Scan

the journal for educators

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In this issue
reading for pleasure
collaboration & research
reading partnerships
programming pathways

Scan

showcasing innovation for quality learning

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Volume 32, Number 3, 2013

from the editor

Welcome to this issue of *Scan*.

Dr. Seuss fans may be familiar with this quotation:

> *The more you read, the more things you will know. The more that you learn, the more places you'll go.*

First published in 1978, Dr. Seuss's *I can read with my eyes wide shut* delivers valuable messages about the importance of reading that are just as pertinent for learners today. Reading for pleasure is a theme in this issue of *Scan*. Do you have an article for *Scan*? Visit Contribute to find out about sharing your great ideas or achievements with *Scan* readers.

Subscription renewal emails for *Scan* 2014 will be sent at the end of October. See Subscribe for details. Online subscription renewal is easy!

Enjoy engaging with *Scan*.

Cath Keane
Editor

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How can you promote reading for pleasure in your school? Cath Keane offers some strategies to encourage students to read for pleasure. She refers to research that highlights the academic, social and emotional benefits of making reading resources available and building relationships between school and home.

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Tim Gorrod travelled to schools in England, Scotland, the United States and western New South Wales to discuss, observe and learn about the use of ICTs with rural and remote students in international settings. Read about the pedagogies that were pivotal to great outcomes in the schools featured in his article.

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New opportunities for collaboration and research

Margaret McEwan collaborated with English teachers to plan learning experiences that focused on texts that created relevant connections with Asian peoples and cultures, while challenging some of the media-generated stereotypes. The article promotes equitable access to quality learning experiences for all students.

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Programming for the NSW syllabus for the Australian curriculum English

Catherine Thomson provides step-by-step examples for planning and programming with the English *K–10 syllabus*. Read the article, reflect on your classroom practice and follow the suggested pathway for successful programming.

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Colleen Foley, Libraries Coordinator, NSW Office of Public Schools, is responsible for policy advice and leadership for school libraries and information literacy.
E: colleen.foley@det.nsw.edu.au

Resourcing curriculum 21C

Many teacher librarians are currently involved in partnership with teachers as innovative fellow classroom practitioners, supporting and leading curriculum change. As Margaret McEwan indicates in *New opportunities for collaboration and research*, planning with colleagues for the new syllabuses is a catalyst for energised and flourishing teamwork. For NSW DEC teachers, *NSW syllabuses for the Australian curriculum: implementation support* can assist re-invigorating such teacher conversations and partnerships. Have you asked your school's teacher librarian to work with you?

Scan's exciting new look resource packages provide rich support for planning and programming, and are ready for use with classes.

NSW DEC Scootle is coming for NSW government schools. *NSW DEC Scootle* will allow teachers to search

for and access resources that support *NSW syllabuses for the Australian curriculum*. Until it is available, teachers can continue to access resources for new and current curriculum, and shared Australian Curriculum resources, through the Teaching and Learning Exchange (*TaLe*). Many of these are publicly available. Try searching *TaLe* by terms and collections such as *Syllabus bites, Sites2See, digital citizenship*, and *National Digital Learning Resources* (NDLRN).

What can your teacher librarian do to assist?

Teacher librarians can support the pedagogical requirements of the new curriculum through enquiry based and resource based learning approaches. In their support for school units of work and learning priorities, teacher librarians regularly focus on:

- programming ideas and teaching strategies for the effective use of diverse resources to meet the pedagogical emphases, outcomes and content of the new syllabuses
- *Learning across the curriculum areas*, including general capabilities which are embedded in the syllabuses
- the information and digital literacies capabilities (recognised 21C skills) required to support the learning outcomes in syllabus contexts
- related, integrated ICTs
- mapping the school's resources gaps through identifying key areas of change in the new syllabuses, analysing the implications of these for required professional and curriculum resource needs, and targeting the selection and purchase of required resources
- access to and use of a diverse and balanced range of resources to meet

the new curriculum needs in the 21st century
- literacy and reading support for learning and life.

If your school is considering ebooks, support for your decision making is available through the links and FAQs in the November 2012 issue of *Scan*. See *Ebooks for leisure and learning* by Colleen Foley (FAQs included), Wendy Dawson's *Students create ebooks*, and the test project report.

About RDA

RDA (Resource description and access) is replacing AACRII as the international cataloguing standard. SCIS has commenced producing RDA compliant records. Teacher librarians and school library staff do not need RDA training. Our cataloguing specialists at SCIS and in the NSW SCIS Agency have the expertise to provide what's needed by schools in the SCIS records. The NSW SCIS Agency welcomes any requests, feedback and suggestions related to resources and catalogue records from all NSW schools. NSW government schools can find the accurate information they need at OASIS log in -> Documents -> Library Release Notes 7.3. For those who want additional information, SCIS provides an overview for Australian schools.

Exploring *Scan's* **online edition**

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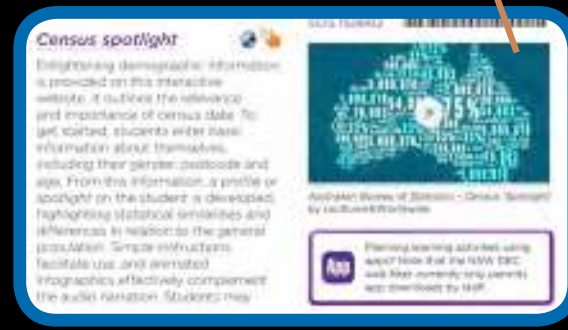
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building a school based
professional
learning network

Introduction: a case study in social networking

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.

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).

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] c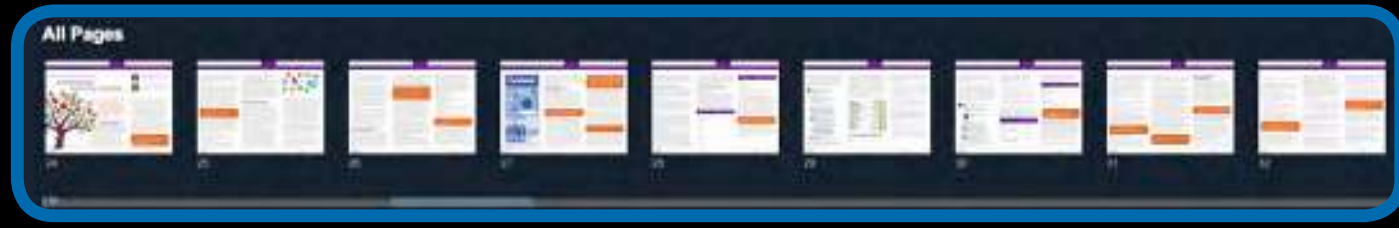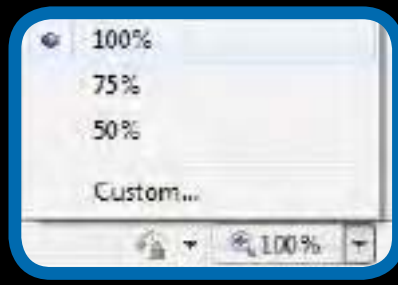an lead from the middle through technology expertise* (p. ii). This finding was supported by Long's (2007) study that found teacher librarians who have a preference for transformational leadership were performing as educational and technological leaders in their school through curriculum and instruction. Leadership is about collegiality, cooperation, partnering, respect for all, and mutual support (Bessa, 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 ...

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For more tips, click here to view *Scan's* video taster.
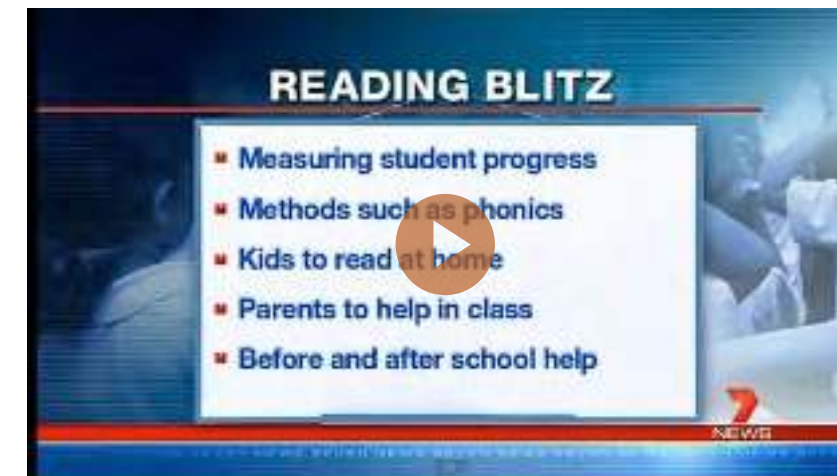
National reading blitz

Cath Keane is Editor, Learning Systems in the NSW Department of Education and Communities. In this article, Cath calls on teachers to encourage students to read for pleasure, and refers to research that highlights academic, social and emotional benefits.

In February 2013, the Prime Minister, the Hon. Julia Gillard, announced a national reading blitz to improve literacy for students from Kindergarten to Year 3. The Australian Government has asked states, territories and non-government schools to *sign up to the three–year, intensive program for 1.1 million students between Foundation and Year 3, as part of the National Plan for School Improvement*.

A vital part of this strategy is to support reading for pleasure by making reading resources available and building the relationships between school and home.

7News: Gillard unveils reading blitz, YouTube

What is reading for pleasure?

Clark and Rumbold (2006) in their research paper for the National Literacy Trust defined reading for pleasure as

reading that we do of our own free will anticipating the satisfaction that we get from the act of reading. It also refers to reading that having begun at someone else's request we   continue because we are interested in it.

Clark & Rumbold, 2006, p.5

Many parents have heard these words after repeated appeals to their children late at night, *I'll turn off the light when I've finished this chapter. I promise.* Such is the power of a riveting storyline and, in some cases, the enraptured reader is forced to reach for the carefully hidden torch and continue stealthy reading with bedcovers disguising their deception.

This is the power of the book that takes the reader on magical journeys and adventures, and has students discussing their favourite characters and plots with their peers. But not every student has access to books in their home. Not every student has experienced the sheer joy of reading. Not every student reads for pleasure.

Should teachers be concerned about promoting reading for pleasure? Why not focus on promoting reading for information to achieve syllabus outcomes? What are the benefits of reading for pleasure?

> *This is the power of the book that takes the reader on magical journeys and adventures, …*

Benefits of reading for pleasure

An excerpt from the 2012 briefing paper by the Education Standards Research Team (ESARD) for the Department of Education in the UK, highlights evidence about the benefits of reading for pleasure follows:

- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark & Rumbold, 2006).

- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark, 2011; Clark & Douglas, 2011).

- Reading and enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).

- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).

- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).

- International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson & Fielding, 1988).

- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark & Rumbold, 2006).

- Other benefits of reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark & Rumbold, 2006).

International studies point to the benefits that reading has on student achievement, and social and emotional well-being. One of these studies, *Towards sustaining and encouraging reading in Canadian society*, conducted by Sharon Murphy (2013) for the *National Reading Campaign* in Canada, summarises the findings from the literature. The article provides strong evidence of strategies and their impact on reading behaviours of students. A selection of screen shots from this report follows.

The first (Table 2) shows examples of findings on the connection between reading and achievement.

The second (Table 3) summarises the results of intervention studies focused on reading motivation.

Table 4 illustrates the importance of students connecting with texts by choosing what they read, particularly if the texts are relevant to their own culture and interests.

Table 5 follows, highlighting the role of the physical space for reading.

The final sample (Table 6) refers to the importance of relationships within reading communities.

> *International studies point to the benefits that reading has on student achievement, and social and emotional well-being.*

Table 2 Examples of studies finding an association between reading and achievement (Murphy, 2013, p. 24)

Table 3 Results of intervention studies focused on reading motivation (Murphy, 2013, p. 39)

Table 4 Access and choice—building relationships with texts (Murphy, 2013, p. 52)

Table 5 Time and space—relationship to context (Murphy, 2013, p. 53)

Table 6 People—building relationships by engaging with communities of readers (Murphy, 2013, p. 53)

The literature clearly suggests that reading behaviour is influenced by:

- accessibility to a variety of books (print and online)
- choice of reading matter
- provision of time and comfortable reading space
- opportunities to share and discuss with peers and adults (book clubs, literature circles, reading cafes)
- adult role models
- increased confidence and skills generating increased reading over time.

How can teachers respond to the research evidence?

Reading begins at home

Obviously, the home sets the scene for independent reading habits. Children who grow up with parents who read on a daily basis are more inclined to be readers. Toddlers who literally sink their teeth into brightly coloured cloth, waterproof and sturdy board books will move on to engaging books that squeak, toot, and make animal noises and more. Eventually, the idea that print has meaning will become a reality and revisiting familiar, favourite books will start building a child's sight vocabulary. Research confirms that a supportive home environment with a positive attitude towards reading for leisure and pleasure, in which children have access to a range of books, establishes reading habits that are sustained for a lifetime (ESARD, 2012, p. 17; Murphy, 2013 pp. 30-36).

… and continues at school

Of course, not all students have had a rich variety of books at their disposal when they begin school. So, what should Kindergarten teachers do? Read, read and continue reading to their students every day. Model good reading with big books, picture books and ebooks on the IWB. Reread favourites and pause for a choral response as students become familiar with the text. Provide daily opportunities for students to read books independently, in pairs and small groups, and savour the moments when they mimic your phrasing and intonation.

Read 🄯 *by mrsdkrebs*

Visit the NSW Premier's Reading Challenge (NSW PRC) website for graded booklists, tips and teaching notes and read the The Book Bank program research article [link to final title] in this issue of *Scan*.

Encourage parents to become reading partners. Direct them to Reading in K-6, a support guide for parents on the Board of Studies NSW website. Follow the tips to involve parents in the NSW PRC. Establish a take home reading program that involves parents in their children's daily reading. Provide details about activities and services offered by the local library.

Parents and the home environment are essential to the early teaching of reading and the fostering of a love of reading.

Clark & Rumbold, 2006, p. 21

Reading for pleasure at school

Reading for pleasure has important social, emotional and attainment consequences for students Clark & Rumbold, 2006; ESARD, 2012; Murphy, 2013

> *As students progress through the early years, they learn how to read and respond to more demanding written, visual and digital texts for pleasure, to communicate and to gain information.*

An introduction to quality literacy teaching, 2009, NSW Department of Education and Training

Develop a whole school reading culture in which students are consulted so that reading materials reflect their interests.

> *… they will need to engage children in the planning and delivery of reading and library activities, offering them the opportunity to select and purchase reading materials for their use.*

NUT, 2013

Strategies to promote reading

In the video, Children's literature, published on the National Literacy and Numeracy Week in NSW website, Dr Alyson Simpson proposes that wide reading across a variety of literature is essential for all education programs. Simpson encourages teachers to use strategies like modelled, shared and silent reading time to allow students to engage with books for pleasure and learning.

Good teachers will fill their classrooms with well-crafted writing that appeals to children, providing rich, accessible examples of literary technique for students to notice and appreciate. Great schools have teacher librarians who also support children's reading needs. For research shows that it is important to allow children choice of their reading materials rather than locking them into materials judges to be age or ability appropriate.

Simpson, A (2010)

Children's literature video

Enable reading engagement

Here are some strategies to try:

- connect with the teacher librarian for engaging resources, extra library visits
- the school library has the *capacity to build a reading culture in the school*
- visit the school library, allowing students to borrow two resources each for class reading (their choice) and repeat this activity throughout the year
- have current and past issues of *The School Magazine* available in the classroom
- provide *drop everything and read* (DEAR) times or silent and scaffolded silent reading every day
- read to students during lesson breaks, after lunch, …
- invite parents to listen to students read at school and after school
- provide home reading material
- build relationship with the local library, visit, promote library services to parents and students
- provide a comfortable reading environment — place and space
- allow some paired and group reading — shared interest, discussion, blog responses
- collate students' published writing from news, excursion recounts, narratives
- use the IWB, ipads and computers to share online books – *Awesome stories*, *International Children's Digital Library*, *Storyline online*, *Toon readers, We give books*
- join a reading challenge – *Australian Capital Territory*, *New South Wales*, *Northern Territory*,

Queensland, *South Australia*, *Tasmania*, *Victoria*, *Western Australia* and *Indigenous Literacy Day*

- visit the *Children's Book Council of Australia* website for links, book week activities and lists of past short lists and winners
- discover new and timeless reading resources on *NSW English K–10 Pinterest* site's, *Classroom literature K–2 board*
- view the Board of Studies NSW list of *Suggested texts for the English K–10 syllabus*
- participate in *National Simultaneous Storytime* each year
- provide books with cultural relevance for students – *Indigenous Literacy Foundation*, *Indij Readers*, *Tinga Tinga Tales*, *Asia-related literary texts*, *International Children's Digital Library*, *The terrible plop*
- invite an author and illustrator to school – check their websites together e.g. *Mem Fox*
- set up literature circles and reading cafes
- promote digital resource collections, such as *Australian literary and historical texts*
- share the *Literature map* so that students can find authors similar to their favourites
- listen to students, purchase their favourite series and be proactive when a popular movie is to be released. The imminent release of *Catching fire*, the second book in the The Hunger Games series is an ideal time for promoting Suzanne Collins' books– have a few copies of each book at hand.

Literature map results of search for What else do readers of Stephenie Meyer read?

How are schools promoting reading?

Many articles in *Scan* have promoted reading. Here are a few snippets to remind you to revisit the *Scan* archives, print and online issues, for innovative ideas and successful learning activities.

Teacher librarians, Yvonne Mudge and Julie Standen, share their collaboration with strategies to encourage reading and motivate students to finish the Premier's Reading Challenge. A successful strategy involving the partnerships forged between local primary students and secondary students is a winning combination.

Mudge, Y & Standen, J 2009, 'A primary and high school partnership: meeting the Challenge together', *Scan* 28(3)

Teacher librarian, Linda Sneddon, shares the success of the e-mates program to engage students in reading, literary reflections and conversations with students from other countries. This is a great example of using ICTs to support reading and is relevant to connected learning.
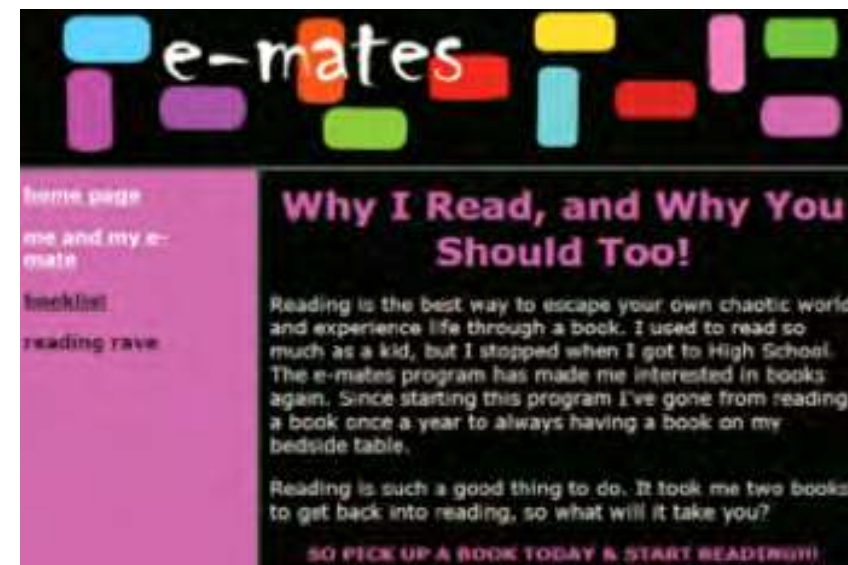
Sneddon, L 2009, 'e-mates @ Kempsey High School', *Scan* 28(2)

Ruth Buchanan, teacher librarian at Colo High School, inspires us to really look at our school libraries and imagine an inviting, stimulating, safe environment for providing effective teaching and learning. A reading retreat, wall words, furniture rearrangement and culling all contributed to an inviting learning environment.

Buchanan, R 2009, 'Re-imagine your library', *Scan* 28(4)

Principal Sue Hillery, South Grafton Public School, recalls some magical moments during Education Week as students, teachers, principals, politicians and key community members shared their favourite books beside the banks of the Clarence River.

Hillery, S 2002, '*Readings by the river*', *Scan* 31(4)

Colleen Foley overviews the excitement, learning and results of an ebooks test project. Students, parents and teachers appreciated the range of reading options provided, and engagement with ebooks stimulated further student reading.

