	2	5, 20+
Learning Support/ Counselling	1	10 +
Careers and Vocational Education	1	6

Table 1: Analysis of faculty representation of PLN group

The teacher librarian's intentionality in shaping postings to *scratch the itch* and *seed* the discussions, as recommended by Howard (2010, p.52), was aided by tacit knowledge of the target group, and through opportunities for her to engage with the staff outside the online learning context. Group size was suitable for provision of support, replies to questions and the building of connectedness and trust (Richardson & Mancebelli, 2011).

The success of any online community is a reflection of the involvement of participants ...

The teacher librarian was also conscious of managing the tension between building the group and being a broker in connecting others, while not dominating group discussion and negatively affect the contributions of others (as advised by Hinds & Lee, 2008).

The early involvement and expertise of the more tech-savvy teachers provided mentoring and modeled participation. These teachers became core members of the PLN, regularly contributing, questioning and commenting on the posts of others as illustrated in Screenshot 1.



Screenshot 1. Example of discussion between core members of PLN group (note identities of Facebook users have been replaced to ensure participants' anonymity)

Their degree of participation is representative of the value provided by *creators*, *conversationalists* and *critics* according to Li and Bernoff's ladder of social technographics (Bernoff, 2010) (Figure 2). As contributors and connectors, they encouraged, shaped and added value to the community. The connectivity between a number of the group members (who acted as *nodes*) provided a strong platform for sharing expertise and perspectives in a safe space (Howard, 2010).

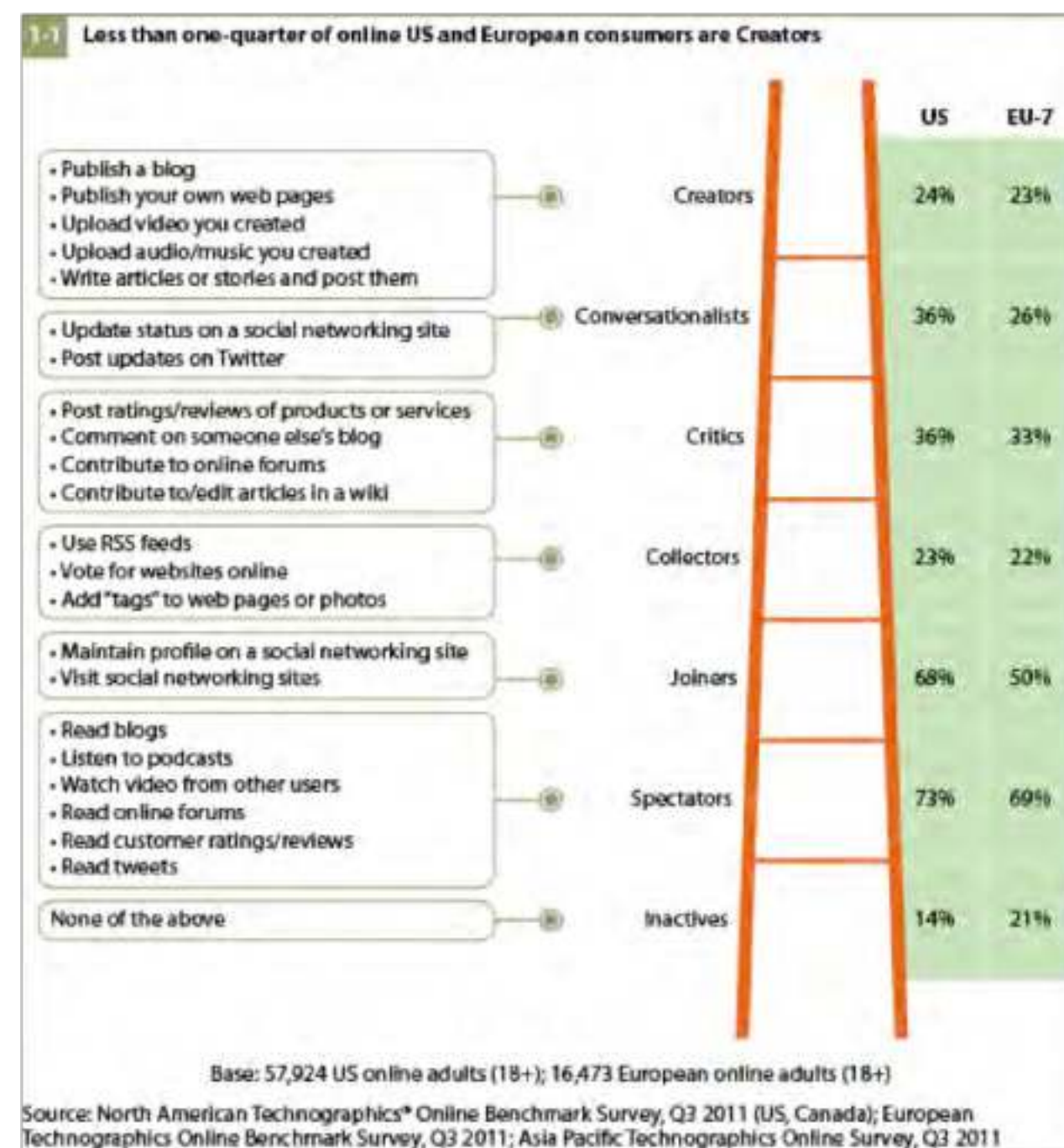


Figure 2. Global social media adoption in 2012 ©Forrester Research 2012

Responses to the questionnaire identified this as being highly valued by those less expert participants, for example:

One of the benefits was the participants knew some of the topics that I was teaching currently. As a result, they posted some wonderful resources for me to use in the classroom ... the range of ideas and perspective offered by the participants on the implementation of technology has allowed me to consider things that I would not have done previously.

Synergy and great input from a number of staff, not just a few that seemed tech heads.

Becoming more aware of great ideas and how to use them in class. Becoming more digitally savvy and now more aware of the benefits of a PLN to grow my skills.

Some less active participants, identified as the *joiners* and *spectators* (according to Li & Bernoff, 2010), contributed with the occasional post but indicated valuing and benefiting from reading posts and accessing resources, as illustrated by these responses:

Reading participant posts broadened understanding and introduced new concepts.

Being able to tap into another's expertise/experience to build in learning outcomes.

I wanted to see what other staff were doing and to get more ideas of what to do in my classroom. Sometimes it is hard to find out what resources are out there.

The number of *joiners* and *spectators* was significantly less than those identified in the 90-9-1 Rule (Nielson 2006), indicating an overall high level of collaboration.

An analysis of individual posts and communication threads revealed contextualised, engaging and application oriented sharing, with some posts resulting in the implementation of a new tool/idea which was one of the pilot’s outcomes. The thread on the discussion of trialing [Evernote](#) and using the iPad (Screenshot 2) is one example of a number of new tools trialed by participants as a result of being part of the PLN.



Screenshot 2. Example of discussion leading to new technology adoption by members of PLN group

This increase in technology awareness and classroom application was also noted by participants in questionnaire responses, for example:

Increased awareness of what tools other teachers are using personally, professionally and with classes/students.

Read postings, followed links and contemplated what I could do in class. Motivated me to think about following particular links and also checking out Google+ as an alternative.

... with some of the posted links to blogs of educators, it allowed me to gain a greater insight on the use of iPad and how it can be an effective tool in the classroom.

Facebook’s features enabled the integration of media-rich elements providing interactivity and interconnectivity at any time of the day as detailed in Table 2, with just over 75% of participant posts being made out of school hours.

TIME PERIOD	FREQUENCY TALLY AS %
< 8am	4.9%
8am – 3:30pm School days	24.4%
After 5pm – before 7pm	7.3%
7pm – 10pm	14.6%
> 10pm	12.2%
Weekends Friday pm – Sunday pm	36.6%

Table 2. When people participated

Approximately one third of total posts and comments in the pilot utilised the embedded feature of Facebook as illustrated in Table 3.

COMMUNICATION TYPE	FREQUENCY
Original Posts	47
Posts - embedded content	38
Questions posed	19
Comments	60
Likes	10
Comments with embedded content	7

Table 3. Types & frequency of communication

... communication threads revealed contextualised, engaging and application oriented sharing ...

Developing a positive group culture

The direct encouragement, through the use of the *like* button on the Facebook group, together with personal sharing and use of humour, provided evidence of the development of a positive group culture. Community trust (Bretag, 2011), increased social capital (Rheingold, 2011) and confidence to connect and share (Zandt, 2010) were characteristic outcomes of this network of learners.

Pre-existing professional and personal connections were a significant factor influencing the group’s

cohesion and active project engagement (Pettanati & Cogognini, 2007; Hinds & Lee, 2008). Ongoing opportunity for formal and informal face-face interactions with core participants, and those on the periphery, deepened the collaborative experience. Survey responses revealed a deep understanding of collaborative endeavour, and a desire to be part of a professional learning community/network.

... the fact that people are sharing things they find useful helps to broaden the mind to the possibilities out there.

Topics tend to be explored naturally and deeply with interested parties.

Learning through discussion with colleagues. Knowledge is constructed through this discussion (whatever form the discussion is) as ideas are built on or improved or even rejected.

The focus group meeting also confirmed many of the benefits of the group that were articulated in the questionnaire responses, and attendees of this meeting expressed a desire to continue with sharing posts on the Facebook PLN Group

Survey responses revealed a deep understanding of collaborative endeavour ...

Feedback about the pilot

While the questionnaire elicited responses on perceived value and level of contribution to the PLN, responses revealed a consistently positive response to project involvement. Areas of group

consensus included:

- highly valuing participative benefits – collaborative learning, access to resources, ideas and differing perspectives
- a general perception of active involvement via shared, focused discussions – commenting on others posts, sharing of opinions and perspectives
- motivation to join by invitation, shared focused discussion and building technology skills
- common barriers to more active participation – time limitations and perceived lack of knowledge

Informal discussion with those members who had yet to post, revealed the effects of time constraints and lack of confidence to be more actively involved. A way of overcoming this *fear factor* would be to have mentors, as requested by one non-participant. Howard (2010, p.68) advises this is an effective strategy in sustaining social networks and virtual communities.

One limitation of the online questionnaire was the lack of specific questions regarding continuation of the PLN and the continued use of Facebook. However, comments were received about the advantage of ubiquitous anytime/anywhere access to the PLN, with a few participants commenting on their familiarity with Facebook contributing to the ease of posting and being involved in PLN conversations.

The five non-participating teachers surveyed all cited time as the main reason for not joining the group.

Factors contributing to non-participation

The five non-participating teachers surveyed all cited time as the main reason for not joining the group. Responses to the questionnaire did highlight that these teachers value professional collaborative experiences, with most having their own personal learning network that is maintained through a mixture of face-to-face and technology based connections, such as email and RSS feeds. A preference to not use Facebook as a professional communication platform was evident, with only one of the non-participants having an active Facebook account.

... it added a new dimension to the way professional learning is currently provided ...

The teacher librarian as a professional learning and technology leader

Some post-pilot interviews provided feedback about the teacher librarian's role in leading this Web 2.0 professional learning initiative. Participants appreciated the teacher librarian's vision for implementing the pilot as it added a new dimension to the way professional learning is currently provided by the College. As one participant (who has now moved into a Department Head role since participating in the pilot) stated:

I think teacher's views have expanded on new roles for TLs [teacher librarians] considering that 21C learning and libraries will need to restructure to suit

the changing nature of technology and the learning needs of our students.

The College Principal has viewed this initiative as *invaluable to the ongoing development of the vision of the College and its commitment to innovative and informed pedagogy.* He saw the pilot project's perceived benefits as being:

Firstly, the value placed upon the act(s) of teaching; that effective teachers have always and continue to be instigators and not just facilitators of deep approaches to learning with and through current technologies.

Secondly, the sharing of and synergetic construction of knowledge through collegial and critical dialogue, afforded by professional learning groups and networks.

Thirdly, teacher exposure to and exploration of a range of technologies and application, that embedded into practice can significantly enhance learning processes and outcomes.

The teacher librarian has noticed a shift in some of the participating teachers' willingness to seek her out for support ...

The teacher librarian was also interviewed to see if her views had changed regarding her role and whether she perceived a change in the views of teaching staff involved in the pilot. The teacher librarian felt that *some of the teachers are more aware of the potential of the TL to assist them*

strategically with developing curriculum and information needs as we partner as educators.

She has also experienced an increase in opportunities for collaborative discussions with some of these teachers, and has been approached to support their curriculum needs involving assessment, resourcing, thinking skills frameworks and technology integration. The teacher librarian has noticed a shift in some of the participating teachers' willingness to seek her out for support, as an instructional partner:

I find that interactions are not as likely to only be instigated by me. As a result of shared knowledge on the FB group, I have a clearer perspective of certain teacher's approach to teaching and learning and their desire to integrate Web2.0 technologies. A stronger sense of partnership has developed and the idea of sharing the journey of PLN with them.

She believes the pilot project has enabled a stronger connection with the service needs of the secondary campus of the College, and in meeting those needs outside the usual opening times of the library.

I saw the benefit of the project as a way of vision-casting the potential benefits of connecting with the library team as an integral part of professional learning and curriculum development. The project exemplified team learning and the outworking of a PLN.

This pilot project experience has certainly resulted in the teacher librarian feeling far more confident in playing a leadership role in the school – to be successful in *leading from the middle*. It is a powerful example of capacity building as a leader

in professional learning and technology expertise as articulated by the teacher librarian:

Previously I have been more than a little daunted by the concept of TL as expert, as an information, curriculum and technology leader ...

I am part of the Heads of Faculty that meet together with Director of Academics and Head of Secondary to develop leadership and curriculum in the College, and I feel that my connection with teachers via the project has given me more of an authentic voice in discussions.

It is a powerful example of capacity building as a leader in professional learning and technology expertise ...

The Principal referred to the teacher librarian as having a vital role in the College, noting *an increased emphasis on inquiry learning and social networking approaches being adopted across a wide scope of curriculum areas and disciplines.* He concluded that:

We also foresee her being part of the ICT Development Team within the College, contributing her wide knowledge of technologies supporting professional learning and student learning mixed with her practical wisdom.

The Director of Senior Years comments also illustrated a shift in his and other teachers' perceptions of the potential leadership role of the school, when he stated:

I think that the project has helped some staff see

the TL as even more of a facilitator for their learning, and not just the students'. The hands-on approach to professional learning, coming from the TL, will have helped to expand the view.

Additionally, while teacher librarians in my experience have often been seen as bastions of conservative approaches to education, this project and its embracing of technology will have challenged that perception ... I think this project has changed that perception and allows for greater influence in the school decision making processes.

In 2012, teachers have continued to make posts to the PLN ...

These comments reflect the shift in people's perceptions of the teacher librarian as a professional learning and technology leader, particularly those in the school's leadership team.

Developments since the 2011 pilot

In November 2011, the teacher librarian presented a session to the Secondary College staff outlining the pilot project and its outcomes, with key participants also sharing their experiences. The personal and professional benefits of those who participated were highlighted, together with their reflections on how the experience had resulted in direct applications to classroom learning. Commitment to the PLN was continued, even within the context of a busy and eventful Term 4, with participation often initiated by teacher participants rather than the teacher librarian alone.

In 2012, teachers have continued to make posts to the PLN consisting of questions, comments, comments with embedded content (sharing information from websites, blogs, YouTube videos and articles), discussions of Web 2.0 tools, as well as original content and ideas for teaching and learning contexts. The PLN posts provided evidence of heightened sharing of Web 2.0 tools and an increase in the usage of these in classroom learning and assessment. A number of teaching staff undertaking postgraduate study have also found that connecting via the PLN on Facebook has assisted in their own inquiry learning.

Since early Term 1 2012, the PLN group on Facebook has grown to 16. The new Head of Primary has indicated high interest in establishing a similar group for the primary staff, wishing to target their current professional learning needs. There is an increased desire to develop the capacity of library services by expanding the use of virtual and physical learning spaces. This flows from the teacher librarian becoming more confident in advocating for a transitioning of the library to become an iCentre (Hay, 2010).

There is an increased desire to develop the capacity of library services by expanding the use of virtual and physical learning spaces.

Where to from here?

The teacher librarian will continue to seek mentorship from tech-savvy and pedagogically strong colleagues through her own professional

learning network, and to shape the contributions of others via the College's PLN group on Facebook. Teachers will also be encouraged to expand their own PLN beyond the school by observing and evaluating best practice and tapping into the collective expertise of educators and researchers beyond the College. These experiences can then be fed back into the College's PLN to further inform local conversations and actions.

As a result of greater teacher engagement with the library, the teacher librarian plans to build the capacity of the library team, encouraging them to engage more in digital literacies and learning, particularly in the evaluation, use and promotion of existing and emerging technologies.

In collaboration with the new Head of Primary, the teacher librarian will also explore the introduction of an online platform to support the professional learning needs of the Primary teaching staff. She is now more aware of leveraging other initiatives on the strengths of this project's success.

Conclusion

This case study demonstrates the enormous value that a relatively small professional learning innovation can achieve in terms of expanding and consolidating the leadership role of the teacher librarian in a school. This project has also developed the teacher librarian's knowledge and skills in better understanding group dynamics, applying social network theory, and effectively implementing a project management process that can be replicated and refined for future projects.

The outcomes of the project clearly show that capacity building in technology use and

pedagogical practice has occurred across the participant group. A number of classroom teachers reportedly enjoy the convenience of participating in professional learning tasks online and out-of-school hours, particularly when the online platform supporting such a PLN has mobile capabilities, as is the case with Facebook. It is clear that teachers at the College want to collaborate professionally with their colleagues; they just needed a supportive vehicle. As one teacher concluded:

Staff collaboration was excellent ... I gained a lot of knowledge, ideas and resources through the PLN.

The success of this project demonstrates the power of building collaboration, conversation, community and content creation (the four 4Cs) in the use of Web 2.0 for learning, as a College strives to become a networked school community with the teacher librarian at the helm.



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tablet technology in the classroom

Mobile, touch screen technologies, also referred to as tablet technologies, have introduced a new generation of educational tools that afford creative use and instant access to a wealth of online resources. They have been touted as revolutionary devices that hold great potential for transforming learning.

The Next Practice team, NSW Curriculum and Learning Innovation Centre (NSW CLIC), reports on a recently conducted iPad trial by Sydney Region in NSW Departmental schools.



@NextPracticeDEC

Background and objectives

One of the chief affordances of mobile devices is that they enable learning anywhere, anytime, which allows learning to be shifted away from the industrial era model, where the classroom is the central place of learning, driven by the teacher and limited to instruction within the school day. With mobile devices, the teacher is no longer at the centre of the learning process and the instructional time can now transcend the school day.

In order to address the implementation of using mobile devices in school settings, Sydney Region conducted an iPad trial. The region formed a partnership with the NSW Curriculum and Learning Innovation Centre to scope an evaluation regarding the use of these tablets. The trial was conducted in Terms 3 and 4 in 2011, in three primary schools in the Sydney region. The evaluation sought to provide evidence based information about the practical and technical implications of deploying mobile devices (iPads) in classroom environments and their subsequent impact on teaching and learning.

The genesis of this trial was the result of many schools in the Sydney Region, and throughout many areas of New South Wales, expressing a desire to implement iPads into their schools.

Methodology

In order to address these objectives, a qualitative research study was conducted with three schools, five teachers, over 90 students and 75 iPads. Lesson observations of the iPads in use, teacher and student online surveys, teacher, student, principal and parent semi-structured interviews, digital work samples, teacher and student blogs, and an app matrix provided a comprehensive data set.

With mobile devices, the teacher is no longer at the centre of the learning process and the instructional time can now transcend the school day.

Key findings

Key findings relate to two broad areas:

1. Technical and logistical considerations
2. Teaching and learning implications

The second area examined teacher planning and preparation, learning content, student learning, pedagogy and parents concerns and needs.

Technical and logistical considerations

iPads are primarily designed as a single consumer device and this has significant ramifications for school deployment, such as Internet connectivity with a proxy server, restricted internet access and exporting student work created on a device.

Management time associated with setting up the devices and establishing iTunes accounts was identified as a potential barrier to future users (Video 1).



Video 1. Steve, Principal at one of the trial schools, discusses the technical issues associated with deploying iPads at his school

The trial identified important school infrastructure considerations related to wireless devices,

connecting iPads to data projectors to display iPad content on interactive whiteboards (IWBs) and the purchasing of peripheral devices such as protective covers and headphones.

The findings indicated that there are significant decisions regarding the most time efficient methods of installing and updating apps, in accordance with iTunes licensing regulations.

The trial also illuminated the necessary components for future teacher professional learning regarding the use of mobile devices. As an intuitive device to use, minimal training is required on the technical aspects of using the device. Rather, the emphasis needs to be on pedagogical approaches and task design.

The iPad is a consumer device: When you get frustrated with how the iPads work in a shared environment, remember that you are shoe-horning a device that's designed for a single user into a shared classroom setup. There will be sharing issues and, until Apple addresses them, you will have to work around the issues (Figure 1).

Hasic, (2011) slide 8



Figure 1. PDF of Sydney Region Apple iPad 2 Trial slideshow

Teacher planning and preparation

The iPad placed additional demands on teachers' planning and preparation time. Significant time was dedicated to procuring educational apps, determining their effectiveness and relevance to the curriculum, and then installing these apps on individual student devices.

The iPads were utilised in a myriad of ways across most key learning areas (KLAs) (Figures 1 and 2).

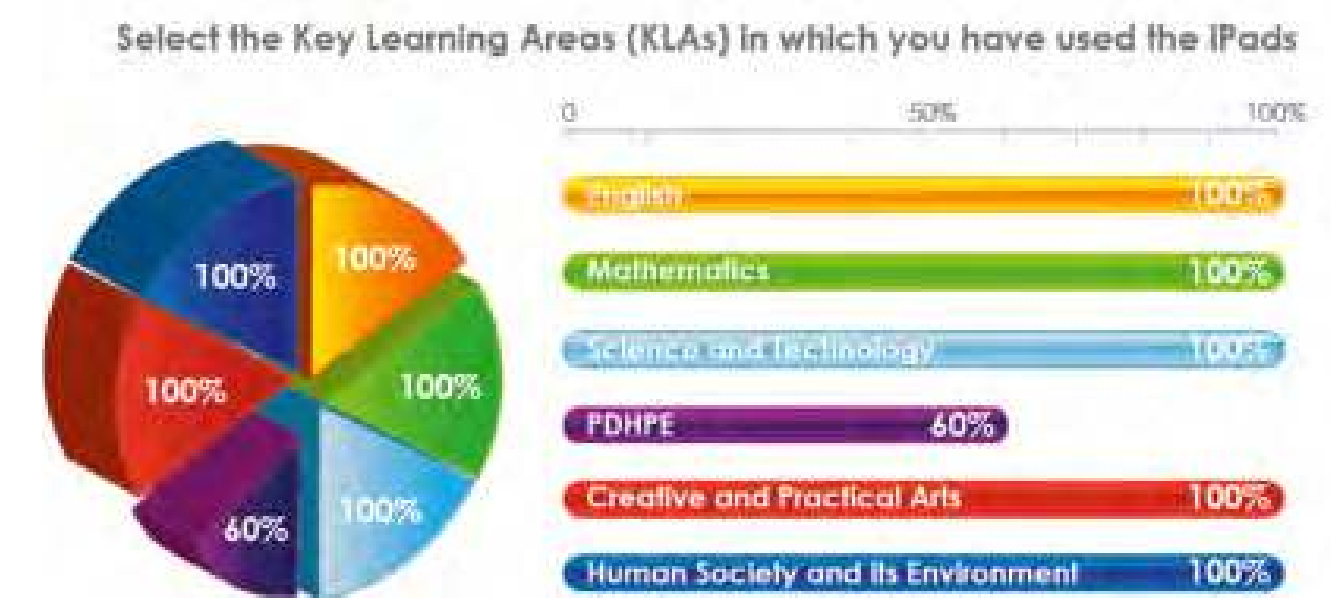


Figure 1. iPads used in KLAs

Teachers mapped this tool to the existing curriculum to integrate this new technology in learning and teaching.

In which Key Learning Areas (KLAs) have you used the iPads the most?

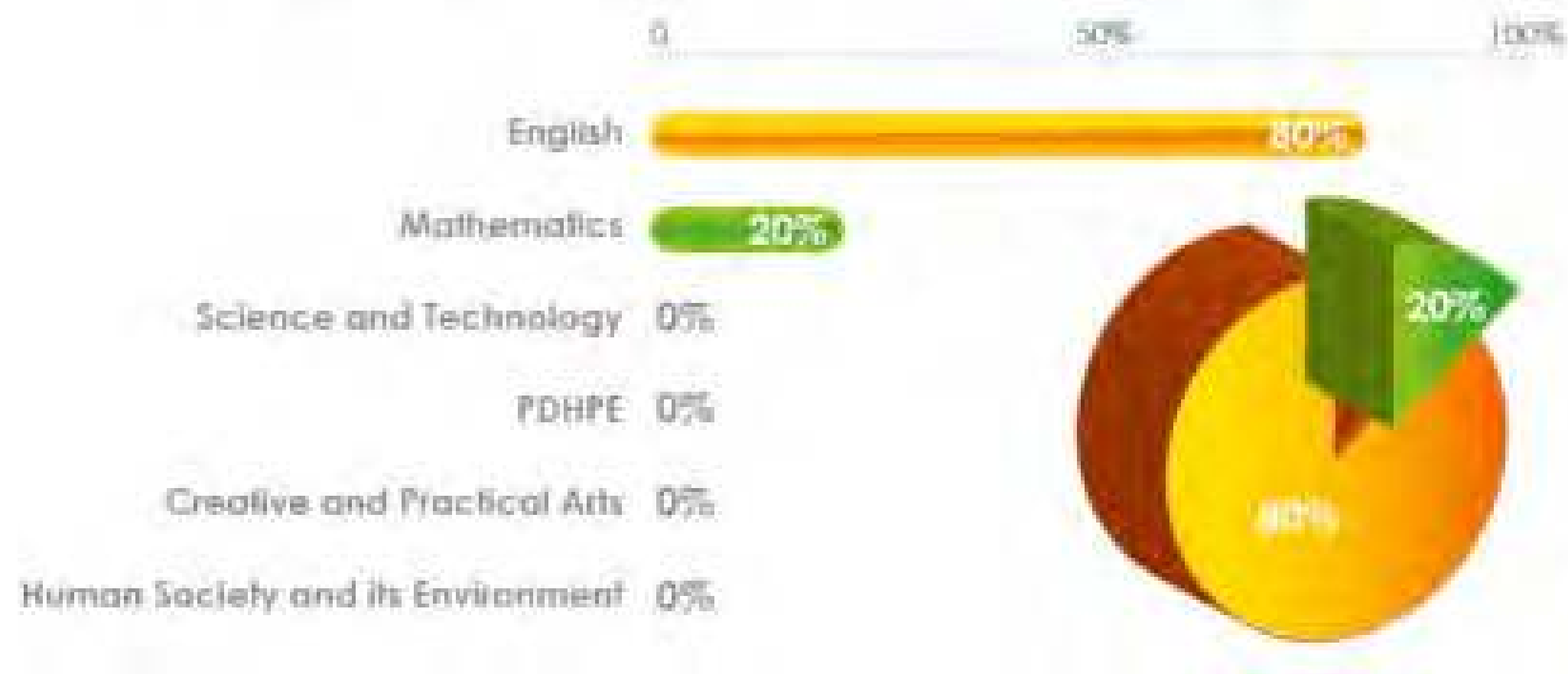


Figure 2. iPads have been mostly used to support English and Mathematics

Teachers believed that optimal use of the iPads was attained when students used content creation, productivity apps, as this developed higher-order thinking skills and provided creative and individualised opportunities for students to express their understanding. Content creation apps also fostered collaboration skills amongst the students (Video 2). Teacher comments included:

It's good when used in moderation ... but it would have been a waste to use them [iPads] as a games machine.

I would continue to use open ended apps that allow the children to express themselves in creative ways across the KLAs, such as Puppet pals, Toontastic, Garageband, Keynote ...

Whilst the evaluation illuminated the effectiveness of instructive, game based apps for promoting students' recall of facts, such as multiplication

facts or spelling patterns, teachers are encouraged to source content-creation, productivity apps as their open-ended design is more inclined to foster higher levels of thinking and engagement.



Video 2. A student work sample created using the *Puppet pals* app, an example of a content creation app

Student learning

Findings indicated that both teachers and students believed that the iPads supported and enhanced student learning. This was evidenced by the way in which the teachers deployed the devices and embedded them in authentic and rich learning experiences (Video 3).



Video 3. Students used *I-nigma* and *Garageband* apps to engage in authentic learning experiences

The quick start-up, the mobility of the device and the integration of a range of peripheral technologies (still and video camera, Internet access and voice recorder) were sighted as the chief affordances of iPads and distinguishes these devices from laptops or computers.

Teacher feedback

The trial provided evidence to support claims that iPads enhance engagement and motivation, improve collaboration amongst students (both face-to-face and online), personalise learning and improve learning outcomes (Video 4).



Video 4. Teachers describing the students' increased motivation and engagement

Teachers ascribed these gains to:

- the portability of the device
- their ability to easily differentiate instruction to cater for individual learning needs and preferences
- the ease at which students could create professional and aesthetic digital projects
- the selection of appropriate apps to scaffold and compensate for students' emerging skills (such as the predictive text function to support spelling skills)
- a strong sense of student ownership of learning and the adoption of the metaphor that the iPad was a tool for learning.

Teacher comments included:

It is much easier to create visually stunning content that students are more engaged and motivated to create.

... the iPads have changed the way that my students interact with data. They are no longer expected to simply find and absorb information. Instead they are the ones who develop the meaning.

Students and teachers preferred using constructive apps that feature more open-ended design that allowed users to create their own content or product (Figure 3).