Foley, C 2012, '*Ebooks for leisure and learning*', *Scan*, vol. 31, no. 4, pp.6–14.

Nigell Paull describes the Thursday afternoon Library Café at South Grafton Public School as an inviting space for parents and staff to meet over a coffee. Students relish sharing a favourite book with their parents.

Paull, N 2002, '[The Library Café](#)', *Scan* 31(4)

Wendy Dawson and Matthew Fownes collaborated on a unit of learning in which students in Year 4/5 at Mount Terry Public School created ebooks for Kindergarten students. The EPUB files were transferred to the school's iPads and shared with Kindergarten students. All students enjoyed touching and sliding to turn pages and enlarge images as part of their shared reading experience.

Dawson, W 2012, '[Students create ebooks](#)', *Scan* 31(4)

Matthew Jones, Assistant principal at Wiley Park Public School, explores the impact of play-based learning on language and literacy development. Kindergarten students regularly use iPads to choose interactive traditional tales and familiar picture books apps to read and share.

Jones, M 2002, '[iPads and Kindergarten students](#)' literacy development', *Scan* 31(4)

Cathy Sly, Consultant, takes us on a whirlwind exploration of the nature of reading. It is a timely reminder to embrace the wealth of material available and participate in diverse and engaging reading experiences.

Victor Davidson, teacher librarian at Birrong Girls High School, introduces the Peppercorns and Nuggets, a group of students from Years 7 to 9 who have a passion for reading, writing and community. They share their love of fan fiction on their blog.

Sly, C 2012, '[Curiouser and curiouser … a reading wonderland](#)', *Scan* 31(1)

Davidson, V 2012, '[Fantasy fan fiction and community](#)', *Scan* 31(1)

Mark Burgess, Director of 21st Century Pedagogy at the Sydney Centre for Innovation in Learning, describes how his team apply a design approach to educational problem solving and self-directed learning. They are 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.

Burgess, M 2012, '[Teachers as designers of learning](#)', *Scan* 31(2)

Jan Stevens, teacher librarian at Chifley College Shalvey Campus, shares her rewarding experiences working imaginatively with students in creating a vibrant, supportive reading environment. This is an inspiring read!

Stevens, J 2006, 'The Library Reading Café: a student directed literacy experience in a dynamic reading environment', *Scan* 25(3)

Suggested reading

There are so many wonderful resources available to engage students in reading for pleasure. When compiling a range of resources for the classroom, remember to include classics and innovative new releases. Nonfiction texts are a must. How many students do you know who love reading about dinosaurs, jungle animals, tall buildings, big trucks and football? Include some magazines and graphic novels in the mix. What about fairytales, legends and poetry?

The following lists are suggestions for starting a reading collection for the classroom book corner. Many titles will be familiar, others less so, and all are great reads.

A great starting point is *Possum magic* by Mem Fox with illustrations by Julie Vivas. This classic Australian picture book is as fresh and inspiring as when it was first published 30 years ago. Grandma Poss uses bush magic to make Hush invisible. Although the little possum enjoys being invisible, her wish to be seen once more is hampered when Grandma forgets which special food will reverse the invisibility spell. A wonderful journey around Australia ensues, with the possums tasting delicious Australian fare from Anzac biscuits to vegemite to return Hush to normal. The wonderful text and illustrations complement each other to provide a magical reading experience for students from Kindergarten to Year 2.
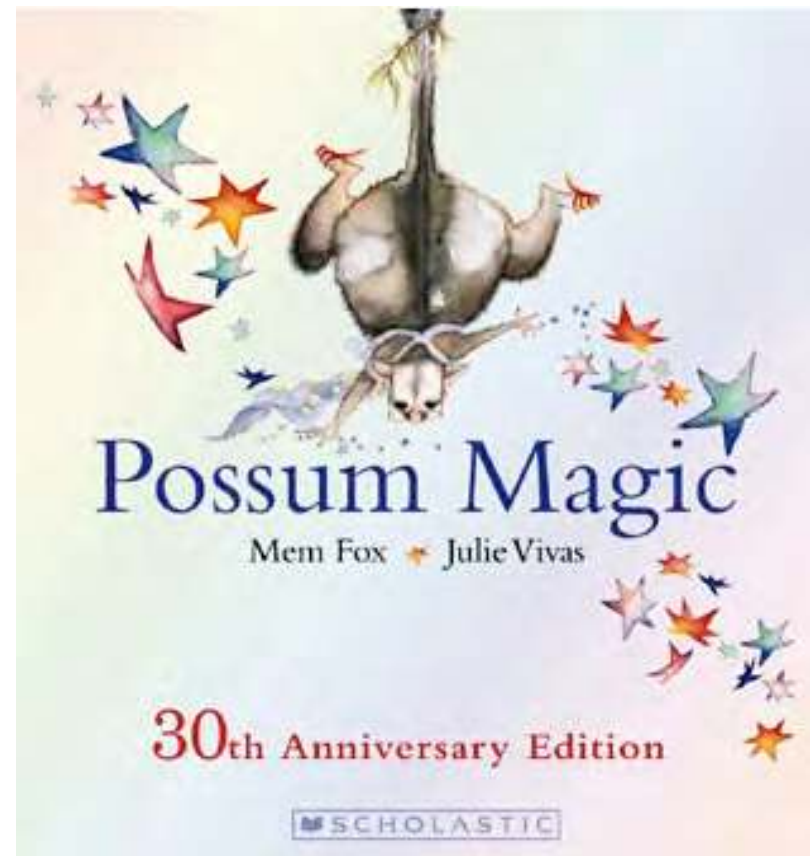
Possum magic by Mem Fox and Julie Vivas

Books for Kindergarten

ALBOROUGH, Jez, *Duck in the truck*

ALLEN, Pamela, *Alexander's outing*

ALLEN, Pamela, *Grandpa and Thomas*

ALLEN, Pamela, *Grandpa and Thomas and the green umbrella*

ALLEN, Pamela, *Who sank the boat?*

BLABEY, Aaron, *Pearl Barley and Charlie Parsley*

BRIGGS, Raymond, *The snowman*

BROWNE, Anthony, *My dad*

CAMPBELL, Rod, *Dear zoo*

CARLE, Eric, *Slowly, slowly, slowly, said the sloth*

CARLE, Eric, *The very hungry caterpillar*

DODD, Linley, *Hairy Maclary from Donaldson's dairy*

DONALDSON, Julia & CURREY, Anna, *Rosie's hat*

FOX, Mem, *Where is the green sheep?*

GRAHAM, Bob, *Let's get a pup!*

HUTCHINS, Pat, *Rosie's walk*

LESTER, Alison, *Noni the pony*

McNAUGHTON, Colin, *Nighty night!*

McNAUGHTON, Colin & CHICHESTER CLARK, Emma, *Not last night, but the night before*

ORMEROD, Jan, *Sunshine*

PFISTER, Marcus, *The rainbow fish*

SHANNON, David, *David goes to school*

TRINCA, Rod & ARGENT, Kerry, *One woolly wombat*

WADDELL, Martin, *Owl babies*

WATTS, Francis & LEGGE, David, *Parsley Rabbit's book about books*

WATTY, Piper, *The little engine that could*

WHATLEY, Bruce, *The ugliest dog in the world*

WILD, Margaret, *Baby bird's blankie*

WILD, Margaret, *Our granny*

WILD, Margaret & RAWLINS, Donna, *Seven more sleeps*

WILLIAMS, Sue, *I went walking*

Books for Year 1

ALLEN, Pamela, *Waddle giggle gargle!*

BEMELMANS, Ludwig, *Madeline*

BLABEY, Aaron, *Pearl Barley and Charlie Parsley*

BLAND, Nicholas, *A monster wrote me a letter*

BURNINGHAM, John, *Edwardo: the horriblest boy in the whole wide world*

CATTERWELL, Thelma & ARGENT, Kerry, *Sebastian lives in a hat*

CHICHESTER CLARK, Emma, *Goldilocks and the three bears*

FOX, Mem, *Wilfrid Gordon McDonald Partridge*

GERMEIN, Katrina & JELLETT, Tom, *My dad thinks he's funny*

GLEESON, Libby & BLACKWOOD Freya, *Look, a book!*

GLOVER, David & GLOVER, Penny, *Big machines* [series]

GRAHAM, Bob, *A bus called Heaven*

GRAHAM, Bob, *How to heal a broken wing*

HUME, Lachie, *Clancy the courageous cow*

JENNINGS, Paul and LEA, Bob, *A Rascal story* [series]

KING, Stephen Michael, *Mutt dog!*

KWAYMULLINA, Ambelin, *How frogmouth found her home*

LESTER, Alison, *Magic Beach*

ORMEROD, Jan, *Lizzie nonsense*

QUAY, Emma, *Reggie and Lu (and the same to you!)*

SENDAK, Maurice, *Where the wild things are*

SHANAHAN, Lisa & QUAY, Emma, *Bear and Chook*

SHANAHAN, Lisa & QUAY, Emma, *Bear and Chook by the sea*

SHANNON, David, *Good boy, Fergus!*

SPRATT, R.A., *The adventures of Nanny Piggins*

STILLS, Caroline & McKENZIE, Heath, *An ABC of pirates*

THOMPSON, Colin & DAVIS, Sarah, *Fearless*

THOMPSON, Colin & MOULD, Chris, *Gilbert*

WILD, Margaret & NILAND, Deb, *Chatterbox*

WILD, Margaret & JAMES, Ann, *The midnight gang*

WILLEMS, Mo, *Don't let the pigeon drive the bus*

WILLEMS, Mo, *Don't let the pigeon stay up late*

Books for Year 2

AHLBERG, Allan & INGMAN, Bruce, *The runaway dinner*

ARMITAGE, Ronda & ARMITAGE, David, *The lighthouse keeper's lunch*

BALL, Duncan, *Selby's secret*

BARBALET, Margaret & McLEAN, Andrew, *Reggie, queen of the street*

BROWNE, Antony, *Willy the wimp*

CANNON, Janell, *Stellaluna*

CHILD, Lauren, *I am too absolutely small for school*

FRENCH, Jackie & WHATLEY, Bruce, *Diary of a wombat*

FRENCH, Jackie & WHATLEY, Bruce, *Pete the sheep*

GLEESON, Libby & BLACKWOOD, Freya, *Clancy & Millie and the very fine house*

HOBBS, Leigh, *Old Tom's holiday*

HOY, Catriona & PLANT, Andrew, *Puggle*

KNOWLES, Sheena & CLEMENT, Rod, *Edward the emu*

LEE, Lyn & CORNISH, David, *Emily & the dragon*

Retold by MOSEL, Arlene & LENT, Blair, *Tikki tikki tembo*

PARK, Ruth & NILAND, Deborah, *When the wind changed*

SMITH, Lane, *It's a book*

OLIVER, Narelle, *Fox and fine feathers*

VOIRST, Judith & CRUZ, Ray, *Alexander and the terrible, horrible, no good, very bad day*

WAGNER, Jenny, *John Brown, Rose and the midnight cat*

WILD, Margaret & HUXLEY, Dee, *Mr Nick's knitting*

WILD, Margaret & KING, Stephen Michael, *The pocket dogs*

WILLEMS, Mo, *Knuffle Bunny*

WINCH, John, *Fly, kite, fly: a story of Leonardo and a bird catcher*

ZION, Gene & GRAHAM, Margaret Bloy, *Harry the dirty dog*

Books for Year 3

BAKER, Jeannie, *Where the forest meets the sea*

BALL, Duncan, *Emily Eyefinger* [series]

BALL, Murray, *The mouse that squeaked*

BANCROFT, Bronwyn, *Why I love Australia*

BASE, Graeme, *Animalia*

BROWNE, Anthony, *Piggybook*

DAHL, Roald & BLAKE, Quentin, *James and the giant peach*

DAHL, Roald & BLAKE, Quentin, *Matilda*

DAHL, Roald & BLAKE, Quentin, *The Twits*

DiCAMILLO, Kate & IBATOULLINE, Bagram, *The miraculous journey of Edward Tulane*

FIENBERG, Anna & GAMBLE, Kim, *Tashi*

FREEMAN, Pamela, *Victor's quest*

GREDER, Armin, *The island*

HUNT, Nan & SMITH, Craig, *Whistle up the chimney*

JEFFERS, Oliver, *The incredible book eating boy*

LINDGREN, Astrid, *Pippi Longstocking*

OLIVER, Narelle, *Fox and fine feathers*

ORR, Wendy & MILLARD, Kerry, *Ark in the park*

RODDA, Emily & SMITH, Craig, *Bob the builder and the elves*

STILTON, Geronimo, *Geronimo Stilton* [series]

VAUGHN, Marcia, *Wombat stew*

WAGNER, Jenny & BROOKS, Ron, *The Bunyip of Berkeley's Creek*

WHATLEY, Bruce, *Looking for crabs*

WIESNER, David, *Flotsam*

WIESNER, David, *The three pigs*

WINTON, Tim, *The Bugalugs bum thief*

Should the reading blitz continue?

The answer is a resounding yes. The lists for Years 4 to 6 are a bit shorter. Series are popular and choice becomes paramount.

Books for Year 4

100 most awesome things on the planet

ABELA, Deb, *Ghost Club* [series]

BANKS, Lynne Reid, *The Indian in the cupboard*

BROWNE, Anthony, *Into the forest*

BROWNE, Anthony, *Me and you*

CASEY, Dawn & HOLLAND, Richard, *Yeh-Hsien*

COERR, Eleanor, *Sadako and the thousand paper cranes*

DAHL, Roald & BLAKE, Quentin, *The witches*

GLEITZMAN, Morris, *Misery guts*

HIRSCH, Odo, *Hazel Green* [series]

LOMAS-BULLIVANT, John, *Captain Mack and the slithery serpent*

MORPUGO, Michael & BLYTHE, Gary, *I believe in unicorns*

MORPURGO, Michael & FOREMAN, *Michael, Gentle giant*

MORPUGO, Michael & BIRMINGHAM, Christian, *This morning I met a whale*

PIROTTA, Saviour & LOCKHEART, Susanna, *If you love a fairy tale*

RODDA, Emily, *Three doors trilogy* [series]

RODDA, Emily & KELLY, Geoff, *Power and glory*

SCHWARZ, Viviane & STEWART, Joel, *The adventures of a nose*

SNICKET, Lemony, *A series of unfortunate events*

STARKE, Ruth, *Nips XI*

TAN, Shaun, *The lost thing*

THOMPSON, Sarah L. & GONSALVES, Rob, *Imagine a night*

WHEATLEY, Nadia & RAWLINS, Donna, *My place*

Books for Year 5

ABELA, Deb, *Max Remy super spy* [series]

ALMOND, David, *Skellig*

BASE, Graeme, *Jabberwocky*

CREW, Gary & WOOLMAN, Steven, *The watertower*

DO, Anh, DO, Suzanne & WHATLEY, Bruce, *The little refugee*

FRENCH, Fiona, *Snow White in New York*

GLEESON, Libby, *The great bear*

GLEITZMAN, Morris, *Boy overboard*

GLEITZMAN, Morris, *Bumface*

GRAVETT, Emily, *Wolves*

MOLONEY, James, *The book of lies*

OLIVER, Narelle, *Home*

RIDDLE, Tohby, *The great escape from City Zoo*

RODDA, Emily, *Deltora quest* [series]

RODDA, Emily, *Pigs might fly*

ROWLING, J.K., *Harry Potter and the philosopher's stone*

SCIESZKA, Jon & SMITH, Lane, *The true story of the 3 little pigs!*

THOMPSON, Colin & LISSIAT, Amy, *The short and incredibly happy life of Riley*

WHATLEY, Bruce & WHATLEY, Ben Smith, *Zoobots*

Books for Year 6

BAKER, Jeannie, *Mirror*

BASE, Graeme, *Enigma*

BURNE, Christy & SIKU, *Takeshita demons*

COLFER, Eoin, *Artemis Fowl* [series]

DUBOSARSKY, Ursula, *The return of the word spy*

DUBOSARSKY, Ursula, *The word spy*

GAIMAN, Neil, *Odd and the frost giants*

GLEITZMAN, Morris, *Once*

GLEITZMAN, Morris, *Then*

GOLDS, Cassandra, *The museum of Mary Child*

HOWOWITZ, Anthony, *Alex Rider* [series]

McDONALD, Meme & PRYOR, Boori, *My girragundji*

PATERSON, Katherine, *A bridge to Terabithia*

ROWLING, J.K., *Fantastic beasts and where to find them*

SELZNICK, Brian, *The invention of Hugo Cabret*

STANLEY, Elizabeth, *The deliverance of dancing bears*

STINE, R.L., *Creepy creatures*

TAN, Shaun, *The arrival*

WILD, Margaret & BROOKS, Ron, *The dream of the thylacine*

Slideshow of recent book purchases to promote reading for pleasure at Cherrybrook High School library

Continue the blitz for secondary students

For secondary students, the need to read prescribed texts for all KLAs can leave them feeling too time poor to continue reading for pleasure. With this in mind, promoting quality literature and new releases continues to be important.

Teacher librarians are experts at promoting resources. Enticing book displays, QR codes with embedded reviews and links to trailers, newsletters, emails, websites and blogs are some of the methods employed. Cherrybrook High School's library uses a combination of these strategies to promote reading.

Suggested reading lists follow. Share your favourites, and let students share their favourites.

Relationships lie at the heart of reading, and the encouragement of reading, whether these relationships are relationships with the texts one is reading, relationships with the people one is reading with/to, or relationships to the environment one is in.

ESARD, 2012, p.19

Books for Year 7

CREW, Gary & GEDDES, Jeremy, *The mystery of Eilean Mor*
CREW, Gary & INGPEN, Robert, *In the wake of the Mary Celeste*
ELLIS, Deborah, *Parvana*
FRENCH, Jackie, *Nanberry*
FRENCH, Jackie, *They came on viking ships*
GLEITZMAN, Morris, *Now*
GLEITZMAN, Morris, *Once*
GLEITZMAN, Morris, *Then*
GREDER, Armin, *The city*
PAULSEN, Gary, *Hatchet*
PIERCE, Tamora, *Song of the lioness* [series]
ROY, James, *Town*
TAN, Shaun, *Tales from outer suburbia*
THOMPSON, Colin & LISSIAT, Amy, *Norman and Brenda*
WILD, Margaret & SPUDVILAS, Anne, *Woolvs in the sitee*
WILD, Margaret & YEO, Andrew, *Vampyre*
WILKINSON, Carole, *Dragon moon (Dragonkeeper)*

Books for Year 8

CARMODY, Isabelle, *Obernewtyn*
COLLINS, Paul, Dragonfang
COLLINS, Paul (ed.), *Trust me!*
DO, Anh, *The happiest refugee*
GAIMAN, Neil, *Coraline*
GAIMAN, Neil, *The graveyard book*
HEFFERNAN, John, *Where there's smoke*
LOWRY, Brigid, *Triple ripple*
MAH, Adeline Yen, *Chinese Cinderella: the mystery of the Song dynasty painting*

MYERS, Benjamin J., *Twisted Symmetry*
RIVIERE, Francois & Solidor, *Death on the Nile*
TAN, Shaun, *Lost and found*

Books for Year 9

BRECON, Connah, *Tomorrow*
COLLINS, Suzanne, *The Hunger Games* [series]
HERRICK, Steven, *Cold skin*
HOFFMAN, Mary, *The falconer's knot*
HUGHES, Carol, *Dirty magic*
LINK, Kelly, *Pretty monsters*
METZENTHEN, David, *Black water*
MEYER, Stephenie, *Twilight* [series]
PULLMAN, Philip, *His dark materials trilogy*
VAN ALLSBURG, Chris, *The mysteries of Harris Burdick*
WINTON, Tim, *Lockie Leonard* [series]
ZUSACK, Marcus, *The book thief*

Books for Year 10

BENSON, M. & GLASS, A. & MARTINBROUGH, S., *Luke Cage noir*
CRAIGIE, Emma, *Chocolate cake with Hitler*
GREENBERG, Nicki, *Hamlet*
IVANOFF, George, *Gamer's quest*
LEE, Harper, *To kill a mockingbird*
MARCHETTA, Melina, *Looking for Alibrandi*
MARCHETTA, Melina, *On Jellicoe Road*
METZENTHEN, David, *Boys of blood & bone*
METZENTHEN, David, *Jarvis 24*
OTTLEY, Matt, *Requiem for a beast: a work for image, word and music*
PEET, Mal, *The penalty*
SALINGER, J.D., *The catcher in the rye*

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SCHOLASTIC

The real 3 Rs: relationships, relevance and rigour

What's important in your school?