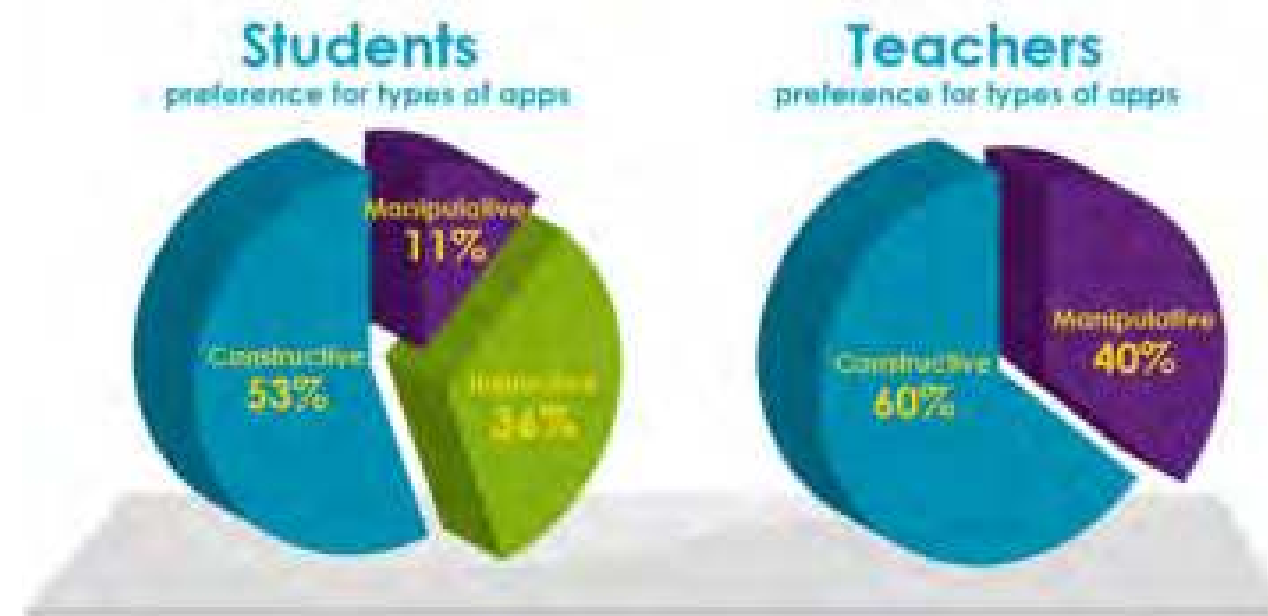


Figure 3. Students and teachers preferences for types of apps

Pedagogy

In terms of *pedagogy*, teachers involved in the trial reported that they adopted more student-centred approaches when using the iPad (Video 5).



Video 5. Teachers explain how they explored more innovative pedagogies when using the iPads

There was evidence that teachers used the iPads to modify and redefine student learning, by employing the *Transformative pedagogical model* (Figure 4).

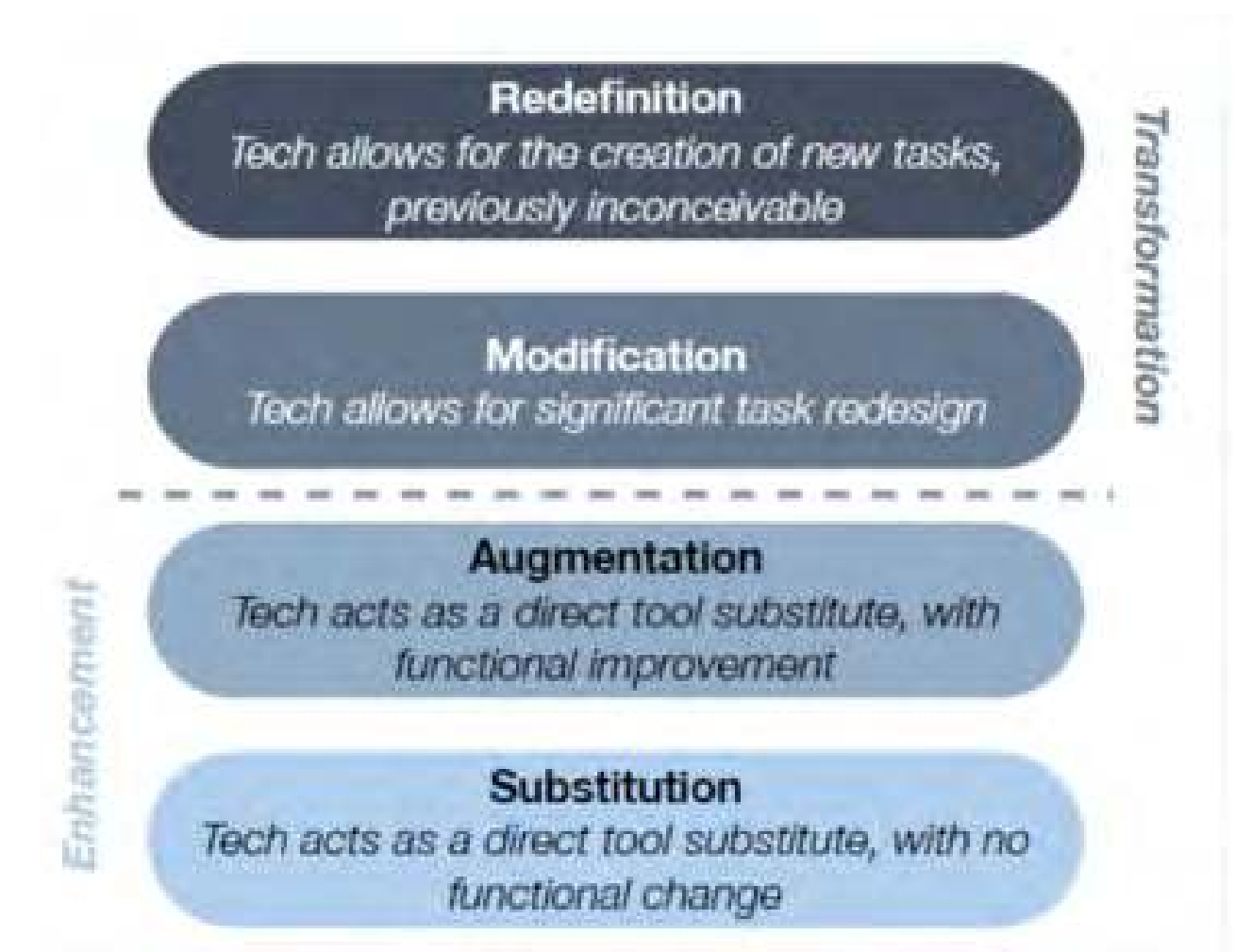


Figure 4. Transformative pedagogical model

They also identified that the synchronous use of a range of peripheral devices, such as a video and still camera and voice recording facilities, afforded new opportunities for students to demonstrate their learning by using a range of multimedia.

Schools need to make careful decisions about the deployment and sharing of iPads across classrooms ...

The iPad also resulted in an increase in student sharing of digital work, via the interactive whiteboard (IWB) in many instances, and this provided opportunities for the teacher to provide ongoing, just-in-time feedback and also acquire cumulative assessment data.

Key recommendations

School administration

Schools need to make careful decisions about the deployment and sharing of iPads across classrooms, as they are primarily designed as a single consumer device. As these devices are not supported centrally by the NSW Department of Education and Communities (NSW DEC), alternative technical and support models need to be considered prior to their implementation.

Recommendations:

- Schools need to budget for additional costs, beyond the initial outlay for iPad devices, to ensure the iPads are effectively implemented in the classroom. Additional infrastructure costs and teacher professional learning are two essential components.

- Schools and administrators need to carefully consider how to store and share student content created on mobile devices.

Teaching and learning

The iPad needs to be considered as an educational tool that can support learning. iPads have the potential to afford new opportunities for learning if accompanied by student-centred pedagogies and authentic learning experiences (Figure 5).

Teacher comments:

It has changed my teaching from teacher-directed to student-directed. The students now have a large input into how they would like the lesson run. There are a lot more talking and listening opportunities in my class now.

... drill and practice apps became dry after a while.



Figure 5. A student work sample summarising the student's perception of the benefits associated with using an iPad

Given the preponderance of apps available in the *iTunes app store*, teachers need to make critical and informed decisions when selecting apps.

... teachers need to make critical and informed decisions when selecting apps.

Recommendations:

- An app selection rubric that provides teachers with explicit criteria against which to judge the effectiveness of an app should be developed and disseminated to teachers.
- The development of a dynamic, online app database could be established to provide NSW teachers with current information about educational apps and their relevance for learning.
- The deployment of mobile devices in the classroom demands the overt teaching of 21st century skills (Figure 6), as presently advocated by the Australian Curriculum.

Recommendations:

The explicit teaching of critical literacy and visual literacy skills is paramount, given the amount of time students spend with digital media, and their exposure to digital images.

Students need to develop comprehensive understandings about copyright regulations, particularly those pertaining to generating and publishing digital content.

The explicit teaching of critical literacy and visual literacy skills is paramount ...

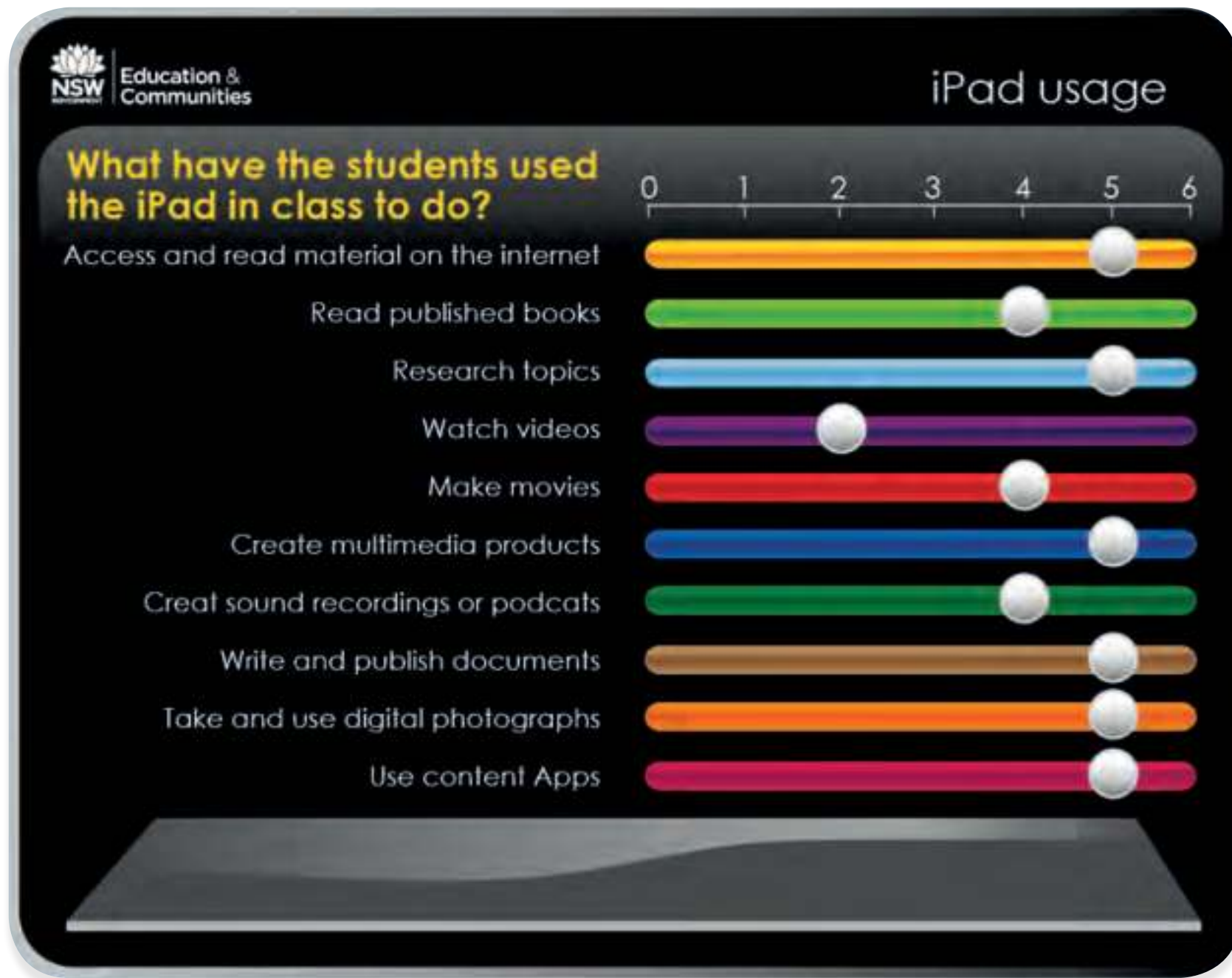


Figure 6. iPad usage

Parents

Data from the parent survey indicated that parents need evidence based information about safe and effective use of mobile devices, where to seek quality apps and suggestions for ways in which these devices can be used at home to support learning. In particular, parents expressed a need for alternatives to game apps, with a preference for their children to use, what they described as, learning apps. Parents are also looking for information about the impact of these devices on student learning and development.

Professional learning

Professional learning should encourage teachers to consider the best pedagogical approaches that optimise the iPad's use in the classroom.

Recommendations:

- Establish a systematic process for evaluating apps.
- Teacher education on copyright regulations within a digital environment is critical to enable them to provide students with pertinent skills required for the 21st century.
- NSW DEC curriculum advisors may also require explicit training on the best ways to implement iPads in their area of expertise, as there is great variation in how the iPads are implemented across the curriculum and in the availability of apps for specific subject areas.

[Editor's note: use the [Resource reviews](#) (Figure 7) to select apps.]



Figure 7. Resource reviews

Research and development

Further empirical research is required to quantify the benefits of mobile technologies on student learning outcomes. Longitudinal and empirical data is required to explore the broader educational impact of iPads on student learning.

There is a dire need for apps that go beyond the drill-and-practice and games based paradigms.

Recommendations:

- Apps developers need to consider the design and production of content-creation, constructive apps, particularly for schooling contexts. Apps that provide tools for authoring, manipulation and communication are required.
- Apps developers need to consider piloting apps with students, before finalising their design.
- Apps developers need to design apps which capitalise on the unique functionality and capabilities of an iPad, such as the multi-touch gestures feature, sweep-action on-screen, gyroscope and accelerometer (Video 6).



Video 6. Unique design attributes of apps that leveraged the features of an iPad

A classification of apps

An app matrix was developed in this pilot study to examine the types of apps utilised. It is based on the

work of Kate Highfield (2012) and Kristy Goodwin, and presents three broad classifications of apps: instructive, manipulable and constructive (Table 1).




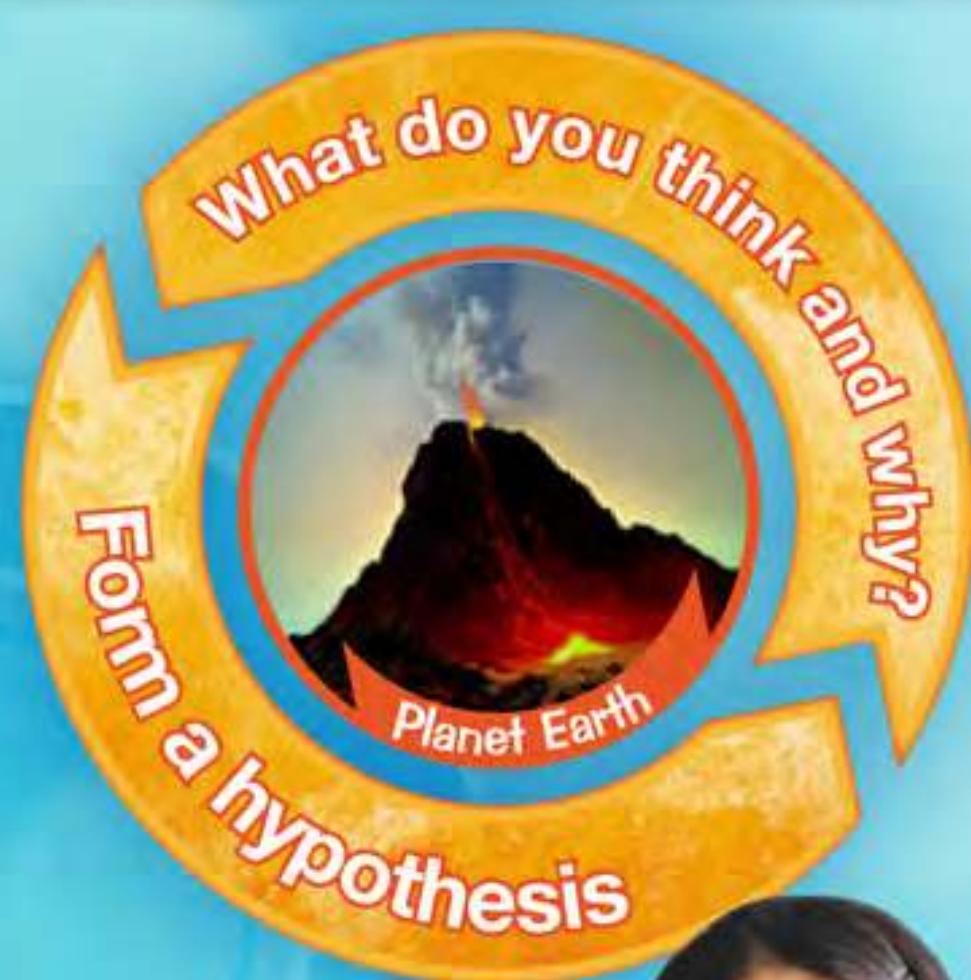
PEDAGOGICAL DESIGN	EXAMPLE AND APP ICON	SUMMARY
Instructive apps	 <p><i>Math bingo</i> by ABCya.com is an exemplar of instructive design.</p>	Instructive apps had elements of drill-and-practice design, whereby the app delivered a predetermined task which elicited a homogenous response from the user. These apps required minimal cognitive investment on behalf of the learner.
Manipulable apps	 <p>An example of a manipulable tool is <i>Toontastic</i> by Launchpad Toys.</p>	Manipulable apps allow for guided discovery and experimentation, but within a pre-determined context or framework. These apps required more cognitive involvement than Instructive apps, but less than constructive apps.
Constructive apps	 <p><i>Drawing pad</i> by Darren Murtha is an example of this pedagogical design.</p>	Constructive apps were characterised by a more open-ended design that allowed users to create their own content or digital artefact using the app. Musical apps and drawing apps are emblematic of constructive apps.

Table 1. A classification of apps

References and further reading

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digital citizenship support for schools



As we spend more time online, it is increasingly important that all students understand how to stay safe online, while taking advantage of all the possibilities offered by the internet and digital technologies.



Leonie Wittman, Project Leader, Learning Design, NSW Curriculum and Learning Innovation Centre (NSW CLIC), identifies the range of resources available to provide students with a safe online learning environment.

and responsible digital citizen. In 2010, the Centre for Learning Innovation, which is now part of the NSW Curriculum and Learning Innovation Centre (NSW CLIC), worked with the Digital Education Revolution – NSW (DER – NSW) team to produce a suite of resources for Year 10 students with a focus on social networking. These resources were successfully trialled in five schools across NSW in Term 4, 2010 (Gorrod, 2011).

In 2011, NSW CLIC again worked with the DER – NSW team to update and expand the range of resources to cater for students from Years K–10.

What resources are available?

The complete package can be accessed through the [Digital citizenship](#) site (Figure 1). The site provides essential information about digital

citizenship and being safe, positive and responsible online. From the home page you have the option to enter the primary, secondary or parent pages.



Figure 1. [Digital citizenship](#)

A common component of the primary and secondary pages is a section for teachers, with a comprehensive set of resources, templates and tools to support schools implementing digital citizenship programs. These include:

- *Getting started with digital citizenship*, a course for teachers registered with the NSW Institute of Teachers for five hours of professional learning
- an implementation guide for schools with information about the six domains of digital

citizenship, suggestions for implementing digital citizenship programs in schools, a summary with an outline of the content covered in each learning activity and a mapping grid which maps each learning activity to the domains of digital citizenship

- a slideshow and flyers which can be customised for presentations to staff and parents.

The primary and secondary sections also have links (Figure 2) to age-appropriate games, learning activities and videos which can be used as discussion starters in class.



Figure 2. Navigation buttons on the homepage link to Home, Games, Learning activities, Videos and Teachers

Primary games

[Games](#) links to a number of cybersafety games (Figure 3), including those on [budd:e primary](#) (Figure 4), an e-security package for Australian schools on Stay smart online www.staysmartonline.gov.au



Figure 3. Games on Digital citizenship primary



Figure 3. [budd:e primary](#)

[Party planner](#), a game for students in Stages 3 and 4, is available at the [Mystery matters](#) site (NSW DEC only). Students work through a range of issues associated with using technology to organise a fancy dress birthday party. Activities include organising the event, sending invitations, downloading music, hiring costumes and sharing photos with friends.



In [RUA cyber detective?](#), Stage 2 students take on the role of a junior detective at the Cyber Detective Agency. Assigned an urgent case involving stolen identities, they are challenged to use their digital citizenship skills in a range of mock situations, including participating in chat rooms and using webcams, as they race to recover the identities from Dr Hiss. At the end, students create a brief guide to staying safe online and receive a Junior Detective Award.



Primary learning activities

[Learning activities](#) provides a series of 11 self-contained learning sequences (Figure 4) which can be used on interactive whiteboards. Each resource contains quality-assured stimulus material and SMART Notebook activities. The K-6 resources are:

- [Be aware before you share](#) (Early Stage 1)
- [What's on the web](#) (Stage 1)
- [Be wary on the web](#) (Stage 1)
- [Cybersafety](#) (Stage 2)
- [Bully free zone](#) (Stage 2)
- [Your safety net](#) (Stage 2)
- [Making tracks](#) (Stage 2)
- [Cyber check](#) (Stage 3)
- [Copy rights](#) (Stage 3)
- [Digital friendships](#) (Stage 3)
- [Webprint](#) (Stage 3).



Figure 4. Learning sequences organised by Stages

Secondary games

[Games](#) links to a number of cybersafety games such as the [CyberNetrix](#) (Figure 5) cybersmart resources provided by the Australian Communications and Media Authority (ACMA) and the budd:e e-security package for Australian schools on [Stay smart online](#).



Figure 5. [CyberNetrix](#) © Commonwealth of Australia 2009

There are also links to games on the UK sites, [Digizen](#) (Figure 6) and [Thinkuknow](#).



Figure 6. [Digizen](#) © Childnet International, London, United Kingdom

Students can also access two games via the [Mystery matters](#) site (DEC only). In [Party planner](#), students in Stages 3 and 4 work through the issues associated with using technology to organise a fancy dress birthday party – organising the event, sending invitations, downloading music, hiring costumes and sharing photos with friends. In [Digital dilemma](#), Stage 5 students travel to a music festival and navigate through a series of social networking challenges.

Secondary learning activities

[Learning activities](#) provides 18 self-contained lessons, each designed for one to two hour's work. The Stage 4 resources are:

- [Digital limits](#)
- [Going places](#)
- [Global citizen](#) (Figure 7)
- [Netiquette](#)
- [Whose space?](#)
- [eHealth](#)
- [Collabor8](#)
- [Gaming](#)
- [Your own voice.](#)



Figure 7. [Global citizen](#)

The Stage 5 resources are:

- [Supersecrecy](#)
- [Leaving footprints](#) (Figure 8)
- [Creative sharing](#)
- [To friend or spend?](#)
- [eIssues](#)
- [Protect yourself](#)
- [Careers online](#)
- [File sharing](#)
- [Dash4cache.](#)



Figure 8. [Leaving footprints](#)

A guide for parents

The [parent section](#) contains a series of guides (Figure 9) and links to videos about cybersafety and staying safe online.

NSW Education & Communities Sites2See

Staying safe online – a guide for parents

What is a digital citizen?
A **digital citizen** is a person who uses digital tools such as computers and mobile phones to interact with others, for example, sending SMS and email, posting pictures to **social networking** sites and participating in blogs and online discussions.

Why is digital citizenship important?
Digital citizenship is the concept of using technology responsibly and not misusing it to the disadvantage of others. As we spend more time online, it is vital to understand how to stay safe online.

The NSW Department of Education and Communities has developed a **digital citizenship** program for students.

Visit the Department's **school A to Z** site and explore sections on **Cybersafety**, **Cyberbullying** and **Using technology** including tips for parents.

Where can parents find more information?

are your kids cyber safe and savvy? Tips from the Office of the Privacy Commissioner to keep children safe online. Visit **iKeepSafe** and see you don't need to be a computer expert to keep your child safe online. The **Kidsmart** site has an **interactive parents' safety animation** on concerns parents have about their children's use of the internet.

Kids helpline has short cartoons about **online safety**, **cyberbullying** and **sexting** and more comprehensive **advice for parents on cyberbullying**. Find safety tips and advice on **Connect Safely**. **Hector's World** has advice for **carers** of young children from 2-9 years. The UK **Dizigen** site has a lots of great **information for parents** including a **social networking evaluation chart** and a **family agreement** about being online. **BeWebAware**, a Canadian public education program, has an **e-Parenting tutorial: Keeping up with your kids online activities**.

A cheat's guide to social media

©State of NSW through the Department of Education and Communities

Cybersafety guide for parents

©Commonwealth of Australia
Explore the parent section on **cybersmart** with a **quiz** about children's online safety.

More resources for parents:

Sites2See **Digital citizenship – a guide for parents**
Sites2See **Cybersecurity and safety**
A Guide to Facebook Security

More links | Share other sites

Figure 9. *Staying safe online – a guide for parents*

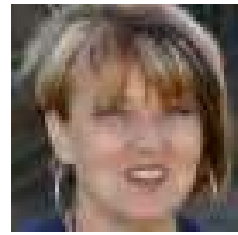
Parents and caregivers can follow the links to:

- [Technology and cybersafety](#) on *Schoolatoz*
- [Stay smart online](#) for tips about protecting children online
- [Staying safe online – a guide for parents](#) on *Sites2See*.

The resources discussed in this article will assist schools in providing a safe environment to support student learning in a collaborative online space.

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Stacey Allen, Learning Development Officer, Learning Services, NSW Curriculum and Learning Innovation Centre (NSW CLIC), invites students to participate in a range of 2012 challenges.

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eArt - Primary Closing date 9 May	ePromo Closing date 24 October
eArt - Secondary Closing date 9 May	eReport - sustainability Closing date 12 September
eBooktrailer Closing date 11 July	eResource Closing date 22 August
eCard Closing date 25 July	eStory Closing date 19 September
eFilm - Primary Closing date 8 August	eTrack Closing date 17 October
eFilm - Secondary Closing date 8 August	MOVE Closing date 26 September
eGame Closing date 1 August	Murder under the Microscope Closing date 26 September
eNews - Primary Closing date 24 October	Technopush Closing date 29 June

Overview

Healthy eating

Private and Years

As ICT changes in schools, and students and teachers are exposed to more exciting technologies to assist quality learning and teaching, the Connected Learning Awards have likewise evolved. *WeCreate* is the new name, with a revamped website designed to assist and motivate students to develop their skills in ICT by providing 26 new challenges.

Explore [WeCreate](#) to view past winning entries and to read about the new challenges for 2012, such as an app, song, [eResource](#), [eGame](#) and [ePhoto](#).

... allow students opportunities to design and create digital works for relevant and meaningful real life purposes.

Each key learning area (KLA) has been carefully considered to allow students opportunities to design and create digital works for relevant and meaningful real life purposes. By working

on a challenge, students develop skills in ICT, communicating, collaborating, self-directed learning, working in a team, problem solving, researching, evaluating and publishing their findings.

For example, Geography students who focus on World Heritage sites as part of their Stage 4 studies, could respond in an [eReport](#) on sustainability. Likewise, Technology and Applied Studies and Visual Design students, who design and construct a product in textiles, plastic, metals and/or wood, could submit their design portfolio in the [ePortfolio](#) challenge to show the product, its features, uses and benefits.

Using the 2012 Olympics as inspiration, primary students are challenged to write and produce an [eNews](#) story, or devise an [ePromo](#) on their healthy school, based on their Live Life Well @ School program. Science students can enjoy planning, researching and making an animation on an endangered animal.

Several challenges can be linked to various learning areas, such as:

- [eBooktrailer](#), focusing on creating a trailer to celebrate the National Year of Reading 2012
- [blogED](#), encouraging students to collaborate and connect

- [eGame](#), based on any theme from 2012 studies
- [eProfile](#), focusing on an inspirational individual
- [eResource](#) focusing on China, Japan, Indonesia or Korea in any subject area such as, Languages, Creative Arts, Technology and Applied Studies, English and HSIE.

Popular challenges, like digital story, short film and the Director-General's Christmas card, are still included amongst the wide mix of challenges to motivate students.

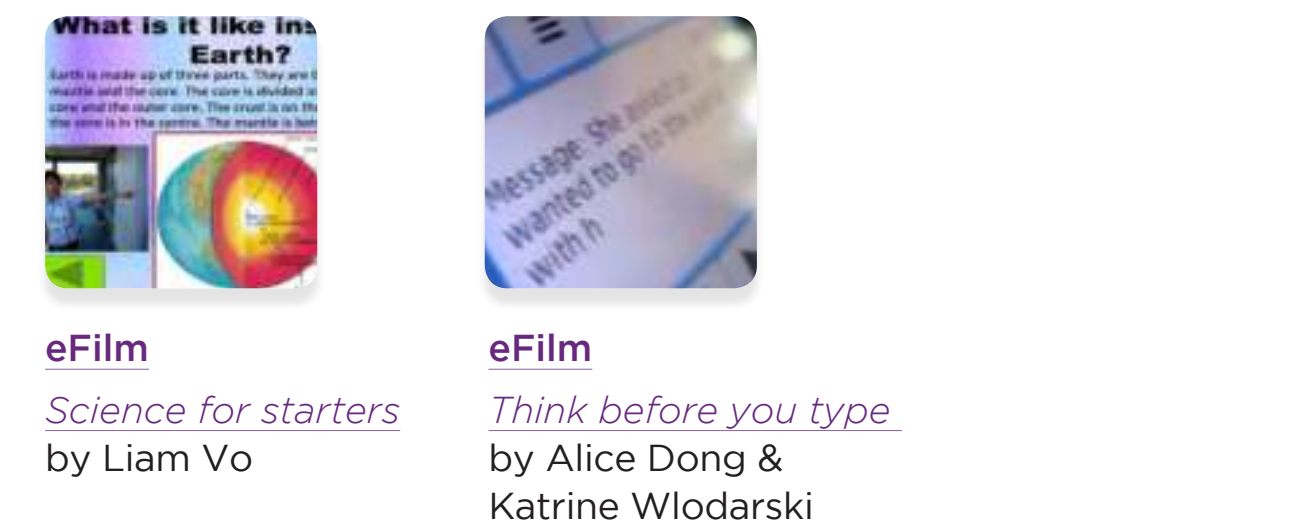
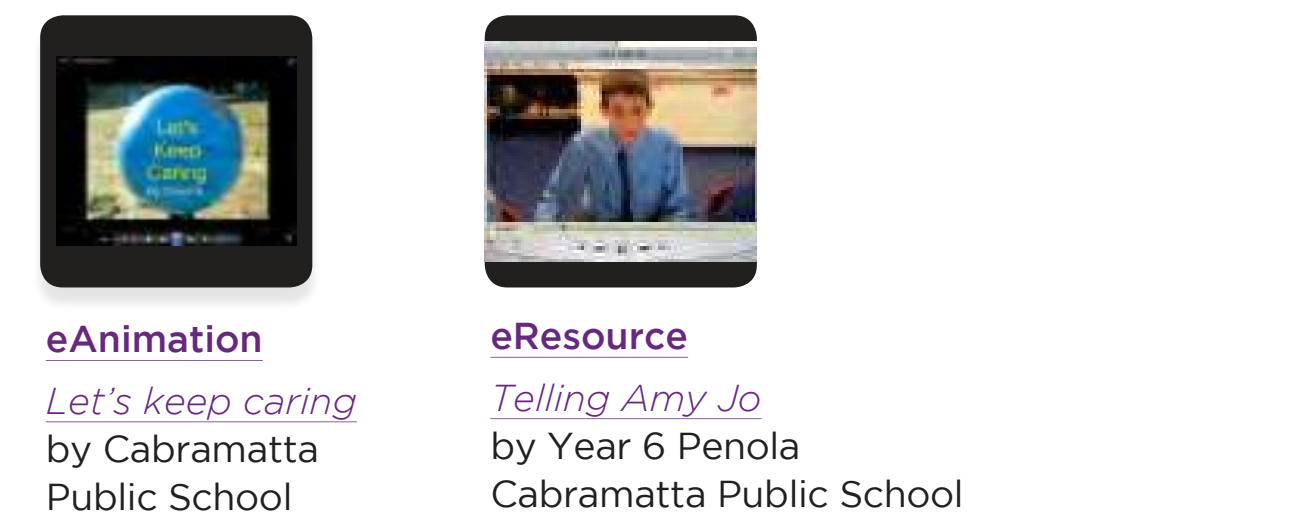
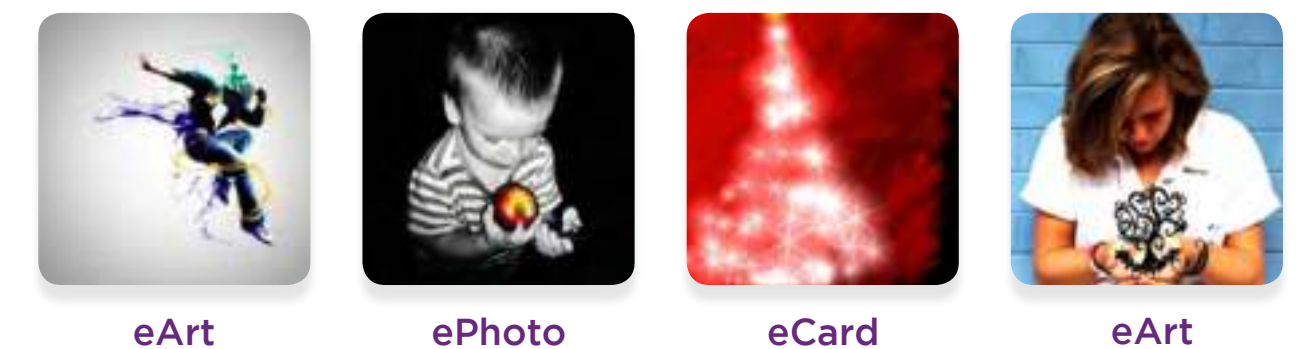
Table 1 (below) provides an [overview](#) of suggested challenges for Stages and learning areas.