Tim Gorrod is Relieving Evaluation Practice Coordinator, NSW Department of Education and Communities. Recently he was awarded a Premier's Xstrata Coal Rural and Remote Education scholarship. In this article he shares some reflections on technology in learning.

As holder of a Premier's Xstrata Coal Rural and Remote Education Scholarship in 2012, I was able to travel to England, Scotland, the United States and western New South Wales to discuss, observe and learn about the use of ICTs with rural and remote students in international settings.

I was hoping to come back from the tour with a list of great new gadgets that would transform classrooms, even virtual ones. I am not naïve enough to think that the hardware is the answer in itself.

Although I saw some great gadgets, some of which I will discuss later, it was the pedagogies I observed that were pivotal to great outcomes. I saw many successful classrooms and information and communications technologies were in evidence in nearly all of them. Often, solutions were improvised to achieve specific results.

Information, communication and collaboration

I am all for brevity but it is worth writing the words that the letters *ICT* stand for — information and communications technology. I like to think we may soon exchange *communication* for *collaboration*. On my tour I was privileged to visit schools in widely varied settings. They all use technology for information, communication and collaboration.

Reflections on my variety of experiences and observations while on my tour are published on a blog. I found that this helped me to bring what I had seen each day into focus and perspective.

In this article, I focus on one of the schools visited.

LaFayette Big Picture School

LaFayette Big Picture School is a Year 9–12 school in rural New York State. I was hosted by Principal Sue Osborn. The school has 55 students, about 40 of whom are Native American. Teachers are called advisors. Each student has only one advisor for the four years they attend the school. Then there is the principal and other adults who may provide expert knowledge in a particular field, clerical support, counselling, cooking, bus driving or more likely a combination of these.

The principal usually works in a corridor for a couple of reasons – her office is often used for meetings, seminars or lessons. She likes to be part of the school's dynamic and you cannot do that from an office. The day's morning *pick-me-up* activity involves the whole school, students and adults, making a *Harlem shake* video to post on YouTube. Costumes have been brought in and one of the advisers is dressed in a lobster suit. The filming takes about 15 minutes and is hilarious, but a serious sense of common purpose pervades.

> *Every member of the school has a voice, expects their opinions to be listened to and is prepared to accept that others may have their own views.*

Everyone moves to their *normal* activities at 9:30 am and, for some students, that activity is post-production of the video and uploading it to the school's private YouTube channel. It is done by 10:30am.

The finished product is viewed by everyone at morning tea, along with photographs and videos captured with a variety of hardware. Some bring their own devices, and some are owned by the school. The common factor is that everyone is connected.

LaFayette Big Picture School promotional flyer

Students and advisers prepare to make the *Harlem shake* video

So what's important here?

1.   The technology? Well, yes, because without it the activity could not take place.

2.   The curriculum? Certainly, very specifically for those students studying film. For others, outcomes are being met in multiple disciplines.

3.   Skills for living in the 21st century? Sure – students work collaboratively to achieve an agreed goal – they are developing skills in relationship building, critical thinking and entrepreneurship.

This Big Picture school has a mantra that is recognised by all:

> Relationships, Relevance, Rigour

These are the three Rs. Relationships are at the top of the list, and not by accident.

This school has a very high school graduation rate; 90% of Year 12 students have already received college offers for 2014. Ex-students do well in college when they get there.

Every student has some kind of internship and works on a major project, which is negotiated with their advisor,

and the end result may be a film, a book, a restored car, an event or any other relevant, rigorous project. The projects are real and, if the product is meaningful, learning is fun (Barker, 2009). Students must present their work to the school community in an *exhibition*.

Take the example of a student whose project is a movie. The end product matters. It is not just about the process. In fact, if a high quality product is the only acceptable outcome, the process is:

- The student must present and defend the work as it progresses to an expert and the school community, so it's *Rigorous*.

- The advisor and the school provide mentoring and access to expertise. In this case expertise includes a course offered at the school by two college seniors – everyone is winning here.

- The student has chosen the project and developed the idea with their advisor, so it's *Relevant* and personalised.

The other **R** is the tricky one – *Relationships*. Good teachers have always been able to engender a sense of working with their students towards a common, negotiated goal. How do you describe the process? Can you teach a teacher how to do it? That discussion is a whole other article, but there is research that says you can (Elmore).

Rural and remote education

Is it possible to establish and maintain good relationships at a distance? After all, my scholarship was focused on rural and remote education. NSW's xsel virtual selective school proves you can.

Students admitted to xsel, Western NSW Region Virtual Selective High School on the basis of the normal selective high schools test, remain in their home school and use Adobe Connect to attend virtual classes for some of their subjects. Students, parents, teachers and principals are uniformly enthusiastic about the results. Relationships have developed positively. In my opinion, success factors include:

- high quality leadership, planning and support

- staff chosen on their willingness to try new things and their enthusiasm for the project

- occasional mandatory face-to-face gatherings.

xsel began in 2010 with just Year 7. A bit of arithmetic will tell you that those students will reach Year 11 in 2014. I will be watching that space carefully. What subjects will be offered? More importantly what lessons can we take from the success from the xsel model?

Barbara Bannister sets up a *synop*, a virtual classroom

So what about the gadgets?

Some will find potential game changers in this list:

- online app creation communities – Ko-su is a great example
- 3D printers – how about a 3D printer that can print a copy of itself? These are becoming increasingly accessible and many schools already own them
- online collaborative spaces such as Oba
- mobile app creation software
- Adobe Connect or Microsoft Communicator – accessible, highly specified virtual rooms
- Coderdojo, a global group of community volunteers who help young people to learn coding by writing games in a club environment
- portable interactive whiteboard technology, which now comes at a low enough price so that multiple units could be deployed in one room making this technology more suitable for small group work
- 3D and very high quality data projectors – these are useful for mass demonstration of subjects such as anatomy, physiology and digital media. The price of these devices continues to fall.

Produced with a £1500 3D printer

The thinkers

During my tour, I engaged with some big thinkers and, as a result, my thinking is still disrupted – always a good thing but uncomfortable.

Sugata Mitra is Professor of Educational Technology at the School of Education, Communication and Language Sciences at Newcastle University, England. He is a solid state physicist, a computer engineer and educator, internationally renowned as a creative thinker at big picture and detail levels. He is the winner of the 2013 Ted prize.

Professor Mitra described his famous *Hole in the wall* experiments which led to his belief that children can and should teach themselves and each other, using communications technologies to explore and collaborate. He believes, along with Richard Elmore, that in the future schools could change very radically. Most of the researchers I had contact with believe that the most critical factor in successful learning is the relationships among teachers and students.

Professor Mitra advocates teachers posing questions that are interesting enough for students to want to solve themselves. This is a subtle, difficult thing to do and depends on a high quality relationship among students and teachers. It is a shift from traditional didactic teaching.

Sugata Mitra: build a school in the cloud

Yong Zhao on Catching up or leading the way, YouTube

Professor Yong Zhao demonstrates an inverse relationship between a country's PISA scores and success in entrepreneurship in his book *Word class learners*. Professor Zhao has his own ideas about what schools should do. Professor Zhao has an interesting definition of entrepreneurship, a common entry in 21st century skills lists. He says it refers to the ability to turn ideas into action, not necessarily a pursuit of money.

Learning for the future

Modern learners, wherever they live, need to gain skills for a new world. It is likely that many of today's kindergarten students will see the 22nd century. While we cannot predict the future, it seems likely that the pace of change will not slow. To meet the challenges our young people will no doubt meet, they must learn to think independently, critically and entrepreneurially.

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New
opportunities

for collaboration and research

Margaret McEwan is teacher librarian at Figtree High School, a comprehensive school in south west Wollongong, NSW. She shares the excitement of collaborating in planning and teaching for implementing the NSW syllabuses for the Australian curriculum.

Embracing change

In a letter to Jean Baptiste le Roy in 1789, Benjamin Franklin wrote, *In this world nothing can be said to be certain, except death and taxes.* If you work in education, you would have to add change to this list.

One of these recent changes is the introduction of the NSW syllabuses for the Australian curriculum and, at present, schools around the state are feverishly planning for the first stage of their *implementation in 2014.*

For the English faculty at Figtree High School, a comprehensive high school in the Illawarra, the new *English K–10* syllabus has been the catalyst for

a major renovation of our Stage 4 and 5 English programs. The prospect is daunting and also very exciting as we seek to create new learning experiences for our students.

As the teacher librarian at Figtree High School, I have been working closely with the English faculty through this challenge. The experience highlighted some of the fantastic opportunities that the new syllabuses provide for teacher librarians to consult and collaborate with teaching colleagues. On a personal level, the experience helped me define my role within the school and, more broadly, where teacher librarians can fit and indeed flourish within the brave new world of economic rationalisation in schools.

Build bridges, ©iStockphoto.com/CGinspiration

[Editor's note: See the resource springboards for ideas on collaborating for Australian Curriculum. NSW teachers could visit BOS NSW syllabuses and Program Builder. NSW DEC teachers can seamlessly access AC – BOS Program Builder and AC – NSW syllabuses for the Australian curriculum: Implementation support in the My websites tab in portal.]

Focus on texts about Asia

One of the main differences in the new English syllabus is an increased focus on texts that provide insights about the peoples and cultures of Asia. Even though some students at Figtree High have been exposed to Asian culture through the media and travel, many students in our school do not have the opportunity to explore and understand Australian-Asian identity as the Illawarra has a relatively small Asian population (4%), despite the diverse cultural mix (Australian Bureau of Statistics, 2013). English teachers can create exciting learning environments by choosing texts that offer different points of view and engender balanced discussions on the perceptions of Asian-Australian identities (Cole & Bui, 2007).

Planning together

I worked with English Head Teacher, Louise Hotchkis and Angela Mintzas to explore this new focus and expose our students to texts that would be meaningful to them. We decided to do some research using their Stage 5 classes to assess the reactions of our students to texts that represented Asian Australian identities from a personal inside-out perspective (Cole & Bui, 2007). We chose texts that created relevant connections with Asian peoples and cultures, while challenging some of the media-generated stereotypes.

As teacher librarian, my initial role in this project was assisting with the selection of a suitable text to use as the basis of a short unit on cultural identity with a focus on critically evaluating the ways bias, stereotypes, perspectives and ideologies are constructed (ENC-5C). We eventually chose some short stories from Alice Pung's great anthology, Growing up Asian in Australia.

Together we read the stories and decided on five stories that we hoped would appeal to the audience. It would have been better perhaps to allow students to choose their own story but time was an issue.

Some of the stories were chosen because they were written by people that we thought our students may have heard of like Kylie Kwong (My China) and the very funny Oliver Phommovanh (Hot and spicy). Other stories were chosen because of the compelling main characters and their predicaments. These stories resonated most strongly with our students:

- Vanessa Wood's Perfect Chinese children
- Aditi Gouvernel's Wei-Lei and me
- Diana Nguyen's Five ways to disappoint your Vietnamese mother.

Designing the assessment task

Having helped to choose the stories, I was invited to participate in designing the assessment task and learning activities. This allowed me to experiment with some teaching strategies I wanted to use in the classroom. We chose a mini literature circle as our teaching strategy because we wanted to generate student discussion about how they could relate to the characters in the stories and their experiences.

Students were assessed on

- how well they were able to make connections between themselves and the characters in the story
- their ability to work together in a group
- their final product, a story quilt square
- the oral presentation.

Two examples of student work follow. The first (Figure 1) is based on a study of the text, Perfect Chinese children by Vanessa Wood. The poster displays the tension that the main character feels between her own wishes and the expectations of her parents — note the yin and yang symbol and the two sides of the girl's face. The students who studied this story identified very strongly with this character.

The second example (Figure 2) is based on Diana Nguyen's Five ways to disappoint your Vietnamese

click to enlarge

Figure 1 Poster of student's response to Perfect Chinese children

Figure 2 student's poster in response to *Five ways to disappoint your Vietnamese mother*

mother. This poster picked up on the strong Asian stereotype in the story with the eye representing different ways of seeing.

The preliminary unit of work formed the basis for a longer unit on the short story for Stage 5, focusing on the English concept of characterisation. For more teaching ideas for this text, read the article by Alice Pung in the July 2013 edition of *Off the shelf* and the recommended teaching notes.

The class was booked into the library for most of the unit and I was able to team teach with the classroom teacher. Participating in student learning at all stages of the unit of work was a rewarding experience.

Collaborative programming and teaching

Resourcing the curriculum has always been an important part of my role as teacher librarian. The introduction of the new syllabuses provides teacher librarians with the opportunity to consolidate their role as resource providers and reviewers, and to continue supporting and assisting teachers to use new resources and implement new learning strategies in the classroom.

My recommendation for teacher librarians is to ask colleagues if you can be involved in programming and teaching the units of work. Your colleague will appreciate the support and, as well as the satisfaction you will receive from finishing what you have started, you will gain insight into which resources work best in the classroom. My experiences have enabled me to be at the centre of teaching and learning, not only as a resource provider, but also as a researcher, an innovator and, most importantly, as a fellow classroom practitioner.

Differentiating the curriculum

The preliminary work on texts with an Asian focus created many more opportunities for collaboration. Our most recent project involves looking at differentiating the curriculum. One of the key principles in the Australian Curriculum is equitable access to quality learning experiences for all students.

Teachers will use the Australian Curriculum to develop teaching and learning programs that build on students' interests, strengths, goals and learning needs, and address the cognitive, affective, physical, social and aesthetic needs of all students.

ACARA 2013, *Student diversity and the Australian Curriculum*, p. 4

Planning for differentiation video, Education Services Australia and ACARA

At Figtree High School we used the introduction of the new NSW syllabuses as an opportunity to examine our current classroom practice and make improvements where needed. In order to do this, a Differentiated Learning Team (DLT) was formed early in 2013. The team is coordinated by the Head Teacher Teaching and Learning and reports regularly to the Senior Executive. It includes the Head Teacher English, the teacher librarian, three learning support teachers including the ESL support teacher and the coordinator of the Physical Disabilities Unit, as well as three classroom teachers across a range of key learning areas, including English.

Members of the DLT work with and advise classroom teachers on programming and implementing a differentiated curriculum. This practical support, including help with integrating technology, informs an action research project. Through several cycles of action research, the team hopes to provide evidence of improved student engagement when learning activities and assessment tasks are designed to reflect specific quality criteria and the specific learning needs of students.

As well as providing the data we need for evidence based practice (Masters, 2012), this research will provide a foundation for formalising curriculum differentiation in school programming policy. Masters' framework for continual improvement (Table 1) places a high priority on student learning. It involves students, teachers, school leaders and system leaders rigorously evaluating and improving school practices and programs.

Change for the better

Implementing the NSW syllabuses for the Australian curriculum is an exciting time for teachers to work with colleagues to review and explore planning, programming, reporting and assessing practices.

Moving further into the 21st century, teacher librarians will remain passionate advocates of reading and literature in a variety of formats. They will continue to assist students and teachers to navigate the increasingly complex information super-highway, assist teachers to resource the curriculum, integrate technology into student learning and promote inquiry based learning.

Teacher librarians are uniquely placed in schools to coordinate and participate in educational research that informs the implementation of 21st century learning; this is a key focus for the profession. In this time of great change, the implementation of the new NSW syllabuses for the Australian curriculum is providing exciting opportunities for teacher librarians to improve learning outcomes for students through quality action research. While there are challenges, it has never been a more exciting time to be a teacher librarian.

Table 1 A framework for continual improvement, Masters 2012, p. 6

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Learning assistance library

Alanna Sydes, the teacher librarian at the Jill Sherlock Memorial Learning Assistance Library, explains how this unique library supports students with learning difficulties across NSW.

Jill Sherlock's lasting legacy

Jill Sherlock was a talented support teacher for students with learning difficulties. Although she died at the age of 35 after a long illness, her memory lives on through a remarkable partnership between her family and the NSW Department of Education and Communities (the Department). This year, the Jill Sherlock Memorial Learning Assistance Library celebrates twenty years of service to the students of NSW.

The library's humble beginnings

At the official opening in 1993, the collection was so small that each book had its own display stand. New acquisitions were sent to Jill's mother in Cooma, where she meticulously covered them before sending them back to Sydney for lending.

At that time, support was only available to schools in Sydney's west where Jill worked. By 1999, the library had become a state facility managed by Disability Programs. Now, the collection has grown to over 15 000 highly specialised resources and services are available across NSW.

How the library works

The governance of the library is cooperatively managed by the Disability, Learning and Support Office, the Sherlock family and a management committee with state, regional and local representation from the Department.

The purchase of resources is funded by the Jill Sherlock Memorial Trust. The Department provides ongoing operating expenses, staffing and accommodation.

The library also supports the work of the NSW Centre for Effective Reading by providing specialist teaching and learning materials to support children with reading difficulties.

Who can join?

Teachers, allied professionals and parents across NSW can borrow from the library's collection of reference books, classroom materials, teaching programs, assessments, research journals, DVDs, software, games and kits. Special lending criteria may apply to some resources.

You will need to register as a member first. This can be done by

• visiting in person

• joining online

• joining by mail or fax.

Membership is free. Once you have joined the library, you will be on our mailing list for regular e-newsletters featuring new resources.

Resources access

Services are available to even the most remote parts of NSW. The library allows people, irrespective of where they live, to have flexible access to resources related to the teaching and learning needs of students requiring assistance with learning.

Although you are welcome to visit the library, sometimes distance and time makes this difficult. Access the Jill Sherlock Library's online catalogue, click on the resource you want, complete your details and your order is sent to the library. Loans can then be mailed to you at no cost.

To make resource access even easier, we are currently trialling a reply paid service for eligible NSW government schools.

The role of the teacher librarian

This is a joint use library which has implications for the role for the teacher librarian. There are several distinct categories of users which must be taken into account when purchasing and recommending resources. These users are:

• teachers

• allied professionals

• parents.

The knowledge and skills of a teacher are essential in understanding the needs of students with learning difficulties in the context of syllabus and curriculum requirements. Many library users seek advice from the librarian before borrowing. Reference interviews are conducted to determine which resources best meet their needs.

The website's Ask a librarian is widely used to assist borrowers to select resources. Of course, prime responsibility for the identification of teaching and learning support needs lies with the classroom and support teachers.

Resources

The library is committed to providing quality, authoritative and effective resources to assist in the education of students with learning difficulties from Preschool to Year 12. Resources are selected by a committee on the basis of current research and best teaching practice.

Subjects covered include:

- learning difficulties
- literacy
- numeracy
- language
- social skills
- student welfare and behaviour
- home and school partnerships.

Material on specific conditions and disorders such as Autism spectrum disorders, Down Syndrome, dyspraxia and mental health issues are also available. Most resources are aimed at teachers and professionals, but many are suitable for parents.

The library catalogue is searchable online. To request resources, you must become a member.

click to enlarge

Browse resources using the online catalogue

Resources for Every Student, Every School

Every Student, Every School is an initiative introduced by the Department in 2012 to provide better learning and support for students with learning difficulties or behaviour support needs. The initiative reinforces the legal obligation of all teachers (under the Disability Standards for Education Act) to make reasonable adjustments to student learning programs and/or the learning environment.

This may be a good time to consider the purchase of resources to support this program in your school. The following recommendations are practical, easy to read and worth including in the teacher's reference section of your school's resources collection.

Professional resources

Westwood, P 2008, *What teachers need to know about learning difficulties*, Australian Council for Educational Research (ACER), Camberwell, Vic. SCIS 1388367

This resource gives teachers a clear picture into the issues involved with learning difficulties. It explains why early identification is so important and how teachers can address problems. It covers specific difficulties and provides a links to other sources of information and resources.

Westwood, P 2008, *What teachers need to know about reading and writing difficulties*, Australian Council for Educational Research (ACER), Camberwell, Vic. SCIS 1390468

Explaining some of the causes of literacy problems, this resource provides practical advice on methods to support students. Detailed links to online and additional resources are included.