The Awards ceremony each November celebrates students' achievements. In November 2011, it was held at the Seymour Centre and attended by 450 excited and talented finalists, supported by teachers and relatives, along with Greg Prior, the Deputy Director-General, Public Schools, and popular ABC TV personality Stephanie Bendixsen. Students received awards that included digital prizes kindly donated by our sponsors, and were as overjoyed as the figure in the winning [eArt](#) entry below by Sarah Kung. Check out some of the other inspirational 2011 winning entries below.

SUGGESTED CHALLENGES FOR STUDENTS BY STAGE AND LEARNING AREA		
Early Stage 1 Stage 1	eArt	Picasso
	eStory	From a different point of view
Stage 2 Stage 3	eArt	1: Picasso 2: fantasy
	ePhoto	1: Australia 2: pair of photos
	eFilm	A, B, C words
	eBooktrailer	a book to recommend
	eProfile	1. an influential individual 2. Murder under the Microscope
	eCard	DG's greeting card
	Move	art videos
	eReport	the environment
	eAnimation	endangered animal
	eStory	languages
	eNews	2012 Olympics
	eTrack	a song
ePromo	healthy schools	
TechnoPush	pushcart design	
7-12 English	eBooktrailer	sharing a great book
	eFilm	diversity and understanding
	eProfile	an influential individual
7-12 Maths	app	for your community

SUGGESTED CHALLENGES FOR STUDENTS BY STAGE AND LEARNING AREA		
7-12 Science	eAnimation	endangered animal
	eReport	an investigation
	blogED	educational discussion and sharing
	Murder under the Microscope	a plan or creative response
7-12 HSIE	TechnoPush	pushcart design
	eProfile	an influential individual
7-12 TAS	eFilm	diversity and understanding
	ePortfolio	presentation of a product
	app	for your community
7-12 Languages	TechnoPush	pushcart design
	eStory	a story in another language
7-12 Creative Arts	eArt	1: Picasso 2: constructed realities
	ePhoto	1: Australia 2: pair of photos
	eFilm	diversity and understanding
	eTrack	music and lyrics
	ePortfolio	presentation of a visual design product
7-12 PDHPE	eFilm	diversity and understanding

Table 1





geography challenge 2012

Overview

The [Geography Challenge](#) is a new online interactive program for Years 9 and 10 from the NSW Curriculum and Learning Innovation Centre. Students can use the program to:

- examine environmental issues in Narawang wetland
- conduct virtual fieldwork
- carry out a Research Action Plan (RAP)
- examine the broader context of Homebush Bay and nearby communities
- apply a range of geographical skills, such as using interactive maps and Geographic Information Systems
- apply a range of research techniques to a geographical investigation.

Geography Challenge is different from other virtual field trips. It allows students to actively engage in the fieldwork process and requires them to analyse the data they collect in a variety of different ways, and from a range of perspectives.

Saving student progress

The unique programming of the site allows student results to be saved automatically. The progress of the student is displayed in the left menu and indicated by a tick next to each activity. The student can easily see which activities still need to be completed. The results of activities are saved and transferred to a PDF report which can be printed out at any time. When the student completes the Virtual Field Trip the results will also appear in the RAP for analysis.

It allows students to actively engage in the fieldwork process ...

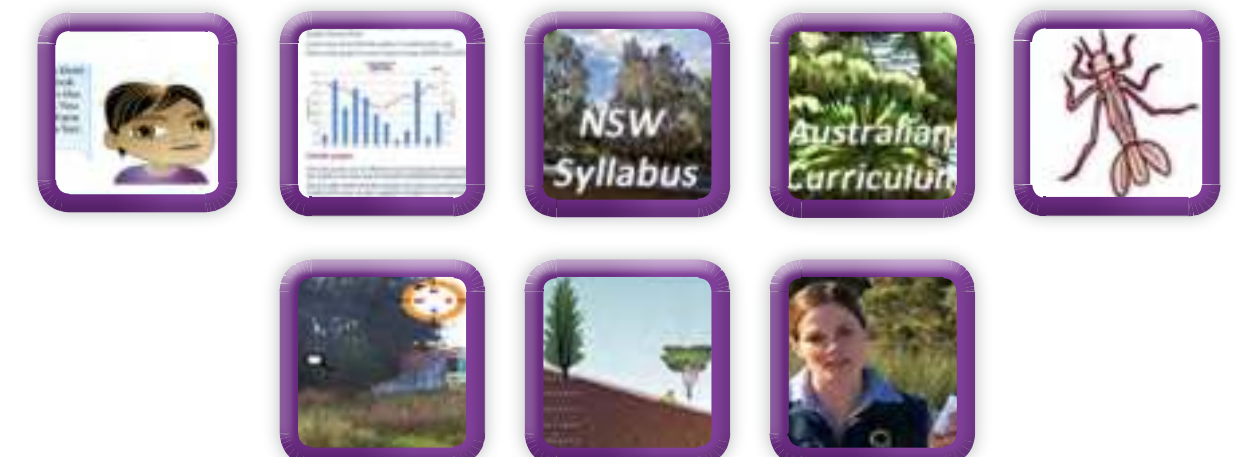
Unique student monitoring

Teachers can access additional functionality through the teacher's dashboard option on the front page. This section of the website is only

available to teachers, who can add a class, monitor the progress of students, and print students reports if required.

When students log into the website they choose their class from a list associated with the school. The teacher is able to change the student from one class to another if required. As the students complete various parts of the program of activities, the teacher can manage the class through the teacher dashboard. The teacher is able to see which activities the class members have completed, and can print or view a student's PDF report at any time.

Click on the thumbnails below to find out more:





Megan Perry, Manager, Community Learning Services, State Library of New South Wales, shares amazing collections, and programs supporting learning and teaching at the State Library.

share this

Extraordinary stories, amazing artefacts, incredible expertise - no superlatives can adequately describe the collections of the State Library of New South Wales.

Mr Mitchell's legacy

Ranging from the letter that 15 year old convict, Mary Reibey wrote on board ship before she stepped ashore in 1792, to Captain James Cook's observations and remarks on the Transit of Venus, 3 June 1769, to the piece of fabric purported to be stained by a drop of blood from Charles 1st, the collections inspire, horrify, intrigue, engage and ultimately help shape our view of our history.

As Richard Neville so deftly explained in 2010 when reflecting on 100 years of the Mitchell Library,

No history of Australia, no local or family history, no national debates about Indigenous Reconciliation or History Wars, no argument about origins, attitudes, behaviours or politics can be written - or contested - without reference to the Mitchell.

Neville, R., One Hundred, p.7

The Australian Curriculum provides a vehicle for the State Library of NSW to engage with teachers and students, as the Mitchell Library holds the world renowned collection of manuscripts, artefacts,

pictures, maps, plans and newspapers relating to the British discovery and exploration of Australia.

Learning programs

The Learning Services team commenced operation in May 2009 and now has a suite of programs that support teachers and students across the state. Over 12 500 students from K-12 have taken part in [programs](#) during that time. Four experienced teachers design and run engaging student and teacher workshops, exhibition activities, tours and conferences.

The team speak at conferences and actively engage with teachers and young people to seek their input and this interaction informs the development of learning programs.

In 2012, the new permanent program *Seeking Shakespeare* was launched for Stage 3 and 4 students.

The Glasshouse

The Glasshouse learning space has been developed for teachers and students and includes video conferencing facilities, sets of iPads, laptops, wireless network access, digital still and video cameras, interactive white board, historical facsimiles, artefacts and associated learning resources. The learning space has hosted workshops, plays, teacher events, conferences and classes and continues to be an inviting space for learners of all ages.

National Year of Reading 2012

The Library celebrated the National Year of Reading 2012 with a poetry party in the Glasshouse. Acclaimed Australian children's author Libby Hathorn introduced the joys of poetry to primary school students from seven schools. This was followed by a video conference with 60 students engaging in a poetry writing workshop.

In 2012, the new permanent program *Seeking Shakespeare* was launched for Stage 3 and 4 students. Featuring the exquisite Shakespeare Room, built to commemorate the 300th anniversary of his death, the Shakespearana collection from the library of Charles Dickens and culminating in a drama workshop, this program celebrates one of the greatest writers of all time in the National Year of Reading 2012.

Dalgety cases

In February the Dalgety cases were launched. These display cases contain original and facsimile material around specific personalities or themes. In 2012, William Shakespeare, Matthew Flinders, Henry Lawson and the Heroic Age of Antarctic exploration are featured and serve to encourage students and teachers to view iconic and evocative material from a different perspective.

The Antarctic case also supports students undertaking the enquiry based gifted and talented program - [Antarctica uncovered!](#)

More from the State Library

- HSC student programs for [Society and Culture](#), [Aboriginal Studies](#) and History Extension



Antarctica uncovered!

- State Reference Library and [online resources](#)
- FAR Out! Treasures to the bush
- Professional learning days, online resources for teachers, [preview events](#) to major exhibitions
- Learning programs for exhibitions, for example [Lewin: Wild art](#).

School Libraries Association of NSW Awards

On 30 March, 2012, at The Children's Bookshop, Beecroft, four worthy nominees were presented with the following [awards](#):

Stacey Taylor	John Hirst Award
Ian Mclean	John H Lee Memorial Award
Alinda Sheerman	SLA NSW Teacher Librarian of the Year
Paul Macdonald	Maurice Saxby Award

Congratulations to the recipients!



From left to right: Ian McLean, Stacey Taylor, Maurice Saxby, Paul Macdonald & Alinda Sheerman

Maurice Saxby entertained the audience with stories and anecdotes about his lifelong learning and continued passion for reading.



CBCA 2012 short lists

The Children's Book Council of Australia (CBCA) 2012 short lists were announced 3 April. Check the [list](#) and find out more about [Book Week 2012](#), Saturday 18 – Friday 24 August. This year's theme is *Champions read*.

Australian Children's Laureate

The inaugural [Australian Children's Laureate](#) is shared by Alison Lester and Boori Monty Pryor for 2012–2013. Alison and Boori share their aspirations on [film](#).



Boori Monty Pryor and Alison Lester



Therese Kenny
Assistant Editor

resource reviews

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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 Communities (NSW DEC).

Reviews are sometimes accompanied by embedded video or multimedia content, book trailers, or links to other sources. Publication of such does not imply endorsement by the NSW Government, the Department or *Scan*. Since many of these videos are sourced from YouTube, teachers in NSW DEC schools should note that these resources are accessible only by staff.

Copyright for reviews is held by the NSW Department of Education and Communities. 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.

Resources are reviewed by teacher librarians, teachers and consultants across NSW. See [Who reviews?](#) for more information.

Access to reviews and resources

The searchable [database of resource reviews](#) includes those published in *Scan* and more!

Selected reviews for HSC syllabuses are also available on [NSW HSC online](#).

Use *Scan* to select resources for learning, teaching and leisure. For example, use the barcodes of eresources to scan your selections into a SCIS order or go to the SCIS *Special order files* for the *Scan* Primary, Secondary and Professional website compilations. NSW DEC users can ensure ready access for teachers and students to the range of online resources through *Library*, in their portal.

Classification given in *Scan* for nonfiction material is the 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 23rd may be specified.

KLA and **USER LEVEL** should only be used as a guide, as many resources transcend age and subject barriers.

USER LEVELS ARE GIVEN IN STAGES AS FOLLOWS:

Early Stage 1	Preschool/kindergarten/early childhood
Stage 1	Years 1-2
Stage 2	Years 3-4
Stage 3	Years 5-6
Stage 4	Years 7-8
Stage 5	Years 9-10
Stage 6	Years 11-12
Community	for community/parent/adult
Professional	for teachers

KEY LEARNING AREA (KLA) ABBREVIATIONS USED:

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

AC	Australian Curriculum
VET	Vocational Education and Training
CEC	Content Endorsed Course
COGs	Connected Outcomes Groups from the Planning and programming framework

Abstract indicates a resource is described rather than evaluated



eresources

Resources are listed in Dewey order

Changes happen daily on the internet. Sites may not be permanent or structured as they were when reviewed. Reviews indicate fees, registration or devices as needed.

Icons used:



app for iPad/iPhone/iPod touch;
app for Android.



digital authoring tool; learning
platform software



ebook; ejournal; online database



interactive
e.g. game; learning object



media presentation
e.g. podcast; slide show;
digital story; video; audio



website



must be purchased



scan selected eresources into
SCIS Create orders or check
SCIS Special order files

Icons for eresources are from [Microsoft clip art and media](#) and [Open Clip Art Library](#).

To be a drum



Sound effects and clever camera work animate this **ebook** version of Evelyn Coleman's *To be a drum*. James Earl Jones' moving narration heightens the experience of oral story telling. Illustrations by Aminah Brenda Lynn Robinson are brought to life by the clever use of panning and zooming. Use the **Captions on/off** option to read along with James, or enjoy the experience of listening to him narrate while focusing on the images that enhance Coleman's emotive words that relate the ordeal suffered by African slaves, shackled and transported great distances to America. The drum, a symbol of the rhythms of the earth, is silenced for a time. The people showed their resilience in a new land and became drums themselves, echoing their relationship to the earth and their sense of belonging and hope for the future. C. Keane

USER LEVEL: Stage 2 Stage 3

KLA: English

SYLLABUS: English K-6

PUBLISHER: Screen Actors Guild
Foundation, USA

REVIEW DATE: 23/04/2012 [F]

SCIS 1528801



Spreadsheets for mathematics



Abstract

Resources to help teachers make better use of electronic spreadsheet applications in the classroom are compiled on this portal site. Included are tutorials for teachers, a housing loan comparison exercise and the Board of Studies NSW syllabus support activities for General Mathematics. Teachers can also view research which outlines the benefits of using spreadsheets in learning. [Sites2See: Applied Mathematics](#) includes an investigation of mobile phone plans and activities involving driving and household finance. The **Financial** tab leads to [The financial wizard's apprentice](#) for students of General Mathematics. **Data analysis** links to the Department's [Active data](#) resources for teachers of Mathematics and Science. [Spreadsheets for Science](#) and [More teacher-suggested links](#) are provided.

USER LEVEL: Stage 5 Stage 6

KLA: Mathematics; Science

SYLLABUS: General Mathematics
Stage 6; Mathematics
7-10; Science 7-10;
Senior Science Stage 6

PUBLISHER: Centre for Learning
Innovation, NSW

REVIEW DATE: 23/04/2012 [005.54]

SCIS 1539282



Escape motions: fluid painter



A digital artist displays his experimental research in the fields of art, graphics, mathematics, and physics to discover new ways of expression. *Fluid painter* is an example of an interactive art tool that allows users to swirl colours on the screen. Selection tools are provided and are activated by clicking with the mouse. To freeze an image, set the liquidity to zero. Saving an image requires the use of the *Print screen* tool. While this has limited application for education, art students will be fascinated by its possibilities and could incorporate its use in individual digital artworks. Teachers are reminded to examine gallery contributions and terms of use on this site. C. Sly

USER LEVEL: Stage 4 Stage 5
Stage 6

KLA: CA

SYLLABUS: Visual Arts 7-10;
Visual Arts Stage 6

PUBLISHER: Blaskovic, USA

REVIEW DATE: 23/04/2012 [006.6]

SCIS 1529134



The NSW
Department of
Education and
Communities
supports



**National
Year of
Reading
2012**

Carrot2 clustering engine

An interesting tool for teachers and students, this site organises search results into topics and themes. The topics are tightly related to the search words, and the automatic categorisation means less sifting of results to find the most relevant resources. For a broad search term, such as writing, the site is more helpful for educators than a Google search. The search tabs, **Web**, **Wiki**, **News** and **Images**, are particularly useful for revealing curriculum related topic lists in a format that will speed research. [About](#) shows teachers what the site can do and how it works. Students in computing courses, especially those working with Java and Maven projects, may find [About>Documentation](#) and [About>FAQ](#) to be helpful when they are investigating applications.

C. Thomas

USER LEVEL: Stage 5 Stage 6
Professional

KLA: TAS

SYLLABUS: Software Design & Development Stage 6

PUBLISHER: Carrot2, Poland

REVIEW DATE: 23/04/2012 [025.0425]

SCIS 1537159



must be purchased.

Instapaper: a simple tool to save web pages for reading later

Capturing long text articles for reading later, this useful tool is a time saver for teachers and secondary students. After setting up a free account, installing a **Read later** bookmarklet allows a current web page to be stored and made available on the [Instapaper](#) site. The **Instapaper text** bookmarklet reformats and simplifies a web page by removing everything except the text. This text only version is particularly useful for reading on smaller screens, such as mobile devices. Once an article is read, it can be moved to an **Archive** folder or organised into individualised folders. Emailing links and long messages is simple as each account is given a unique email address. Sharing reading with others is an option by linking the account with *Facebook*, *Twitter*, *Tumblr*, *Pinboard* or *Evernote*. Configuring to a Kindle is free and, for a small fee, the [Instapaper app](#) allows synchronisation with iPads and iPhones. G. Maugle

USER LEVEL: Stage 5 Stage 6
Professional

KLA: CA; English;
HSIE; Languages;
Mathematics; PDHPE;
Science; SciTech; TAS

PUBLISHER: Instapaper, USA

REVIEW DATE: 23/04/2012 [025.0425]

SCIS 1540119 \$5.49



Worth it? Instapaper, for your stuff-to-read-later
by WSJ

Children's books

A section of the *Guardian* newspaper online, this site is dedicated to children's books. Book trailers and reviews are available to preview new titles. Under *Find out about books for your age group*, hyperlinked numbers from 1 to 16 lead to suggested titles for these particular ages. [How do I get involved?](#) guides users to register if they wish to email authors or contribute reviews and comments to the site. All submissions are moderated before being posted online. It is a busy, colourful interface, hosting news, polls and snippets of information about recently released books, and would possibly be of more use to older students, or parents and teacher librarians looking for age appropriate reading material. E. Sly

USER LEVEL: Stage 4 Community
Professional

KLA: English
SYLLABUS: English K-6;
English 7-10

PUBLISHER: Guardian News and Media, UK

REVIEW DATE: 23/04/2012 [028.5]

SCIS 1512865



Welcome to the Guardian's new children's books website
by the Guardian

Our space: being a responsible citizen of the digital world

Fostering critical thinking skills, this outstanding free ebook contains a series of lessons to encourage secondary students to reflect on their ethical responsibilities as citizens in a digital world. Topic outlines provide overviews of new media environments for teachers. Core themes such as *Identity*, *Privacy*, *Authorship and ownership*, *Credibility* and *Participation* are explored through a variety of authentic activities including role playing and reflective exercises.

Issues including use of media, avatars, social media, plagiarism, advertising and evaluating online materials are explored. The full casebook is downloadable in [PDF format](#). The complete book may be more suited as a reference for teachers of middle and senior school students exploring online responsibility. Each stand-alone lesson contains explicit objectives, video links, activities and materials required. Student worksheets and annotated teacher worksheets are also provided. The site could complement relevant Australian guidelines and resources, including the [Digital citizenship](#) website produced by NSW CLIC and information about digital citizenship provided on the [School A to Z](#) website. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: CA; English; HSIE; Languages; PDHPE; Science; SciTech; TAS

PUBLISHER: Goodwork Project, USA

REVIEW DATE: 23/04/2012 [177]

SCIS 1536653 

[The digital Dead Sea scrolls](#)

This website, with its digitised reproductions of the *Dead Sea scrolls*, is a joint project facilitated by the Israel Museum and Google. Designed

to make these ancient documents accessible, the site is an interesting historical resource. Five scrolls, written in Hebrew, are presented in high resolution. Those wishing to read the scrolls in translation will be pleased to discover that clicking on desired phrases within the manuscript of [The great Isaiah scroll](#) reveals an English translation. Students can also zoom in to the images to pore over the text, though the other scrolls lack translations and are consequently aimed more at Hebrew scholars. A feature that may be of interest to Stage 6 History students is the provision of various videos discussing archaeological and archival issues related to the discovery and protection of the scrolls. J. White

USER LEVEL: Stage 6

KLA: HSIE

SYLLABUS: Ancient History Stage 6; History Stage 6 (Extension)

PUBLISHER: Israel Museum

REVIEW DATE: 23/04/2012 [296.1]

SCIS 1542919 



[The Dead Sea scrolls online](#) by Google

[Feddler RSSreader](#)

Presenting RSS updates in an easy-to-read format, this free app syncs with [Google Reader](#) and supports multiple accounts on iPhones, iPod touches and iPads. Highly customisable, the app enables sharing, tagging, note-taking and commenting on an inbuilt full screen browser. Items can be sorted by newest or oldest first and can show only feeds or folders which have unread items. These features, available offline, will sync when the app is connected to the internet. [Feddler Pro](#), the paid version of this app, contains more advanced features. Keeping users current about world events by constantly updating articles, news feeds and changes to favourite sites makes this a valuable addition to a [Google Reader](#) account. S. Rasaiah

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional

KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS

PUBLISHER: Che-Bin Liu, USA

REVIEW DATE: 23/04/2012 [302.23]

SCIS 1532796 



[ED Exam Feddler App Review](#) by Edexam

[TED: ideas worth spreading](#)

Beginning in 1984 as a conference bringing people together from three worlds: technology, entertainment and design, [TED](#) seeks ...to leverage the power of ideas to change the world. This exemplary site hosts a growing video collection of freely available talks by inspirational speakers. As [TED's](#) mission is to spread ideas worldwide, the site is released under a [Creative Commons](#) license so that all content can be shared. Navigation is via **Search** or through [Talks](#), [Speakers](#), [Themes](#), or [Translations](#). A [spreadsheet](#) in [TED Blog](#) contains over 1000 *TED Talks*, showing speaker, title, duration, publication date, URL and a short summary of each talk. To make the most of this quality resource, the creation of a blog, wiki, or *SMART Notebook* containing the videos that are most relevant, is recommended. Alternatively, videos can simply be marked as a **Favourite** after registering

for a free *TED* membership. Teachers would benefit from exploring and regularly revisiting sections such as [TED conversations](#), a social media platform, and [TED Fellows](#), a community of outstanding individuals. Continuing the mission to make ideas accessible to a modern global audience, there is also a selection of downloadable [TED books](#). G. Maugle

USER LEVEL: Stage 6 Professional

KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS

PUBLISHER: TED Conferences, USA

REVIEW DATE: 23/04/2012 [303.48]

SCIS 1400956



Census spotlight



Enlightening demographic information is provided on this interactive website. It outlines the relevance and importance of census data. To get started, students enter basic information about themselves, including their gender, postcode and age. From this information, a profile or *spotlight* on the student is developed, highlighting statistical similarities and differences in relation to the general population. Simple instructions facilitate use, and animated infographics effectively complement the audio narration. Students may

choose to share their census profile with social media platforms or right-click to save as a JPEG image. Brief information on how statistics were collected and interpreted is included. Useful as an introductory lesson on statistics or as an example of effective ways of presenting information with infographics, this site has applications for Mathematics and Commerce courses. A. Frost

USER LEVEL: Stage 4 Stage 5

KLA: HSIE; Mathematics

SYLLABUS: Commerce 7-10; Mathematics K-6; Mathematics 7-10

PUBLISHER: Australian Bureau of Statistics, ACT

REVIEW DATE: 23/04/2012 [304.6]

SCIS 1529412



Australian Bureau of Statistics - Census 'Spotlight' by LeoBurnettWorldwide



Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.

Drinkmeter



Abstract

Simple and interactive, this practical site indicates the effects of alcohol in relation to drink-driving through a simulated drinking session. An explanation of **Blood alcohol concentration** (BAC) is given and a chart outlines the **Legal limit**. Users can estimate their BAC by entering information about gender, weight, age and height, and linking these factors to specific alcohol types and quantities that are consumed. Submitting the details allows the site to generate a BAC reading. Colourful graphics and basic alcohol related information is provided on the meter. PDHPE students in Stage 4 and 5, particularly those exploring Strand 3: *Individual and community health*, could use this tool to gain some valuable insight into the effects of alcohol. R. Cox

USER LEVEL: Stage 4 Stage 5

KLA: PDHPE

SYLLABUS: CAFS Stage 6; PDHPE 7-10

PUBLISHER: Drug & Alcohol Services South Australia, SA

REVIEW DATE: 23/04/2012 [363.12]

SCIS 1539733



Our choice



Introducing the interactive app for iPhone, iPad and iPod Touch, this digital book by Al Gore features stunning colour graphics, photographs and animations. In this documentary, exceptional visual images and commentary present issues surrounding global warming. This digital book takes up where *An inconvenient truth* leaves off. Contents include chapters such as **The true cost of carbon**, **Population**, **Where our energy comes from and where it goes**, **Forests**, **Soil** and **Political obstacles**. A [free trailer](#) and [guided tour](#) of *Our choice* and a link to [purchase the app through iTunes](#) are available on the site. When viewed individually on a mobile device or as a whole class resource on an IWB, the app would provide a stimulating and innovative resource for interpreting, discussing and annotating evidence. The information contained in this ebook could support the study of a range of Geography outcomes and relate specifically to Outcomes 5.3 and 5.4 in the Science 7-10 syllabus. A. 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

PUBLISHER: Rodale, USA
REVIEW DATE: 23/04/2012 [363.738]
SCIS 1539665 \$5.49



Al Gore's 'Our Choice' - an iPad app
by theONEdotnet

E-learning for kids: free education for children globally. Grade 4

Providing activities for K-6 students, this website provides a wide array of interactives that could support various KLAs. In [Synonyms and antonyms](#), frogs in the enchanted forest provide explicit instructions to enable students to replace selected words and finally move to rewrite a fairytale. Fractions and decimals are discussed in [Magic maths market](#). *Computer skills courses* include online activities about [Microsoft Windows XP](#), Word, Excel, and Powerpoint, although the tutorials are for the 2003 versions of these products and may not be relevant. [Safe internet usage - children](#) begins with an explicit explanation of the internet as

used by three young characters who then move on to safety strategies. Life skills activities include [Bullying](#) and [Stress](#). Knowledge of the NSW PDHPE syllabus would be required to select resources from *Health courses*, which provides a variety of activities related to [Healthy living](#), diseases and anatomy of the human body.
D. Johnston

USER LEVEL: Stage 2
KLA: English; HSIE; Mathematics; SciTech; PDHPE
SYLLABUS: English K-6; HSIE K-6; Mathematics K-6; PDHPE K-6; Science & Technology K-6
PUBLISHER: e-Learning for Kids, USA

REVIEW DATE: 23/04/2012 [371.33]

SCIS 1531318



Nursery rhymes. Scenes and characters

Designed to be used with an IWB, this resource familiarises students with nursery rhyme scenes and characters and encourages speaking and listening skills. The [Starter activity](#) begins with an audio of *Humpty Dumpty*, and requires players to drag and drop prepositions into correct places in the sentences that correspond with the scene. A **Check**

answer button is available. [Main session](#) contains scenes from *Humpty Dumpty*, *The Grand old Duke of York* and *Mary, Mary quite contrary*. Each scene contains a rogue character that does not belong and disappears when clicked. A printable labelling activity is provided in [Plenary](#). [Teachers' notes](#) and [Background information](#) can be found in a dropdown menu. G. Maugle

USER LEVEL: Early Stage 1
KLA: English
SYLLABUS: English K-6
PUBLISHER: NGfL Cymru, UK
REVIEW DATE: 23/04/2012 [398.8076]

SCIS 1532020



Dictionary.com

An extension of the online dictionary site, [Dictionary.com](#), this free app can be downloaded onto an iPad, iPhone, Android, Blackberry or the Barnes & Noble Nook Color. The dictionary and thesaurus draw their reference content from almost two million words, definitions, synonyms and antonyms and all can be searched offline. More advanced features such as voice-to-text searching, phonetic and audio pronunciation and word trends require an internet connection. To speed up results, the *Word of the day* function can be disabled. The immediacy of spelling and definitions

provided through this app, plus the origin of words and their suggested usage via sample sentences, would be beneficial to students and teachers.
S. Rasaiah

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional

KLA: English

SYLLABUS: English K-6; English 7-10; English Stage 6

PUBLISHER: Dictionary.com, USA

REVIEW DATE: 23/04/2012 [423]

SCIS 1532795



IWB spelling activities: oe, oa, oi, IWB resource

Exploring the use of *oe*, *oa*, *oi* and other o vowel blends, this IWB resource enhances the range of literacy activities available to support spelling skills. Part of the [TeacherLed](#) site, and identical in structure to other resources on the same site (including those focusing on double consonants and random vowel blends), this resource is easy to navigate. It has clear instructions, automatic scoring and an inbuilt timer which can be varied by the user. Whether used as an activity for individuals or groups, this resource will develop spelling literacy in an enjoyable manner, supported by immediate feedback. Vivid colour and large print combine

to make the resource pleasing to the eye and engaging for young users.

G. Cale

USER LEVEL: Stage 2 Stage 3

KLA: English

SYLLABUS: English K-6

PUBLISHER: Teacher LED, UK

REVIEW DATE: 23/04/2012 [428.1076]

SCIS 1529886 

Surfing scientist



Showcasing a variety of interesting and engaging science experiments, this excellent collection could be compulsory viewing for keen Science students and teachers alike. Ruben Meerman, *The surfing scientist*, describes dozens of simple experiments and presents them through detailed lesson plans. Whilst not explicitly written for any particular syllabus, most experiments can be linked to science based units of work. Examples of experiments include making pH indicators, determining how much sugar and fat is present in soft drinks, and making lava lamps. Each set of instructions is extremely simple to understand, with most experiments supported with student worksheets, risk assessments, detailed materials lists, clear diagrams and separate teacher instructions. Experiments are so well presented and well planned that they should be successful for students and

teachers of most ability ranges and confidences. I. Mavin

USER LEVEL: Stage 3 Stage 4
Stage 5

KLA: Science

SYLLABUS: Science 7-10; Science & Technology K-6

PUBLISHER: ABC, NSW

REVIEW DATE: 23/04/2012 [507]

SCIS 1239147 



Engineering the perfect wave by ABC

Desmos graphing calculator



A graphic calculator application able to graph linear, trigonometric, exponential and logarithmic functions is clearly displayed on this site. An uncluttered screen and easily read axes enable this program to be used individually or shared interactively on an IWB. Equations are created by using the mouse to select symbols and operators from menus. The curves are displayed quickly

and accurately so that points of intersection and asymptotes can be clearly identified. Students can create their own equations or manipulate any of three sample curves. The **Examples** button allows students to view conic sections, polar curves and waves, while **Graph settings** adjusts the scale and labels on the axes. Curves can be saved and also shared via email, *Facebook* or *Twitter*. Due to its clarity and ease of use, this helpful tool compares favourably with other Mathematics sites available for students. P. Hannan

USER LEVEL: Stage 4 Stage 5
Stage 6

KLA: Mathematics

SYLLABUS: Mathematics 7-10;
Mathematics Stage 6

PUBLISHER: Desmos, USA

REVIEW DATE: 23/04/2012 [510.28]

SCIS 1539292 



Desmos graphing calculator 2.0 by desmosinc

Resources tagged as investigations



Part of an engaging series of IWB resources, this is designed to involve students in problem solving activities using soma cubes. Each investigation is preceded by an explanation for the teacher and links to further details on the topic. Detailed information can be found at [TeacherLedPlus](http://TeacherLedPlus.com). Clever use of graphics and a clear, uncluttered screen enhance the presentations, making them interesting and easy to understand. The resources are not IWB specific and can be viewed on a projector in the classroom or on student laptops. The presentations are relevant to a number of curriculum areas in the Mathematics syllabus and cover topics such as Soma cube, directed number and tessellations. This is a worthwhile resource for teachers to use on an IWB, providing students with enjoyable and challenging mathematical problems. P. Hannan

USER LEVEL: Stage 3 Stage 4
Stage 5

KLA: Mathematics

SYLLABUS: Mathematics K-6;
Mathematics 7-10

PUBLISHER: Teacher LED, UK

REVIEW DATE: 23/04/2012 [510.7]

SCIS 1531903 

Flash maths for middle years



Abstract

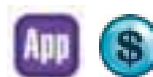
Topics in this set of nine animated learning activities include introductory algebra, perimeter and area, coordinates and statistics. Each activity uses a problem-solving approach to move students from a visual understanding to a mathematical expression. The activities require students to interpret and occasionally manipulate diagrams, and input responses, before moving on to the next problem. Each exercise can be viewed in text form and is printable. [Creating puzzles and interactives](#) links to instructions and software downloads to enable students and teachers to create their own puzzles. Within this section, [Math playground](#) takes students to a Mathematics games site. [Sites2See](#) returns users to the home page for a wide range of similar learning activities.

USER LEVEL: Stage 3 Stage 4
KLA: Mathematics
SYLLABUS: Mathematics K-6, Mathematics 7-10
PUBLISHER: Centre for Learning Innovation, NSW
REVIEW DATE: 23/04/2012 [510.76]

SCIS 1539269



The elements: a visual exploration of every known atom in the universe



Theodore Gray's popular book, *The elements*, is stunningly represented as an ebook in this interactive iPad app. Each of the 118 elements in the periodic table is accessible via the homepage touch screen. Investigation of any particular element reveals detailed written information, amazing visuals that can be rotated, and a column of useful scientific data, including the element's properties, atomic weight, density, melting and boiling point, valence, electronegativity and where and when it was discovered. This is an exciting teaching and learning tool that makes excellent use of tablet technology. For Science students, it is a wonderful ready reference, and its dynamic presentation will readily capture the interest of the general reader. Its clarity and vitality are truly engaging and highly informative. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Chemistry Stage 6; Science 7-10
PUBLISHER: Touch, UK
REVIEW DATE: 23/04/2012 [546]
SCIS 1539374 \$13.99



iPad Apps - *The elements* by iPadApps

Periodic videos



Designed by the School of Chemistry at the University of Nottingham, this excellent website was originally created to provide videos about the 118 elements on the periodic table. It has evolved to include videos about other interesting aspects of chemistry and chemical issues in the news as well. Science students will find many relevant videos to engage them and to enhance learning. When researching any element, this website would be a valuable starting point. Clips use appropriate metalanguage at a suitable level for all high school students. Stage 6 Chemistry students will find the videos most useful, particularly those on bioethanol, ozone on Bondi Beach, the Sydney Harbour Bridge, and exothermic and endothermic reactions. The clips presented would be ideal for sharing interactively using an IWB. Science teachers are strongly encouraged to

bookmark this wonderful chemistry website. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6; Physics Stage 6; Science 7-10
PUBLISHER: University of Nottingham, UK
REVIEW DATE: 23/04/2012 [546]

SCIS 1537940



Ozone on Bondi Beach - *Periodic table of videos* by PeriodicVideos

Rocks and soils



Part of a broader BBC site on science, this webpage looks at rocks and soils and their various properties. An interactive tool allows students to test various rock types for four properties. Does it split? Does it wear well? Is it permeable? Does it float? This introductory activity is well suited for use with an IWB. A worksheet follows,

examining the role of rocks around the home. Lesson plans are available in the [Resources for teachers](#) section of the site. The website could be useful in lessons related to the *Earth and its surroundings* strand of the *Science and Technology K-6 syllabus* or the Stage 3 COGs unit: *Physical phenomena*. R. Parnis

USER LEVEL: Stage 3

KLA: SciTech

SYLLABUS: Science and Technology K-6

PUBLISHER: BBC, UK

REVIEW DATE: 23/04/2012 [552]

SCIS 1531277



E.H. Graham Centre for Agricultural Innovation

The *EH Graham Centre* is a collaborative alliance between Charles Sturt University and the NSW Department of Primary Industries. The information of greatest relevance to secondary students is found under [Publications & factsheets](#). This section provides an extensive database of research papers about a range of agricultural topics. [News & events](#) contains links to conference and workshop papers, organised by the centre. Teachers of Stage 6 Agriculture should be encouraged to use this site to find current research papers relevant to the electives in

the HSC course. Although of limited use to most students, this site provides a much needed opportunity for teachers to access up to date research. S. Bannerman

USER LEVEL: Stage 6 Professional

KLA: TAS

SYLLABUS: Agriculture Stage 6

PUBLISHER: EH Graham Centre, NSW

REVIEW DATE: 23/04/2012 [630.72]

SCIS 1540026



Department of Agriculture and Food, Western Australia

Although some of the information presented on this website relates particularly to Western Australia, much of it is relevant to other parts of Australia. The information presented covers a wide range, with **Crops** and **Livestock** providing information that would be most applicable to NSW students. There is some excellent information in **Cereals**, which provides clear and well written information about the nutrients essential for plant growth, in particular **Barley**, **Oats** and **Wheat**. There is a range of information provided in PDFs about different species of livestock. Students should be aware that some information about legislation is Western Australian specific, as are

many pieces of legislation that relate to agriculture. S. Bannerman

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: TAS

SYLLABUS: Agricultural Technology 7-10, Agriculture Stage 6

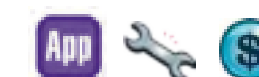
PUBLISHER: Government of Western Australia, WA

REVIEW DATE: 23/04/2012 [630.9941]

SCIS 1178646



Comic life



A wonderfully conceived digital tool for composing in comics format, *Comic life* is available for Mac OS, Windows computers and now iPad. Available through [iTunes](#) for \$5.49, the easy to use application offers a wide selection of page layouts and templates. Illustrations or photographs from personal files can be dragged into individual panels to create the visual element of a story or display. Different comic balloons, caption boxes, and a range of fonts are available for selection. Backgrounds, panel frames, and fonts can be altered in terms of their colour, style, and size. Artwork is easily saved and can be shared electronically or printed. Clear instructions are given and there is a help link for additional information. Students will readily engage with this exciting presentation tool. Its visual-

verbal elements can be used across several areas of the curriculum for tasks such as storyboarding, creating narratives, recording historical events, presenting the sequential steps in a Science experiment, giving directions for building or making something, or for presenting different aspects of countries and cultures. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5

KLA: CA; English; HSIE; Science; SciTech

SYLLABUS: Creative Arts K-6; English K-6; English 7-10; History 7-10; HSIE K-6; Science 7-10; Science & Technology K-6; Visual Arts 7-10

PUBLISHER: Plasq, USA

REVIEW DATE: 23/04/2012 [741.5]

SCIS 1539368 \$5.49

Grunge textures: high resolution textures for digital art and graphic design

Saving effort and time, this site provides quick access to free downloadable images that can be applied to designs for home or professional use. The site focuses on providing digital textures that can be incorporated into computer-generated images, provided users

comply with a royalty-free licensing agreement. For a fee, the resolution quality can be improved which would be necessary to print a digital creation in large format. With texture types divided into categories, searching for a specific quality or surface is made quick and simple. The site provides many classroom possibilities for students to enhance their creations or to use as the basis for digital artwork. N. French

USER LEVEL: Stage 5 Stage 6

KLA: CA

SYLLABUS: Photography & Digital Media 7-10; Photography, Video & Digital Media Stage 6; Visual Arts 7-10; Visual Design 7-10

PUBLISHER: GrungeTextures.com, USA

REVIEW DATE: 23/04/2012 [760]

SCIS 1538391



Picnik



Photograph editing has been made easy with this free online application. It is as easy as uploading an image file and using the editing buttons, making it a useful editing application for younger students to use in the classroom. A basic toolbar allows users to add different **Effects** at the click of a button. Premium features

are blocked for non-subscribed users, but the free tools would satisfy the editing requirements of young users. The application could be used to enhance classroom activities by taking a digital photograph of student paintings and applying effects, or by undertaking a digital art project where students capture and edit their own photographs. The creative possibilities are only limited by imagination. Expect some changes in the coming weeks, as *Picnik* moves its photo editing tools to *Google+*. N. French

USER LEVEL: Stage 5 Stage 6 Professional

KLA: CA

SYLLABUS: Creative Arts K-6

PUBLISHER: Google, USA

REVIEW DATE: 23/04/2012 [775]

SCIS 1538363



Garage band



A popular Apple application, *Garage band* is now available for iPad. The app turns an iPad into a musical instrument, or a range of musical instruments, and a recording studio. An array of virtual keyboards, guitars, basses and drums is available to choose from. Up to 8 different musical tracks can be recorded and mixed, allowing for experimentation and creativity. For people without musical training the *Smart*

instruments can be set to a particular style and tempo and played intuitively by touch to create some fascinating musical pieces. There is an audio recorder for voice or other sounds, making this an amazingly versatile application. A wonderfully engaging program, it has value for students in music lessons and it could be useful for Drama students preparing original background music or soundscapes for performance. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

KLA: CA

SYLLABUS: Creative Arts K-6; Drama 7-10; Drama Stage 6; Music 7-10

PUBLISHER: Apple, USA

REVIEW DATE: 23/04/2012 [781.3]

SCIS 1539365 \$5.49

Stanza



A powerful digital book reader, *Stanza* is a free app for iPhone, iPad or iPod Touch. With the capacity to personalise colours, fonts and line spacing, this app allows for bookmarking, searching and organising reading lists. Over 100 000 books in the online catalogue are downloadable, or users may select from online stores to purchase books. Some stores may not be available to Australian users. *Stanza* has other useful reading functions, including the capacity to move

existing collections of ebooks or documents to mobile devices by dragging them into *iTunes* and then onto *Stanza*. Any book that is not in eReader or EPUB formats can be converted using *Stanza desktop*. The ability to add notes, highlight text and images, and bookmark pages may assist student research and other learning activities. A comprehensive wiki showing online bookstores for use with *Stanza* is available from the *MobileRead website*. S. Rasaiah

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional

KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS

PUBLISHER: Lexcycle, USA

REVIEW DATE: 23/04/2012 [808]

SCIS 1532783



PHATpOETRY



Exciting and interactive, this website involves students in reading or listening to a variety of poetic styles including ballads, sonnets, free verse, haiku, limericks and performance poetry. The *Poetry vault* contains a wide range of poems for students to explore. Poems from different eras and various countries including Australia are featured. Some poems have attached audio files enabling

aural presentation. Students are encouraged to browse the [Mashup gallery](#) for inspiration to create their own mashups by combining poetry and digital content. [Tool shed](#) has links to free images, sounds and video segments that can be integrated with poetry to create a mashup presentation. An insightful way to involve students in appreciating poetry and its techniques, this website has great value for the interactive classroom. E. Sly

USER LEVEL: Stage 3 Stage 4
Stage 5

KLA: English

SYLLABUS: English K-6;
English 7-10

PUBLISHER: Phat Poetry, Vic

REVIEW DATE: 23/04/2012 [808.81]

SCIS 1540129 

Critical failure: books

The demise of literary criticism in Australia's broadsheets is the focus of this far-reaching discussion. Four distinguished panellists offer their viewpoints about the current state of play regarding literary criticism. Issues relating to relevance, the Australian market, emergent technologies, and financial pressures are analysed and debated. A potted history of literary criticism in Australia is also presented. At approximately 44 minutes long,

it may be more appropriate for snippets of the video to be utilised in lessons so as to stimulate discussion. An MP3 audio version can be freely downloaded, and an option to subscribe to the website through [Twitter](#) and [Facebook](#) is available. Due to the specialised nature of the discussion, this resource may be most appropriate for students and teachers of English: *Extension 2*. H. Gardiner

USER LEVEL: Stage 6 Professional

KLA: English

SYLLABUS: English Stage 6:
Extension 2

PUBLISHER: Wheeler Centre, Vic

REVIEW DATE: 23/04/2012 [812]

SCIS 1532211



Critical failure: books by The Wheeler Centre

The crucible by Arthur Wheeler

Filmed as part of the [Texts in the city](#) series, this informative discussion focuses on Arthur Miller's seminal

drama, *The crucible*. Author, Tony Wilson interviews William Henderson, co-founder of The [11th hour theatre company](#), in an exploration of one of the most provocative plays ever staged. Initial discussion focuses on the founding of Henderson's theatre company. Yet it is the examination of the play's relevance to contemporary society, Miller's use of language, and the construction of characters that hold most value for the classroom. Considering that the discussion is approximately 32 minutes in length, it is possible to download an MP4 version of the video or an MP3 of the audio. The latter is worthwhile as technical difficulties were experienced when viewing the video on a Windows 7 PC. Although aimed at Year 12 students in Victoria, use of this resource within a class should emphasise the celebration of an important text far beyond the restrictions of a study guide. H. Gardiner

USER LEVEL: Stage 5 Stage 6

KLA: English

SYLLABUS: English 7-10;
English Stage 6

PUBLISHER: Wheeler Centre, Vic

REVIEW DATE: 23/04/2012 [812]

SCIS 1532205



Scan the SCIS barcodes to select resources for your collection.



The crucible by Arthur Wheeler
by The Wheeler Centre

Clifford the big red dog

Part of the vast Scholastic site, this easily navigated section provides a wide array of material to extend students' enjoyment of the Clifford stories. Colourful activities support many aspects of English K-6. [Play & learn](#) takes site users to [Schoolhouse scramble](#), where students can practise sequencing, using Clifford related images. [Make & do](#) offers Clifford-focused seasonal activities and useful ideas for craft and creative work, such as composing a journal of amazing things. [Meet & greet](#) offers opportunities to explore different characters in the books, laying the foundation for an understanding of characterisation in fiction. The printable resources are basic colouring, but an added labelling or sentence task would make them worthwhile in the classroom. The site's animation is attractive and there

are many enjoyable opportunities for students to practise mouse handling and click-and-drag computer skills. M. Davis

USER LEVEL: Early Stage 1 Stage 1 Professional

KLA: English

SYLLABUS: English K-6

PUBLISHER: Scholastic Entertainment, USA

REVIEW DATE: 23/04/2012 [813]

SCIS 1523702 

Nicki Greenberg talks about her Gatsby

In a five minute video, Nicki Greenberg speaks about the process she undertook to adapt F. Scott Fitzgerald's *The great Gatsby* to graphic novel format. Her brief, informative commentary covers several aspects of the graphic novel medium. Greenberg mentions choices she made about the characterisation, layout and visual atmosphere of her adaptation. She explains how the voice of the narrator needed to be handled differently in the visual format and how her photograph album layout allows segments of the original novel to be pieced together and presented as elements of the sequential art layout. A fascinating commentary, it can be used to support a study of Greenberg's work or graphic novels in general. E. Sly

USER LEVEL: Stage 5 Stage 6

KLA: English

SYLLABUS: English 7-10; English Stage 6

PUBLISHER: Wheeler Centre, Vic

REVIEW DATE: 23/04/2012 [A823]

SCIS 1533207 



Nicki Greenberg talks about her Gatsby by The Wheeler Centre

A guide to recording oral history: what is oral history?

Clear and concise instructions about the techniques and ethics involved in gathering information from a personal perspective are provided on this site. One of the numerous resources produced by the New Zealand Ministry for Culture & Heritage, this section is one element of its excellent *Hands on history series*. *A guide to recording oral history* explains the ethical issues to consider and the best approach for different groups and ages of interviewees. Teachers and students of Aboriginal Studies Stage

6 will find these features particularly beneficial when completing major projects. The site may also be helpful for Aboriginal Studies 7-10 and History 7-10 students embarking on historical investigations. J. White

USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE

SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History 7-10

PUBLISHER: History Group, Ministry for Culture and Heritage, NZ

REVIEW DATE: 23/04/2012 [907]

SCIS 1534000 

Interactives. Middle Ages: what was it really like to live in the Middle Ages?

A wide range of basic information about the Middle Ages, including sections on [Feudal life](#), [Religion](#) and [Health](#), is presented in this section of the large [Interactives](#) site. [Related resources](#) in each section expand the understanding of significant keywords contained in the clearly expressed blocks of text. The inclusion of more pictures, diagrams or maps would add detail and aid deeper understanding. Despite this drawback, the information is well

written and would be a useful source for students studying Medieval Europe in the Stage 4 History topic: *Societies and civilisations of the past*. J. White

USER LEVEL: Stage 4

KLA: HSIE

SYLLABUS: History 7-10

PUBLISHER: Annenberg Foundation, USA

REVIEW DATE: 23/04/2012 [909.07]

SCIS 1531972 

Historypin

Historypin is an ambitious project aimed at collecting digital photographs from around the world and digitally pinning them to appropriate places on a world map. The site is partnered by Google, which will make many of the features familiar to most users. Once logged in using a free Google account, users can pin their own photographs to the map. The *Historypin in 90 seconds* video explains this process succinctly. For users only interested in viewing photographs, there is no need to log in. Material can be searched in terms of place, date or subject. History 7-10 students studying their personal history could be given the task of pinning family photographs on the site, though of course privacy issues would need to be considered. The date search can be used to find

photographs from a particular decade, which could be useful for the decade study in *History 7-10 syllabus*, Topic 8: *Australia's social and cultural history in the post-war period*. J. White

USER LEVEL: Stage 4 Stage 5

KLA: HSIE

SYLLABUS: History 7-10

PUBLISHER: We are what we do, UK

REVIEW DATE: 23/04/2012 [909.08]

SCIS 1542954



A short introduction to Historypin (or Historypin in 90 seconds) by Historypin

Resources tagged as maps

Interactive whiteboard (IWB) resources for mapping are provided on this site. Resources can also be used as a projected image and can be manipulated in several ways. By dragging the green box on the top left of each map, users can zoom over and highlight a specific section

of a map. Three coloured pins can be inserted to mark points of interest. The capacity to view historical borders such as Europe prior to World War 1 is an intriguing feature and a potentially valuable tool for teaching about alliances and events during that conflict. Geography teachers will appreciate the build your own maps facility, in which the key is used to place features on the map. These maps use four-figure area references, so are an ideal way to introduce some of the skills and tools in Geography 7-10. J. White

USER LEVEL: Stage 4 Stage 5

KLA: HSIE

SYLLABUS: Geography 7-10; History 7-10

PUBLISHER: Teacher LED, UK

REVIEW DATE: 23/04/2012 [910.07]

SCIS 1534040



Bolsheviks

Teachers and students looking for a concise resource to supplement studies of Lenin and the Bolsheviks will not be disappointed with this unit from the *Bitesize* series. A ten minute interactive exercise with multiple choice questions provides a brief recap of some of the points covered in the unit's modules. The interactive poster style graphics contrast sharply with the text-only format of the other modules and almost overshadow

the content being presented. The modules linked from [Back to History index](#), with notes, quizzes and critical thinking exercises provide a useful resource for students of twentieth century Russian history. H. Myers

USER LEVEL: Stage 5 Stage 6

KLA: HSIE

SYLLABUS: History 7-10; Modern History Stage 6

PUBLISHER: BBC, UK

REVIEW DATE: 23/04/2012 [947.08]

SCIS 1531361



Revolutions

Taking approximately ten minutes to work through, this comical interactive module contains narration interspersed with sets of multiple choice questions, for which the user is given a score. With information and quizzes on **The Tsar of Russia**, **The naval uprising** and **The 1917 revolution**, this activity may be engaging for History students as they investigate *Revolutionary Europe in the 18th and 19th centuries in Societies and civilisations of the past*. [Back to History index](#) contains notes, quizzes and critical thinking exercises, providing a concise overview of Russia/USSR 1905-1941. H. Myers

USER LEVEL: Stage 5 Stage 6

KLA: HSIE

SYLLABUS: History 7-10; Modern History Stage 6

PUBLISHER: BBC, UK

REVIEW DATE: 23/04/2012 [947.08]

SCIS 1531346



Australian history mysteries



Developed by the National Museum of Australia and Ryebuck Media, this subscription-based website contains rich content and resource kits on Australian history. The *Australian history mysteries case studies* are designed to stimulate students' interest in and engagement with aspects of their history and heritage, and to develop the skills needed in pursuing historical studies. Each case study contains a wide range of primary and secondary source evidence, including museum objects, national archival collections and historic sites. They are relevant to the new national History curriculum with its emphasis on inquiry learning and historical skills development. The online resource contains videos, case study units of work, exciting multimedia and interactive modules. Subscribing to the site will enable teachers and their students to gain access to the material and will ensure access to new content as it becomes available. A [sample case study and interactive module](#) are available for non-subscribers. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
PUBLISHER: National Museum of Australia, ACT
REVIEW DATE: 23/04/2012 [994.0071]
SCIS 1539381 \$218.90 per year

professional reading

Resources are listed in Dewey order

Digital literacy tour

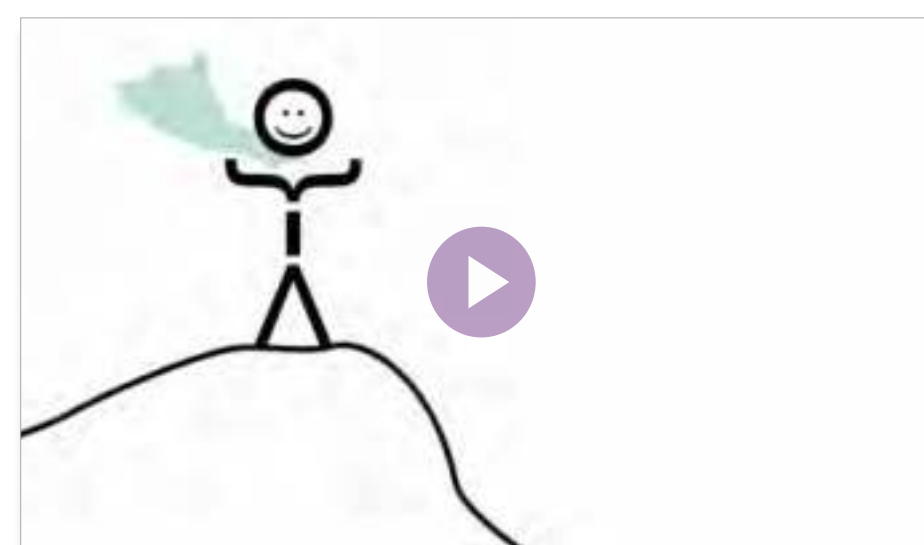


Designed and maintained by Google and the online safety organisation [iKeepSafe](#), this website is aimed at helping students, parents and teachers become more aware of safety online. Three online workshops contain videos, a guidebook, student handouts and a presentation to be used in a classroom situation or by individuals. They include interactive, hands on and scenario activities. The three workshops are *Detecting lies & staying true*, *Playing and staying safe online* and *Steering clear of cyber tricks*. Some YouTube videos are included, which means NSW DEC students would not be able to access these through their portal accounts. These videos could be best shared using an IWB and the teacher's

computer. Pitched at junior secondary students, the website would be very useful in lessons dealing with cyber safety. The *PowerPoint* presentations at the end of each workshop are very good as a summarising tool or as an introduction to the many issues that could subsequently be covered in the workshop. The guidebooks contain lesson guidelines and explanations of the online activities. The student handouts and exercises can be used or adapted throughout to suit a unit. All are in PDF format. The website complements relevant Australian guidelines and resources, including information about cybersafety provided on the [School A to Z](#) website. R. Parnis

USER LEVEL: Stage 5 Community Professional
KLA: English
SYLLABUS: English K-6
PUBLISHER: Google, USA
REVIEW DATE: 23/04/2012 [004.67]

SCIS 1477070



Detecting lies and staying true by SafetyCenterVideos

Audioboo



Allowing simple sharing of audio, this site acts as a digital archive for activities such as recording original music, a radio show, interviews for a website or a narrative for storytelling. [Audioboo](#) works on *Apple*, *Android* and *Nokia* devices. Individuals can also record via the web in user accounts. The site was created as a platform to use when recording audio to share or to keep for the future. Creating an account on the website or downloading the app onto a smartphone is direct and speedy. Adding a title, tags, photos and locating the recording on a map is explained in [Let us show you around](#). There is a three minute limit on recordings for the free plan. Although *Boos* can be anonymous from the mobile app, creating an account allows users to track other recordings and link *Boos* to *Twitter* and *Facebook*. As this is a public site with a range of discussions and personal recordings, teachers need to preview and assess the suitability of the content prior to using it with students. A. Parnis

USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS
PUBLISHER: Audioboo, UK
REVIEW DATE: 23/04/2012 [006.7]

SCIS 1539957



Audioboo, an Introduction by RichTVTioga

Jing



[Jing](#) is free software which takes the traditional online communication forum to the next level. It allows conversation between users, similar to other chat forums, but has specific instant graphic and video uploading and editing features. Users can create images and videos of what is seen on their computer screen and share them instantly via their [Jing](#) account. Other features include taking screenshots and recording screencasts of activity being viewed or performed on the monitor, as well as holding online conversations. Examples of educational use could include recording feedback when marking assessment tasks, or taking a snapshot of work to share with a class. [View customer stories](#) contains interesting discussions on using [Jing](#) with students. [Jing](#) can also be

used to compile information or ask questions instantly. This is a useful piece of software that allows online communication between students and teachers at any time. A. Parnis

USER LEVEL: Professional

PUBLISHER: TechSmith, USA

REVIEW DATE: 23/04/2012 [006.7]

SCIS 1539981



Overview of JING capture tool by TechSmith by BusinessWebBureau

Flipboard



A free app for iPad and iPhone, this allows users to customise news and social feeds in one personalised magazine. Designed for the touch screen, it allows users to flip through their social networking feeds, and feeds from websites that have partnered with *Flipboard*, including newsfeeds and timelines from *Google reader*. *Flipboard support* offers tips on setting up and user guides. Teachers could use this app to conveniently keep abreast of new

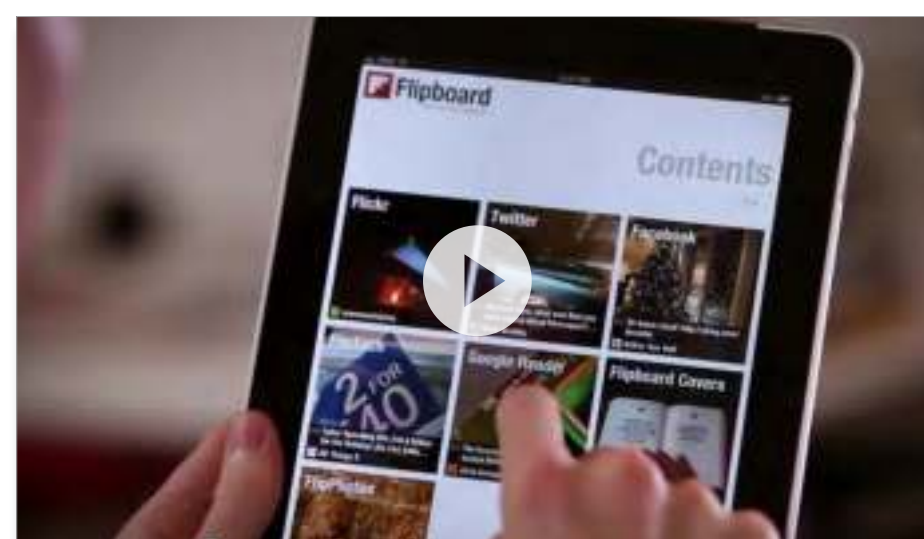
knowledge in their field and obtain resources to support teaching and learning programs. Though only accessible by teachers in NSW DEC schools, secondary students may also benefit from the ability to track research topics, use RSS feeds, and pull all this information into one easily navigated location. H. Myers

USER LEVEL: Professional

PUBLISHER: Flipboard Inc., USA

REVIEW DATE: 23/04/2012 [006.7]

SCIS 1539731



Introducing Flipboard's latest edition: getting more social by InsideFlipboard

Myfakewall



A clever tool for composing a *Facebook* style wall for a literary or historical character, this site offers an engaging opportunity for students to analyse and compile biographical information about key personalities. A modern twist on the traditional character profile concept, the opening page is clear

and concise in explaining the site's purpose. Example walls include [Elizabeth I](#) and [Martin Luther](#). After registering for an account, users start by naming the wall, adding pictures, posts and friends, as well as profile information. Students studying a particular era, or making connections between individuals, could be asked to work in groups to construct pages and cross-post to demonstrate these relationships. As a general rule, teachers are reminded to examine other contributions on the site, to be aware that there is some advertising, and note that the site is currently accessible only by staff in NSW DEC schools. The site offers an alternative pathway to gauge students' understanding of particular figures and events, while incorporating social media. From a transliteracy perspective, the learning experience would provide ideal classroom opportunities to discuss issues associated with curating an online identity, managing personal information, and interacting safely online. S. Pollard

USER LEVEL: Stage 4 Stage 5
Professional

KLA: English; HSIE

SYLLABUS: English 7-10; History 7-10

PUBLISHER: CAVI Studio, France

REVIEW DATE: 23/04/2012 [006.7]

SCIS 1542653



Evernote



Available to download to a computer in Mac OS X and Windows, or to mobile devices including iPad, iPhone, Blackberry and Android, this app allows searchable notes to be stored and retrieved from any device or from the internet. Images, photographs, entire web pages and audio files can be saved, and changes to notebooks synced to any device that has *Evernote* installed. Tutorials in the [video library](#) clearly demonstrate the functions of this practical app. Of interest to teacher librarians collaborating with colleagues, or students working on a collaborative project, is the ability to share notebooks, either with individuals or the world. [Sharing notebooks in Evernote](#) explains how to set this up. *Evernote* is a free app with the option of upgrading to a larger storage capacity via a Premium account. S. Rasaiah

USER LEVEL: Professional

PUBLISHER: Evernote Corp, USA

REVIEW DATE: 23/04/2012 [010]

SCIS 1532091



Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.