Vize, A 2011, *The A to Z of special needs: a practical resource for early childhood and primary teachers*. Teaching Solutions, Albert Park, Vic. SCIS 1537745

Looks at over 50 disabilities and includes key features, general description, teaching and learning implications. Comprehensive suggestions for practical adaptations and strategies that can be used by teachers.

Professional resources
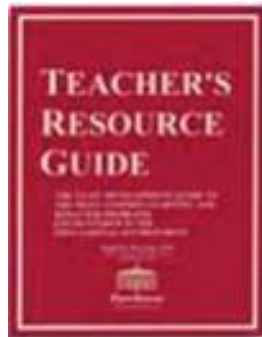
McCarney, SB, Wunderlich, KC 2006, *Teacher's resource guide*, 2nd edn, Hawthorne Educational Services, Columbia, Mo. SCIS 1289257

The *Teacher's resource guide* provides the answers to the most common problems teachers face in the classroom. It looks at more than 200 common learning and behaviour problems and provides extensive lists of intervention strategies. This is a really practical book.
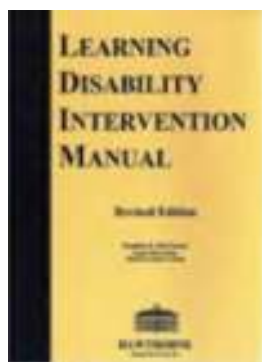
McCarney, SB, Arthaud, T J 2007, *Learning disability intervention manual*, Hawthorne Educational Services, Columbia, Mo.

Interventions and instructional strategies for 88 specific learning issues are available in this resource. The CD-ROM program provides teachers with individualised print outs of goals, objectives and specific interventions.
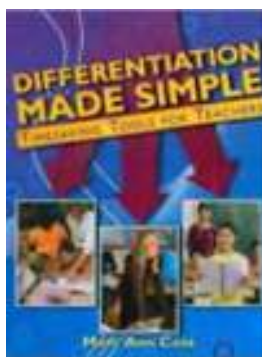
Carr, MA 2009, *Differentiation made simple: timesaving tools for teachers*, Prufrock, Waco, Tex.

Ready to use materials to help meet the learning needs of all students in your classroom. Includes guides to creating differentiated units, task cards, graphic organisers and assessment ideas. Suitable for mid primary to lower secondary students.
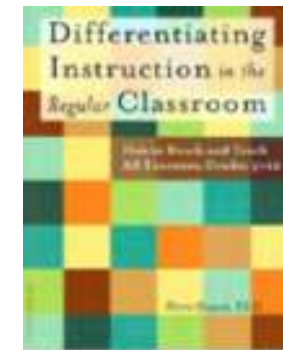
Heacox, D 2012, *Differentiating instruction in the regular classroom: how to reach and teach all learners*, Free Spirit, Minneapolis, Minn.

Updated anniversary edition. A best seller that explains how differentiation works in the classroom. Accompanying CD-ROM provides differentiated lesson plans, templates and forms, all of which can be customised.

Kluth, P & Danaher, S 2010, *From tutor scripts to talking sticks: 100 ways to differentiate instruction in K–12 inclusive classrooms*, Brookes, Baltimore, Md.

Practical resource with over 100 suggestions to meet the learning needs of students in inclusive classrooms. Covers scaffolding, organisation, reminders, behaviour, literacy, numeracy assessments, study skills.
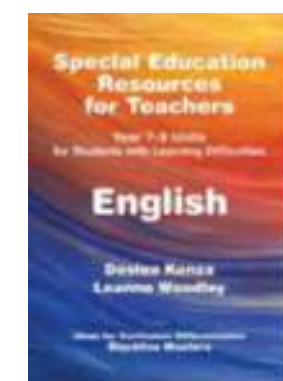
Konza, D & Woodley, L 2010, *Special education resources for teachers: Years 7–9 units for students with learning difficulties — English*, David Barlow, NSW.

This series is designed to support teachers working with students who struggle with literacy in junior secondary schools. Each book looks at specific curriculum areas, providing ready-made units of work for English, History, Mathematics, Geography, Science, Health & PE, Creative Arts, Design and Technology.

Useful links

Addison, J & Addison, W, *Visual aids for learning*, accessed 22 July 2013.

Free downloads of visuals to help students learn everyday activities at home and at school. Suitable for special education and ESL students.

Disability, learning and support, NSW Department of Education and Communities, accessed 22 July 2013.

The *Related information* panel contains downloadable NSW DEC resources and publications. There is also a link to detailed information about *Every Student, Every School.*

Farrall, J 2011, *IPads in special education handouts*, *Spectronics*, accessed 22 July 2013.

Jane Farrall is a speech pathologist with expertise in the use of iPads in special education. This handout has extensive information from the basics, to teaching and learning content, as well as accessibility and access. It includes dozens of suggestions for suitable apps.

Visit the *Spectronics* website for other inclusive technology ideas.

Larkey, S, *Sue Larkey*, accessed 22 July 2013.

Sue is an expert in the education of students with Autism spectrum disorders. Her website recommends worthwhile resources. Downloadable tip sheets are also available.

Learning Difficulties Coalition NSW, LCD, accessed 22 July 2013.

This site provides support and information about children (5–18 years) with learning difficulties and related conditions. Regular e-newsletters offer up-to-date information on professional learning courses and resources. There are fact sheets and links to other useful sites.

Macquarie University Special Education Centre 2012, *MUSEC briefings*, Macquarie University Special Education Centre (MUSEC), accessed 22 July 2013.

Easy to read, research based fact sheets on various special education issues such as the use of Irlen lenses, book levelling, strategic use of classroom seating and learning styles.

NSW Centre for Effective Reading, NSW Department of Education and Communities, accessed 22 July 2013.

Information and evidence based resources to support students with complex reading difficulties

Physical as anything.com, NSW Department of Education and Communities, accessed 22 July 2013.

This terrific site looks at over 50 conditions that affect school aged children. It provides information on educational implications and has hundreds of links to other sites and resources.

Welcome to Autism Spectrum Australia (Aspect), accessed 22 July 2013.

With a wealth of information on autism spectrum disorders, this website provides facts sheets, brochures, classroom ideas and important information for teachers.

Testimonials

> *It is a joy to visit the Jill Sherlock Memorial Learning Assistance Library. A priceless resource for countless children and parents.*
>
> Her Excellency Professor Marie Bashir AC
> CVO Governor of NSW

> *… the Jill Sherlock Library is a terrific resource and you're obviously passionate about what you do. Since I first discovered the library I can truly say I have found it to be invaluable to my role as LaST.*
>
> Learning and Support Teacher, Sydney

> *I always love coming to the library. I find it a haven of inspiration and motivation.*
>
> Parent, Sydney

> *Thank you for the service you provide. We appreciate your advice on what is available and the speed with which it arrives.*
>
> Assistant Principal, Learning and Support, New England region

> *The beauty of this library is that books you borrow are posted free to your nominated address. Joining for teachers is simple…Too easy!*
>
> Autism WebBoard

Contact details

The Jill Sherlock Memorial Learning Assistance Library is located at

Oatlands Public School
Belmore St East
Oatlands NSW 2117

Tel: 02 9630 8683

Email: jsherlock.library@det.nsw.edu.au

Website: www.sherlocklibrary.det.nsw.edu.au

Hours: Monday, Tuesday, Wednesday, Friday 10.0am to 4.30 pm. Closed during the school holidays.

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The *Book Bank* program

Dr Susan Harriman is Evaluation Practice Coordinator, Quality Assurance Systems, NSW Department of Education and Communities.

Book Bank was designed for students in Years 3 to 6. In these years of schooling, students are becoming more independent in their reading and may choose to read more challenging texts. The program aimed to encourage reading for pleasure and support improved reading outcomes.

Background

Dymocks Children's Charities (DCC) is an Australia wide, tax deductible charity. It raises funds to improve the potential of Australian children through the provision of reading resources and programs which support literacy. DCC is also the principal and founding partner for the NSW Premier's Reading Challenge and remains the largest contributor to it.

In 2009, DCC sought to broaden the scope of its work in NSW to include a literacy program for disadvantaged schools and met with senior officers of DCC and the NSW Department of Education and Communities (the Department). A program was developed by the managing director of DCC which aimed to encourage reading for pleasure, encourage participation in the NSW Premier's Reading Challenge and contribute to improved reading outcomes for students.

The program was called *Book Bank* to firstly, reflect the collection of books students chose and that were subsequently made available in the class book bank to swap and share. Secondly, the name *Book Bank*

refers to the bank of books that builds up in the students' homes as each book is taken home to keep. Delivery of the program to the schools was free, however, schools were required to appoint a manager to oversee the selection, ordering and distribution of the books.

Research supporting the *Book Bank* model

In NSW, the English syllabus focuses on two aspects for the teaching of reading: teaching the skills of reading and teaching how texts are structured by their creators for specific purposes. In Years 3 to 6 texts become longer and the vocabulary is more challenging.

The *Book Bank* program focuses on two key elements:

- providing free books for students to keep
- reading for pleasure.

Program managers for DCC and the Department reviewed research to shape their ideas about how the program could do more than just provide free books for school children.

Engagement

Research by Guthrie (2001) provides a description of engaged reading:

> *Engaged reading is a merger of motivation and thoughtfulness. Engaged readers seek to understand; they enjoy learning and they believe in their reading abilities. They are mastery oriented, intrinsically motivated, and have self-efficacy.*
>
> Guthrie, 2001, p. 1

Book Bank is designed to promote engagement with reading by giving books to students to read, share and take home to keep.

Sharing

Guthrie's (2001) Engagement model of reading development is a combination of various theories and research findings. The model identifies *collaboration* as an instructional priority for promoting reading development. Teachers who engage with *Book Bank* in the classroom encourage students to talk informally about the books they have read or *share* with their friends. This helps students choose books to read. *Book Bank* provides stickers so students can record their comments after reading and give feedback to help other students choose a book to read.

Book ownership

Book ownership and reading level are related according to the findings of a study by the National Literacy Trust in the United Kingdom (Clark, Woodley, & Lewis, 2011). The study compared the reading attainment of 5 580 students aged nine to fourteen. They divided the students into three groups according to reading ability: below expected level, at expected level and above expected level. Of the students who had no books of their own, 64% read at or below the expected level, compared to 45% of students who did have books of their own.

Book ownership facilitates multiple readings of a book, unlike books that are borrowed for a set period. Horst, Parsons, & Bryan's (2011) research with 16 three-year-old children, investigated the effect on word acquisition of repeated exposure to a story book. The study demonstrated the difference between reading many books and many readings of the same book. Students recognised new words after encountering them in the same context through successive readings of a single story. Children who had three different stories read to them, with the same new words, failed to learn any of the new words.

Book choice

Turner and Paris (1995) discuss the importance of student choice as a *powerful motivator* (p. 664). This applies to both tasks and texts. They referred to the work of Schiefele (1991) who found that when students choose books based on their own interest, they try harder to understand the text. Turner and Paris commented that choice also encourages wider reading as a result of browsing to make a selection.

Book Bank provides students with book catalogues that include fiction and non-fiction titles grouped in levels that link to learning stages from Early Stage 1 to Stage 4 from which they may select their books. There is an extensive range of books in each catalogue. In Semester 2, 2011 the catalogues listed a total of 313 titles.

Guthrie (2001) commented that *teachers create contexts for engagement when they provide meaningful choices about what, when, and how to read, and interesting texts that are familiar, vivid, important, and relevant*. In the *Book Bank* program, teachers assist students in the selection of their books and students are encouraged to read their *Book Bank* books and to choose other *Book Bank* books to read at school and at home.

Reading for enjoyment

Thomson, De Bortoli, Nicholas, Hillman and Buckley, (2011) reviewed the results of the 2009 Programme for International Student Assessment (PISA) that assessed the reading literacy of a sample of 15 year-old Australian school students. Students' enjoyment of reading was strongly linked to their reading performance. However, one third of the students who participated reported that they did not read for enjoyment.

Reading for enjoyment is the foundation of the *Book Bank* model. *Book Bank* provides books for students to read for pleasure within the school setting, expanding the supply of books in each class. Books may be taken home to read and swapped when finished.

Summary of key findings and recommendations

Book Bank is an initiative of Dymocks Children's Charities (DCC), working with the NSW Department of Education and Communities (the Department), designed to enhance student engagement and achievement in reading. The model was founded on the understanding, based on current research, that book choice and ownership encourage students to read, and that increased engagement with reading enhances reading achievement. The program seeks to target schools where book ownership and reading for pleasure may not be common.

DCC funds the purchase and distribution of four books each year, for every student in Years 3 to 6 in participating schools. In one very small pilot school, all classes took part in the program. The books are intended to be kept at school for two terms, for students to read and use in class literacy activities.

The following key elements are included in the model:

- books are chosen by students
- books are provided at no charge, for students to keep
- books are kept at school for the term or semester and can be swapped or borrowed from the class book bank
- students are encouraged to write their opinions of the book on stickers inside the cover.

The pilot program involved five public primary schools and employed a team approach to guide the operation of *Book Bank* in each school. The pilot schools were located in low socio-economic areas and were selected on the basis of low participation in the NSW Premier's Reading Challenge. The selected schools were not participating in targeted literacy programs through the National Partnership on Literacy and Numeracy (2009–2011).

Key findings

The evaluation of the Dymocks Children's Charities *Book Bank* program addressed the operation of the *Book Bank* model in the pilot schools, focusing on the program's impact on student reading engagement and achievement, and the elements of the model that assisted in achieving gains for students. The summary of findings draws together qualitative and quantitative components to address each of the following Terms of Reference:

1. Impact of the *Book Bank* program on student reading engagement (how long, how often) including:

- book choice
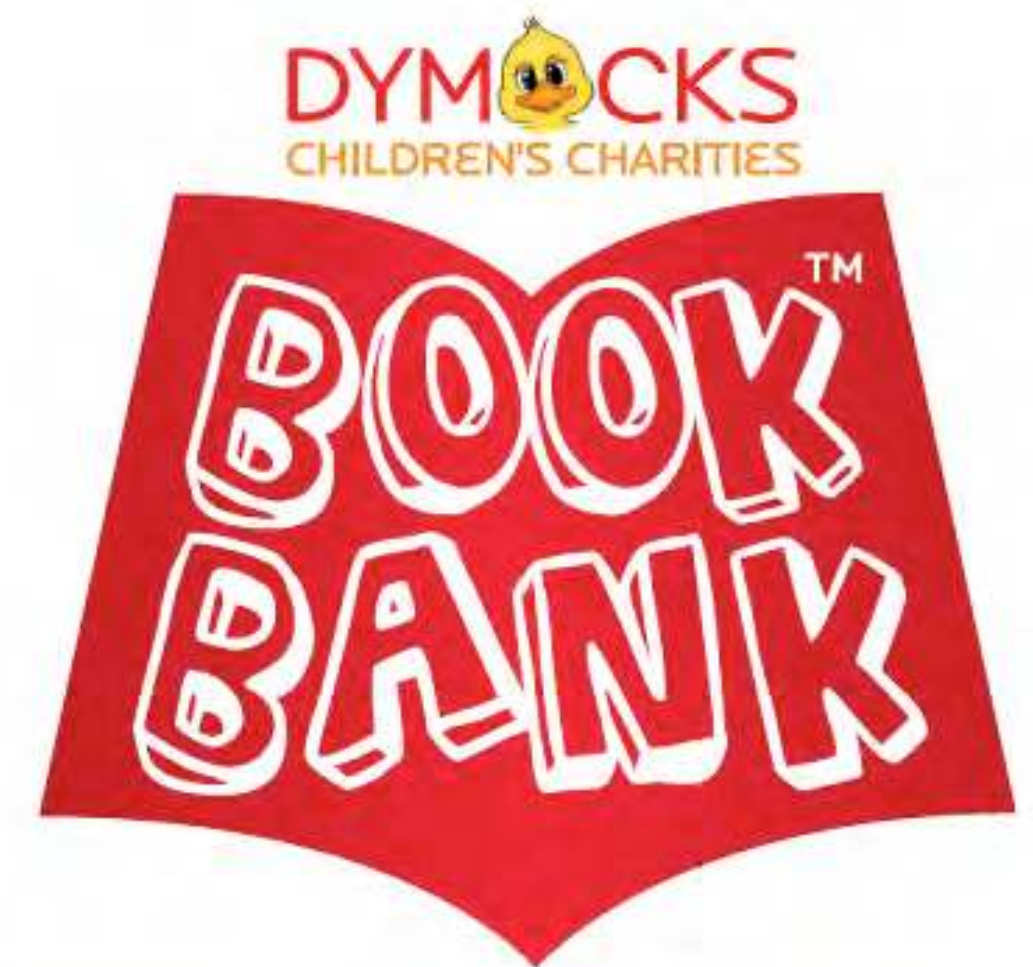
- book ownership
- book swapping and sharing.

2. Impact of the *Book Bank* program on reading achievement.

3. Operation and management of the *Book Bank* at school and in class including:

- book selection and ordering
- book distribution and management, including when and how books go home
- links to class and school programs
- promotion to wider school community.

4. Impact on the *Book Bank* program of key participants including:

- the *Book Bank* team

- students participating in the program
- school staff and community members
- ambassadors.

5. Scalability and sustainability of the *Book Bank* program.

6. Effectiveness of the partnership model of Dymocks Children's Charities and the NSW Department of Education and Communities.

The model required *Book Bank* to be established in each class in Years 3 to 6, and integrated into the daily routine of the class. An additional five books were provided by Dymocks Children's Charities to each class, each term, to augment the class book bank. Initially, the books represented a shared resource for the class and were available for swapping amongst students. At regular intervals the students took their books home to keep.

Impact of the *Book Bank* program on student reading engagement

Across all sources, the evaluation findings suggest that increased student engagement with books and reading was the most significant benefit of the *Book Bank* program. Over 85% students in all age groups reported increased enjoyment of reading. All teacher respondents agreed that student attitudes to reading improved as a result

of the program. Increased enthusiasm for reading, engagement with an expanded range of books, and greater time spent reading by choice were reported by parents as well as teachers.

The key features of the *Book Bank* model were found to contribute to fostering student engagement with reading: book choice; book ownership; and swapping and sharing books with classmates.

Book choice

There was strong support from all stakeholders for the value of students selecting their own books, as a key element in the success of the pilot program. Book choice gave participating students an opportunity to engage with a wide range of current, high quality books they may not have had access to without the *Book Bank* program.

> *Students frequently spoke of the enjoyment they derived from reading and re-reading their own book.*

Students frequently spoke of the enjoyment they derived from reading and re-reading their own book. Similar interest was shown in reading the books chosen by friends and classmates. The

impact of book choice on engagement in the pilot program, resonates with Turner and Paris's (1995) discussion of choice as a powerful motivator for students.

Book ownership

Students who participated in *Book Bank* for the two years of the pilot received a total of eight books to take home and keep, enabling them to establish of a home library. For many students this was a new experience. Parents spoke about how children *cherished* their books and kept them in special places.

Book ownership was seen as a significant aspect of *Book Bank* for several reasons:

- Some students had not owned a new book prior to *Book Bank*. Often they were described as *excited and proud* when they received each new book.
- Taking books home to keep promoted sharing amongst the whole family, particularly with siblings.
- Students were seen to take great care of the books, especially those that belonged to their friends.
- Students were able to read and re-read their books whenever they chose.
- The promotion of reading for pleasure extended to students' families.

Several teachers and principals indicated that for students who had previously had little or no access to new books to keep, book ownership was regarded as having an immeasurable value in motivating students to read, and with overall engagement with reading.

Book swapping and sharing

Students were able to read other students' *Book Bank* books by *swapping*. This term was used instead of *borrowing* to reflect a sense of obligation to the owner of the book. The social aspects of the *Book Bank* model provide a point of difference from other class-based reading programs and to the experience of borrowing from the library. Book swapping and recording feedback about the books were important features attributed with enhancing students' engagement with the *Book Bank* books and with reading in general.

Sharing occurred as students talked of their reading experiences with others in their class. One teacher referred to sharing as happening *naturally* while others set up more formal opportunities, including learning how to review a book.

Swapping and sharing information about their books promoted students'

interest in reading by:

- valuing students' choices of books
- building their awareness of the diversity of books available to read
- promoting discussion of shared interests
- assisting in choosing a book to read or select from the catalogue.