Evernote at The Montclair Kimberley Academy
by EvernoteAndrew

Libraries and transliteracy

A brief *YouTube* video, this presentation uses still photographs, succinct written comments and gentle background music to convey a message about the importance of transliteracy in the 21st century. Defining transliteracy as *the ability to read, write and interact across a range of platforms, tools and media*, it calls upon librarians to adopt the changes for the sake of their patrons. While it offers a useful overview, the pacing of the slides on the video clip is rapid and a presenter using the resource may opt to pause each slide to give an audience time to read and digest the comments. It is a rather simple overview and could be used as a springboard for more detailed discussion. S. Pollard

USER LEVEL: Professional

PUBLISHER: Librarian by Day, USA

REVIEW DATE: 23/04/2012 [027.8]

SCIS 1542670



Learning in a changing world

[series]

ACER, Vic, 2010



Aimed at teachers and teacher librarians, this informative series considers the way learning is evolving in the digital age. Erudite and forward thinking educational theorists and practitioners (Dean Groom, Dr Susan La Marca, Judy O'Connell, Sandra Ryan, Dr Ross Todd, and June Wall) focus on the impact of technology on curriculum and teaching practices in schools. Each of the five books presents an aspect of technology led change, citing research, practical examples, and a large number of resources for additional information and support. Broadly, the topics include engaging learners in the Web 2.0 world; implementing Guided Inquiry in classrooms and school libraries; the importance of appropriate physical resources and spaces for learning; the nature of inquiry, collaboration and digital resources in the 21st century; and the educational value of engaging in virtual worlds. Clear and

concise, the series reveals how to reconcile features operating in the changing paradigm with teaching and learning processes. C. Sly

USER LEVEL: Professional

PAPER: \$19.95 each

Reviewed titles in this series:

Connect, communicate, collaborate
SCIS 1488365

Curriculum integration
SCIS 1488376

Designing the learning environment
SCIS 1488431

Resourcing for curriculum innovation
SCIS 1488446

Virtual worlds
SCIS 1488451

The book seer

A simple web application designed to recommend books, this site uses a person's previous reading experiences to suggest other similar titles. A book title and author, with accurate spelling of both, are entered on the homepage to generate a list of related works, sourced via *Amazon*, *LibraryThing* and *BookArmy*. Links to *Amazon* also enable users to conveniently purchase suggested titles. While this basic tool could assist students in making decisions about what to read, the visual presentation of results is not particularly inspiring. Developed in the United Kingdom,

it also seems unable to make recommendations based on some recent Australian content, which is a drawback. Nevertheless, the site may have some use if bookmarked on a class computer for students to access as required. S. Pollard

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional

KLA: English

SYLLABUS: English K-6; English 7-10

PUBLISHER: Apt, UK

REVIEW DATE: 23/04/2012 [028]

SCIS 1542667



Our space: being a responsible citizen of the digital world

An academic site, this resource from the Harvard Graduate School of Education and the University of Southern California describes the *Our space* project as a resource for making students think about ethics and conduct in their interactions with digital media. The site lacks clarity in explaining what it is about, though reading the opening paragraphs to access the introductory PDFs and content index does help understanding. This media literacy project works with themes of identity, privacy, authorship and ownership, credibility, and participation. It uses

student role play and reflections, and it provides several video examples of culturally diverse student groups tackling and commenting on these activities. The videos lack clarity, but the written material on student use of avatars, *YouTube*, *Wikipedia* and *Facebook* offers some useful insights for Australian teachers.

[Introduction to our space](#) offers guidelines to ethical thinking in new media environments. A range of lesson outlines and activities support teaching and learning in this area. The site could complement relevant Australian guidelines and resources, including the [Digital citizenship](#) website produced by NSW CLIC. C. Thomas

USER LEVEL: Professional

PUBLISHER: Goodwork Project, USA

REVIEW DATE: 23/04/2012 [177]

SCIS 1536653



Scan the SCIS barcodes to select resources for your collection.



Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.



must be purchased.

Powerful learning: a strategy for systematic educational improvement

Edited by David Hopkins, John Munro & Wayne Craig.

ACER, Vic, 2011

ISBN 9781742860091 [371.2]



As a blueprint for district or regional government school reform in the state of Victoria, the key features outlined in this collection of improvement strategies include a commitment to respond to diverse student needs, to build the skills of the education workforce to enhance teaching and learning, and to continuously improve schools. The powerful learning strategy was a response to meeting these commitments, and became the framework for improvement at the regional and school level. A question readers may pose is: *How can the suite of literacy, numeracy, behaviour and powerful learning interventions informing change in whole school professional practice be transported to other regional and state contexts?* There is substantial detail based on educational research and empirical evidence to make a professional judgement about the transportability of powerful learning into specific school contexts. F. Whalan

USER LEVEL: Professional

SCIS 1504603 \$29.95

Explain everything



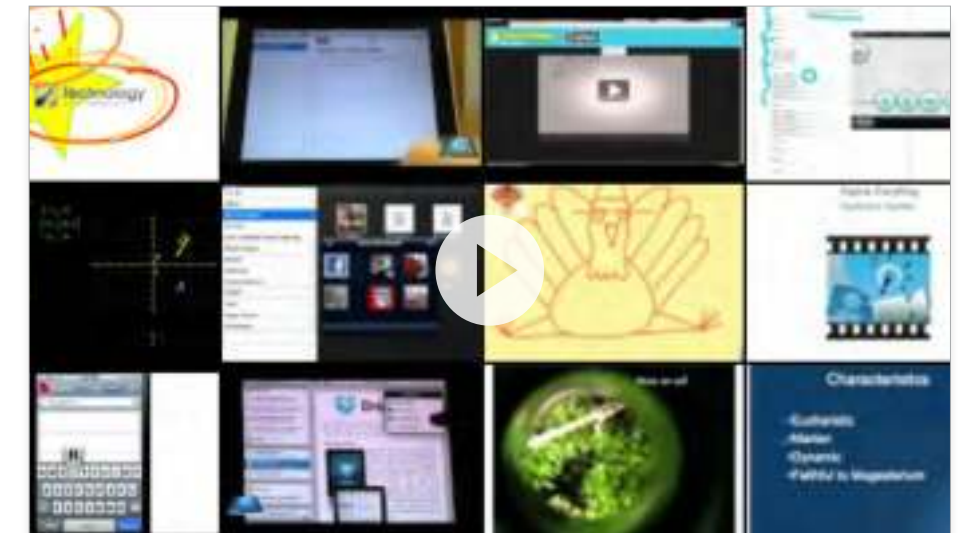
Marketed as a design tool for iPad2, this is a presentation medium, enabling the user to import text, graphics and video from *Evernote*, *Photos* and *Dropbox* on their iPads, or images from a camera. Users can also link to *YouTube*, *Twitter* and *Facebook*. All of these other applications require active login accounts before they can be linked. After purchasing the app, it is necessary to consult the help menu or the website and follow directions for setting up. The website contains a video that briefly explains how to start producing a presentation. The [EE showcase](#) tab on the website presents examples of how the app can be used in the classroom. It has been designed for use in an educational setting, and teachers could make good use of the app for group projects, collaborative programming and learning, and presentations. H. Myers.

USER LEVEL: Professional

PUBLISHER: MorrisCooke, Poland

REVIEW DATE: 23/04/2012 [371.33]

SCIS 1539719 \$2.99



Explain everything - Getting started by ExplainEverything

Oxford big ideas

[series]

LESLIE, Susan

Oxford University Press Australia & New Zealand, Vic, 2012



Part of a series of three new English textbooks, these are written to address the directions outlined in the *Australian Curriculum: English* syllabus. Each book is pitched at Year 7, Year 8 or Year 9 students. Focussing on the topic areas of *Language, Literature and Literacy*, there is a wide range of content and activities to support teaching and learning. A clear, attractive layout integrates examples of traditional and contemporary literature. Diagrams, illustrations and photographs enhance the written text and

encourage students to appreciate the value of literature, to read and compose imaginatively, and to understand the role of language and literature in context. As many of the photographs are taken from contemporary popular media, they embed stereotypical gender and race discourses. Teachers could find educational value in engaging students in unpacking these images and noting how visual texts incorporate powerful messages on issues such as gender, race and age. Writing, editing and proofreading work samples are included, along with a comprehensive glossary. An engaging series of workbooks, these could be of value to teachers and students. There is to be an ebook version of these titles and sample pages can be previewed on the [Oxford University Press website](#). C. Sly

USER LEVEL: Stage 4 Stage 5
Professional

KLA: AC; English

SYLLABUS: English 7-10

PAPER: \$39.95

Reviewed titles in this series:

English. 7: Australian curriculum
SCIS 1541660

English. 8: Australian curriculum
SCIS 1541040

Conversations about text 2: teaching grammar using factual texts

ROSSBRIDGE, Joanne &
RUSHTON, Kathy

Primary English Teaching Association
Australia, NSW, 2011
ISBN 9781875622849 [428.2071]



With grammar being such an important focus within the English K-10 syllabuses, this versatile reference for teachers provides a clear theoretical understanding of the way in which language functions. Organised into five chapters covering various factual genres, the book provides a sound balance of theory and practical classroom application. At all times, there is an emphasis on teaching grammar in context. A multitude of teaching strategies is included alongside student work samples to exemplify particular grammatical features. Written in an explicit style, complex terms are defined thoroughly. For further clarification, a useful glossary is also supplied. A rich bibliography offers additional resources for exploring numerous aspects of literacy. Addressing a range of learning stages, this comprehensive text has relevance to both primary and secondary teachers

and is a worthy professional resource.
H. Gardiner

USER LEVEL: Professional

KLA: English

SYLLABUS: English K-6; English 7-10

SCIS 1532605 Paper \$34.95

Tenmarks



Designed to support students' learning, this website enables teachers to match individual students with online activities and instruction to allow them to practise, revise or remediate, or for acceleration. Working relatively independently, students undertake additional work at their own pace. The interactive activities allow learners to access three hints, view an instructional video, and check their performance on each topic. Teachers can create free class accounts which provide the teacher with student usernames, passwords and ongoing reports. A premium program is also available for purchase, supporting differentiated curriculum and additional assessment features. Although American, the topics and activities cover core mathematical understandings and the site's link to [Edmodo](#) may facilitate easier incorporation into established teaching and learning practices. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Stage 4 Professional

KLA: Mathematics

SYLLABUS: Mathematics K-6;
Mathematics 7-10

PUBLISHER: TenMarks, USA

REVIEW DATE: 23/04/2012 [510.76]

SCIS 1543005



Apps for autism



A CBS [60 Minutes](#) program, this 13 minute video is aimed at parents of children with autism and the wider community. The program demonstrates the use of iPad apps to assist children to express themselves. Some apps, including [Proloquo2Go](#), [AutismXpress](#) and [Look into my eyes](#) have been particularly useful for children with autism who cannot speak. The program shows children and adults using the apps to express their thoughts and needs. In so doing, it is apparent that there are children with autism who have hidden intellect. Students are shown to engage readily with the iPad where social interaction with another human being would have been difficult or impossible. At the end of the program, there is some discussion with a neurologist about the latest research into the reasons for lack of speech in autistic children. This fascinating news clip reveals another valuable application of tablet technology. N. Drougas

USER LEVEL: Community
Professional

PUBLISHER: CBS Interactive, USA

REVIEW DATE: 23/04/2012 [616.85]

SCIS 1538954



Apps for Autism by CBSNewsOnline

Strategies for writing success

HOLLIDAY, Marcelle

Primary English Teaching Association, NSW, 2010

ISBN 9781875622764 [808]

Developing children as effective writers is the focus of this comprehensive text. Commencing with writing as a social practice, the text offers a thorough insight to the various phases of the writing process. An emphasis on the importance of oral language to writing development is accompanied with practical ideas and student work samples. Many teaching strategies are offered throughout. Of particular interest is the *Strategy in action* section within each chapter, which clearly explains how to translate theory into

classroom practice. Various purposes for writing are explored in detail, and the skills of proofreading and editing are carefully explained. Resources for teaching writing are provided for those seeking additional information. This excellent text is written in a clear style with attractive presentation. Although aimed at primary school teachers, all teachers of English would find this a useful resource. H. Gardiner

USER LEVEL: Professional

KLA: English

SYLLABUS: English K-6;
English 7-10

SCIS 1440013 Paper \$28.95

picture books

Picture books are arranged alphabetically by author.

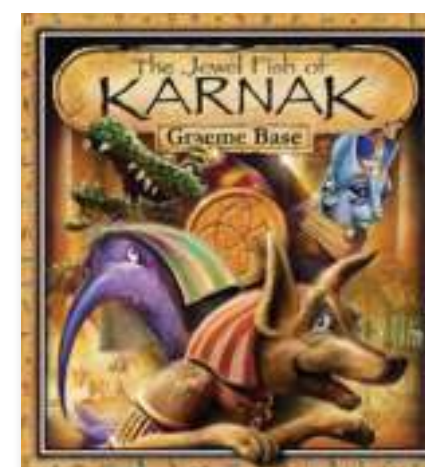
Some books in this section are nonfiction or have relevance to a particular KLA.

The jewel fish of Karnak

BASE, Graeme

Penguin Group (Australia), Vic, 2011 (Viking)

ISBN 9780670074679



Inspired by a trip to Egypt, this latest creation by Graeme Base replicates his familiar picture book style. The quintessential

hallmarks of Ancient Egypt are woven through the story of two ruffians who appear before the Cat Pharaoh. The thieves are given one last chance, providing they travel to the temple of Karnak, retrieve the pharaoh's stolen Jewel Fish and follow her explicit instructions. This invokes a cautionary tale, explored more fully in the [trailer](#). Here, Base elaborates on aspects of this resource, such as the informative snippets on the verso of the dust jacket and the interactive puzzle wheel at the end of the book. Linking this engaging element to the book trailer may expand the readership to students who need encouragement to venture into more complex activity books. Additional information and activities are available on the [Graeme Base website](#), including a link to the Jewel Fish [quest](#). [Teachers' notes](#) are available on the Penguin website. S. Rasaiah

USER LEVEL: Stage 2 Stage 3

KLA: English

SYLLABUS: English K-6

SCIS 1524410 \$29.95

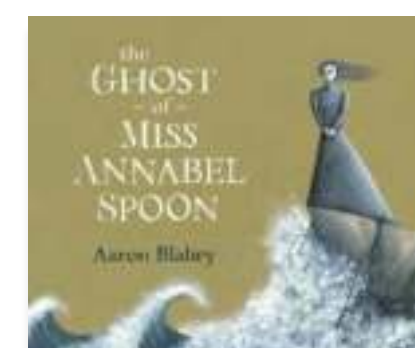


Graeme Base - The Jewel Fish of Karnak by PenguinKidsTV

The ghost of Miss Annabel Spoon

BLABEY, Aaron

Penguin Group (Australia), 2011 (Viking)
ISBN 9780670074747 [A821]



Using tail rhyme and a sextilla format, this stylised picture book tells the story of the town of Twee,

which is haunted by the ghost of Miss Annabel Spoon. The dark, forbidding illustrations reflect the emotions of the townspeople, as they lament their plight. Whilst the hero, Herbert Kettle, undertakes his quest, again the colours reflect the improving situation. Readers are introduced to themes of friendship, courage and deceptive appearances. The book could also provide an example of rhyme patterns, and lends itself to dramatic readers theatre. For older

students, it could be used as supplementary material for the English Stage 6 Area of study: *Belonging*. B. Hull

USER LEVEL: Stage 1 Stage 2 Stage 6

KLA: English

SYLLABUS: English K-6; English Stage 6

SCIS 1523521 \$29.95

Sam and his dad

BLOCH, Serge

Wilkins Farago, Vic, 2011

ISBN 9780980607086

Translated into English, this modern French classic is sure to resonate with younger readers. Sam is an active, inquisitive child who wants to be just like his Dad when he grows up. For now, Sam enjoys playing in the park, visiting the farm and listening to Dad's stories. In all Sam's escapades, Dad is there to encourage, give advice and create new games. Demonstrating how family members care for and communicate with each other, this delightfully simple picture book would be a suitable resource to support the *Interpersonal relationships* strand of the PDHPE K-6 syllabus. S. Rasaiah

USER LEVEL: Early Stage 1

KLA: PDHPE

SYLLABUS: PDHPE K-6

\$27.99 SCIS 1516299



Sam and his dad by wilkinsfarago

Song of the dove

BROOME, Errol & KRETSCHMAR, Sonia

Walker, NSW, 2011

ISBN 9781921529245



A sad, beautiful love story is portrayed in this picture book based on the life story of Italian composer Vincenzo Bellini. The soft, intricate illustrations by award winning Australian artist, Sonia Kretschmar, add to the reader's understanding of its contextual setting in 19th century Italy. The presence of birds throughout the story introduces symbolism and offers an intriguing parallel theme. The picture book could be a valuable example for visual literacy studies with junior secondary students who would understand the link between the bird motifs and the tragic love theme. There may be time for further

research on the references to Bellini's operas found throughout the illustrations. R. Parnis

USER LEVEL: Stage 3 Stage 4

KLA: English

SYLLABUS: English K-6; English 7-10

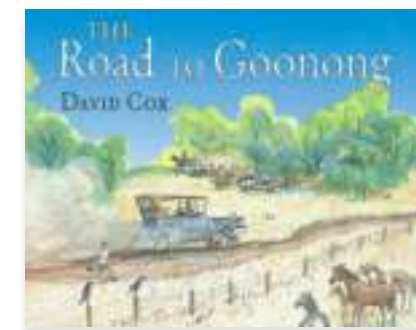
SCIS 1502994 \$29.95

The road to Goonong

COX, David

Allen & Unwin, NSW, 2011

ISBN 9781742375212



The road to Goonong was really just a pair of wheel tracks, packed down by the buggies and drays and lorries and cars that had travelled that way over the years. The opening sentence sets the scene for a delightful story of the life of a family living on a farm called *Goonong*, in country Australia during and after the Great Depression. The eclectic collection of neighbours and townspeople, the hardships and good times of life on the land, and reference to the situation for Aboriginal farm workers and the disappearance of the local Aboriginal people, all provide insight into a part of Australia's history that may be unfamiliar to some. Pages dealing with the Aboriginal history of the area could be prefaced by teachers with a discussion about the impact of European settlement and

farming practices. The narrator's observation that *the Bayali people were not there anymore* could be discussed with students in response to questions about the continuing presence of Aboriginal people in the region. Ultimately, the family has to leave Goonong when drought settles in. Far from despairing, they look forward to the new and different experiences that city life will bring. The Australian spirit of optimism is highlighted in this charming, beautifully illustrated picture book. It could be used to support Stage 1 COGs unit (B): *Our stories*, Stage 2 COGs unit (B) *Being Australian* and Stage 3 COGs unit (B) *Identities*. H. Myers

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: English; HSIE

SYLLABUS: English K-6; HSIE K-6

SCIS 1517272 \$29.99

Warambi

DARLISON, Aleesah & PLANT, Andrew
Working Title, SA, 2011
ISBN 9781921504280



Simple narration and intimate illustrations will endear the character of Warambi to students as they explore the life of a baby bent-wing bat. Capturing the bat life cycle and the impact

of deforestation on bat colonies, this engaging and informative story observes the habitats and nocturnal behaviours of bats. Stunning illustrations use colour, shadow and perspective to great effect, creating absorbing imagery that lends itself to visual literacy activities. Factual information about bats, located on the book's endpapers and peppered throughout the narrative, may spark discussion about habitats and environmental protection. Released in the *Year of the Bat*, this outstanding picture book may be used in Stage 1 COGs units (A): *Local places* and (C): *Growing and changing*. A. Frost

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; Science
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS 1511763 \$24.95

A bush Christmas

DENNIS, C.J. & HUXLEY, Dee

Black Dog, Vic, 2011

SBN 9781742032078 [A821]



A classic ballad, this picture book adds to a rich Australian heritage. The rhythmical verse is brought to life again by Huxley's soft, sweeping illustrations. For

example, as *the sun slants redly thro' the gums*, luminous yellow and orange sunset strokes trail across a double

page, and the eucalypts bend in the heat. The old homestead and the wide expanse of sky are represented using long, muted smears of colour. Each quirky family character is a caricature, full of animated expression. Stars in the sky are like the baubles and tinsel streamers on a Christmas tree. Students' enjoyment of this resource will be enriched by Dennis's descriptive language and the opportunity to catch an authentic glimpse of outback lifestyles in the early 20th century. It is a lovely verse story to read aloud and offers a range of opportunities for explicit language teaching. D. Johnston

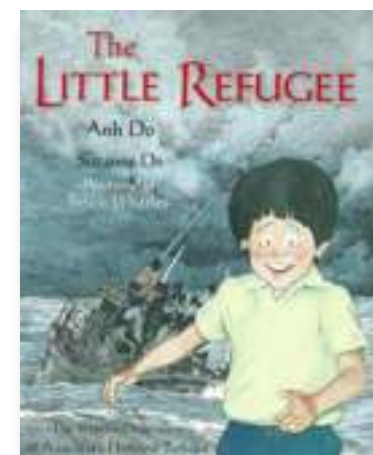
USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS 1525883 Paper \$16.95

The little refugee

DO, Anh, DO, Suzanne & WHATLEY, Bruce

Allen & Unwin, NSW, 2011

ISBN 9781742378329 [792.702]



The illustrations are a triumph in this inspiring and informative story about one refugee who has made Australia his home. Beginning with grey and sepia tones, the illustrations change to colour once the family reaches Australia. A compelling picture

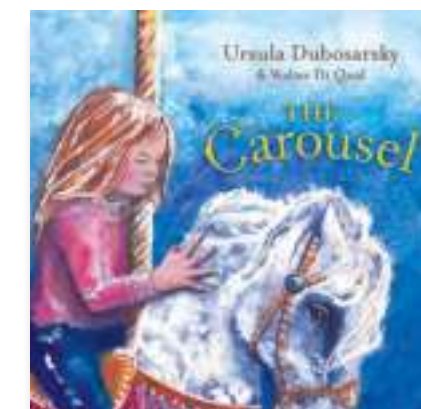
book, it does not try to persuade directly, but the simple telling of a tale of courage and success communicates much about the plight of refugees and how hard they work to be part of their adopted country. The language is simple and informative, rather than emotive, giving the message greater power. Teachers could use this picture book to begin a unit on identity or being Australian, to explore issues related to refugees, or to help students appreciate the issue from a very personal perspective. Useful [notes for teachers](#) are available on the Allen & Unwin website. S. Pollard

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; HSIE K-6
SCIS 1523052 \$24.99

The carousel

DUBOSARSKY, Ursula & DI QUAL, Walter

Penguin Group (Australia), 2011 (Viking)
 ISBN 9780670074624 [A821]



Colourful, evocative illustrations bring this poetic story to life. Dubosarsky uses four line stanzas to reveal a child's fascination with horses in a carousel and reminds

readers of the freedom of the imagination. The picture book offers a charming introduction to work on imagining with younger students, especially discussion of alternate realities, wishes, or dreams, and their place in our lives. Swirling backgrounds, muted colours and soft line focal objects exude a dream-like atmosphere and enhance the lyricism of the verse tale. S. Pollard

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS 1529043 \$24.95

Sam, Grace and the shipwreck

GILLESPIE, Michelle & MARTINEZ, Sonia

Fremantle, WA, 2011

ISBN 9781921696008



In 1876 the *Georgette* left Fremantle on her last voyage. The ship began taking on water and needed to launch lifeboats into treacherous surf. This is a fictional recount of the event. From Calgardup Bay on the Western Australian coast, an Aboriginal stockman, Sam Isaacs, raised the alarm and with the help of 16 year old Grace Bussell rescued many of the stranded passengers.

Grace and Sam rode their horses into the surf many times to bring the frightened people ashore, averting a greater crisis. Grace and Sam both received medals from the *Royal Humane Society* for their bravery. Emotive, sepia washed illustrations enhance the written text, bringing to life a dramatic historical event.

Interesting teaching notes are available on the [Fremantle Press website](#). R. Higginbottom

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: HSIE

SYLLABUS: HSIE K-6

SCIS 1523705 \$24.95

A bus called Heaven

GRAHAM, Bob

Walker, UK, 2011

ISBN 9781406334197

In this uplifting picture book about cooperation, relationships and communities, an old bus is dumped in the street outside Stella's house. The neighbours see it as an opportunity, rather than a problem. Using cartoon-like colour illustrations, Graham leads the reader through the transformation of the bus into a local gathering place. When the bus is deemed an obstruction and towed away by the authorities, the whole neighbourhood joins together and Stella saves the day. The tale includes many themes dealt with in

HSIE lessons, including community, recycling, sharing, tolerance, valuing others and acceptance of differences. Within the illustrations are references to people of diverse ages, religions, races and lifestyles, gently presenting an affirming message about the composition of vibrant, harmonious communities. Graham's inclusion of sequential art segments gives teachers the opportunity to introduce students to the change of pace and perspective evident in this visual format. [Classroom ideas](#) and a [colouring-in activity](#) are available from the Walker Books Australia website. R. Parnis

USER LEVEL: Early Stage 1 Stage 1

KLA: HSIE

SYLLABUS: HSIE K-6

SCIS 1525882 \$27.95

Come down, cat!

HARTNETT, Sonya &
MASCIULLO, Lucia

Penguin Group (Australia), 2011 (Puffin)
ISBN 9780670074754



Nicholas is worried. His cat is up on the roof and refuses to come down. In this picture book about courage, friendship and pets, a boy's love for his cat is tested when it starts to rain in the middle of

the night. Luminous illustrations skilfully explore an interesting range of perspectives and add to the readers' enjoyment of the story by exaggerating reality to reflect the emotions of the protagonists. Young children will become enthralled by the tale and may wonder what *marl* means, as the cat cries from the rooftop. A charming story by a talented duo, this is worthy of inclusion in a unit on pets or Stage 1 COGs unit (B): *Our families*. R. Parnis

USER LEVEL: Early Stage 1 Stage 1

KLA: English; HSIE

SYLLABUS: English K-6; HSIE K-6

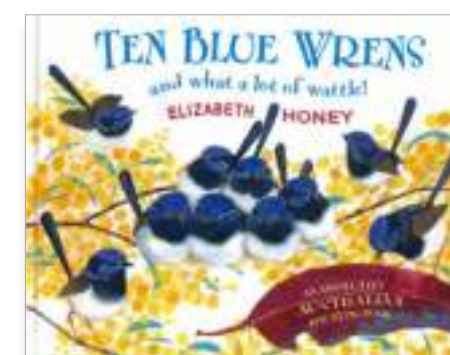
SCIS 1520949 \$24.95

Ten blue wrens and what a lot of wattle!

HONEY, Elizabeth

Allen & Unwin, NSW, 2011

ISBN 9781742377872 [513.2]



An enjoyable counting book with an Australian flavour, this publication is sure to be popular with young readers. Its rollicking rhyme makes it very appropriate for reading aloud. The bright double page illustrations reflect the colours of the Australian bushland, desert and coast. There is scope for counting the main subjects referred to on each page

and noting the more subtle aspects of the larger pictures. While learning to count, children are introduced to native Australian flora and fauna, people, places, and pastimes. It is a pleasant picture book that should entice children to interact with its content on a number of levels. E. Sly

USER LEVEL: Early Stage 1

KLA: English; Mathematics

SYLLABUS: English K-6;
Mathematics K-6

SCIS 1529312 \$24.99

George flies south

JAMES, Simon

Walker, UK, 2011

ISBN 9781406328868

Since birds in England migrate to spend each winter in a warmer place, George and his mother must fly south as the weather changes. However, flight is not something that George is ready to attempt yet. Colour wash and ink illustrations highlight both the action and the special bond between this parent and child, as they successfully navigate a series of potentially harmful events. In this picture book about personal growth, learning to leave the nest could be a metaphor for many of the steps taken in life, including starting primary school. The charming story reinforces the positive belief that, when faced with a challenge, it is always possible

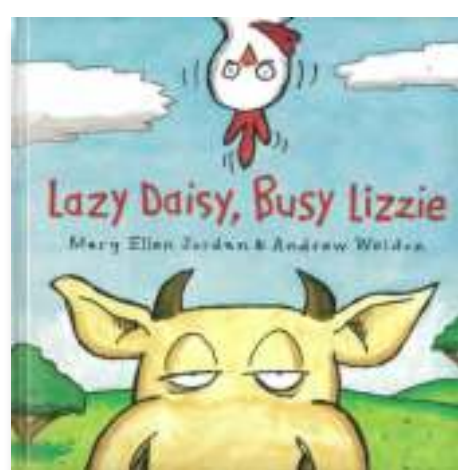
to muster the skills and confidence required. The text may support Early Stage 1 COGs unit (C): *Changes*. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS 1379837 \$29.95

Lazy Daisy, busy Lizzie

JORDAN, Mary Ellen & WELDON, Andrew

Allen & Unwin, NSW, 2011
ISBN 9781742374291 [A821]



Available in print and as an **ebook**, this is a simple and delightfully whimsical picture book set on a farm. Although the livestock do not behave as expected, the farmer seemingly appreciates and indulges their idiosyncrasies. The colourful, cartoon style images depict a farming property and rural landscape which are refreshingly Australian, and the rhyming text invites dramatic oral reading and student participation. This is a succinct, playful resource to support enquiry about where food comes from and could be an amusing diversion when studying Early Stage 1 COGs unit (E): *Our needs*. Students will enjoy identifying the unusual

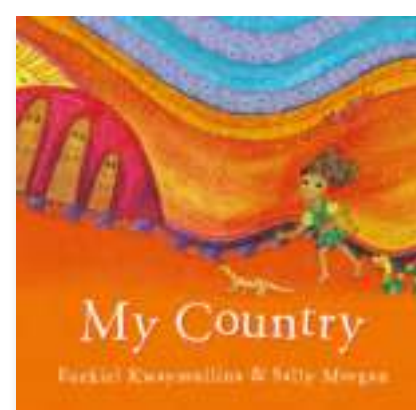
activities of the other farm animals, pictured but not mentioned in the text, and composing similar rhyming verses about them. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS 1526418 \$19.99

My country

KWAYMULLINA, Ezekiel & MORGAN, Sally

Fremantle Press, WA, 2011
ISBN 9781921696916



A picture book comprising only 12 written lines, this celebrates the love of Country. Full page and double page illustrations depict the Australian landscape as a playground. The lyrical prose is minimalistic and relates to the stories conveyed by the pictures. As an Aboriginal child slides down a rainbow and splashes in a pond, readers are treated to Sally Morgan's vibrant artwork. Scenes portray the desert landscape, familiar to the author and illustrator, who are both Palyku people from the Pilbara in Western Australia. The simple ending embodies the crux of the visual tale about the importance of heritage and the need to dream. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
SCIS 1501899 \$24.95

Homer, the library cat

LINDBERGH, Reeve & WILSDORF, Anne

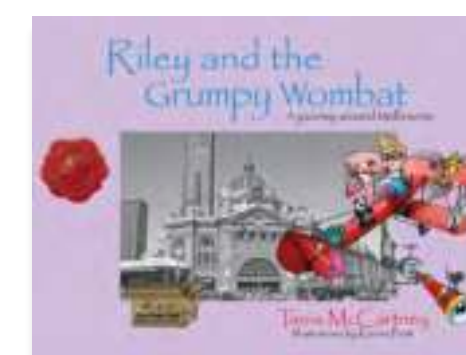
Walker, UK, 2011
ISBN 9781406336566 [811]

In this rhyming picture book, Homer is a quiet cat who enjoys solitude. One day he is unexpectedly frightened from his home by a loud noise. Energetic water colour illustrations capture Homer's search for his owner, as he runs through the noisy commotion of a railway, a fire station, and a post office, eventually finding her, and the peace he craves, in the local library. Simple, cheerful alternate line rhyming complement the lovable illustrations which entice readers into the story. This could be a useful resource for Early Stage 1 COGs unit (A): *Our place* and Stage 1 COGs unit (C): *Our families*. It may also facilitate an extension task in which students investigate the source of the cat's name. A. Frost

USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS 1525846 \$27.95

Riley and the grumpy wombat: a journey around Melbourne

McCARTNEY, Tania & PRATT, Kieron
Ford Street, Vic, 2011
ISBN 9781921665486



The fourth instalment in Riley's journeys around international cities, this

multimedia travelogue explores the stunning sights of Melbourne. Following the discovery of a wombat in his grandmother's garden, Riley and his friends pursue the grouchy creature through the city. Playful cartoon illustrations of the characters are superimposed on a selection of iconic Melbourne streetscapes, as the group undertakes their flying expedition. The visual contrast of the colourful cartoon characters against realistic, austere black and white photography provides an example of creative digital artwork and may provide inspiration for student design projects. This picture book could inspire fresh ideas and discussion when exploring urban environments. [Teaching notes](#) are available from the publisher's website. D. Johnston

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS 1519531 \$22.95

3 wishes for Pugman

MESCHENMOSER, Sebastian

Wilkins Fargo, Vic, 2011
ISBN 9780980607093

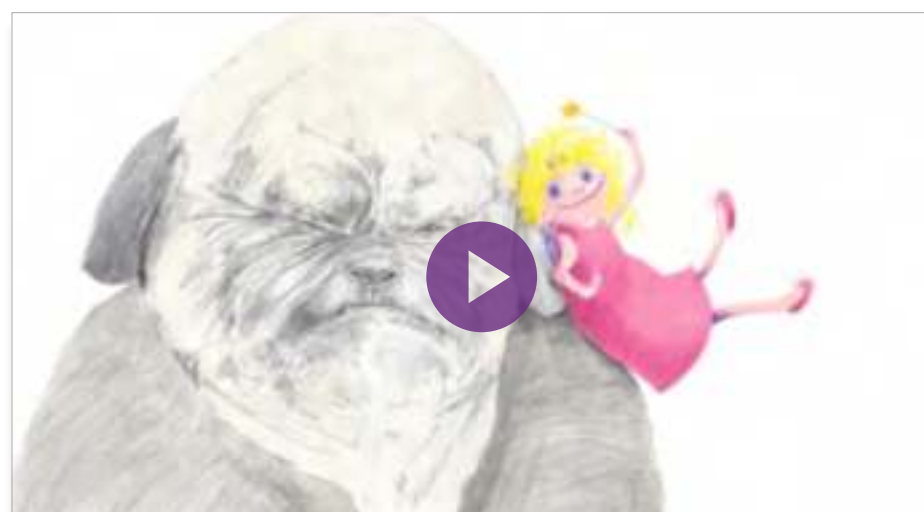
What would you wish for if you were granted three wishes? Reminding us that some people are content with simple needs is the message in this effectively illustrated picture book. When Pugman wakes late in the morning in his small, isolated cottage, he is grumpy because he has no coffee, milk or cereal and his paper is wet. When the cheerful, bright fairy visits, she grants him three wishes but she is in for a surprise with his third wish. The illustrations convey Pugman's many moods and there is much to be discovered through a close study of the pictures. This book would be ideal for shared reading and will readily support the teaching of visual literacy. R. Higginbottom

USER LEVEL: Stage 1 Stage 2

KLA: English

SYLLABUS: English K-6

SCIS 1510871 \$24.99



3 wishes for Pugman by wilkinsfargo

The scar

MOUNDLIC, Charlotte &
TALLEC, Olivier

Walker, UK, 2011
ISBN 9781406335958

A special story about grief and loss, this picture book is well positioned to help children and their friends come to terms with a death in the family. It relates the experiences of a little boy whose mother has died, highlighting his fear of forgetting her. When the boy grazes his knee, he hears his mother's comforting voice in his head. He cannot let the graze heal because of its connection to her until eventually, with the help of his grandmother, he realises she will always be in his heart. The illustrations are beautifully simple. This is a book to be read to or with children. It could be a useful resource for school counsellors. Students experiencing the loss of a parent may need support when reading this book. A. Soutter

USER LEVEL: Stage 1 Stage 2 Stage 3

SCIS 1525842 \$27.95

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.

I'm here

REYNOLDS, Peter H.

Atheneum Books for Young Readers, USA, 2011
ISBN 9781416996491

In the vein of *The Dot* and *Ish*, this picture book offers a simple, powerful message about loneliness, connectedness and friendship. A young boy plays alone, in his own world, while a large group of children play together nearby. When a piece of paper lands next to him, the boy makes a paper aeroplane and imagines flying the plane, with a crowd of supportive children catching him enthusiastically as he lands. In reality, when the paper plane lands, a young girl returns it to him, in an inspiring gesture of kindness and friendship. Written to support children living with autism and their families, this book conveys the loneliness that a child on the autism spectrum may experience, and highlights the positive power an individual can have when they embrace a perceived outsider. Almost every child will relate to the themes in some way. This simple, exceptional story could support anti-bullying policies by encouraging children to include others, particularly in the playground. A worthy picture book to read aloud with young students on the first day of school, the story is also available as [a wordless, animated](#)

[video](#) on *YouTube*. G. Maugle

USER LEVEL: Early Stage 1 Stage 1
Stage 2 Stage 3

SCIS 1523008 \$19.99



I'm here by FablePlace

Ramadan moon

ROBERT, Na'ima Bint

Frances Lincoln Children's, UK, 2011
ISBN 9781847802064 [297.3]

In this poetic and brightly illustrated picture book, the practice of Ramadan is explained through the eyes of a young Muslim girl. She describes Ramadan's significance and customs beyond fasting, outlines its meaning and origin, and notes the importance of prayers and charity. In the ninth month of the Islamic calendar, the moon signifies the beginning and end of Ramadan. This simple picture book relates the family celebration and the opportunity to pray as a Muslim community across the world. Simple, colourful illustrations support the concise written text. The background adopts

an interesting crinkle effect, perhaps representing the age of the custom of Ramadan. This title would support teaching and learning in Stage 2 COGs unit (H): *Understanding each other*. R. Higginbottom

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: HSIE

SYLLABUS: HSIE K-6

SCIS 1520372 Paper \$16.95

The perfect present

ROBERTON, Fiona

Penguin Group (Australia), 2011 (Viking)
ISBN 9780670074761



Although this picture book is a follow up to *Wanted: the perfect pet*, in which Henry hoped for a dog but ended up with a talking duck

called Spot, it works well as a standalone story. It is Henry's birthday and Spot has bought him a fishing rod, which he knows Henry will love. However, before Henry can open the gift, his grandparents arrive with a new puppy which consumes Henry's attention. Heartbroken, Spot decides to leave. What follows is a dramatic escapade that ends happily, showing there is always room for friends, both old and new. The characters are delightfully warm and appealing. Black and white drawings,

splashed with highlights of colour, are effective in their simplicity and enhance the written text. Whole page illustrations are juxtaposed with framed and unframed sequential panels that compel a reader to change pace and mentally animate these segments of the narrative. Worth sharing with young children experiencing changes in friendships, or even expecting a new sibling, this is a simple, poignant and heart warming story about loyalty, jealousy, acceptance and friendship. G. Maugle

USER LEVEL: Early Stage 1 Stage 1

SCIS 1524416 \$24.95

Chilly Milly Moo

ROSS, Fiona

Walker, UK, 2011
ISBN 9781406330328

This zany picture book about individuality introduces the reader to both the amazingly unique Milly Moo and to an interesting style of illustration which incorporates unusual visual perspectives and positioning of written text. The muted colours are heavily lined, adding tone and definition, and giving the illustrations a folk art look with a comic twist. Milly's milking performance is affected by the weather, so when she fails to meet the expectations of the farmer and the other cattle, her place at the dairy is in jeopardy.

Happily, there is an unexpected twist in the plot, impressing everyone. Students will delight in predicting this entertaining ending which celebrates unique talents. The *we're all special!* theme could be incorporated easily into Early Stage 1 COGs unit (B): *Me*. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1

KLA: HSIE

SYLLABUS: HSIE K-6

SCIS 1520362 \$27.95

Bobo, my superdog

SALMON, Michael

Ford Street, Vic, 2011
ISBN 9781921665394



Building on the strong foundation of creative tales produced by Salmon, this entertaining picture book is imaginative, crazy and enormous fun. Hooking young readers with a spectacular cover, the book maintains engagement with a rollicking story and superb action-packed illustrations. After an epilogue outlining life as a fiasco finding puppy, Bobo's true identity as a super hero is revealed. His powerful activities are controlled by a machine in his kennel and assisted by his young owner. Every boisterous page buzzes with

activity and lively colour. Students reading this book could use the story as a stimulus to create their own super hero stories or to build imaginative character profiles about supernatural pets. D. Johnston

USER LEVEL: Early Stage 1 Stage 1 Stage 2

SCIS 1506487 \$19.99

Library Lily

SHIELDS, Gillian & CHESSA, Francesca

Gullane Children's Books, UK, 2011
ISBN 9781862338302

Lily loves reading and avidly devours books on a wide range of subjects. She has difficulty socialising with peers and playing imaginatively. When her mother insists that Lily plays at the park, she meets Milly who considers reading boring as she climbs, explores and plays. The two girls become unlikely friends. As Lily learns of a world outside a book, Milly learns of the world inside a book. The two little girls discover the value of sharing, and experience great adventures in books and physical activity. A bright, colourful picture book, this offers a light hearted, visually appealing tale about friendship, belonging, and the richness of life and learning through reading and outside activities with friends. R. Higginbottom

USER LEVEL: Early Stage 1 Stage 1
Stage 2
SCIS 1524830 \$29.95

The circus ship

VAN DUSEN, Chris

Candlewick, USA, 2009
ISBN 9780763630904 [811]

Set in the 19th century, this amusing big book conveys the tale of a circus ship which runs aground off the coast of Maine one dark and foggy night. Terrified, the cargo of fifteen exotic animals is flung into the chilly sea, eventually surviving their terrifying ordeal and arriving on a nearby island at daybreak. The local human residents pass through phases of initial incredulity, to annoyance, and finally, to acceptance of the island's newest inhabitants. The locals protect the menagerie from Mr Paine, the greedy circus owner, when he comes to reclaim his property. The animals' disguises may confound the circus owner but eagle-eyed students will be eager to share their detecting skills with the class. This engaging picture book provides opportunities for discussing daily life in the *olden days* and for exploring descriptive language, rhyming text, alliteration and onomatopoeia. Students will absorb supporting information from lavish double page visuals and large, colourful illustrations that relate the

humorous sequence of events.
C. Keane

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
SCIS 1520334 Paper \$44.95

Nog and the Land of Noses

WHATLEY, Bruce

Scholastic, NSW, 2011
ISBN 9781741698091

Celebrating individuality and special talents, this charming picture book is set in the Land of Noses, where everyone's nose has a special function, except for young Nog's. There are noses that are long, short, fat, thin, straight and curly. Each one is able to perform various tasks, such as providing transportation, hanging washing, cutting logs, or even supplying shelter from the rain. Unfortunately for Nog, his nose does nothing, except catch colds. Things change when a much feared pepper storm approaches and Nog saves the town from catastrophe. The amusing illustrations, crafted in marshmallow and candyfloss colours, delightfully portray the unique capabilities of each nose. The print is large and playful, and idioms abound. Messages about individual gifts, self-perception and finding one's place in the world are portrayed in an enjoyable, quirky manner. G. Maugle

USER LEVEL: Early Stage 1 Stage 1
Stage 2
SCIS 1516120 \$26.99

Vampyre

WILD, Margaret & YEO, Andrew

Walker, NSW, 2011
ISBN 9781921529221



Brief, hard hitting sentences convey the anguish of a reluctant vampire as he reminisces about his carefree childhood when all creatures were open to his approaches, and when playing games with his siblings, although under cover of darkness, was enjoyable. As a young adult he finds the animals are fearful and he must hide from light. He resists this lifestyle and comes to realise he must leave his family and predetermined life to be himself. Enhanced by evocative, monochromatic, double page illustrations, this picture book would be useful to support themes of determination, alienation and belonging, and consequences of choices. Useful teaching notes are available for the [primary](#) classroom and for [secondary](#) students.
R. Higginbottom

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

SYLLABUS: English K-6; English
7-10; English Stage 6
SCIS 1525879 \$29.95

Knuffle Bunny free: an unexpected diversion

WILLEMS, Mo

Walker, UK, 2011
ISBN 9781406336498

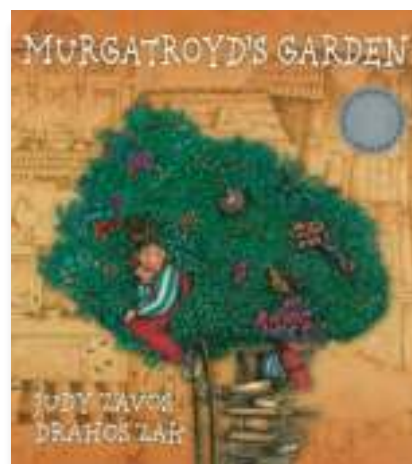
In this story about a young child's journey to independence, Trixie's reliance on her precious toy bunny is challenged when it disappears during a family holiday to Holland. Young children will relate to the feelings of anxiety associated with losing a special security blanket. Printed using a landscape orientation, the book features abundant black and white photographs of travel and familiar domestic settings, superimposed with expressive, colour cartoon characters. This warm, moving story could support Stage 1 COGs unit (B): *Our families*. The unique illustrations could be used to stimulate the creation of storyboards and digital stories.
D. Johnston

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
SCIS 1525538 Paper \$16.95

Murgatroyd's garden

ZAVOS, Judy & ZAK, Drahos

Walker, NSW, 2011
ISBN 9781921720529



Murgatroyd refuses to wash his hair and screams so loudly the whole town can hear him. After letters of complaint from the mayor and other townspeople,

his parents give up. The result is that a garden grows on his head. In this reprint of the 1986 original, the mix of colour and black and white illustrations has been retained and the detail included in the garden that grows in Murgatroyd's hair is amazing. Readers will enjoy finding the food and various animals that occupy the garden. Intended as a cautionary tale by Zavos to her sons, the story has lost none of its original message. It could be included in a PDHPE unit on cleanliness or in Early Stage 1 COGs units (D): *Healthy choices* and (E): *Our needs*. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS 1525819 Paper \$16.95

fiction for younger readers

Resources are arranged alphabetically by author. See also [eresources](#).

Some of these books are also suitable for lower secondary students.

Evangeline, the wish keeper's helper

ALDERSON, Maggie & FLETCHER, Claire

Penguin Group (Australia), 2011
ISBN 9780670075355



Upstairs, with a capital U is a special place where discarded toys go when they are no longer loved by their owners. This is where the delightful toy elephant, Evangeline, finds herself. Here, floating wishes need to be granted and protected from the nasty Kybosh. Together with kind characters, including the Easter Bunny, Santa and the Tooth Fairy, the plot lines make this story absolutely charming. A quality publication,

beautifully written and sparingly illustrated with quaint, vintage style artworks, it begs to be read aloud. Kylie Koala is one of the delightful characters, with her Australian ways and Aussie slang. Deserving its selection for the Years 3 and 4 NSW *Premier's Reading Challenge* list, it would also be enjoyed as a class read for younger children. This chapter book is also available as an ebook. G. Maugle

USER LEVEL: Early Stage 1 Stage 1
Stage 2
SCIS 1526374 \$19.95

The rabbit girl

ARRIGAN, Mary

Frances Lincoln Children's, UK, 2011
ISBN 9781847801562

In this heart warming tale, the stories of Tony during World War II and Mallie in the present day, are entwined via parallel narratives. Evacuated from London during the blitz, Tony makes friends with Alice and the enigmatic Mrs H. In the present time narrative, Mallie has to provide support for her mother, currently in between jobs. Love of animals and art are significant motifs throughout, as characters face family upheavals and misunderstandings. Other themes, such as friendship, resilience and independence, deliver a positive and satisfying reading

experience. As the characters' stories flow together, a delightful mystery is unravelled in this tightly written novel. B. Hull

USER LEVEL: Stage 3 Stage 4
SCIS 1525897 Paper \$16.95

Neville no-phone

BRANFORD, Anna & CHADWICK, Kat

Walker Books Australia, NSW, 2011
ISBN 9781921529962



The large print and colloquial language used in this amusing story make it an effortless read. Set in the suburbs, the narrative incorporates familiar aspects of contemporary family and school life. Neville's intense desire to persuade his parents to buy him a mobile phone produces some amusing situations and complications. The young male heroes are likeable, adventurous and enthusiastic, enjoying plenty of simple fun. There is a wonderful, unexpected twist at the end and a conclusion that provides an easy segue into a future sequel or creative writing activity for students. [Classroom ideas](#) and instructions to [Make a cup phone](#) are available on the Walker Books Australia website. N. Chaffey

USER LEVEL: Stage 2 Stage 3
SCIS 1519954 Paper \$15.95

The filth lick

BURNE, Cristy

Francis Lincoln Children's, UK, 2011
 (Takeshita demons 2)
 ISBN 9781847801364

Supernatural demons, known as *yokai*, originate in Japan where they are part of the ancient folklore of the country. In this second book in the series, central character Miku, who is protected by a variety of spirits, and her best friend Cait are off to a school camp. Miku has a sense of foreboding even before they leave. Readers are introduced to many different demons with a wide range of abilities and skills, such as taking on other forms, impersonating people, and flying. One of the creatures, *the filth lick*, survives by licking filth. He is enlisted to trick Miku into activating a force of demons who could take over the world. When he sees the impact of his actions, the filth lick helps Miku defeat the demons. Blending adventure and horror, this tale will excite young readers. R. Higginbottom

USER LEVEL: Stage 2 Stage 3
SCIS 1515616 Paper \$14.95

The un-forgotten coat

COTTRELL BOYCE, Frank

Walker, UK, 2011
 ISBN 9781406333855

Set in England and drawing inspiration from the true story of a Mongolian refugee who the author met on a school visit, this is a compelling story with universal significance. The tale is narrated by Julie, now an adult, as she recalls her last summer term in primary school, during which two refugee brothers arrive from Mongolia. The boys make her their guide to life in Liverpool and she initiates them into the ways of western society, while simultaneously discovering their culture. An underlying fear held by the brothers weaves through the pages. Written on notebook style paper and enriched with stunning, atmospheric *Polaroid* photographs, which are deliberately misleading, the story unravels with humour, warmth and brilliant detail. Focussing on contemporary social issues of immigration, cultural identity and deportation, this is a novel for today and one that would be well shared. G. Maugle

USER LEVEL: Stage 3 Stage 4
SCIS 1524607 \$24.95

Unicorn riders

[series]

DARLISON, Aleesah &
 BRAILSFORD, Jill

Walker, NSW, 2011

Filled with mystery and suspense, the short novels in this fantasy series trace the adventures of four pre-teen girls called the Unicorn Riders, who pledge to protect Queen Heart and the Kingdom of Avamay. The stories, containing brief chapters with black and white illustrations scattered liberally throughout, will appeal to middle primary school readers. Magical creatures, talking animals, fortune tellers and charms feature in the girls' adventures. Each girl has a special symbol and unique personality traits, and their unicorns possess supernatural powers. Themes such as courage, friendship, loyalty, persistence and strength are addressed in this series as the four friends work together to battle evil and complete tasks set by the Queen. R. Parnis

USER LEVEL: Stage 2 Stage 3
 Paper \$12.95 each

Reviewed titles in this series:

Ellabeth's test
 SCIS 1525901

Krystal's choice
 SCIS 1525900

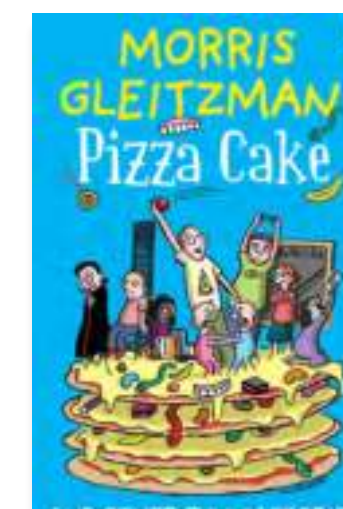
Quinn's riddles
 SCIS 1525907

Willow's challenge
 SCIS 1525909

Pizza cake and other funny stories

GLEITZMAN, Morris

Penguin Group (Australia), 2011 (Puffin)
 ISBN 9780143305989



Once again, Gleitzman combines the sublime with the ridiculous, and pathos with comedy. In this entertaining collection of short stories, he traverses a minefield of childhood

encounters to expose the fears, misunderstandings, challenges and excruciating situations sometimes associated with school, friends and family. While playing with language and examining situations from alternative perspectives, Gleitzman skilfully and amusingly incorporates strategies for dealing with challenging situations, including bullying, teasing, sibling rivalry, inept and eccentric parents, and overbearing relatives. There is potential for class discussions about interpersonal relationships and dealing with uncomfortable situations in several of these humorous stories, which could provide literature links relevant to Stage 2 COGs unit (D): *Working together* and Stage 3 COGs

unit (D): *Making informed choices*. The complete first story, *Saving Ms Fosdyke*, is available as both a written extract and an audio reading, by the author, on the [Penguin Books Australia website](#). N. Chaffey

USER LEVEL: Stage 2 Stage 3
SCIS 1531699 Paper \$16.95

Paws, claws and frilly drawers

HORNE, Sarah

Scholastic, NSW, 2011
ISBN 9781741698817

Living next to a spoilt little rich girl has its drawbacks. Molly discovers this as she befriends their talking cat, Mimi. Molly is settling into a new school with some difficulty. She is mistreated in class by her neighbour who brags about having a pony. When the day of the class pet show arrives, Molly takes Mimi the cat and steals the show. Finally, kindness results in friendship between the two neighbours. This enjoyable and entertaining short story ends with a newspaper clipping describing the pet show. Holding particular appeal for animal lovers, the book could be used to provide stimulus for writing book reviews, creating book trailers or composing other creative responses to texts. D. Johnston

USER LEVEL: Stage 1 Stage 2
SCIS 1516116 Paper \$9.99

Our Gags

HOY, Catriona & JOSSE, Annabelle
Walker, NSW, 2011
ISBN 9781921529092



Grandmother to the rescue! With mum busy caring for a newborn, the domestic duties are a challenge. The house needs cleaning, the laundry needs washing, and young children need their imaginations and bodies exercised. Fortunately, Gags intervenes to ensure the household's smooth organisation and to contribute so willingly to the quality of her family's life. This collection of three short episodes will strike a chord with those who have a baby in their family. Liberally illustrated by Annabelle Josse, the black and white pencil drawings break up the text and reflect the narrative, enhancing access to the stories for early readers.

The subject matter could offer literature links for COGs units *Changes, Our families* and *Growing and changing*. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
SCIS 1501388 Paper \$11.95

My brother's a wormburger

KILLEEN, Gretel

Penguin Group (Australia), 2011 (Puffin)
ISBN 9780143305651

After a promising introduction, where the reader is welcomed into the story and cleverly provided with background information via a list of secrets, this short book does not live up to expectations. A family of aliens has moved in next door to Zeke and Eppie, and assumes their identities in order to steal the world's only ice-cream tree. The format, with varied text types and simple drawings, is appropriate for readers needing support. However, after hooking the reader in, nonsensical silliness follows, riddled with scatological humour. There is no ending, as this story is to be continued. Readers who make it to the last page are likely to be disappointed. G. Maugle

USER LEVEL: Stage 2 Stage 3
SCIS 1520952 Paper \$14.95

Captain Mack and the slithery serpent

LOMAS-BULLIVANT, John

Walker, UK, 2011 (Captain Mack)
ISBN 9781406323641

A colourful, well designed graphic novel, this compact book is useful for supporting young readers. Most

double page spreads have only four panels. The accompanying text, in speech balloons, is bold and clear. An illustrated *dramatis personae* introduces eleven featured characters, including heroic Captain Mack's engineer colleague, a lion named Samson. The narrative features two story arcs. One story is a parody of the movie *Snakes on a plane*. The second, about a sunflower thief, uses elements from *Jack and the beanstalk*. The book ends with a *To be continued* ... panel and the promise of a next, even more urgent, adventure. The *Captain Mack* series is supported by [interactive online material](#). I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS 1508077 Paper \$13.95

The amazing Fleadini

MIESEN, Christina

Penguin Group (Australia), 2011
(Aussie nibbles; Puffin)
ISBN 9780143305866



Flea circuses are no longer in existence, yet it could be inspiring for children to consider the possibilities. When Matt visits one, the star attraction, Fleadini, disappears

into his hair and hitches a ride home with him. At first Matt thinks this is wonderful, but as Fleadini becomes more demanding, and keeping Fleadini happy is exhausting, he begins to consider how to return him to the circus. He asks his parents about unwanted visitors and tries a few solutions. This imaginative tale reminds us that sometimes a solution to one problem can create another. R. Higginbottom

USER LEVEL: Early Stage 1 Stage 1
SCIS 1514010 Paper \$12.95

The flying emu: a collection of Australian stories

MORGAN, Sally

Walker, NSW, 2011
ISBN 9781921720642

Reprinted from the original 1992 publication, this edition captures the essence of Aboriginal storytelling, illustrated with Sally Morgan's lively companion artwork. Morgan introduces the collection of short stories, explaining how her childhood was enriched with traditional stories about Creation and nature. She details how, when these traditional stories were exhausted, the family would make up its own tales. This encouraged Sally to imagine how bush animals would speak and led to her interpreting the voices of fairies, elves and other creatures in

stories of her own. Used as a class resource to exemplify Aboriginal culture and heritage, this book would be a delightful addition to a study of narrative writing and analysing techniques used by writers to create special effects. [Classroom ideas](#) for teachers and a [colouring sheet](#) depicting *The flying emu* are available from the Walker Books Australia website. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS 1525845 Paper \$19.95

The flint heart: a fairy story

PATERSON, Katherine, PATERSON, John & ROCCO, John

Candlewick, USA, 2011
ISBN 9780763647124

Invoking cruelty in those who possess it, the flint stone heart has strong powers which affect generations of families. The story begins with a Stone Age family whose fearful father is affected until his death by his possession of the flint. The flint lies dormant for thousands of years, until its curse is rediscovered. Featuring an array of mythical characters, beasts and pixies, this publication is an abridged adaptation of a 1910 fantasy by Eden Phillpott. The new version simplifies and modernises the language of the original tale, though

the text and storyline remain a little stilted. A large, richly illustrated book, it is perhaps best suited to reading aloud with Stage 2 students, enabling a teacher to add vocal expression and explanation to assist student understanding. D. Johnston

USER LEVEL: Stage 2 Stage 3
SCIS 1525904 \$24.95



The Flint heart book trailer by CandlewickPress

Pirate: the barking kookaburra

PLITZCO, Adrian

Bubenberg, Vic, 2011
ISBN 9780987060426

Friendship, belonging and self-acceptance are central themes in this tale about Pirate, a lost kookaburra with amnesia, who befriends three dogs and a cat. Set in a semi-rural landscape, the characters, a combination of domestic and native animals, think and express themselves as humans. Pirate, for example, wants to be a kookaburra who is not laughed at by others. Elements

of the humour are unnecessarily scatological and the Australian slang is forced, making the story trite and inconsistent at times. People, though obviously present, are surprisingly absent from most of the action. More favourable aspects of the novel include some of the word play and the sound advice regarding snakes and dealing with bullying. This short novel is also available as an [audio book](#) in CD format and as a free ebook from the [Smashwords website](#). N. Chaffey

USER LEVEL: Stage 2 Stage 3
SCIS 1519860 Paper \$14.95

The golden door

RODDA, Emily

Omnibus Books, SA, 2011 (Three doors)
ISBN 9781862919129

Weaving a web of characters, magic, fantasy beasts and quests has become the trademark of Emily Rodda, and this is handled skilfully in the first instalment of the *Three doors* trilogy. When Rye's home and family are under threat of destruction, his brothers volunteer to seek and destroy the enemy. Using a secret passageway, they must choose between three doors (gold, silver or wood) to reach beyond their cloistered world. When Rye's brothers do not return, he volunteers and reluctantly takes an orphan girl,

Sonia, with him through the golden door. Creative names, believable characters and a captivating narrative are used to construct a tale that will appeal to many levels of readers.

[Teachers' notes](#) are available on the Sydney Writers' Festival website and the [Scholastic website](#) features a dramatic book trailer. Teachers considering an author study of Rodda's work may also be interested in the [writer's talk](#) and associated resources, produced by the Centre for Learning Innovation in 2008. R. Higginbottom

USER LEVEL: Stage 2 Stage 3
SCIS 1519563 Paper \$16.99



The Golden Door trailer by ecoemeAU

fiction for older readers

Resources are arranged alphabetically by author. See also [eresources](#).