Book Bank stickers

Books arrived with comment stickers attached to the inside front cover. The stickers provided one way of students sharing their opinions of the books they read. Teachers indicated that encouraging students to make comments on the stickers was effective method of facilitating sharing in an informal manner. The quality of comments improved when teachers included explicit lessons on making useful comments and taught students how to write book reviews.

Not all students, however, chose to write comments. Across Years 3 to 6 approximately 80 % of students used the stickers to write their thoughts and opinions about the books. Many students enjoyed this process, taking an interest in the opinions of their peers when selecting books to read, or books to order in the future.

Class poster

A poster was provided to record the books students had borrowed from Book Bank. Half the teachers surveyed found the poster useful. Many students and teachers liked to keep track of the Book Bank books, to see which titles were popular.

Some teachers reported that they did not receive a poster.

Impact of the Book Bank program on reading achievement

The evaluation provided qualitative findings suggesting improved student performance in reading, based on the professional judgement of teachers and, to a lesser extent, the observations of parents.

Such positive effects were described most frequently in classes where teachers used the Book Bank as a resource for structured literacy activities. Not all teachers, however, incorporated Book Bank activities into the class literacy program. In a few cases, books were distributed to students with little follow-up and, sometimes, books were sent home straight away.

In interviews and surveys, stakeholders identified how Book Bank contributed to student achievement in terms of:

- reading motivation and confidence
- reading skill development
- other aspects of literacy.

As Book Bank operates alongside the class reading program and other school initiatives, and student reading achievement reflects the effect of multiple variables, it is impossible to attribute results in standardised testing, including NAPLAN scores, to Book Bank.

Motivation and confidence

Motivation to read, and confidence in reading ability, increased for many students participating in the Book Bank pilot program. Teachers most frequently reported the increase in student self-initiated reading for pleasure as the program's impact on reading behaviours. Student, parent and teacher comments attested to increases in both motivation and confidence, in line with Guthrie's (2001) suggestions about the intrinsic motivation and self-efficacy of engaged readers.

Reading skills development

Students and teachers suggested that participation in the Book Bank contributed to improvements to reading skills for many students.

Improvements were noted in comprehension, reading fluency, vocabulary knowledge, word attack skills and oral reading. These were not consistent for all students in all participating classrooms.

Improvement in other aspects of literacy

Similarly, students and teachers noted improvements in other aspects of literacy including speaking and listening, spelling and vocabulary, writing, and general interest in books across a wide range of genres and topics. Students frequently related their perceived improvements in literacy skills to participation in Book Bank.

School-based operation and management of the Book Bank

Commitment by the school community to the implementation model, and the establishment of a team to manage the program, were prerequisites of involvement in the Book Bank pilot.

In all schools, the key features of the model were in place by the second semester of the program. Each school varied the team model to suit its context, and found ways to ensure the program ran smoothly.

Focus on Years 3 to 6

A key feature of the *Book Bank* model was implementation in Years 3 to 6. Some difficulties arose for Stage 1 classes, and for composite Year 2/3 classes, where teachers had to find ways to make the program work for the whole class.

Implementation in Kindergarten to Year 2 was successful, but revealed issues with the ordering process and limitations in the use of *Book Bank* features such as the comment sticker and class poster. In composite classes, teachers devised ways to include the Year 2 children in the swapping and sharing processes, obtaining additional books from the program, or supplementing the class book bank with books from other sources such as the school library.

The effectiveness of the program was evident as many Year 2 students (and their teachers) were keen to take part. Other teachers saw students joining the program in Year 3 as a valuable *rite of passage*.

Book selection and ordering

Student book choice was a highlight of the program for many participants. Several teachers also reported being pleased that the *Book Bank* catalogues expanded their awareness of the range of quality literature available. Several teachers commented that the catalogues provided enrichment for some senior Stage 3 students who chose books suitable for Stage 4.

Almost all teachers found the book selection process efficient. The student survey confirmed that 88% of respondents chose their own books. Teachers and school *Book Bank* managers commented that students spent a fair amount of time making their choices.

> *Student book choice was a highlight of the program for many participants.*

Few children had difficulty in using the catalogue, although for younger children the number of titles to select from was often daunting. Book selection was more time-consuming for younger students.

Book distribution and management

Class teachers were responsible for the operation of *Book Bank* at class level. School *Book Bank* managers and team members coordinated the ordering and distribution of books and any emergent issues such as providing books for new students.

Twice a year, the school *Book Bank* manager spends a significant amount of time coordinating book ordering and distribution. Unfortunately, this takes place at times when teachers are already extremely busy and the process is often rushed.

One school Book Bank manager estimated that 12 to 15 hours per semester was required in coordinating book selection and ordering. Principals acknowledged that the managers often give up their own time to run the program.

Ordering

The school *Book Bank* managers collated the orders submitted by class teachers. Some teachers commented on the difficulty of the tight timeframe for students to make their selections and submit the class book order.

Mostly, school *Book Bank* managers were satisfied with the system when the orders were organised by class and term, rather than by individual student, and when sufficient notice was provided to allow some flexibility in completing class orders by the suggested deadline.

Delivery and distribution of books

The revised process of books being delivered to schools in boxes labelled by class and term was seen to work well. Books were initially distributed to students at presentation assemblies as part of the launch of the program. Some schools continued this process. Others later chose to have books distributed either by each class teacher or directly to classes by the school *Book Bank* manager.

> *The revised process of books being delivered to schools in boxes labelled by class and term was seen to work well.*

The extra books (five per class, per term) were often used by teachers and school *Book Bank* managers to cater for students who wanted to change their chosen book, to provide books for students new to the school or to replace lost books. Reminders of the DCC's commitment to replacing lost books or providing additional books for new students, would reassure teachers that they can use the extra books to increase the class book bank and the range of books available for swapping.

Promotion to wider school community

Schools commonly had difficulty with promoting the program beyond the school. One principal remarked that promotion of the program to parents was definitely *an area for improvement*. School newsletters were the primary means of informing the school community about the *Book Bank* program.

The *Book Bank* launch was seen as an effective way to introduce the program to the community, especially in the three schools where the ambassadors attended the launch event. Three schools organised additional special events to increase awareness of *Book Bank*. These included an evening quiz show, a Book Week parade and special assemblies to hand out new books.

Many teachers reported that parents were aware of *Book Bank*. Most parents who participated in interviews were aware of the key features of *Book Bank*.

Links to class and school programs

The DCC program manager explained that *Book Bank* was intended *to work alongside* other class literacy programs. Teachers appreciated the extra books from *Book Bank*, which arrived with the students' books. Extra books helped build class libraries, extending the

> *Extra books helped build class libraries, extending the range of books students could swap and read.*

range of books students could swap and read. *Book Bank* was visible in each of the classes visited during the evaluation. Books were clearly located on shelves, in folders or in trays so they were available for use in class activities or during silent reading time.

Greatest benefits were derived in cases where the *Book Bank* books were used as an important part of the class literacy program. Twenty-eight out of 30 teachers reported that they believed *Book Bank* supported the school literacy program. However, only a little over 50% of teacher survey respondents indicated using *Book Bank* as part of their teaching program for reading, even after being involved in the program for at least two years. In some cases the books were regarded as *student resources* and were predominantly used as home readers.

> *Greatest benefits were derived in cases where the Book Bank books were used as an important part of the class literacy program.*

Those teachers who used the class book bank as part of literacy activities included sharing sessions, contract work around students' books, writing book reviews, and including student books as shared texts in formal whole-school reading programs. Teachers were able to easily make links between the *Book Bank* program and syllabus requirements.

Initially, teachers were reluctant to allow students to take *Book Bank* books home to read, fearing they

would not be returned, or would get lost. Gradually this changed over the life of the program, although it still varied from class to class.

Impact of key participants

The *Book Bank* model identifies key figures to support the management of the program in school:

- the *Book Bank* team
- students
- ambassadors
- the DCC and Department program managers.

Often roles changed during the first year of operation. The aim, in all cases, was to ensure the efficient operation of *Book Bank* across all participating classes.

The workload for school personnel and the DCC and Department's program managers reduced during the first year of implementation, as the processes became familiar or were streamlined.

The *Book Bank* team

The *Book Bank* model was based on the premise that a team would be formed to manage the program in each school. The team would comprise:

- senior students acting as *Book Bank* managers
- a contact teacher
- a community member.

Early on, the *Book Bank* team model was modified by all pilot schools. In each case, a teacher took over the role of *Book Bank* manager, as the demands of the ordering process could not be met by either students

or by the community member, alone. In some cases, students assisted in carrying out the various ordering and distribution processes. More often, senior students took on a role at the class level, assisting with organising the *Book Bank* books and helping other students with book selection and ordering.

Schools were generally unable to find an appropriate community person to regularly manage and promote the program. However, in all schools, the *Book Bank* manager was supported by other teachers or support staff.

Students participating in the program

Involving senior students was intended to provide opportunities to develop leadership skills through the organisation of book ordering and distribution. The program was found to be ill-suited to this intention.

Too much support was required from teachers in the book ordering and distribution processes to allow students to independently undertake these roles.

Leadership opportunities for interested senior students may include:

- speaking to the school community about *Book Bank* events
- writing reports about *Book Bank* for the school newsletter or website
- visiting classrooms to gain feedback on the program for the school *Book Bank* manager
- assisting younger students to select their books.

Ambassadors

Prominent personalities such as Ahn Do, Rob Carlton and Adam Spencer promoted reading for pleasure as ambassadors for the program. They visited the three metropolitan schools to launch the program and encourage parent and community involvement. Two schools outside the Sydney region viewed the presentations via a video link. There was great disappointment expressed by the two schools that did not receive a visit from an ambassador.

In the student surveys, only 27% of students recalled a special *Book Bank* activity at school. However, parents and teachers at schools, where an ambassador visited, favourably recalled the impact of the ambassadors.

Students recalled visits by the program managers, and how they were encouraged by these visitors to read more often and to seek out interesting books.

DCC and Department program managers

Both program managers visited schools during the first year of operation. In the survey, students were asked about the impact of visitors who came to school to talk about *Book Bank*. Sixty-four per cent reported that after listening to the visitors they would try to read more books. The visitors also encouraged students to read more widely and to read at home more often.

The roles of the two program managers were seen by principals and school *Book Bank* managers as critical to the efficient and effective functioning of the program. One program manager acknowledged that communication with the schools was a problem because, while it was a joint initiative, the areas of responsibility were unclear.

A clear statement articulating the division of responsibilities between DCC and the Department is now required. Commitment to the program in terms of funding and personnel support is equally important.

Sustainability and scalability of the *Book Bank* program

After one year of implementation, *Book Bank* was seen to be operating efficiently in all pilot schools. Teachers implemented the program in a variety

> After one year of implementation, Book Bank was seen to be operating efficiently in all pilot schools.

of ways with their students, and students showed enthusiasm about their books and enjoyed talking about books to classmates.

Each pilot school is situated within a low SES community. The funding of *Book Bank* by Dymocks Children's Charities was a key factor in establishing and maintaining the program in these schools.

Other inputs, such as time and personnel required for school level management and operation, were gladly supplied at the school level.

The pilot identified aspects of the model that needed modification. Improvements made to the book selection and ordering processes will make implementation easier for new schools.

Teachers were highly supportive of the program and indicated their continued commitment to it. The pilot was planned to run for two years, to June 2012, with a view to then expanding the number of schools involved. Expansion will require commitment of resources by both organisations, as well as additional funding for the provision of books.

The logistics and costs involved in supplying a larger number of schools is a concern, particularly for the DCC program manager, who suggested that sources of funding the program, other than Dymocks Children's Charities itself, may need to be sought if the program is to be extended.

The roles of the respective program managers will need clarification as the workload increases.

The pilot school communities appreciated the gift of books for their students. However, all principals

> *Teachers were highly supportive of the program and indicated their continued commitment to it.*

NSW Department of Education and Communities supporting reading

agreed that it was not possible to fund the program from current school budgets. They would continue to commit whatever other resources were necessary, including personnel, to continue the program.

If the program were to be offered to additional schools, sources of funding would need to be identified. DCC has estimated the cost of providing four books per year as approximately $25 per student.

Effectiveness of the partnership model

The program has two program managers who represent the partnership between the Department and DCC. Early in the project, managers worked closely on the implementation of the pilot and visited

schools during the first year of operation.

The arrangement enabled the Department's program manager to provide guidance and advice to the DCC program manager during early decision-making. The Departmental program manager described the roles as *loosely organised* and recounted that responsibilities needed to be negotiated as the program progressed.

The workload for the DCC program manager involves the periodic development and release of the catalogue, and the ordering and despatch of books to schools, twice per year. DCC has maintained regular communication with the pilot schools. The role of the Department program manager diminished

following the initial identification of schools and program implementation. The Department program manager has an ongoing role supporting the evaluation of the pilot.

Development of a formal agreement outlining activities and ongoing obligations of each partner would benefit both organisations.

The development and trial of the *Book Bank* program has delivered thousands of new books to schools at no cost to participants. This generosity is recognised by the Department, and the pilot schools and their communities.

Recommendations

Overall, the *Book Bank* pilot program was deemed to be successful by the majority of participants in the evaluation. The program provided students with the opportunity to select current, high quality books to read and keep, with ownership of such books being a new experience for a number of children. The impact on student motivation, interest and pleasure in reading contributed to improved engagement for many students.

The following recommendations, derived from the evaluation findings, will promote maintenance, enhancement and expansion of the program, both in and beyond the five pilot schools.

The recommendations are grouped into

three areas related to the:

- further implementation of the *Book Bank* at a system level
- operational features
- implementation at a school level.

1. Recommendations for the *Book Bank* program partners

The development of the program was enhanced through the contribution of both Dymocks Children's Charities personnel and the curriculum officers of the NSW Department of Education and Communities. Ongoing commitment to the program by both parties will ensure that students and school communities derive maximum benefit from the very valuable resource being provided through the contribution of books to students and their families.

Establishing governance arrangements

Ongoing operation of the *Book Bank* will rely on participation of both partners.

Recommendation 1.1: The program partners establish a governance structure and formal agreement outlining activities, ongoing obligations of each party and decision-making processes.

Develop protocols for funding and support of the *Book Bank* program

The most pressing requirement for the continuation of the program is clarification around how schools may be involved in the program. If schools are to be selected to participate, then clear, agreed criteria need to be developed to guide selection. If priority is to be given to schools in low-SES communities, fair processes for selection are required.

Recommendation 1.2: The program partners develop a set of protocols for how schools participate in the program.

It is acknowledged that the model of funding used in the pilot program is not sustainable for either pilot schools, or if the program is to be expanded to additional schools. Funding models need to be developed to maintain implementation of the program in pilot schools and to assist schools wishing to join the program.

Recommendation 1.2: A number of funding models need to be developed, utilising DDC funds or expertise to establish relationships with additional potential sponsors.

Recommendation 1.3: Funding models need to be developed that allow principals to use school funds, or combinations of school funds and other resources.

Clarify and enhance methods of support for participating schools

Teachers require clear advice about the aims of the program and ideas for implementation, including:

- the importance of the sharing aspect of the program for increasing student interest in reading
- information indicating how teachers have successfully used the program to support literacy activities within their classrooms
- links to syllabus outcomes for *Book Bank* program activities
- suggestions for helping students select books
- strategies for supporting students to share ideas about the books they have read.

Recommendation 1.4: Curriculum officers of the Department to revise and improve information provided to teachers about *Book Bank* operation, and include suggested strategies for integrating the program into literacy teaching and learning.

Recommendation 1.5: The Department should provide curriculum officer support to schools undertaking the program, potentially in conjunction with the Premier's Reading Challenge.

Recommendation 1.6: Support schools to communicate with the community

about the program through the provision of regular ideas for inclusion in school newsletters and websites.

2. Recommendations regarding operational features of the *Book Bank* program

The purpose of the evaluation was to identify both the impacts of the program on student reading behaviours, and the features or key elements that supported its objectives. The following recommendations confirm those elements that promoted positive outcomes and make suggestions to strengthen future implementation and expansion.

Review the target age groups for the *Book Bank* program.

Overall operation of the *Book Bank* program was most successful in Years 3 to 6, as originally planned. Inclusion of Stage 1 students is possible with some adaptation at a school level.

Recommendation 2.1: If students in Years Kindergarten to Year 2 participate in the program, schools are encouraged to modify the model to support their inclusion.

Support is required for teachers of Year 2/3 composite classes. Some schools may choose to include Year 2 composite class students in the program. Others may prefer to restrict book allocation to Year 3 students only.

Recommendation 2.2: On request, Dymocks Children's Charities will include Year 2 students (in composite classes) in *Book Bank* allocations.

Recommendation 2.3: Teacher support materials will suggest strategies to ensure that all students in multi-age or multi-stage classes are able to participate.

Book choice and ownership

These are both identified as key features in promoting student engagement with reading. The use of age-based catalogues of recently released titles was appreciated by all participants.

Recommendation 2.4: Age-based catalogues, based on the NSW Premier's Reading Challenge new release list should be maintained. The appropriate number of titles to be included in each catalogue should be reviewed to ensure students are not overwhelmed by the range of choices.

Teachers need to be reassured that they do not need to use the extra class books to make up losses, or to provide books to new students. DCC will continue to provide replacement or additional books in these cases.

Recommendation 2.5: Provide regular reminders to schools of the DCC's commitment to replacing lost books and providing additional books for new students.

Swapping and sharing

While swapping and sharing were popular with most students, the voluntary nature of these activities was appreciated by others. Writing on the *Book Bank* stickers was limited in Stage 1 classes.

Recommendation 2.6: Maintain the *Book Bank* comment stickers as a valuable, but voluntary,

method of sharing ideas about *Book Bank* reading.

Several students suggested additional ways they would like to share their experiences with *Book Bank*.

Recommendation 2.7: Provide a forum for feedback and sharing between *Book Bank* schools. The Department's learning tool *blog*ED has the capacity to provide an appropriate forum and may be set up by individual classes or schools.

Recommendation 2.8: Include *hot picks* (popular choices) on the *Book Bank* and the Department's websites, at a point after delivery of each semester's books.

Book Bank ambassadors to promote the program at local community level

The value of ambassadors in promoting reading, and the *Book Bank* program to parents and the community, is acknowledged as a useful contribution of Dymocks Children's Charities. Providing access to a *Book Bank* ambassador for every participating school is highly desirable, especially for schools in non-metropolitan areas.

Recommendation 2.9: Encourage and assist rural and remote schools to identify a local personality to be an ambassador. This should be someone who is familiar with the context of the school and demonstrates a commitment to reading books.

Recommendation 2.10: Where this is not possible, the school's Connected Classroom facilities should be used to provide a personalised launch for each school.

Recommendation 2.11: The connection between the school and the ambassador should be refreshed each year, to maintain the momentum of the program and

as new students join *Book Bank.*

3. Recommendations for schools implementing the *Book Bank* program

The *Book Bank* program allows for considerable flexibility in implementation. The evaluation revealed several ways to make best use of the program at the local school level, to suit particular needs.

Maximising the benefits to be derived from the program

Flexibility and a sense of ownership of the program by school communities are vital to the success of the program. The substantial resource provided through the *Book Bank* program should be used to enhance student learning outcomes.

Recommendation 3.1: Schools are to be encouraged to adapt the program design and implementation to best meet local needs.

Recommendation 3.2: School communities should work together to encourage teachers to promote reading for pleasure and incorporate *Book Bank* resources into class literacy programs.

Review the roles of *Book Bank* school team members.

The management of the program at school level requires the ability to communicate with all levels of the school community.

Recommendation 3.3: The role of *Book Bank* manager is best held by a member of the teaching staff. It is

appropriate that the manager is supported by at least one other staff member, especially in larger schools.

Recommendation 3.4: Senior students may be encouraged to participate in the promotion and operation of the *Book Bank* program, especially in assisting younger student to choose their books and in distribution of orders on arrival.

Improving communication with parents and the community

Parent awareness of the program aims and operation is valuable in encouraging students to read at home and to take care of *Book Bank* books.

Recommendation 3.5: Schools are encouraged to engage several members of the school community to promote the aims of the program at parent meetings and *Book Bank* events, and support the school manager as required.

Recommendation 3.6: Provide parents with information about the aims and operation of the program at the beginning of each school year and at times when students are choosing their books, when the books are distributed and when they are taken home to keep.