Some of these items are also suitable for upper primary students.

Pig boy

BURKE, J.C.

Woolshed Press, NSW, 2011
ISBN 9781741663129

Life is far from smooth for 18 year old Damon. The apparent closed-mindedness of those living in his small rural town, a turbulent relationship with his mother, and a constant power struggle with the school principal, lead Damon to retreat from the outside world. Finding solace in computer games, he questions the integrity of many social institutions. Adding to his isolation is the fact that Damon is keeping a significant secret. It is only when he meets an enigmatic pig hunter, Miro, that the true depth of what Damon knows comes to the fore as his new friend has a shameful secret too. Written in a realistic style, the compelling plot

is interspersed with frequent coarse language and an uneasy undercurrent of violence. Careful consideration would be needed prior to classroom use, though older readers seeking a challenging read will enjoy this fascinating novel. H. Gardiner

USER LEVEL: Stage 5
SCIS 1503264 Paper \$18.95

Crow country

CONSTABLE, Kate

Allen & Unwin, NSW, 2011
ISBN 9781742373959



Descriptive and beautifully constructed, this suspenseful narrative takes readers on a journey into a world filled with spirits and mystery. Sadie finds herself returning to the rural town where her mother grew up. It is here that Sadie is drawn into an old local story of intrigue and misplaced justice. In attempting to rectify the past, she unexpectedly adopts the life of one of her ancestors who witnessed a terrible accident. Fusing history, time travel and a contemporary setting, the engaging plot draws on stories from Aboriginal culture and belief systems. The author consulted with the local Aboriginal community, the Dja Dja Warrung

people in central Victoria, which endorsed the novel. Themes such as injustice, redemption, friendship and tolerance are also explored deeply and with sensitivity. This versatile novel has appeal to a broad audience. H. Gardiner

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
SCIS 1521397 Paper \$15.99

Have you seen Ally Queen?

FITZPATRICK, Deb

Fremantle Press, WA, 2011
ISBN 9781921888489



Moving from her home in Perth to an insular little coastal township, 15 year old Ally Queen has to restructure her life. Annoyed with her parents and young brother, Ally keeps to herself, particularly avoiding communication with an irritating boy who travels on her bus. Ally struggles with her loss of identity, and family problems that are becoming more chronic. Serious issues about growing up are presented from Ally's point of view and are tempered by her wry sense of humour. An interesting tale of overcoming adolescent anxieties, this is likely to engross its intended

audience. A [book trailer](#) and [Teaching notes](#) are available from Fremantle Press. E. Sly

USER LEVEL: Stage 4 Stage 5
SCIS 1519005 Paper \$19.95

In the sea there are crocodiles: the story of Enaiatollah Akbari

GEDA, Fabio

Translated by Howard Curtis.
David Fickling, UK, 2011
ISBN 9780857560087

When 10 year old Enaiatollah Akbari's village in Afghanistan falls to the Taliban in early 2000, his mother secretly transfers him across the border into Pakistan. She leaves him to fend for himself, returning home to care for her younger children. This marks the start of Enaiat's remarkable, and often horrific, five year ordeal, which takes him through Iran, Turkey, and Greece before reaching Italy and seeking political asylum. Written as a novel, this true story will leave the reader thinking about asylum seekers from a different perspective. The narrative is concise, with very little emotion or detail about people and places, but as Enaiat points out to the author in one of the novel's direct conversations, *Facts are important. The story is important. It's what happens to you*

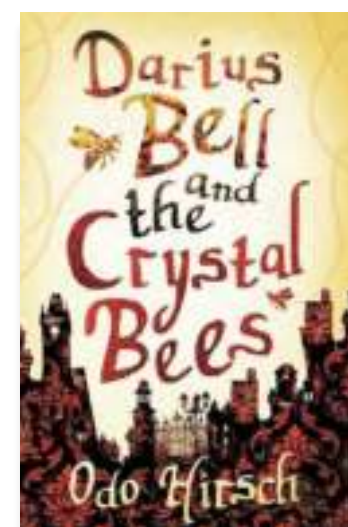
that changes your life, not where or who with. Readers will not fail to make comparisons with novels like *The boy in the striped pyjamas* and *The kite runner*, powerful stories told from a child's perspective. H. Myers

USER LEVEL: Stage 4 Stage 5 Stage 6
SCIS 1516106 \$24.95

Darius Bell and the crystal bees

HIRSCH, Odo

Allen & Unwin, NSW, 2011
ISBN 9781742376837



Hirsch has captured the imagination of many young readers, and this new tale of Darius Bell will be no exception. Through the loss of bees, both on the Bell estate and in town, to a mysterious illness, the writer explains the importance of bees in our world. Darius's father serves as the voice of ignorance and enables the author to outline the role bees play in supporting our food supply. The story is also about standing up for what is right and finding local solutions to local problems. For younger readers, these lessons are salutary, as well as timely. Teachers working on cross-curriculum units with Science would

find students engaged, with knowledge and understanding to be gained from this story. Detailed teaching notes and worksheets are available on the [Allen & Unwin website](#). S. Pollard

USER LEVEL: Stage 3 Stage 4
Stage 5

KLA: English; Science

SYLLABUS: English K-6; English 7-10; Science K-6

SCIS 1530583 Paper \$15.99

Duty calls: Dunkirk

HOLLAND, James

Penguin Books Ltd, UK, 2011 (Puffin)
ISBN 9780141332192

The hasty British and French retreat to Dunkirk in 1940 is the setting for this action-packed piece of historical fiction, or *faction*. For Holland, a noted author and historian, this is his first foray into writing for young readers. At just 16 years old, the central character, Private Johnny Hawke, witnesses one of the most harrowing moments in the early years of World War II. German forces had almost surrounded the British and French armies. However, isolated groups of Allied soldiers had stayed behind in fortified hilltop towns to delay the progress of the Germans. This context is engagingly presented for adolescent readers. The

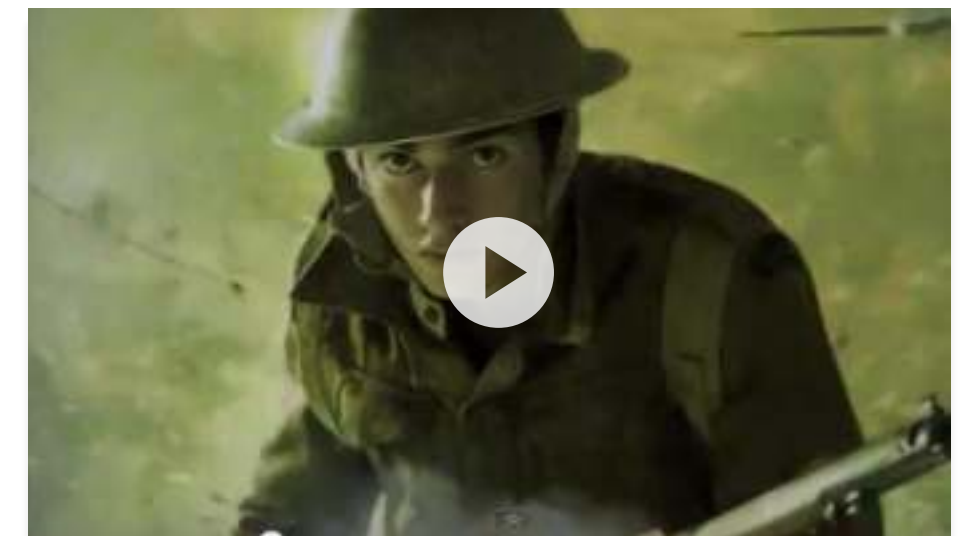
narrative is accurate in its technical description of war, even though the story is a fictionalised account. Holland does not shy away from the gory and confronting aspects of war, though remains primarily focused on the personal experiences of his protagonist. A compelling read, this novel will appeal to students who enjoy Modern History and war stories. J. White

USER LEVEL: Stage 4 Stage 5

KLA: English; HSIE

SYLLABUS: English 7-10; History 7-10

SCIS 1516844 Paper \$16.95



Duty calls: Dunkirk by James Holland - book trailer by Puffin Books

The apothecary

MELOY, Maile & SCHOENHERR, Ian

Text, Vic, 2011
ISBN 9781921758171

An old fashioned adventure mystery with magic and a twist provides a refreshing contrast to the fantasy and supernatural genres which currently

proliferate. Set in post war Britain, the themes of good and evil, caring for friends, battles with authority, and making sacrifices for the greater good provide excellent starting points for classroom discussions and activities. References to McCarthyism, the Cold War and the London Blitz provide stimulus for possible research. Readers will quickly identify with the young heroes and appreciate their attempts to save the world using a range of spells and potions. B. Kervin

USER LEVEL: Stage 4 Stage 5
SCIS 1522070 Paper \$19.95



The Apothecary by Maile Meloy book trailer
by PenguinYoungReaders

A monster calls: a novel

NESS, Patrick & KAY, Jim

Walker, UK, 2011
ISBN 9781406311525

A most disturbing narrative, told with skill and sensitivity, this is the tale of Conor O'Mally and his battle with the psychological monsters that pursue

him. The thirteen year old has a very ill mother, he is bullied at school, his father lives in America, and he finds his grandmother extremely difficult to relate to. He suffers from nightmares and is awakened at 12.07 at night by a very large and particularly unpleasant monster that wants to tell Conor stories. It takes a long time for the significance of the monster's strange tales to become apparent to Conor. The grim atmosphere of the narrative is reinforced by the eerie black and white illustrations that accompany the story. Using supernatural elements to explore feelings of grief and loss, this is a moving, unforgettable narrative that sustains its over arching theme of a young boy coming to terms with his mother's terminal illness. It would require careful consideration in relation to its appropriateness for readers in terms of age, maturity and social circumstances. C. Sly

USER LEVEL: Stage 5 Stage 6
SCIS 1511076 \$27.95



A monster calls book trailer by CandlewickPress

When we were two

NEWTON, Robert

Penguin Group (Australia), 2011
ISBN 9780143566830



World War I provides the historical context for this story of two brothers. More than merely an historical novel, this is a story of mateship, belonging, coming of age, and resilience. The central character, Dan, leaves home at the age of 16 to escape his abusive father and to search for his mother who abandoned the family years earlier. Barely into his journey from Gunnedah to Port Macquarie, Dan is joined by his brother Eddie and their dog, Bess. The boys encounter several memorable characters along the way, not all of them honourable, and eventually become part of a group of would-be soldiers, marching from Walcha to Port Macquarie to enlist in the army. The love shared between the two brothers is central to a story that vividly illustrates Australian values of the time including loyalty, courage and optimism. Be prepared for some unexpected emotional moments along the way. H. Myers

USER LEVEL: Stage 4 Stage 5
SCIS 1524421 Paper \$17.95

Inheritance, or, The vault of souls

PAOLINI, Christopher

Doubleday, UK, 2011 (Inheritance cycle)
ISBN 9780385616492

The fourth and final book in the *Inheritance cycle*, this young adult fantasy relates the tale of a young rider named Eragon and his dragon, Saphira, as they battle the evil king, Galbatorix. The series explores themes of growth, journey, belonging, responsibility and, most prominently in this conclusion to the saga, destiny and fate. Fans will undoubtedly be pleased with the way Paolini deals with most of the loose plot strands from the first three books. Frustratingly though, the nature of certain characters, and some of the other intriguing questions from the earlier parts, remain tantalisingly unanswered. A satisfying, though imperfect, conclusion to this popular series, *Inheritance* will be devoured by Paolini enthusiasts. B. Capizzi

USER LEVEL: Stage 4 Stage 5
Stage 6
SCIS 1535468 Paper \$29.95

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.



Christopher Paolini's Inheritance book series teaser trailer by RandomHouseAustralia

Life: an exploded diagram

PEET, Mal

Walker, UK, 2011
ISBN 9781844281008

Featuring a multitude of characters and differing narrative viewpoints, this compelling novel commences in Norfolk during 1945 and concludes in New York on September 11, 2001. Against a backdrop of World War II, the Cold War and the War on Terror, the complex plot unfolds in three sections. Each part weaves a magical tale, explaining how several generations of two families cope with extreme and desperate circumstances. Combining humour, pathos and tragedy, the carefully crafted narrative explores various ways of thinking evident during the tumultuous 20th century. A strong comment is also made regarding the class system evident in the United Kingdom. Some coarse language

and sexual references are contained, yet these should not detract from the overall reading experience. This excellent novel would be a most worthy related text for English Extension 1, particularly the Module B elective: *After the bomb*. H. Gardiner

USER LEVEL: Stage 5 Stage 6

KLA: English

SYLLABUS: English 7-10; English Stage 6: Extension 1

SCIS 1516881 Paper \$18.95



Life: An Exploded Diagram by Mal Peet trailer by WalkerBooksUK

Wonderstruck: a novel in words and pictures

SELZNICK, Brian

Scholastic, NSW, 2011
ISBN 9780545027892

Interlinking beautiful visuals with prose fiction and spanning different decades, the art of storytelling is revolutionised in this brilliant novel. The story of Rose is paralleled with that of 12 year old Ben Wilson. It

is 1927 and Rose is fascinated with the alluring actress, Lillian Mayhew. Rose's room is filled with pictures of her idol and she keeps scrapbooks documenting Lillian's life. This obsession with the actress leads Rose to run away to New York to meet the glamorous star. In contrast, the sudden death of Ben's mother compels him to locate his biological father. Like Rose, Ben decides to head to New York to conduct his search. With Rose's story conveyed through pictures and Ben's through words, the connections between the characters are slowly revealed as the poignant tale unfolds. Each intricately detailed image provides subtle hints that foreshadow plot events. With its numerous twists and turns, this superb novel provides an intensely satisfying read. It has potential as a class novel. H. Gardiner

USER LEVEL: Stage 4 Stage 5

KLA: English

SYLLABUS: English 7-10

SCIS 1525970 \$34.99



Wonderstruck by Brian Selznick by ScholasticKids

Days like this

STEWART, Alison

Penguin Group (Australia), 2011
ISBN 9780143206545



In this dystopian future world, Sydney has been divided by a wall around the harbour. Those who are part the Committee live close to the sea and are able to access water

and food. Unfortunately, adults have become obsessed with their own youth and are *farming* hormones from their own children. The writer has attempted to do a number of things which, at times, make the novel a bit overwhelming. Firstly, the world has been affected by global warming, resulting in the drying of the continent. Then there is comment about ageing, youthfulness, and obsession with body image. In order to effect the dramatic change in parental behavior, the Committee administers drugs on a daily basis to all members of the society within the wall. Then there is the matter of the *have-nots*, those who live beyond the wall and have made it part of their purpose to interfere with the Committee as often as possible. It is a complex tale that raises questions that could encourage deep and considered discussion about the

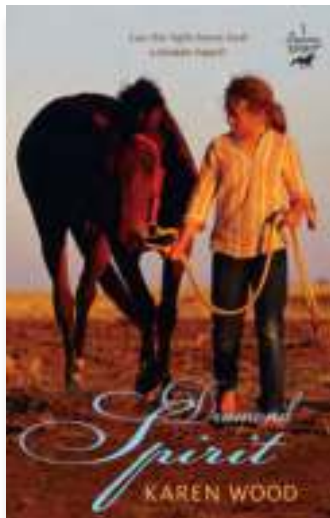
future in the light of current significant social issues. S. Pollard

USER LEVEL: Stage 4 Stage 5
SCIS 1518423 Paper \$19.95

Diamond spirit

WOOD, Karen

Allen & Unwin, NSW, 2011
(Diamond spirit)
ISBN 9781742373157



This story is as much about the contemporary, rural adolescent world as it is about riding, owning, losing, caring for and breeding horses. Relationships between family and community

members, and people and their animals, challenge the characters as they search for meaning and truth. Such themes, including friendship, are interwoven as Jess struggles to accept the death of her beloved horse and grieves for lost friendship and trust. The book will appeal to teenage readers. It relates authentic situations and sensory, colloquial, equine, and emotional descriptions of places and relationships. Whether familiar or not with horses and campdrafting, the informative details are not overdone. N. Chaffey.

USER LEVEL: Stage 4 Stage 5
SCIS 1494626 Paper \$9.99

Blink & caution

WYNNE-JONES, Tim

Candlewick Press, USA, 2011
ISBN 9780763656980

A young adult thriller by a Canadian novelist, this book is fast moving and edgy. Blink is a homeless 16 year old, living on the streets and surviving on stolen breakfast leftovers in the grand hotels. On one of his foraging expeditions he witnesses a crime and picks up a mobile phone that becomes a significant device in the course of the narrative. Caution, also alienated from her family, is trying to make a break from an unsavoury lifestyle and a disturbing past. These two unlikely protagonists strike up an unusual relationship. Alternating between second and third person narrative voices, the writer conveys a tense and intriguing plot. While instances of strong language and drug references are contextually appropriate, they make the book more suited to mature readers. E. Sly

USER LEVEL: Stage 6
SCIS 1517279 Paper \$22.95

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.

information, poetry and drama

Resources are in Dewey order

Sharing our stories

[series]

Pearson Australia, Vic, 2011



Produced in collaboration with six local Aboriginal communities in Australia's top end, these stories reflect the children's voices and those of the Elders within each

Country. A glossary appears at the foot of every page to explain bolded words and refers to both dialects and languages. The stories are translated into local dialects at the end of each book. The stories are introduced by a local storyteller and photographs of the storyteller and children from this language group are included. These personal voices lend authenticity and connect Aboriginal and non-Aboriginal readers to these traditional stories. The content of this series may support understanding of cultural

practices, though the presentation of the books lacks some crucial text features. It is unfortunate that the only acknowledgement of the children who created the fitting artwork is in small print on the publisher's page. Captions beneath the illustrations would indicate appropriate referencing. Further information about the producer of this series can be found at [Sharing stories](#), a digital online project. The information in the series and on the website may be useful in a study of Land and spiritual identity for Stage 4 students of Aboriginal Studies. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
Stage 4
KLA: HSIE
SYLLABUS: Aboriginal Studies
7-10; HSIE K-6
\$29.95 each

Reviewed titles in this series:

Bunjil the eagle: a story from Jaara Community
SCIS 1518063

The creation of Trowenna: a story from the Neunone people of Bruny Island
SCIS 1518070

The danger seed: Lirringkirn dreaming: a story from Karajarri country
SCIS 1522721

Djulpan: a story from the Yirritja clans of north-east Arnhem Land
SCIS 1522726

Miiku and Tinta: a story from Umpila country
SCIS 1522730

The moon and the gecko = Patjuka wura punu: a story from Paakantji Community
SCIS 1518065

The story of Girbar: a story from Saibai Community
SCIS 1522723

Yulu's coal: a story from Adnyamathanha country
SCIS 1518062

Issues in society. Volumes 330-334

[Series, electronic resource]

Edited by Justin Healey.
Spinney, NSW, 2011 (Issues in society 330-334)

Spinney, NSW, 2011
ISBN 9781921507632



The *Issues in society* series has always been an excellent source of balanced information for students studying a range of KLAs, particularly within the humanities and PDHPE.

The fact that many recent editions are now available in digital format as PDF ebooks makes accessing and sharing this resource even easier. The use of colour graphics supports the presentation and user-friendliness of

this quality resource, while the addition of worksheets helps students to discern and understand the most salient points. Available on CD-ROM, as an online download, or through one of Spinney Press' ebook platform partners (including OverDrive, Ebook Library and eBooks on EBSCOhost), the digital editions allow readers to highlight text, add sticky notes, and link directly to associated websites. This interactive content adds an additional dimension to an already exceptional learning tool and an outstanding series. R. Cox

USER LEVEL: Stage 4 Stage 5
Stage 6 Community
Professional

KLA: PDHPE

SYLLABUS: PDHPE Stage 6

SCIS 1523102 \$130

Reviewed titles in this series:

Alcohol and binge drinking (ebook)
SCIS 1523721

Dealing with bullying (ebook)
SCIS 1523134

Gambling problems (ebook)
SCIS 1523710

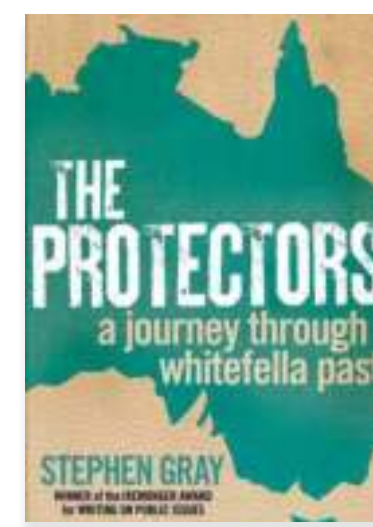
Organ and tissue donation (ebook)
SCIS 1523715

Sustainable land management (ebook)
SCIS 1523171

The protectors: a journey through whitefella past

GRAY, Stephen

Allen & Unwin, NSW, 2011
ISBN 9781741759914 [323.1]



Lawyer and non-Aboriginal author, Stephen Gray, clearly states that his intention in writing this book is *to begin an inquiry* about the reason for the national apology to

Aboriginal peoples. He presents a very readable commentary, incorporating complex issues such as ethics, privacy, perspectives, values and personal contexts. He poses questions about good intentions and best interests, chronicling the changing relationships between Aboriginal and non-Aboriginal Australians. He discusses the careers and possible motivations of significant players, including Paul Hasluck, Colin Macleod, Diana Giese, Ted Egan and Baldwin Spencer. Historical accounts, which are carefully documented, are interspersed with his own recollections. This book is a thought-provoking and sometimes disturbing treatise on the mistreatment of Aboriginal peoples in the Northern Territory. It could be a useful adjunct for students completing the Preliminary HSC Aboriginal Studies

course, particularly the sections *Heritage and identity* and *Colonialism, racism and prejudice*. Students of Stage 6 Legal Studies could use this as a background resource for the Preliminary topic, *Law in practice*, and the HSC topic, *Human rights*. B Hull

USER LEVEL: Stage 6

KLA: HSIE

SYLLABUS: Aboriginal Studies
Stage 6; Legal Studies
Stage 6

SCIS 1512598 Paper \$29.99

Finding my magic

[videorecording]

Save the Children Australia, Vic, 2011
ISBN 9780975721940 [323.3]

Based on the United Nation's *Convention on the rights of the child*, this set of twelve animated episodes aims to teach primary students about their rights and responsibilities. The stories are engaging, with well developed and culturally diverse characters. They do not mouth platitudes but show children how to stand up for themselves and those around them. The protagonist is a girl named Cathy who takes a stand against bullying. Her character is based on, and voiced by, Cathy Freeman. Each episode forms the basis for a lesson focusing on a different child right and is supported

by a range of lesson plans and printable resources for teachers. The PDF *Guide for teachers* contains everything a school would need to implement the program, including materials for a staff meeting, scripts of the episodes and letter templates for parents. The course will impact on whole school culture, reinforcing values of inclusion, anti-discrimination and respect. A. Soutter

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS 1518081 \$77



Finding my magic - Children's rights series - trailer
 by SavetheChildrenAus

Refugees

Edited by Cathy Hammer.

Legal Information Access Centre,
 NSW, 2011 (Hot Topics)
 ISBN none [325.94]

Another authoritative, current and accessible issue in the well-known *Hot topics* series, this resource provides

students with a comprehensive introduction to the topical issue of refugees. From definitions to legal case studies, international and national concerns are presented. Diagrams, tables, timelines and statistics are incorporated into the plainly written text. The *Further information* section provides websites which would need to be assessed for curriculum relevance. Some of these websites, which explore refugees' stories, could be of use as supplementary texts in the English Stage 6 Area of study: *Belonging*. Stage 5 History students completing Topic 5, *Australia in the Vietnam War era*, and Stage 6 Preliminary Legal Studies students investigating *Law in practice*, may also find this of some interest. In addition, the book would be a valuable adjunct to the HSC Legal Studies core topic, *Human rights*. B Hull

USER LEVEL: Stage 5
KLA: English; HSIE
SYLLABUS: English Stage 6;
 History 7-10; Legal
 Studies Stage 6
SCIS 1524492 Paper \$22

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

Sustainable land management

Edited by Justin Healey.

Spinney, NSW, 2011
 (Issues in society 331)
 ISBN 9781921507557 [333.7]



One of the *Issues in society* series, this volume provides magazine and journal articles, fact sheets, statistics and government reports relating to the very topical issue of sustainable land management. There are 23 different content items, each two to four pages in length. These articles, fact sheets and statistics come from credible sources, including the CSIRO, Australian Academy of Science, Commonwealth Government departments and the Bureau of Statistics. They cover a range of topics within the issue of sustainable land management, including *Biodiversity on the farm*, *Soil carbon*, *Land clearing*, *Impact of weeds*, *Feral animals in Australia* and *Salinity*. Website addresses and additional resources are included at the end of each item and may need to be verified for curriculum relevance. The resource is best suited to Stage 6 Agriculture students, as the information is technical and the language used requires a high literacy level. There are some suggested

teaching activities and questions provided at the end, along with a short *Glossary* and page of *Fast facts*. S. Bannerman

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Agriculture Stage 6
SCIS 1521678 Paper \$24.00

World heritage in Australia

[series]

Pearson Australia, Vic, 2011



A glossy, well illustrated set of books by Greg Pyers, this series looks at Australia's World Heritage sites, explaining their significance and the reasons for their inclusion on the World Heritage list. *What is world heritage?* gives an overview of the World Heritage Convention, how a site is listed, and the criteria for judging a site's value. It presents a brief overview of the eighteen Australian World Heritage properties. Other titles in the series focus on three Australian Heritage properties in greater detail, explaining their history, wildlife, and threats to their future. These resources would be useful when studying Stage 2 COGs unit (A): *Local environments* and Stage 3 COGS unit (A): *Living land*.

The simple language could be appropriate for Stage 4 students needing support in the Geography G41 focus area *Investigating the world: world heritage sites*. R. Parnis

USER LEVEL: Stage 2 Stage 3
Stage 4

KLA: HSIE

SYLLABUS: Geography 7-10;
HSIE K-6
\$29.95 each

Reviewed titles in this series:

Great Barrier Reef

SCIS 1509619

Kakadu National Park

SCIS 1504377

Uluru-Kata Tjuta National Park

SCIS 1509621

What is world heritage?

SCIS 1504354

Michael Kirby: don't forget the justice bit

[videorecording]

Screen Australia, NSW, 2010
ISBN none [340.092]

The subject of this biographical documentary, retired High Court judge, Michael Kirby, is arguably the most high profile judge Australia has seen. Kirby's unwavering support for human rights, his courage to make dissenting judgements, and his regular opinion pieces in the press,

have cemented his reputation. The 55 minute film documents all these factors, as well as more personal issues, including his family and 40 year relationship with Johan van Vloten. Of great interest to Legal Studies students are the broad discussions of justice, fairness, equity and rights. These concepts are traced back to their ancient roots and, in the DVD's special features, are applied to various cases Kirby presided over. Teachers and students of Legal Studies will find this a fascinating examination of one of our most famous judges and an excellent insider's view of the Australian legal system. J. White

USER LEVEL: Stage 6

KLA: HSIE

SYLLABUS: Legal Studies Stage 6

SCIS 1470640 \$24.95



Michael Kirby - Don't forget the justice bit trailer
by FilmArtMedia

Saving Private Sarbi

LEE, Sandra

Allen & Unwin, NSW, 2011
ISBN 9781742375571 [355.4]



Celebrating the importance of dogs in war zones, this narrative will engage secondary students as they follow the life of Sarbi, a pet dog from Bowral that became one of the Australian army's most significant bomb detection dogs in Afghanistan. In 2008, Sarbi was wounded and vanished during an SAS battle with Taliban insurgents. For 14 months, Sarbi was a captive of the Taliban before being rescued by Americans. Sarbi, having been awarded the RSPCA's Purple Cross is now semiretired at Holsworthy army base, and is used to assist in training dog handlers. Themes of friendship, trust, loyalty and devotion are prominent, and may inspire discussion. A. Frost

USER LEVEL: Stage 4 Stage 5
Stage 6

KLA: English

SYLLABUS: English Stage 6

SCIS 1526437 \$26.99

Hospital explorer box: play and learn resource kit

Sydney Children's Hospital, NSW, 2011
ISBN 9780987123312 [362.11]

A big book, a teacher's manual, a CD, two hospital gowns, face masks, a stethoscope, surgical gloves, hospital identification bracelets, x-rays, a selection of bandages, posters and more are contained in this cleverly designed kit for Stage 1 students. The big book, *Vicky's trip to the hospital*, uses an easily recognisable scooter accident scenario to promote student discussion and reflection, while setting the scene for teaching and learning experiences to support the PDHPE *Personal health choices* and *Safe living* strands. Teachers can follow the detailed NSW syllabus outcomes based lessons plans and connect students to interactive activities like *Virtual tour: going to theatre*. Engaging multimedia and practical resources offer an alternative to a hospital excursion, and will help to foster knowledge of hospitals and the people who work in them, and prepare students for the day when they may become patients. C. Keane

USER LEVEL: Stage 1

KLA: PDHPE

SYLLABUS: PDHPE K-6

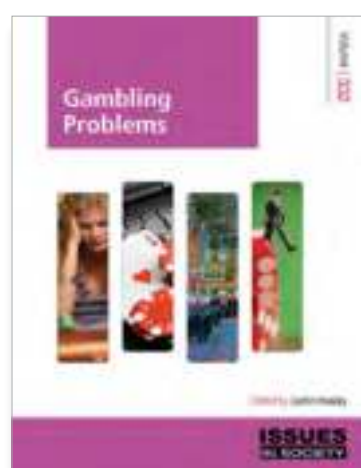
SCIS 1528639 Box \$165

To order: contact 02 9382 0871.

Gambling problems

Edited by Justin Healey.

Spinney, NSW, 2011
(Issues in society 332)
ISBN 9781921507571 [362.2]



A well-researched resource, this provides a concise overview of gambling in Australia and ways of dealing with problem gambling. Students will take an interest in

the psychology of gambling and warning signs that may indicate problem gambling habits. Problem gambling commonly starts in adolescence and is a hidden problem in schools, so teachers will also find this book informative. There are many interesting articles, such as those on the history of gambling in Australia and those related to poker machines, including the science of making poker machines attractive to gamblers. Teachers will find the worksheets for brainstorming, research activities and discussions useful. An ebook version of this issue is available as a PDF file and can be purchased via the [Spinney Press website](#). A. Soutter

USER LEVEL: Stage 5 Stage 6
Professional

KLA: HSIE; PDHPE

SYLLABUS: Community & Family
Studies Stage 6;

PDHPE 7-10; PDHPE
Stage 6

SCIS 1521728 Paper \$24

The long and winding road: six Indigenous women tell their stories to Val Alberts

ALBERTS, Valerie, ELLIOTT, Jaquanna & FISCHER, Esther

Black Ink, Qld, 2011
ISBN 9781863340922 [362.82]

A group of Aboriginal women tell their stories of survival from domestic violence in this book which has much to teach senior students. The *long and winding road* of the title is the complex, indirect path the women follow to find a way out of domestic violence. The violent relationships began in high school or shortly afterwards, providing a point of immediate connection for young adult readers. In each story, the children are badly affected by their experiences and some grow up to be violent themselves. Drugs and alcohol are involved in some of the abusive relationships, and the women must forego these props to acquire the clarity and strength to leave the relationship. The cover drawing of a downcast, solitary woman waiting on a railway station says it all. This book will generate valuable classroom discussions among senior students. A. Soutter

USER LEVEL: Stage 5 Stage 6

KLA: PDHPE

SYLLABUS: PDHPE 7-10; PDHPE
Stage 6

SCIS 1521046 Paper \$20

Let's celebrate: festival poems from around the world

Edited by Debjani Chatterjee & Brian D'Arcy.