Maintaining the benefits of *Book Bank* beyond the implementation of the program

It is uncertain how long each school may continue to participate in the program. Teachers are encouraged to continue with the learning activities stimulated by the provision of quality literature to students.

Recommendation 3.7: Strengthen links between the school library and the *Book Bank* program to capitalise on quality literature available to students.

Recommendation 3.8: Encourage use of the *Book Bank* catalogues to identify books to be purchased for the school library.

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Programming for the
NSW syllabus
for the Australian
curriculum English

Catherine Thomson, English Advisor K–6, Learning and Leadership – Early Learning and Primary Education, offers advice on programming for the *English K–10 syllabus*.

Key considerations for programming

Many teachers are trialling, planning and programming using the *NSW syllabus for the Australian curriculum English K–10*. For primary teachers there are some key considerations for programming with the new document.

Programming is a process of harnessing outcomes and content in an organised and systematic way. Currently teachers may harness the outcomes by the strands — reading, writing, talking and listening. They may also program around text types, or perhaps even program via links to other key learning area (KLAs). On close inspection of the new English syllabus, teachers will see that using strands or texts types as a basis for planning would be difficult, as the syllabus organisation and types of text are quite different from the current *English K–6 syllabus* (Fig 1).

Network connections background,
©iStockphoto.com/mbortolino

click to enlarge

Figure 1 *English K–10 syllabus* organisation includes interpretation and reflection

Interpret and reflect

In the *NSW syllabus for the Australian curriculum English K–10* (hereby referred to as *English K–10 syllabus*), English is defined as *the study and use of the English language in its various textual forms* (Board of Studies NSW, 2012). The rationale goes on to state that the study of English encompasses *spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected* (BOS NSW, 2012). This statement makes it clear to teachers that the *English K–10 syllabus* has a greater intent than just the acquisition

of literacy skills. Interpreting textual meaning and reflecting upon the subject matter, play a greater role in the study of English in a primary setting than ever before.

Where do I start?

When planning and programming with the *English K–10 syllabus*, start by closely reading the content for the particular stage of learning being planned. Highlight any words or ideas that seem to be recursive or that stand out (Fig 2).

Upon reading the syllabus, teachers will understand that English K–10 has its own unique content. When teaching the English KLA, teachers are teaching more than just a list of skills and strategies needed to communicate effectively. Through the close study of texts they are teaching students to:

- think in ways that are imaginative, creative, interpretive and critical (Objective C)
- express themselves and their relationship with others and their world (Objective D)
- learn and reflect on their learning through their study of English (Objective E).

What do I want my students to learn?
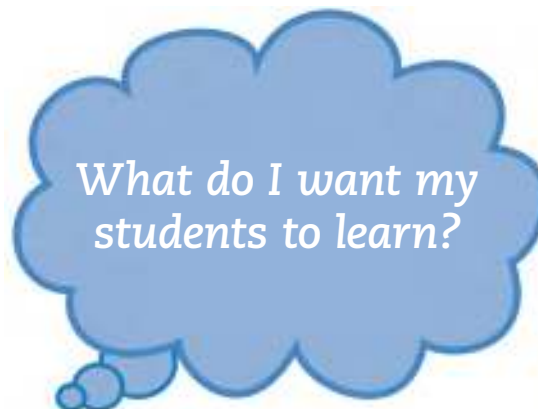
From this close reading of the content teachers will begin to identify key concepts that build from Early Stage 1 to Stage 5. In the primary years, the concepts of representation and connections are like a tree trunk, from which everything else stems.

click to enlarge

Figure 2 Think imaginatively and creatively with highlighted words for programming

What is a concept?

A concept is a:

… significant notion that reflects the core ideas of the content being taught and enables students to comprehend and create meaning.

Yager, 2013, p.17

Why are concepts important?

Teachers in NSW government schools are familiar with the *Quality Teaching Framework* which is a pedagogical research based teaching model. The *Quality Teaching Framework is* based upon promoting high levels of intellectual quality in classroom practice.

This is important for teachers because high levels of intellectual quality have been shown to increase learning outcomes for students from all backgrounds. With a new syllabus about to be implemented in NSW, it is a chance for teachers to take the opportunity to refresh programming and adapt it for the *English K–10 syllabus*.

When translating NSW syllabuses into specific classroom programs, lessons and learning activities, the first thing teachers will need to do is select and organise the essential knowledge, understandings, skills and values from the syllabus around central concepts or ideas.

NSW Department of Education and Training, 2003, p. 10

Where to next?

Think about the essential learning that springs from a concept for that stage of schooling.

For example, characterisation is a concept that builds from Early Stage 1 to Stage 5. In Early Stage 1 it begins by identifying that characters exist and that they are represented by nouns and noun groups. By Stage 5 students are expected to use and critically assess aspects of texts such as characterisation.

> Example Stage 1:
>
> Concept: Character
>
> Essential learning: Characters are represented by texts (print sound and images).

Once the essential learning has been identified it is time it identify the key skills and understandings the students need.

Key skills and understandings

This is the point in time where teachers may ask themselves, *Where are my students now?*.

Review student learning to date and

> *Where are my students now?*

decide on what the students in the class need to learn at that particular point in time.

> Example: The students in Year 1D at _____ Public School were identified as needing to develop their visual understanding skills and as needing to learn how to express themselves in all the modes.

Consult the outcomes and content of the *English K–10 syllabus* to select the skills and knowledge across all the objectives that your students need at that point in time.

Plot the focus outcomes and content. Differentiate according to student need. Follow the Program builder link at the end of the article to see an example.

Text selection

While deciding on the concept, the essential learning, and the key skills, it is also time to select the texts that will form the core of the learning.

Selecting texts that contain good examples of the concept being taught is imperative for the study of English. Students need to study a variety of texts (spoken, written, visual multimedia and digital) and types of texts (informative, persuasive and imaginative) to make the learning deep.

Informative, imaginative and persuasive texts can intermingle by having multiple purposes (Figure 3). Digital texts such as websites often have more than one purpose as they are specifically designed to inform and persuade concurrently.

The *English K–10 syllabus* constantly uses terms such as *compare, connect, share and respond*, highlighting the idea that texts are only as rich as the reader/viewer's knowledge. The more texts that
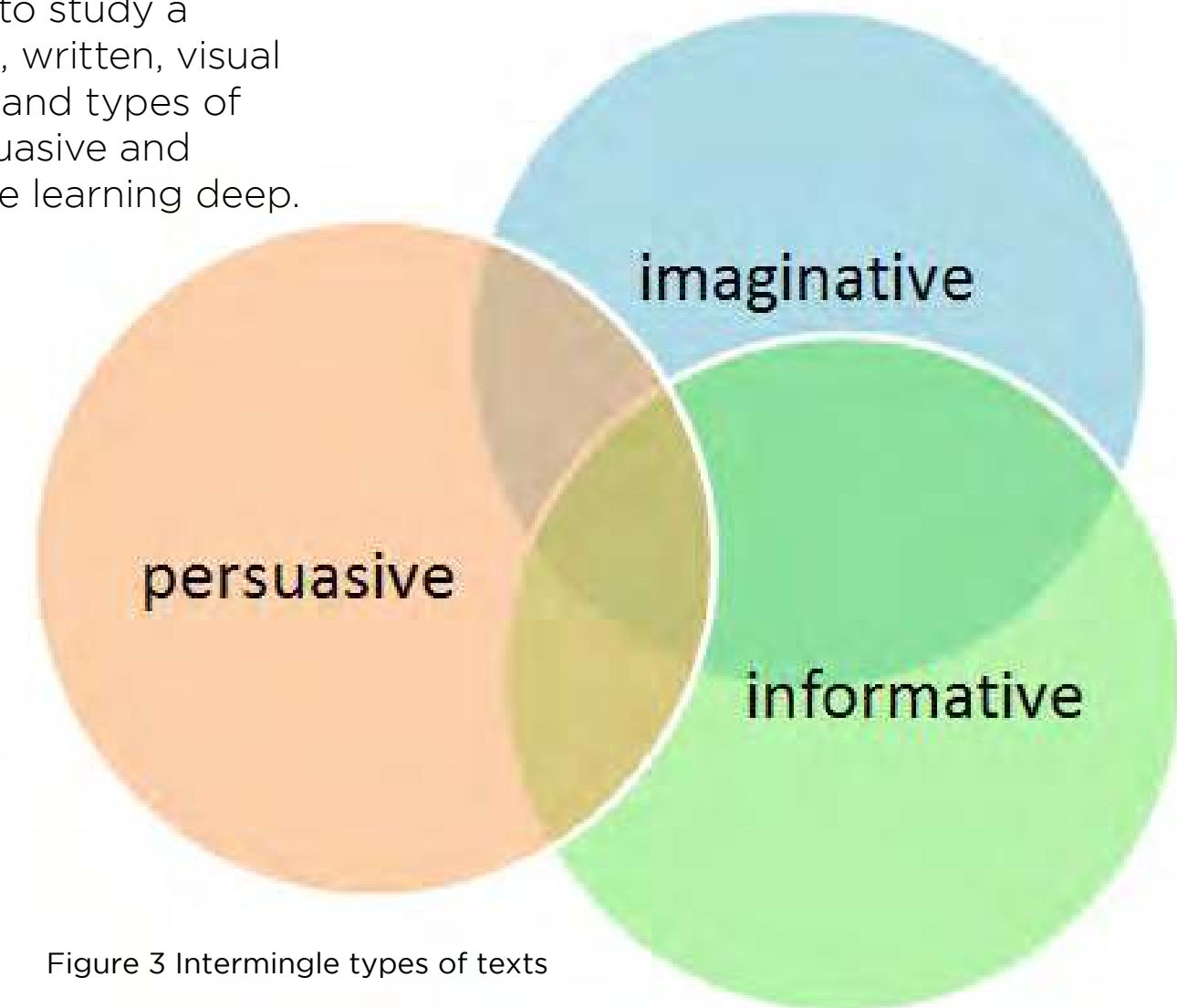
Figure 3 Intermingle types of texts

have been experienced and studied, the richer each reading or viewing will be.

When selecting texts it is important to remember that it is not the text that is being taught specifically, rather the English content that exists within the text.

Example: When using *Where the wild things are* by Maurice Sendak in a classroom, it is the way imagination has been represented using words and images that students need to interpret, the creative use of language and the way in which the illustrations and the text work together to tell the story, which is important content for students to understand.

At this point in time a teacher may consider:

How will my students get there?

How do I know when my students get there?

These two questions need to be considered in tandem to allow the teacher to carefully monitor and assess the learning that is taking place.

How do I know when my students get there?

How will my students get there?
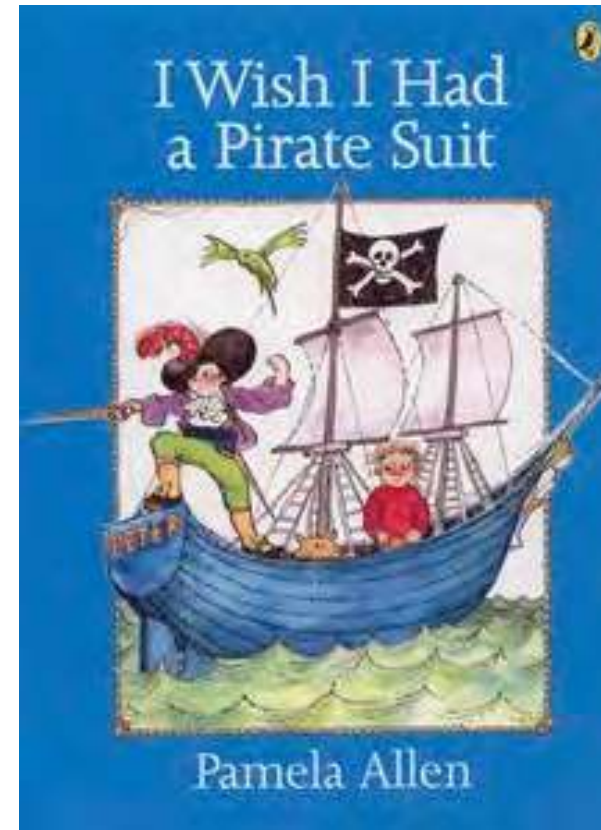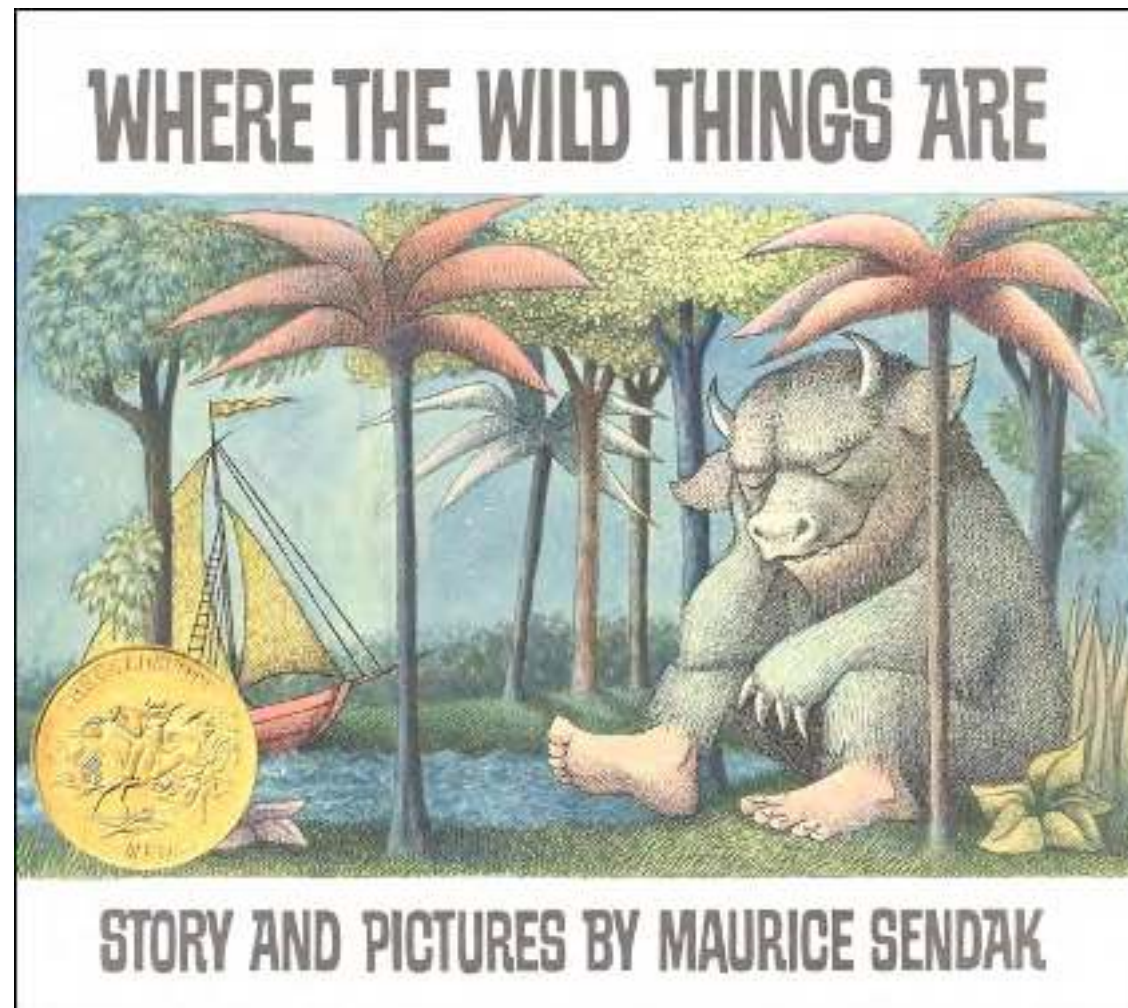
Students could then compare this understanding with a text such as Pamela Allen's *I wish I had a pirate suit*, which represents imagination in a similar way. The representation of imagination through text is the English learning, rather than a study of pirate clothing and behaviour. Students need to be able to transfer the content knowledge from and between texts. This is why using English concepts as a driver for planning brings about deep knowledge.

Teaching/assessment strategies

After defining the concept, the essential learning from within the concept, the key skills and understandings, and the texts, it is time to plan the teaching/assessment strategies. In a primary classroom teaching strategies can also be used as assessment strategies if planned carefully.

Give it a go

Programming for the English KLA in a primary classroom often seems to feel like juggling many balls. As soon as attention is diverted from one ball everything can fall over. Balancing all the outcomes to create a sustainable, stimulating and authentic textual study can be daunting.

Fortunately, the arrival of a new syllabus provides an opportunity to reflect upon our own classroom practice, keep what is exceptional and tweak what may be tired or a bit dusty. Think about these three points:

1.   English is a KLA in its own right and has unique content.

2.   Indentifying concepts from the *English K–10 syllabus* enables the English outcomes and content to harnessed in a systematic way.

3.   Teaching students about the textual concepts enables them to transfer their knowledge in ways that are imaginative, creative, interpretive and critical.

Why not follow this pathway next time you program with the *English K–10 syllabus*?

click to enlarge

Pathway for programming with the English K–10 syllabus

Use the Program builder

View this Stage 1 example of how outcomes and content can be selected to focus on the concept of character and the key skills of visual understanding and expression.

How are characters represented in texts? NSW DEC teachers sign in through the portal. Non-government teachers sign in through Scootle.

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Yager, K 2013, *Designing conceptual units of work*, UNSW, accessed 22 July 2013.

Web
filtering
Q&A

Bright hub

What is web filtering?

Web filtering exists to provide a safe browsing environment for students and staff in NSW Department of Education and Communities' schools.

Web filter responsibility is now part of the Learning Systems, Public Schools NSW. The Information and Online Publishing team, Learning Systems, can assist you with your enquiries. Over 400 calls to block or unblock a site are logged each month to the web filter team. The majority of these requests are granted.

How does it all work?

The Department uses filtering software (BlueCoat) to manage our internet browsing.

Teachers and students have different filtering attributes. For example, teachers have access to online storage sites, students do not, and media sharing sites are only allowed for Stage 5 students and above.

Websites are categorised based on their content. Websites that are newly created or have not yet been classified are *uncategorised* and by default, are allowed for staff but blocked for students. More information is available on the Internet filtering FAQs.

FAQs

How do I check a website?

Use the Internet Filtering Web Filter Check (on DEC Portal/ My Applications) to see if a particular site is allowed.

Requests to categorise, block or unblock a website can be made on the Online support page

How do I submit a request for a website to be allowed, blocked or categorised?

Go to the Request IT support page on the ICT Service Desk site and complete the form. An email will be sent informing you of the action taken (usually within 24 hours).

Why are my Year 7 students blocked from accessing sites such as *Flickr* and *Photopeach*?

Such sites are classified as *Media sharing* and only allowed for students in Year 9 and above. They have a low risk of including objectionable content such as adult or pornographic material.

Teachers can log in and use these tools on the IWB as a class activity. Here's how Ian McLean from Penrith PS engages students using these web tools. View the Stage 1 Baa baa black sheep slideshow published on *Photopeach*.

I love *Pinterest*! Can I use it with my students?

Sites such as Pinterest, Facebook and Twitter are classified as *Social networking* because they enable people to connect with others to form an online community. These sites are allowed for teachers but blocked for students because they may contain offensive material in the community-created content.

My class is using *Google* images and occasionally objectionable content appears. Why does this happen if the Department has a policy of providing a safe online environment?

The Department has implemented a *strict safe search* for all *Google* searches.

The results of these searches are controlled by *Google* and unfortunately, sometimes objectionable content still appears.

Google policy states:

> *We do our best to keep SafeSearch as up-to-date and comprehensive as possible, but objectionable content sometimes slips through the cracks. If you have SafeSearch set to filter explicit content, but still come across it, please let us know.*

Please report inappropriate content to *Google*.

Newsflash!

Weebly and *Padlet* now available!

Weebly is a web hosting tool. It is allowed for Stage 4 students and above. *Weebly* uses simple drag and drop technology to build a website. Text is easily edited and photographs can be uploaded into galleries or slideshows. Password protection can be enabled for the whole site or for individual pages.

Please note: The *Weebly* Privacy Policy prohibits students under 13 years from creating or using accounts in *weebly*.com. However, students under 13 years may use special student accounts in education.weebly.com provided the teacher has obtained signed parental permission.