Frances Lincoln Children's, UK, 2011
ISBN 9781847800879 [394.2]

Here is a collection of 31 poems, celebrating 24 festivals from around the world. Together with the better known festivals of Chinese New Year, Easter, Eid-ul-Fitr, Diwali and Christmas, are less familiar ones, such as Ice Festivals, Tet Trung Thu, and La Tomatina. Useful information about each festival is included at the back of the book. Written by a range of authors, some whom are anonymous, this compilation achieves uniformity through its vibrant illustrations. The pictures capture the unique atmosphere of each festival and every page oozes vibrant colour and energy, though at times the black text against dark red and purple backgrounds can be challenging to read. A great introduction to world festivals and cultural diversity, this resource supports learning about celebrations and beliefs, especially for

Stage 1 COGS unit (H): *Understanding ourselves*. G. Maugle

USER LEVEL: Stage 1 Stage 2
Stage 3

KLA: HSIE

SYLLABUS: HSIE K-6

SCIS 1525848 \$29.95

A bee in a cathedral: and 99 other scientific analogies

LEVY, Joel

Allen & Unwin, NSW, 2011 (Crows Nest)
ISBN 9781742376493 [500]

Divided into sections based on common branches of science, this wonderful book uses the power of one hundred analogies to explain many common scientific ideas. Examples useful to Science students include that of electricity flowing like water in an aquarium system; the journey of human spermatozoa compared to the allusion of a man swimming in a pool filled with molasses; and the universe being like a raisin pudding. Throughout this attractive book, many of the analogies can be used to complement the teaching of common concepts taught in science. The written information is easy to understand and each analogy is supported by quality graphics, facts and trivia. The book could be valuable for Science teachers wishing to refresh commonly

discussed classroom ideas, and as a general resource it would support students' understandings of complex scientific concepts. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: Science

SYLLABUS: Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Physics Stage 6; Science 7-10; Senior Science Stage 6

SCIS 1512616 Paper \$24.99

North: the greatest animal journey on Earth

DOWSON, Nick & BENSON, Patrick

Walker, UK, 2011

ISBN 9781844287758 [591.56]

Rich language and icy illustrations in this stunning nature book depict the spring migration of millions of creatures to the Arctic. The winter solitude of the hardy polar bears and arctic foxes contrasts sharply when, in spring, grey whales, birds, caribou and wolves fly, walk or swim to feed and breed in the Arctic. Each journey is heralded in glorious pictures that flow in and around every new species, changing in size and format as the text and subject demand. The book is a fine example of how synchronicity of words and pictures can elevate a

book from ordinary to exceptional. Including this resource in a study of *Living things* could lead to discussion on the effects of global warming on the annual migration of these animals. S. Rasaiah

USER LEVEL: Stage 2 Stage 3

KLA: SciTech

SYLLABUS: Science & Technology K-6

SCIS 1530773 \$29.95

Talk, talk, squawk!: how and why animals communicate

DAVIES, Nicola & LAYTON, Neal

Walker, UK, 2011

ISBN 9781406321180 [591.59]

An exciting introduction to an interesting aspect of animal biology, this appealing resource presents obscure facts and important information about animal communication. The book is organised into chapters about how colours, smells and sounds are used by animals to find food, stay out of danger, attract a mate, raise young and live together. There is also information on research into how animals and humans communicate and whether it is possible to teach chimps or parrots to genuinely speak. Informal language and quirky illustrations lend humour to the key ideas, which are pitched at a level that is suited to lower secondary

students, though the content would interest upper primary learners. An index provides easy access to central themes and a glossary gives simple meanings for some of the more challenging words used in the text. H. Myers

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: Science

SYLLABUS: Science 7-10; Science & Technology K-6

SCIS 1525843 \$24.95

Bilby secrets

WIGNELL, Edel & JACKSON, Mark

Walker Books, NSW, 2011

ISBN 9781921529320 [599.2]



Uniquely presented, this book outlines the life story of Australia's endangered Greater Bilby in a format that is both entertaining and informative. Each double page spread contains three elements, including a fictional account of a mother bilby preparing for the birth of her baby, through to the time when the baby bilby is old enough to set out on its own. Factual information about the life cycle and habits of the bilby complement the narrative, together with vibrant, colourful illustrations depicting the bilby's desert habitat. There is a brief

introduction to the bilby and its endangered status before the narrative begins and a simple index is included. This book is a superb presentation and it supports understanding of *Environments* in Stage 3 HSIE. H. Myers

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: HSIE

SYLLABUS: HSIE K-6

SCIS 1516362 \$29.95

Home

MACINTOSH, Cameron

Pearson Australia, Vic, 2011
(A-Z of inventions and discoveries in)
ISBN 9781442546653 [608.794]



A concise look at clever Australian domestic inventions, this liberally illustrated resource encourages a sense of accomplishment and pride in Australian ingenuity, creativity and problem-solving ability. Beginning with Aboriginal innovations, the book also reveals inventions around the home, including those related to bathrooms, backyards, refrigeration, food and sport. A simple timeline appears at the end, indicating when each invention was created. The book

provides inspiration for quality design projects and folio, with students developing their own inventions based on commercial needs, and with possible business-community links. Short paragraphs and relatively simple sentences, supported by generous colour photographs, ensure that this factual resource could also appeal to upper primary students with an interest in innovation, discovery and design. M. Timperley

USER LEVEL: Stage 3 Stage 4

KLA: SciTech; TAS

SYLLABUS: Science & Technology K-6; Technology (Mandatory) 7-8

SCIS 1518031 \$29.99

Technology

MACINTOSH, Cameron

Pearson Australia, Vic, 2011
(A-Z of inventions and discoveries in)
ISBN 9781442546660 [608.794]



Showcasing a range of popular inventions, this book examines some of Australia's more successful inventions and ideas. Examples used in this book include that of the *Solahart water heater*, *black box flight recorder* and *polymer banknotes*. Stage 4 students will benefit from using this

book when learning about how everyday applications in life have been affected by scientific discoveries. Each section is enhanced by *Did you know?* boxes, with facts that will easily appeal to students who enjoy trivia. The informative text uses direct language and is supported by a timeline of the inventions. Each topic provides only brief information and, while the book will be a good source of initial ideas, other resources will be needed to develop a deeper understanding of particular inventions. I. Mavin

USER LEVEL: Stage 3 Stage 4

KLA: Science; SciTech

SYLLABUS: Science 7-10; Science & Technology K-6

SCIS 1518033 \$29.95

Who has what? All about girls' bodies and boys' bodies

HARRIS, Robie H. &
WESTCOTT, Nadine Bernard

Walker, UK, 2011
ISBN 9781406336771 [612]

Based on an outing to the beach for siblings, Nellie and Gus, this book provides accurate information about the physical differences between boys and girls in a lighthearted way. The quality of the colourful illustrations, which depict happy scenes of a family day together,

makes the book highly attractive to students in the early years. A range of body parts are labeled on the children, as they change into their swimsuits and play in the sand. Genitals and internal reproductive organs are mostly shown in an X-ray style through clothing. Everything a child would want to know about basic human anatomy is presented clearly, with an understated, factual tone. The book reassures children that human bodies are special and continue to grow in positive ways. A. Soutter

USER LEVEL: Early Stage 1 Stage 1

KLA: PDHPE

SYLLABUS: PDHPE K-6

SCIS 1520520 \$27.95

Food for thought

CROSER, Nigel

Era, SA, 2011 (Deep end. Red)
ISBN 9781741205107 [613.2]

Presenting information about food science and nutrition on glossy pages with colourful diagrams and photographs, Croser provides ample *food for thought* for visual learners. Topics include the food pyramid, nutrients, food sources, storage and spoilage, and packaging and processing. Controversial issues such as GM foods and biofuels are presented at a level suitable for students studying the Food

Technology Years 7-10 course. Environmental sustainability is presented in a manner which encourages higher-order thinking about issues of growing community concern, including food miles and carbon footprints, and could prompt students to create a classroom vegetable garden. The book provides sound information on nutrition and will help students to understand the need for food. Well informed and clearly presented, it assists learners to develop a thorough understanding of the impacts of their food choices on both their bodies and the environment. M. Timperley

USER LEVEL: Stage 4 Stage 5

KLA: TAS

SYLLABUS: Food Technology 7-10

SCIS 1515271 Paper \$13.95

Menu planning: toddlers, pregnancy, the elderly

[videorecording]

VEA, Vic, 2011 (19 min.)
ISBN none [613.2]

Containing current Australian nutritional information, this 19 minute DVD presents the basics of menu planning in an intelligent and engaging manner. Logically sequenced, the program presents three key life stages where menu planning is most important: for

toddlers, the elderly and during pregnancy. Each chapter is captioned, making it suitable for the development of worksheets containing literacy scaffolds and ensuring accessibility for students with hearing impairments. The program discusses a range of issues, including the effects of poor diets, optimum nutrition, nutrients and their food products, food allergies and intolerances, childhood obesity and type 2 diabetes. Dieticians and naturopaths provide valuable information on these issues and offer some interesting points of discussion. This may support understanding of the core topic, *Diets for optimum nutrition*, in the *Food Technology Stage 6 syllabus*. Students will find this program most helpful while investigating nutritional requirements for particular individuals and groups. A full length low resolution preview is available on the [VEA website](#).

M. Timperley

USER LEVEL: Stage 6

KLA: TAS

SYLLABUS: Food Technology
Stage 6

SCIS 1501027 \$125.00

Kitchen fundamentals: basic techniques used in food preparation

[videorecording]

VEA, Vic, 2011 (24 min.)

ISBN none [643.3]

In this 24 minute DVD, Dave Christopherson, American sous chef from the University of St Thomas, introduces viewers to fundamental kitchen techniques and practices. Part 1 outlines basic hygiene, *mise en place*, cutting board safety, knife varieties and sharpening, and cutting methods including precision cuts of *julienne*, *brunoise* and *paysanne*. Part 2 contains demonstrations of grating, measuring dry and wet ingredients, sifting, whipping, sautéing, pan searing, boiling and steaming, while also observing oven safety throughout these processes. This focus on safety is useful for the compulsory Stage 6 Hospitality unit, *Follow workplace hygiene procedures*. Students undertaking Certificate II in Hospitality (Kitchen Operations) will find Part 2 essential for gaining knowledge and skills related to the units, *Basic methods of cookery* and *Organise and prepare food*. All students studying Hospitality could find Part 1 helpful, both when learning proper hand washing techniques, and when identifying the knives within their toolkits and determining their particular uses. A five minute preview

is available on the [VEA website](#).
M. Timperley

USER LEVEL: Stage 6

KLA: TAS

SYLLABUS: Hospitality Curriculum
Framework Stage 6

SCIS 1483613 \$125

Saltwater freshwater art: contemporary Aboriginal art from the mid North Coast of NSW

Edited by Stephanie Ridgeway.
Saltwater Freshwater Arts Alliance
Aboriginal Corp, NSW, 2011
ISBN 9780646544595 [704]

Featuring samples of the work of 39 Aboriginal artists from the mid North Coast of New South Wales, this resource showcases emerging and cutting-edge contemporary Aboriginal art. Each artist is featured over a double page spread with a short statement from the artist, which provides insight into individual influences and intentions. A photograph of each artist is provided, along with large, glossy reproductions of their artworks. Stylistic qualities are wide, varied and intriguing. The resource would be valuable to use when discussing and viewing contemporary Aboriginal art, and for exploring cultural understandings and Aboriginal perspectives. N. French

USER LEVEL: Stage 3 Stage 4
Stage 5

KLA: CA

SYLLABUS: Creative Arts K-6;
Visual Arts 7-10

SCIS 1506332 Paper \$49.00

The picture history of great buildings

CLEMENTS, Gillian

Francis Lincoln Children's Books,
UK, 2011
ISBN 9781847800367 [720.9]

A detailed book, this provides a wide-ranging journey through the history of built environments. The author links changing building styles to cultural, religious and technological changes over the past 12,000 years. Featured landmarks include the Colosseum, Angkor Wat, the Palace of Versailles, the Eiffel Tower and the Sydney Opera House. While the book is touted as a *picture history*, there is also significant technical discussion about cultural factors and architectural styles. This may interest primary students and teachers, though the crowded, hand drawn illustrations and extensive, small text may dissuade younger readers. For those interested in technical aspects of building design, engineering and architecture, this will be a stimulating read. J. White

USER LEVEL: Stage 2 Stage 3
SCIS 1512803 Paper \$19.95

Joan Miro

SALVADOR, Ana

Frances Lincoln Children's, UK, 2011
 (Draw with-)
 ISBN 9781847802729 [741.2]

The visual language of Joan Miro's recognisably naïve artworks has been broken down and detailed in this accessible resource. The introductory notes provide insights into his artistic practice and include some biographical information. The text is concise and readable. Each double page features a theme Miro explored and details the process used to create and build each element into a completed image. Quotes from the artist provide a commentary on aspects of his process. Young students will easily be able to imitate the presented artworks. Although quite simplistic in content, this resource could be a good springboard for students to explore different mediums in an expressive way. The featured artworks allow students an opportunity to look at and discuss the works in more depth, with teacher guidance. N. French

USER LEVEL: Stage 1 Stage 2
KLA: CA
SYLLABUS: Creative Arts K-6
 Paper \$16.95 each

Reviewed titles in this series:

Joan Miro
 SCIS 1510472
Picasso
 SCIS 1510474

Little things for busy hands

EVANS, Katie

Penguin Group (Australia), 2011 (Puffin)
 ISBN 9780143206200 [745.5]



Accompanied by hand-drawn diagrams and simple instructions, sixteen craft projects are presented in this attractive, cleverly designed book. Requiring only basic materials and tools, like scissors, glue, needle and thread, most projects are highly achievable in the classroom context and fun to construct. Projects include a brooch, paper beads, button rings, a frog purse, lanterns, a mobile, finger puppets and a bookmark. Technology students will enjoy the opportunity to work with textiles to develop skills in designing, implementing and evaluating solutions to design problems. Stage 6 students undertaking the Exploring Early Childhood course may use these projects as a basis for developing children's hand-eye coordination and concentration skills for play, particularly within the *Play and the developing child* module. M. Timperley

USER LEVEL: Stage 3 Stage 4
 Stage 6
KLA: CA; TAS
SYLLABUS: CEC Exploring Early Childhood Stage 6; Creative Arts K-6; Technology (Mandatory) 7-8
SCIS 1520929 Paper \$24.95

Grug's big book of fun!

PRIOR, Ted

Simon & Schuster (Australia), 2011
 ISBN 9780731815029 [790.1]

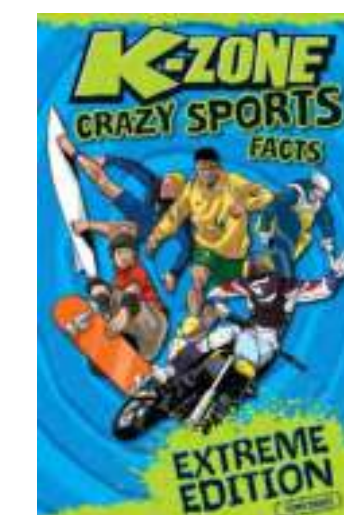
In this engaging activity book featuring characters from Ted Prior's Grug series, puzzles, poems and fact pages are interspersed with illustrated comics. Other activities include crosswords, colouring pages, quizzes, spot the difference, mazes, recipes, story writing and word jumbles. Craft ideas and games could suggest ideas for teachers involved in lessons about Australian animals or habitats during Early Stage 1 COGs unit (A): *Our place*, or literature units based on the *Grug* series. Copyright does not permit reproduction of pages, thus the workbook is appropriate for individual activity only. It is therefore suited to leisure reading. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
 Community
SCIS 1531165 Paper \$19.99

K-Zone crazy sports facts

DAVIS, Tony & DAMASO, Elmer

Allen & Unwin, NSW, 2011
 ISBN 9781742377629 [796.02]



Almost pocket-sized, this book contains interesting facts and trivia about a wide variety of extreme sports. Many of the sports are obscure and quirky, engaging young readers and offering something different to other sports books. The black and white cartoon graphics add meaning to the text, though the inclusion of colour illustrations would have lifted the book's overall entertainment value. While not directly related to NSW syllabuses, this resource includes Australian examples and is well suited to leisure reading. Sports enthusiasts and young readers, who balk at long, dry passages of written text, may find these short, sharp vignettes and colloquial language highly appealing. R. Cox

USER LEVEL: Stage 3 Stage 4
SCIS 1526076 Paper \$11.99

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.

Secrets of winning coaches revealed

BECKER, David & HILL, Scott

Revealed Series, Qld, 2011
(Sports Wisdom)
ISBN 9780980767278 [796.07]

A fairly dry insight into coaching methods and best practice, this book nevertheless delivers useful insights as it delves into the minds of some of Australia's elite coaches. The information could be worthwhile for teachers and young people coaching any kind of sport. It also supports the Stage 6 Sport, Lifestyle and Recreation course, offering much to sustain teaching and learning in the *Sports coaching and training* module. In addition, the book features explicit links to the Year 12 PDHPE core strand, *Factors affecting performance*, including goal setting, though this is a relatively short passage. Since the lack of an index, illustrations and colour limits the book's visual appeal and ease of use, students could be encouraged to skim subheadings and use the question and answer structure to extract relevant information. R. Cox

USER LEVEL: Stage 6 Professional

KLA: PDHPE

SYLLABUS: CEC Sport, Lifestyle & Recreation Stage 6; PDHPE Stage 6

SCIS 1531141 Paper \$29.99

Understanding plagiarism and its consequences

[videorecording]

VEA, Vic, 2011 (19 min.)
ISBN none [808]

Although centred on examples from universities and workplaces, this short DVD has much to offer when teaching and reinforcing ethical understandings of plagiarism in the secondary classroom. With teacher support and explanations, the program may also be useful to younger students. The narration is Australian, as is one of the university lecturers, though everyone in the plagiarism scenarios is American. Definitions of plagiarism in all its contexts, how and why it happens, how plagiarism is uncovered, its lasting consequences, and how to avoid having work plagiarised are all examined, although emphasis is on print and essay style products. The positive tone promotes a spirit of learning and advancement of understanding, rather than indulging in moralisation. The 19 minute DVD would provide support when implementing the *Plagiarism* module in *HSC: all my own work*. [A full length low resolution preview](#) is available and [support notes](#) are accessible for VEA subscribers. These notes include basic comprehension questions which could be refined for classroom use. S. Morton

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS

SCIS 1521396 \$125

Requiem: poems of the Terezin Ghetto

JANECZKO, Paul B.

Candlewick, USA, 2011
ISBN 9780763647278 [811]

With appropriate solemnity, victims of the Holocaust are remembered and honoured in this dark, heart-rending suite of poetry. Blending research and creativity, the poet constructs a range of voices from the Terezin Ghetto. These give readers an impression of the trauma and unspeakable suffering experienced by Czechoslovakian Jews under the Nazi regime. While awaiting transportation to other concentration camps, the interred Jewish intellectuals, artists and musicians from Prague were encouraged to give performances so the Nazis could use the camp as a propaganda tool, indicating how well the detained Jews were being treated. Each individually voiced poem tells a very different tale. The laconic vignettes evoke a depth of pathos. Presented with reverence, these mini narratives are disturbingly

memorable. It is a thought-provoking work for mature readers. C. Sly

USER LEVEL: Stage 5 Stage 6 Professional

KLA: English; HSIE

SYLLABUS: English 7-10; English Stage 6; History 7-10; Modern History Stage 6

SCIS 1525914 \$29.95

An imaginary menagerie

McGOUGH, Roger

Frances Lincoln Children's, UK, 2011
ISBN 9781847801661 [821]

Highly acclaimed British poet, Roger McGough, continues to publish with wit and imagination. In this anthology for children, he focuses on a diverse range of animals. With its engaging humour and creativity, the collection lends itself to a range of uses. Introducing a science unit on animals with a witty hook, analysing the nature of humour, or encouraging students to consider imaginative alternatives to reality are some possibilities. McGough's simple black and white sketches are useful models of communication and a playful accompaniment. S. Pollard

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: English

SYLLABUS: English K-6; English 7-10

SCIS 1511053 Paper \$15.95

When I grow up: poems

ZEPHANIAH, Benjamin

Frances Lincoln Children's, UK, 2011
ISBN 9781847800596 [821]

Through poetry, the theme of changing ambitions is explored with people from a wide variety of occupations including a rocket scientist, a vet, a clown, a fashion designer and a shopkeeper. A short biography about each person explains what influenced their choice of career. Poems capture the essence of each occupation. The poems are sometimes forced in their rhythm and rhyme but are quite readable and descriptive. This colourful book could be useful in supporting Stage 1 COGs unit (E): *Products and services*.
R. Higginbottom

USER LEVEL: Early Stage 1 Stage 1

KLA: English; HSIE

SYLLABUS: English K-6; HSIE K-6

SCIS 1525913 \$24.95

Classic Australian poems

Edited by Christopher Cheng.
Random House Australia, NSW, 2011
ISBN 9781742753621 [A821]

A number of classic Australian poems from the late 19th century and the early 20th century are collected in this new publication. The much loved impressions of the Australian

bush and city from this historical context have impacted on shaping an Australian identity. Works by Banjo Patterson, C.J. Dennis, Henry Lawson, Henry Kendall and others are reproduced for a new generation of students to enjoy. Iconic characters, the vast countryside, a dry sense of humour, and laconic dialogue create memorable images of colonial Australia. Enhanced with sketches by Gregory Rogers, this is a fine collection of poetry of the period.
E. Sly

USER LEVEL: Stage 2 Stage 3
Stage 4

KLA: English

SYLLABUS: English K-6; English 7-10

SCIS 1531675 Paper \$19.95

Note on the door and other poems about family life

MARWOOD, Lorraine

Walker, NSW, 2011
ISBN 9781921720611 [A821.3]



students to see how they too could

In this illustrated collection of poems about family, school and holidays, Marwood draws on the minutiae of life to create poetry for a range of ages. Content and style are broad, allowing

create poetry. Activities including reading aloud, inviting students to illustrate poems, introducing shape poems and many other styles of poetry could be done using samples from this collection. It demonstrates that poetry can be about anything. Marwood's use of simple, evocative imagery displays one of poetry's most important features. The apparent simplicity of the poems makes them readily accessible, but there is a good deal of depth to promote further thought and discussion.
S. Pollard

USER LEVEL: Stage 3 Stage 4
Stage 5

KLA: English

SYLLABUS: English K-6; English 7-10

SCIS 1524793 Paper \$15.95

Engine

BALODIS, Janis

Currency, NSW, 2011
ISBN 9780868198897 [A822]



family expresses the pain and grief

Working with a regional community in mourning after the loss of four young men in a road accident, this playwright weaves a performance script that gives voice to the tragedy. The fictional

suffered in losing a son, grandson and brother. While their hurt is palpable, the dramatic representation is sensitive, with instances of comic relief and a positive resolution. Characters and emotions are very credible and yet the use of a dramatic chorus reminds an audience that this is a performance piece. Tightly woven dialogue provides a balance between the solemnity of the tragedy and the need of family members to reconstruct their lives and move on. A topical play, its powerful dramatic resonance makes it a valuable script for senior study.
C. Sly

USER LEVEL: Stage 6

KLA: CA; English

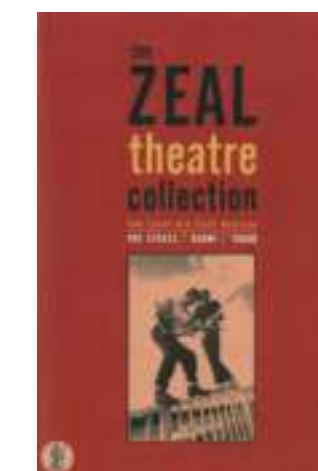
SYLLABUS: Drama Stage 6; English Stage 6

SCIS 1508167 Paper \$17.95

The Zeal Theatre collection

LYCOS, Tom & NANTSOU, Stefo

Currency, NSW, 2011
ISBN 9780868199061 [A822]



on true stories and address powerful and complex social issues. *The stones*

A particularly valuable collection of plays developed by Zeal Theatre with the assistance of secondary students through school workshops, the three plays are based

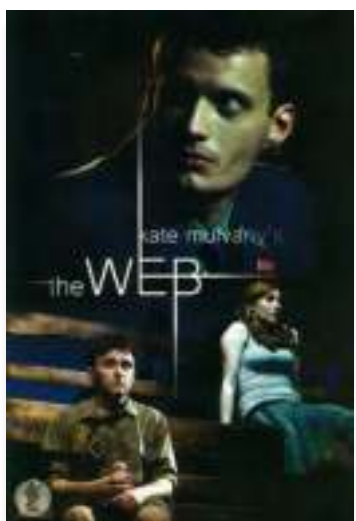
is about two bored teenagers who kick some stones off a freeway overpass, killing a motorist. The play explores the repercussions of this stupidity for the boys, their families, the victim's family and the police. *Burnt* explores the stress drought can cause people living in rural areas. *Taboo* is about the dangers of meeting face to face with people encountered online. It is a very graphic reminder of the dangers of social networking. Crafted around important contemporary themes, this compilation will grip students and encourage an interest in theatre. A. Soutter

USER LEVEL: Stage 5 Stage 6
KLA: CA; English; PDHPE
SYLLABUS: Drama 7-10; English 7-10; English 11-12
SCIS 1522081 Paper \$29.95

The web

MULVANY, Kate

Currency, NSW, 2011
 ISBN 9780868199115 [A822]



Beginning dramatically with a calculated stabbing, this play goes on to reveal the events that led to the disturbing act. Fred, an alienated young man living with his mother and sister on a failing

rural Australian property, is befriended at school by Travis, a clever, sociable and outgoing teen. Travis engages Fred in a Social Studies assignment that involves communicating through social networking sites on the internet. A complex web of deception and intrigue develops and Fred is enmeshed in its intricacies. A disturbing, tightly structured play, its language and themes are appropriate to a mature audience. E. Sly

USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6
SCIS 1522074 Paper \$18.95

Greece and Crete

REID, Richard

Department of Veterans' Affairs, ACT, 2011
 ISBN 9781877007651 [940.53]

A detailed, insightful account of Australia's role in Greece and Crete during World War II is presented in this book. The written text provides a very readable account of the reasons for Australia's involvement, the key campaigns and the personalities. There are also highly perceptive and enlightening quotations from the commanders, Kenneth Slessor as Australia's official war correspondent, and service personnel. The collection of photographs and rich primary

source material significantly aid understanding and invite empathy, presenting a human face to the conflict. A photograph of Maxwell Reece receiving his late father's Distinguished Service Medal is particularly moving. This book would be a useful adjunct to students completing the Stage 5 History topic *Australia and World War II*, especially when investigating the dot point related to *the experiences of Australians serving in a campaign in another theatre of war*. Supplementary information about the conflict in Greece and Crete is available on the [Department of Veterans' Affairs website](#), including an [image gallery](#) and PDF booklet containing related *Educational activities*. B Hull

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History 7-10
SCIS 1530035 Paper \$18.95

Weary Dunlop and the Burma-Thailand railway

GUILE, Melanie

Macmillan Library, Vic, 2011
 ISBN 9781420281125 [940.54]

Incorporating a highly visual treatment with the use of sequential art graphic pages, the story of one of Australia's most famous war heroes is retold. It is a clear and concise account of Australian prisoners of

war who had to work on the Burma-Thailand railway and, in particular, the role that Weary Dunlop played in this battle of survival. Heavily reliant on historical sources, the book details the conditions Dunlop experienced as a prisoner, including the cruelty of the oppressors and the inhumane nature of the task. Students will appreciate the inclusion of the graphic segment that provides a chilling account of the prisoners' conditions. The inclusion of chapters on contrasting viewpoints, assessment of Dunlop's efforts, and ethically based scenarios provide a number of key points for discussion. The resource is well supported by links to other information sources, including websites, books and DVDs. It is an engaging, user friendly reference. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7-10
SCIS 1499146 \$31.99

This country

[series]

Pearson Australia, Vic, 2011



Targeting key components of the *Geography Years 7-10 syllabus*, this series is well suited to classroom use when examining Australia's neighbours. The

format is user friendly, with clearly presented subheadings, attractive visual evidence and a comprehensive range of information tools, including timelines, tables, glossaries and indexes. The content broadly covers the cultural, social and historical characteristics of each country. More detailed treatment is given to the various systems of government, local resources, and the environment. The inclusion of individual perspectives from local children about how they live provides a personal connection for students and invites comparative study. Offering a solid starting point for inquiry based research, this series offers credible information about Australia's relationship with Indonesia, China, Papua New Guinea, New Zealand and India, and explores daily life in these countries. B. Kervin

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography 7-10
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China

SCIS 1522716

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SCIS 1522712

New Zealand

SCIS 1522710

Papua New Guinea

SCIS 1522714

The mysteries of Angkor Wat: exploring Cambodia's ancient temple

SOBOL, Richard

Candlewick, USA, 2011
 ISBN 9780763641665 [959.6]

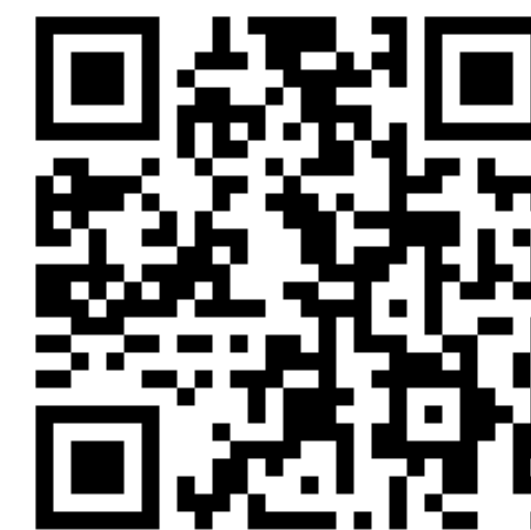
The temple complex at Angkor Wat forms the background for the lavish photographs of children in this first person account of visiting the World Heritage site. Sobol reveals how the carvings on the walls of the temples are reflected in the everyday activities of people, such as harvesting lotus flowers and apsara dancing. The photographer encounters a group of children who show him amazing secrets. This text could be used by Stage 3 HSIE students in their study of a cultural group. It could also be an adjunct to Stage 4 Geography students as they research World Heritage sites. B. Hull

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7-10;
 HSIE K-6
SCIS 1520391 \$29.95

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