Padlet (previously *Wallwisher*) is an online collaboration tool. It is easy, versatile and multimedia friendly. This site is now available for all students.

Please be aware of *Padlet* terms of service: *this site should be used with adult/teacher supervision.*

Share this

Indigenous Literacy Day (ILD) was held on Wednesday 4 September 2013. ILD is the major fundraising campaign of the Indigenous Literacy Foundation. Individuals and schools participated in ILD to help *raise literacy levels and improve the lives and opportunities of Indigenous Australians living in remote and isolated regions*. Details of events and programs are available on the website.

Australian School Library Association conference

When: 28th September to 1st October, 2013

Where: Hotel Grand Chancellor Hobart, Tasmania.

Theme: The Curriculum Experience: Connect, Integrate, Lead

During the Term 3 break all educators have an opportunity to participate in either the full program or a day of excellent content. Twenty-first century school libraries are curriculum savvy, ICT orientated learning entities that support educators and students from Kindergarten to Year 12 in all academic endeavours.

The 2013 conference program is packed with inspirational keynote speakers, leading practitioners with teaching and learning solutions in English, literature, digital and inquiry learning and leadership. Program and registration information is available.

Thinkspace

Visit the Powerhouse Museum's digital learning centre *Thinkspace* for engaging, interactive learning experiences for students at school or during the holidays. View 3D *Minecraft* objects created by students in augmented reality in the free app *ThinkspaceAR*, available for iOS and Android devices. Information on workshops for schools, and weekend and holiday is available on the website.

Smashing apps

Are you using apps with your students? It may be time to try app-smashing.

Lisa Johnson's post, 'App synergy: the art of app-smashing', *TechChef*, features a video by misterkling that smashes the apps *Tellagami*, *Explain everything* and *iMovie* for his presentation *Intro to app-smashing*.

Lisa's blog post also features examples of app-smashing video presentations by students.

Intro to app-smashing by misterkling

The Children's Book Council of Australia Awards

Congratulations 2013 Book of the Year Award winners. View the winners and honour books in each category.

resource reviews

Contents

Resource reviews

supporting quality learning

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 can be 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 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 & Training
CEC	Content Endorsed Course
COGs	Connected Outcomes Groups from the Planning and programming framework

Abstract – indicates a resource is described rather than evaluated

Australian Curriculum springboard

Cultivating visual literacy

Outcomes:

A student:
• *communicates through speaking, listening, reading, writing, viewing and representing.*

EN3-3A EN4-2A EN5-2A
NSW syllabus for the Australian curriculum English K-10

NSW DEC teachers advice, implementation support and resources at

AC – NSW syllabuses for the Australian Curriculum.

Teaching and learning opportunities:

• Using a still image – painting, illustration, photograph or cartoon – discuss the different visual elements employed by the composer to create meaning

• Compare and contrast Shaun Tan's *The lost thing* (book) and *The lost thing* (film) and note different uses of visual elements in the still images and moving images of the visual narrative presentations

• Create a short narrative using a digital tool that combines still images, audio and written text to convey a particular idea, theme or issue.

Reviews:

The shape of text to come: how image and text work
CALLOW, Jon
PETAA, NSW, 2013
ISBN 9781875622870

A concise handbook for 21st century educators, this publication demonstrates how to investigate the production of meaning in predominantly visual texts. Explaining fundamental aspects of semiotic analysis and multimodal theory, chapters provide the tools and metalanguage necessary to cultivate visual literacy in the classroom. Using a range of illustrative texts, the book offers clear instructions on how to comprehend the codes and conventions employed in visual and visual-verbal texts. It indicates how resources ranging from building designs to picture books and scientific diagrams to webpages require a sound grounding in skills related to visual comprehension. C. Sly

USER LEVEL: Professional   **KLA:** English   **SCIS 1593277**   Paper $39.95

The literacy shed

A brilliant collection of resources for teaching visual literacy, using short animated films, the site hosts many engaging video clips organised into thematic sheds. It is a treasure trove of material that can be used to support various aspects of teaching and learning, especially in the area of visual literacy. The astutely chosen resources are appropriate for a wide age range and can be critiqued in relation to visual literacy skills developed at different stages of learning. Inspiring teaching ideas and sample questions are scattered throughout. A wonderful library of visual and audiovisual resources, this is well worth bookmarking for future use. C. Sly

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Professional

KLA: English   **SCIS 1625297**

Resources:
Picture books
• *The arrival* (2006) by Shaun Tan Stage 3 Stage 4
• *Fox* by Margaret Wild (2004) Stage 3 Stage 4
• *The invention of Hugo Cabret* (2007) by Brian Selznick Stage 3 Stage 4
• *The island* (2007) by Armin Greder Stage 4 Stage 5
• *The rabbits* (1998) by Shaun Tan Stage 3 Stage 4
• *The red tree* (2003) by Shaun Tan Stage 5
• *The watertower* (1999) by Gary Crew Stage 5

Audiovisual
• *The arrival*
• *The arrival* audiovisual clip
• *Birthday boy* (2004) short film
• *Images speak to me*
• *The lost thing* (2010) short film
• *The monk and the monkey* (2010) short film

Language:
Explain the following words and phrases:
animation
composer
icon
juxtaposition
point of view
reading path
visual literacy

Professional resources:
• *The Australian Curriculum– visual knowledge*
• *Exploring visual literacy*
• *Look! The art of Australian picture books today*
• *Martin Scorsese on the importance of visual literacy*
• *Pics4learning.com*
• *Questions to ask about media messages*
• *Reading visual images*
• *Resource reviews*
• *Shaun Tan: The lost thing, stories and more*
• *TaLe*
• *Visual literacy and picture story books*
• *Visual literacy K–8*
• *The visual literacy toolbox.*

Composing:
• *Animoto*
• *ComicLife*
• *Glogster EDU*
• *Haiku deck*
• *Pixlr-o-matic*
• *Strip designer.*

Australian Curriculum Springboard

How do authors and illustrators use humour to engage readers?

Responding to and composing texts for pleasure
Stage 3 and Stage 4
Years 5–8

Outcome:

A student:

- responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. EN4-1A

NSW syllabus for the Australian curriculum English K-10

Content

Students:

- identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)

Australian Curriculum English ACARA

NSW DEC teachers advice, implementation support and resources at

AC – NSW syllabuses for the Australian Curriculum (intranet)

Composing:

- 7 free drawing apps for your students and kids (IOS)
- Comic life
- Monkeyjam
- Puppet pals app
- Storymaker

Reviews extracts:

About face
MOORE, Robert & MONKEY-STACK

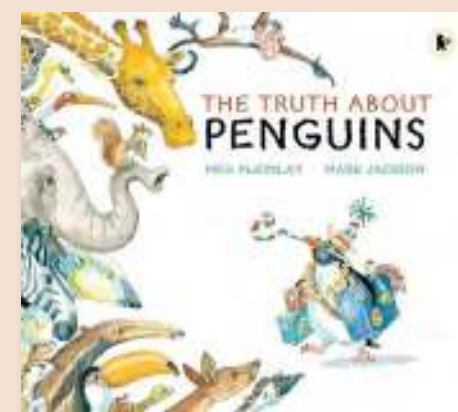*Lively computer generated illustrations depict the humorous antics and adventures of anthropomorphised facial features in this quirky picture book …* (Scan 32.2)

Mort
CHATTERTON, Martin

The author uses a tongue-in-cheek humorous style to tell his imaginative tale. The book ends with amusing dramatis personae of 21 historical guest stars … (Scan 32.2)

The truth about penguins
McKINLAY, Meg & JACKSON, Mark

The animal inhabitants of a zoo are excited and intrigued by the imminent arrival of some penguins. Their speculations of penguins' habits, abilities, food preferences and general demeanour get wilder and more humorous. Embedded in the jaunty narrative of this picture book is the suggestion that some of the speculation could be right … (Scan 32.2).

Teaching and learning opportunities:

- Introduce students to the four forms of humour as outlined on pp. 24–25 of A literature companion for teachers
- Use these forms to deconstruct a picture book chosen for its humour through characterisation or situation.
- Create a word bank of metalanguage describing how authors and illustrators have injected humour into their work. Draw up a rubric.
- Revise notions of *audience* and *purpose* and, with these in mind, construct a humorous cartoon, short story or comic strip suitable for a junior class.
- Polish final draft using a comic/story creator on the iPad or as a claymation. Present it to an audience via an IWB. Assess reactions.
- Referring to rubric, students give feedback as to how well the performances addressed audience and purpose.
- Students then transform their stories into drama and direct their plays with other students acting or manipulating puppets in a puppet play.

Texts and animated stories:

- *About face* by Robert Moore
- *Bertie* by Pamela Allen
- *The BFG* by Roald Dahl
- *Bob the builder and the elves* by Emily Rodda
- *Charlie and Lola: but that is my book* by Lauren Child
- *Click clack moo: cows that type* by Doreen Cronin
- *Diary of a wombat* by Jackie French
- *Don't let the pigeon drive the bus!* by Mo Willems
- *Even my ears are smiling* by Michael Rosen
- *Honey sandwich* by Elizabeth Honey
- *Horrible histories* by Terry Deary
- *It's a book* by Lane Smith
- *Mort* by Martin Chatterton
- *Pookie Aleera is not my boyfriend* by Steven Herrick
- *The truth about penguins* by Meg McKinlay

Professional resources:

- A. A. Milne reads Winnie-the-Pooh
- Bruce Whatley
- Colin Thompson
- Dr Seuss
- Eggsactly! rap
- Join a reading adventure!
- *Laugh lines: exploring humour in children's literature* by Kerry Mallan
- A literature companion for teachers PETAA
- Making claymation in the classroom
- NSW Premier's Reading Challenge – search results-humour
- Resource reviews
- Room on the broom Julia Donaldson
- Sites2See: creative writing
- TaLe
- Why making children laugh is a serious business
- Writers' talk.

Australian Curriculum springboard

How do authors inspire us to empathise with characters?
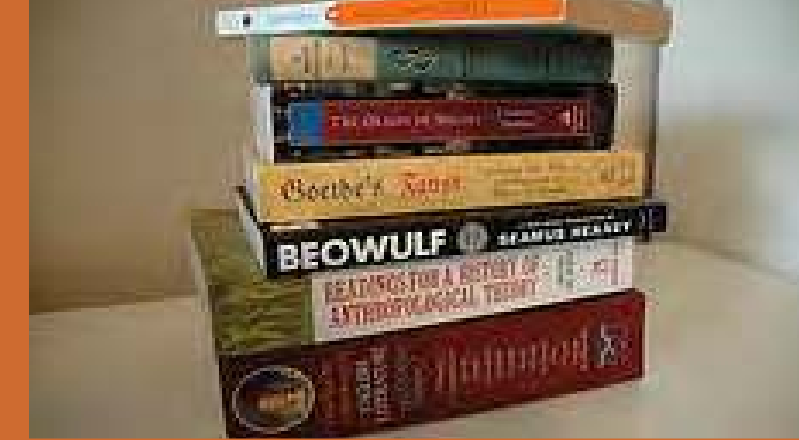
Outcomes:

Objectives B and D. Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:
B. use language to shape and make meaning according to purpose, audience and context
D. express themselves and their relationships with others and their world
NSW syllabus for the Australian curriculum English K-10
This resource package could support:
EN3-5B, EN3-6B, EN3-8D, EN4-3B, EN4-4B, EN4-7D, EN4-8D

NSW DEC teachers advice, implementation support and resources at
AC – NSW syllabuses for the Australian Curriculum (intranet)

Teaching and learning opportunities:

- construct a *OneNote* notebook for quality literature studied in class
- compare texts that have similar themes
- discuss and write about the techniques that authors use to create likeable and non-likeable characters in their works
- write diary entries from the point of view of someone who is being bullied
- imagine what it would be like to be new in a school in a different town or country and the ways people try to fit in
- create role plays based on episodes from the works being studied and analyse the points of view of the participants.

Reviews:
Pookie Aleera is not my boyfriend

HERRICK, Steven
UQP, St Lucia, Qld, 2012
ISBN 9780702249280
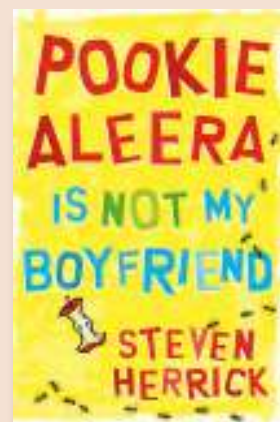Perspective and point of view are shared among class 6A in this verse novel. The use of first person narration and present tense draws readers into this shared, fast-paced conversation. Each character has their own poems with a unique perspective. Characterisations are easily recognisable – the lonely student who wants to fit in; the school captain who can't stay out of trouble; the class clown; the academic; the new teacher; the kindly school janitor. Themes of belonging, grief, friendship and doing what you feel is right are presented through the eyes of the various characters. This would be an excellent text to read aloud. H. Myers
USER LEVEL: Stage 3 Stage 4   SCIS 1564386

Other brother

FRENCH, Simon
Walker Books, NSW, 2012
ISBN 9781921720833
Kieren is desperate to be one of the *cool* group at school. He enjoys a special relationship with his Nan, and he is interested in the new girl at school, but the arrival of the new boy, Bon, threatens to spoil everything. Bon is Kieren's cousin whom he barely knows, and now he has come to live with Nan. Bon looks different and says weird things. Kieren takes part in the bullying of Bon at school, ignores him at home and resents the attention he is getting. Through the growth of Kieren as a character, *Other brother* explores issues of difference, bullying, identity and integrity, and the role of family in a first person narrative style. Perspectives on difference and acceptance are presented from the children's and adults' points of view. H. Myers
USER LEVEL: Stage 3 Stage 4   SCIS 1551817

Related text:

- *Beeing Bee* by Catherine Bateson
- *Bumface* by Morris Gleitzman
- *Catherine, called Birdy* by Karen Cushman
- *Crash! The search for the Stinson* by Jennifer Black, Dylan Blacklock & Katrina Allan
- *Don't call me Ishmael* by Michael Bauer
- *Do-wrong Ron* by Steven Herrick & Caroline Magerl
- *Fox* by Margaret Wild
- *Harry Potter and the Philosopher's Stone* by JK Rowling
- *Holes* by Louis Sachar
- *I am Thomas* by Libby Gleeson
- *Mbobo Tree* by Glenda Millard
- *Mirror* by Jeannie Baker
- *Nips XI* by Ruth Starke
- *Parvana* by Deborah Ellis
- *Pearl verses the world* by Sally Murphy & Heather Potter
- *Samurai Kids: White crane* by Sandy Fussell
- *Sixth grade style queen (Not)* by Sherryl Clark
- *Skellig* by David Almond
- *The eighteenth emergency* by Betsy Byars
- *The spangled drongo: a verse novel* by Steven Herrick
- *Toppling* by Sally Murphy
- *Two hands together* by Diana Kidd
- *What the raven saw* by Samantha-Ellen Bound
- *When we were two* by Robert Newton
- *Wringer* by Jerry Spinelli.

Texts and animated stories:

- *Book drum* classics annotated
- *CBCA shortlist 2013*
- *Characterisation in literature*
- *Children's literature*
- *ClassicAuthors.net*
- *Defining characterisation*
- *Other brother teachers' notes*
- *Other brother classroom ideas*
- *Pookie Aleera is not my boyfriend teachers' notes*
- *Raps and book raps*
- *Resource reviews*
- *TaLe*
- *Verse novels – Pookie Aleera is not my boyfriend*

Composing:

- *Educreations* app
- *English: understanding, appreciating, responding to, analysing and creating literature* ACARA
- *Voki*

Australian Curriculum Springboard

How do language features and images shape a reader's understanding of subject matter?

Use language to shape and make meaning
Early Stage 1 to Stage 3
K–Year 6

Outcomes:

Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:
use language to shape and make meaning according to purpose, audience and context.
NSW syllabus for the Australian curriculum English K–10

This resource package could support:
ENe-7B, EN1-7B, EN2-7B, EN3-5B

NSW DEC teachers advice, implementation support and resources at
AC – NSW syllabuses for the Australian Curriculum.

Teaching and learning opportunities:

- Recognise the differences between factual and fictitious texts: note differences in images and layout on a graphic organiser. Add titles as the unit progresses. List the text features that authors use to make meaning according to purpose and context.

- Groups select an animal/event/historic person etc. from designated fiction books to investigate and verify facts observed or read.

- Accumulate a reference list of appropriate websites, books, apps used for verification

- *Think pair share* to discuss/gauge learning.

Review:

Don't let a spoonbill into the kitchen!
OLIVER, Narelle

Rhyming text, comedic images and improbable situations combine to inform the reader of this picture book about the various attributes of selected Australian water birds. The chaos that could ensue if a pelican went to the airport or a jacana was let loose in a shoe shop is revealed in a combination of linocut illustrations and collage. By juxtaposing watercolour scenes of wildlife with a medley of everyday objects, Oliver encourages the audience to infer and predict what the birds may do if projected into a human setting. Supporting outcomes in the new *English K–10 syllabus,* this multimodal text is an example of how images can be used in imaginative, informative and persuasive texts to enhance meaning. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3   SCIS 1599792

NSW syllabus for the Australian curriculum, English K–10: Rationale *[Language] is the primary means by which we relate to others and is central to the intellectual, social and emotional development of all students … English is the study and use of the English language in … spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.*

Texts and animated stories:

- *Big rain coming* by Katrina Germein and Bronwyn Bancroft
- *A day to remember* by Jackie French and Mark Wilson
- *Lone pine* by Susie Brown & Margaret Warner and Sebastian Ciaffaglione
- *My place* by Nadia Wheatley and Donna Rawlins
- *Python* by Christopher Cheng and Mark Jackson
- *Samantha Seagull's sandals* by Gordon Winch and Tony Oliver
- *Sophie Scott goes south* by Alison Lester
- *Stellaluna* by Janell Cannon
- *Tom the outback mailman* by Kristin Weidenbach
- *The truth about penguins* by Meg McKinlay and Mark Jackson
- *Verdi* by Janell Cannon.

Professional resources:

- *English for the Australian Curriculum*
- *An introduction to the grammar of visual design*
- *Narelle Oliver*
- *Notes for the analysis of a picture book* SCILS Rutgers
- *Now literacies* National Literacy and Numeracy Week
- *NSW English K–10* Pinterest board
- *Picture books across the curriculum*
- *Picture this! Using picture books to introduce or teach skills*
- *Teaching comprehension strategies* Curriculum K–12
- *Using digital and multimodal texts K–6*
- *Ways of viewing and teaching picture books.*

Exploring context:

- *BBC history for kids*
- *Ivy's search engine resources for kids*
- *National Gallery of Art*
- *National Geographic Kids*
- *National MuseumAustralia*
- *Raps and book raps*
- *Resource reviews*
- *Science Kids*
- *TaLe*

Composing:

- *Build your wild self*
- *Non fiction graphic organiser*
- *Think pair share templates.*

Australian Curriculum Springboard

How is artistry evident in quality literature?

Literary awards: a guide to differentiating the craft of writing and illustrating children's books.
Stage 3
Years 5 and 6

Outcomes:
Objective B
A student:
discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts EN3-5B

Students:
Respond to and *compose* texts
- *compose more complex texts using a variety of forms appropriate to purpose and audience*
- *recognise the techniques used by writers to position a reader and influence their point of view.*
NSW syllabus for the Australian curriculum English K-10

NSW DEC teachers advice, implementation support and resources at
AC – NSW syllabuses for the Australian Curriculum (intranet).

Teaching and learning opportunities:
- class discussion about *What is quality literature?* – construct a class rubric
- respond to books read using metalanguage derived from the rubric
- using the books shortlisted in an award program, construct individual voting forms and a class tally sheet
- debate the pros and cons of award winning books vs popular fiction.

Aim

The aim of English in Years K–10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Content and text requirements for Early Stage 1 to Stage 3

In this syllabus, the study of a wide range of texts is central to the study of English. This includes the study of texts which are widely regarded as quality literature, providing students with the opportunity for aesthetic experience and to develop an appreciation of the artistic expression found in texts.

Reviews extracts:
The children of the king (CBCA 2013 short list)
HARTNETT, Sonya

… The theme of power, its quest, acquisition and consequences, are explored in both strands of this novel. Parable like in its style, the book raises issues of responsibility, desires, family and friendship. (*Scan* 31.4)

For all creatures (CBCA 2012 short list)
MILLARD, Glenda & COOL, Rebecca

… Bursts of colour and wonderful alliterative written text celebrate many of the world's creatures in a reverent tone. Each double page spread pays homage to a habitat and its dwellers with rich vocabulary such as quackers and quagmires, stimulating the reader into further explorations of word meanings and animal characteristics. One can only wonder at the beautiful word combinations, which convey profound descriptions so elegantly. (*Scan* 31.1)

Lightning Jack (CBCA 2013 short list)
MILLARD, Glenda & MULLINS, Patricia

… Wonderfully emotive verse — the stallion *thundered … to the perfect rhythmic ripple of muscle under skin and his feathered fetlocks flay the sky* — is reminiscent of *The highwayman* and *The man from Snowy River*, and lends itself to lessons on figurative language. (*Scan* 32.3)

Australian literary awards for children's books:
- *CBCA* – short list
- *Crichton Award for new illustrators*
- *Dromkeen Medal*
- *Prime Minister's Literary awards*

International literary awards for children's books:
- *Caldecott Medal*
- *Carnegie Medal*
- *Hans Christian Andersen Award*
- *Kate Greenaway Medal*
- *Newbery Medal*

Composing:
- *Debating ideas*
- *KOALA* tally sheet
- *KOALA* online voting form
- *Rubistar* creating rubrics
- *Wordle* for voting.

Professional resources:
- *Choosing children's literature*
- *Commonalities in content of international Children's book awards IASL*
- *English: understanding, appreciating, responding to, analysing and creating literature* ACARA
- *Exploring the 2013 CBCA short list* PETAA
- *Raps and book raps*
- *Resource reviews*
- *Scan*
- *Sonya Hartnett on the importance of place*
- *TaLe*

Australian Curriculum Springboard

Voices from the past

Outcomes:

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills.
A student:

- demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it EN4-7D
- identifies, considers and appreciates cultural expression in texts EN4-8D EN5-7D EN5-8D

NSW syllabus for the Australian curriculum English K-10

NSW DEC teachers advice, implementation support and resources at *AC – NSW syllabuses for the Australian Curriculum.*

Teaching and learning opportunities:

- Investigate the ways in which a literary text from the past has been adapted to different formats such as film, graphic novel, manga, or ebook.
- Write a short story or poem about a contemporary event using the linguistic style of a composer from the past eg Shakespeare, Dickens, Austen, or Hardy.
- Create an audiovisual trailer for a novel, play or poem from the past.
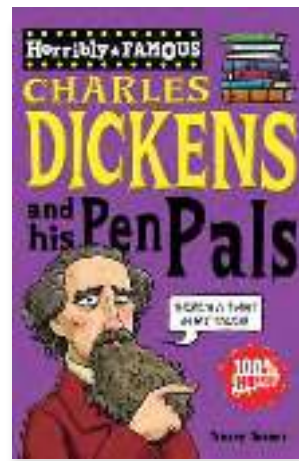
Reviews:

Charles Dickens and his pen pals
TURNER, Tracey
Scholastic Children's, UK, 2012
ISBN 9781407124094

Introducing young readers to the historical contexts and the writings of some canonical British composers from Geoffrey Chaucer through to the Moderns, this quirky book, in the *Horribly famous series*, is compelling reading. Black and white comics-style illustrations and colloquial language are employed to introduce notable composers. Chaucer, William Shakespeare, Jane Austen, Charles Dickens, the Brontë sisters, Thomas Hardy, James Joyce and George Orwell are included in this collection. Offering a potted history of the times and works of each writer, the book also incorporates some rather bizarre facts about its subjects. Readily accessible to young readers, this publication is a handy launching pad for studies on literary voices from the past. C. Sly

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

SCIS 1593731   Paper $12.99

Books- 23 469 classics to go

A vast library of literary classics from Aristotle to the Moderns is freely available on this app for iPad and iPhone. The large collection of poetry, drama, novels and non-fiction can be browsed by author or genre and searched by title or author. Brief outlines are provided on each author or specified genre. Some individual works include a brief synopsis. The digitised publications can be downloaded and stored in a personal library ready for reading on a mobile device. In addition an in-app purchase gives access to over 4000 of the books that are also available as audiobook format. A large mobile library of classic literature through the ages, this is a valuable resource for students. C. Sly

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

Resources:
- *ClassicAuthors.net*

Apps
- *101 classic novels* $0.99
- *Books-23 469 classics to go* Free
- *Free audiobooks* $0.99
- *Classicly* $2.99
- *36 000 free books* $0.99
- *3D classic literature collection* Free

Chaucer
- *The Canterbury tales (by Geoffrey Chaucer)* $10.99

William Shakespeare
- *Shakespeare* Free
- *Shakespeare in bits* Free
- *SwipeSpeare – modern Shakespeare*

Jane Austen
- *The Jane Austen centre* Free

Charles Dickens
- *Charles Dickens A Christmas carol* $9.49
- *Dark London* (in app purchases $1.99 x 4)

Brontë sisters
- *The Brontë sisters: a historical collection* $9.99
- *Wuthering Heights* - Emily Brontë $0.99

Thomas Hardy
- *Thomas Hardy books* $5.99

George Orwell
- *1984* $12.99
- *Animal farm* $9.99

Professional resources:

Book drum classics annotated:
The catcher in the rye by JD Salinger
The day of the triffids by John Wyndham
Dracula by Bram Stoker
The great Gatsby by F. Scott Fitzgerald
Heart of darkness by Joseph Conrad
Of mice and men by John Steinbeck
Peter Pan by JM Barrie
Pride and prejudice by Jane Austen
Raps and book raps
Resource reviews
Robinson Crusoe by Daniel Defoe
A tale of two cities by Charles
Tess of the D'Urbervilles by Thomas Hardy
To kill a mockingbird by Harper Lee Dickens
Wuthering Heights by Emily Brontë

Consider available films and television serials based on classic literature eg
Animal farm (1999) directed by John Stephenson
David Copperfield (2000) directed by Peter Medak
Great expectations (2011) BBC drama
Pride and prejudice (2005) directed by Joe Wright

Composing:
- *Animoto*
- *Mixbook*
- *Storybird*
- *Vuvox.*

Australian Curriculum Springboard

We owe it to each other to tell stories - Neil Gaiman

Outcomes:

A student:
- thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-5C
- thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts EN5-5C

NSW syllabus for the Australian curriculum English K-10

NSW DEC teachers advice, implementation support and resources at

AC – NSW syllabuses for the Australian Curriculum.

Teaching and learning opportunities:

- select a picture, photograph or object and use it as the basis of a short story
- use a short story you have read and enjoyed as a model for an original story of your own
- present a short story in another medium e.g. comics format, audio-visual digital story, digital picture book, verse story
- create a book trailer for a selected or original short story.
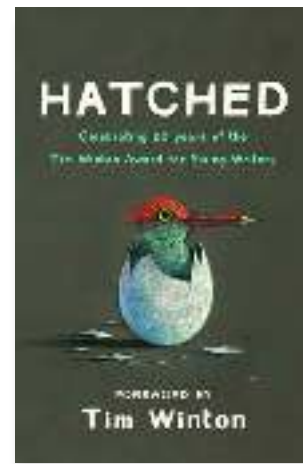
Reviews:

Hatched: celebrating 20 years of the Tim Winton Award for Young Writers

Fremantle Press, WA, 2013
ISBN 9781922089458

Prize winning entries, from the Tim Winton Award for Young Writers, are collected in this outstanding anthology. It features an impressive selection of writing from primary and secondary school students. Spanning a wide range of subjects, issues and styles, the collection demonstrates a high level of creativity and skilful use of the written word. These inspiring stories focusing on relationships, obsessions, loneliness, place in the world, and philosophical musings are to be valued for their insightful observations of humanity. They are excellent models of how to employ language to make meaning within the short story genre. C. Sly

USER LEVEL: Stage 4 Stage 5   KLA: English   SCIS 1612913

Whether they're writing feverish fantasy or gritty realism these young writers are coming to terms with their language and their lives, using stories to shape or unpack what they know and what they fear and what they hope for. Tim Winton

Classic short stories

An online repository of short stories, this website features renowned writers from the 19th and 20th centuries. Stories can be accessed through title or author indexes and biographical information on each author is provided via hyperlinks to Wikipedia. Works from more than 50 composers, including Charles Dickens, Roald Dahl, James Joyce, Rudyard Kipling, Katherine Mansfield, Gabriel Garcia Marquez, George Orwell, Edgar Allen Poe and Virginia Woolf are available to read online. C. Sly

USER LEVEL: Stage 4 Stage 5   KLA: English   SCIS 1516032

Resources:

- *Black juice* (2005) by Margo Lanagan Stage 5
- *The blue dress* (1991) Libby Hathorn (editor) Stage 5
- *Geektastic: stories from the nerd herd* (2009) by Holly Black Stage 4
- *Green monkey dreams by Isobelle Carmody* (1996, 2012) Stage 3 Stage 4
- *Lunch with Lenin and other stories* (2008) by Deborah Ellis Stage 4
- *M is for magic* (2007) by Neil Gaiman Stage 3 Stage 4 Stage 5
- *Wolf on the fold* (2000) by Judith Clarke Stage 5
- *Tales from outer suburbia* (2008) by Shaun Tan Stage 3 Stage 4
- *Ten out of ten* (2003) by Allan Baillie et al. Stage 3 Stage 4

Websites and apps

- *The brainstormer* $1.99
- *How to write a short story*
- *iDeas for writing* $1.99
- *i tell a story* $0.99
- *Lightning bug – short story writing*
- *Lists for writers* $2.99
- *Narrative magazine* $free
- *Neil Gaiman reads from The graveyard book*
- *Neil Gaiman – short stories*
- *Picturebook* $free
- *Storyskeleton* $2.99
- *Story starters* $free
- *What makes a good short story?*
- *Writer's studio* $5.49
- *Writing a great short story*
- *Writing prompts* $1.99.

Professional resources:

- *Elements of the short story*
- *Hatched – teaching notes*
- *Raps and book raps*
- *Resource reviews*
- *Short stories: 10 tips for creative writers*
- *The short story - a study in intense brevity*
- *TaLe*
- *Teaching plot structure through short stories*
- *Teaching short stories by Roald Dahl – teaching using web tools.*

Composing:

- *Animoto*
- *Comic life*
- *How to make a book trailer*
- *Storybird*
- *Mixbook*

Language:

Explain the following words and phrases in the context of short stories:
- characterisation
- direct speech
- indirect speech
- mood
- narrative
- person
- point of view
- voice

Australian Curriculum Springboard

What do we know about the lives of people in Australia's colonial past and how do we know?

Sir Donald Bradman amandabhslater

Outcomes:

A student:
- describes and explains the significance of people, groups, places and events to the development of Australia HT3-1
- describes and explains different experiences of people living in Australia over time HT3-2
- applies a variety of skills of historical inquiry and communication. HT3-5

NSW syllabus for the Australian curriculum History K-10

NSW DEC teachers' advice, implementation support and resources at

AC – NSW syllabuses for the Australian Curriculum (intranet)

History concepts:

- Continuity and change
- Cause and effect
- Perspectives
- Empathetic understanding
- Significance
- Contestability.

History skills:

- Comprehension: chronology, terms and concepts
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and communication.

Review:

Australians all: a history of growing up from the ice age to The Apology

WHEATLEY, Nadia & SEARLE, Ken

With a focus on the stories of children, this book provides a fresh approach to Australian history in a way that connects with students. Facts are interwoven with historical narrative to create engaging mini biographies that enrich understanding and build empathy. Primary sources reproduced in this resource are explained and related to the characters' lives, demonstrating the History K–10 syllabus historical skill of analysis and use of sources. The book tells the stories of both well-known and little-known characters and their personal perspectives. It supports the History K–10 topics: First contacts, The Australian colonies and Australia as a nation. Some stories are left open-ended, leaving the reader wanting to know more and providing a catalyst for student inquiry. While some pages appear text heavy, this book is an example of an historical text and could be read aloud, read by Stage 3 students and used as teacher reference. G. Braiding

USER LEVEL: Stage 2 Stage 3 Stage   SCIS 1612913 $49.99

Teaching and learning opportunities:

- Retell a biography of a colonial Australian child or adult as an autobiography, presented digitally, dramatically or in writing.
- Locate, interpret and annotate primary sources such as images, and objects that relate to events and daily lives in colonial Australia.
- Dramatise aspects of life described in a biography of a colonial adult or child. Several could be combined into a multimodal text which shows varying perspectives, for example, immigrants, convicts and Aboriginal people.
- Create a visual representation of a colonial event or situation in the style of a colonial engraving or lithograph.
- Read a colonial child's biography and retell it from an adult's perspective, for instance, as the child's parent or carer.
- View a digitised colonial journal and read the transcription. Students replicate the stylistic features in composing a journal entry of their own.
- Create timelines of colonial events from various perspectives.

Sources

Digitised collections:

- Discover collections: history of our nation
- NSW State Records: digital gallery
- Objects through time
- Treasure explorer: colonial life
- Trove

Other resources

Suggested fiction and non-fiction books:

- Bridie's Fire by Kirsty Murray Teachers' notes
- Historical novels by Jackie French
- My Australian story series Scholastic Australia
- Nanberry: black brother white by Jackie French Teachers' notes
- Primary school resources to support the Australian history curriculum ASLA

Interactive resources:

- Australian history mysteries (online units by subscription)
- Getting it together: from colonies to Federation.

Professional resources:

- Analysis tools Library of Congress
- Australian colonial history
- The Australian colonies: sample unit BOS NSW
- Getting it together: from colonies to Federation PDF
- History: for those new to teaching the subject (Years 7–10)
- My place for teachers
- Resource reviews
- TaLe
- Using primary sources National Archives Australia

Composing:

- Book creator free
- Explain everything $2.99
- iMovie $5.49
- Paper camera $0.99
- SonicPics $2.99
- Time line generator.

Australian Curriculum Springboard

Personification, alliteration and imagery
Stage 2
Years 3 and 4

What techniques do composers use to connect the reader with their characters?

by Kirt Edblom

Aim:

The aim of English in Years K–10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Outcomes:

A student:
composes, edits and presents well-structured and coherent texts EN3-2A

Students understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration.
NSW syllabus for the Australian curriculum English K-10

NSW DEC teachers advice, implementation support and resources at
AC – NSW syllabuses for the Australian Curriculum (intranet).

Review:
Bushland lullaby
ODGERS, Sally & STEWART, Lisa
Scholastic, NSW, 2012
ISBN 9781742831787

The Australian animal families in this gentle book are depicted with human traits and emotions as they care and nurture their babies. The loving expressions on the faces of the animals are replicated in the tenderness of the language and the soft hues of the watercolour pictures. As the title suggests, this book is a lullaby for human babies, who are reminded that they are not the only sleepy heads, as the bush creatures lull them to sleep. The author has made effective use of figurative language, creating a fitting mood and tone in her poetry that meshes beautifully with the illustrations. Figures of speech such as personification, imagery and simile abound, making this an ideal text for use in literacy lessons. S. Rasaiah

USER LEVEL: Stage 2 Stage 3   SCIS 1597550

Teaching and learning opportunities:

- Introduce the terminology of figurative language appropriate to the Stage taught eg anthropomorphism, personification, alliteration, imagery, metaphor, simile, idiom, etc.
- Create a table on the IWB or butcher's paper, list the terms as they are taught and add examples to the template from the language and visual images used in books, websites, apps etc.
- Students use this model and metalanguage to analyse how authors have connected readers to their characters. Share best examples on a blog or present as a spoken *Voki* avatar.
- Students create a comic strip or digital story using personification or alliteration to communicate their ideas and demonstrate their understanding of the use of figurative language.

Digitised texts and animated stories

- *Dreamtime stories – Tiddalick the frog*
- *Charlotte's web*
- *The lion the witch and the wardrobe*
- *The lost thing*
- *The magic pudding*
- *The wind in the willows*

Suggested picture books

- *The coat* by Julie Hunt & Ron Brooks (CBCA shortlist 2013)
- *The Lorax* by Dr. Seuss
- *One very tired wombat* by Renée Treml
- *The runaway dinner* by Allan Ahlberg
- *Samantha Seagull's sandals* by Gordon Winch
- *Tanglewood* by Margaret Wild (CBCA shortlist 2013)
- *Ten tiny things* by Meg McKinlay (winner *The Crystal Kite Award* 2013).

Professional resources:

- *Australian poetry library*
- *Critical literacy and interactivity in a Year 1 classroom* (*Scan* August 2012)
- *Dust echoes*
- *A literature companion for teachers* PETAA
- *Raps and book raps*

- *Resource reviews*
- *TaLe*
- *When image and text meet: teaching with visual and multimodal texts* PETAA

Composing:

- *Educreations* app
- *Comic life*
- *My storymaker*
- *Toon books cartoon makers*
- *Voki.*

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	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.*

When Pigasso met Mootisse

Nina Laden's quirky picture book is read online by Eric Close for *Storyline online*. The main characters are caricatures of the famous artists Picasso and Matisse. Although their constant bickering over different artistic styles escalates, it is their love of modern art that eventually unites them. Full of verbal and visual puns, and clues to the techniques employed by Picasso and Matisse, this ebook could provide a starting point for an investigation of artists and modern art movements. Students may interpret the text by thinking critically, imaginatively, and creatively to achieve *Objective C* outcomes in the *English K–10 syllabus*. Comparisons with picture books such as Anthony Browne's *Willy's pictures*, Nadia Wheatley's *Luke's way of looking*, and Matt Ottley's *Mrs Millie's painting* will help to develop students' knowledge and skills in responding. *Teaching ideas* for *When Pigasso met Mootisse* are available. C. Keane

USER LEVEL:	Stage 2 Stage 3
KLA:	AC; CA; English
SYLLABUS:	Creative Arts K–6; English K–10

PUBLISHER:	Screen Actors Guild Foundation, USA
REVIEW DATE:	25/07/2013
SCIS 1626254	‖‖‖‖‖‖‖‖

Pearltrees: cultivate your interests

A visual, collaborative library, *Pearltrees* is a social bookmarking site in which users can collect, organise and share interests. Each activity is arranged as pearls in pearltrees, or folders, allowing everyone within *Pearltrees*, or via social networks, to access whatever pearltree interests them. A helpful list of answers to a range of possible questions is provided in *Pearltrees FAQs*. The ability to create a personal library of web content and archive this content can be an invaluable tool for the preservation of a myriad of web pages, videos, images, apps and twitter links. The advantages of forming and belonging to a curation community include giving meaning and context to the use of the internet as users locate, select and manipulate their discoveries. The social freedom and personal information required to register for an account on this site render it unsuitable for student use. The objectives of the site may used to advise students of the benefits of curation and collaboration within a safe online environment. S. Rasaiah

USER LEVEL:	Professional
PUBLISHER:	Pearltrees, France
REVIEW DATE:	25/07/2013 [006.7]
SCIS 1622887	‖‖‖‖‖‖‖‖

How to use Pearltrees (beta 0.8.2) (YouTube needs a teacher's log in)

‖‖‖ Scan the SCIS barcodes to select eresources for your collection.

Thinkspace: creative digital media workshops

Upcoming workshops at the Powerhouse Museum's digital learning space in Ultimo, Sydney are promoted on this website, making this a site for teachers to bookmark and share with students and parents. Short videos and notes are provided for pre- and post- hands-on excursions. For example, *Extension Electronics with Thinker1*, available in the October school holidays, requires students to … *assemble an electronic circuit for an LED or sensor on a breadboard, controlled by the Thinker1. Create a game controller by using serial commands with the Thinker1 for a pre-coded game* is a follow up to the *Thinker1* workshop. A video demonstrates micro controller applications. Follow the link in *Resources* to *ThinkspaceAR* a freely accessible app for iOS and Android devices to explore and manipulate 3D *Minecraft* objects in augmented reality. *See our Minecraft gallery* showcases student designs from previous workshops and will inspire digital designers. C. Keane

USER LEVEL: Community Professional
KLA: Science; SciTech; TAS
SYLLABUS: Design & Technology
                7–10; Information &

Software Technology Years 7–10; Science 7–10; Science & Technology K–6; Technology (Mandatory) 7–8

PUBLISHER: Powerhouse Museum, NSW
REVIEW DATE: 25/07/2013 [006.7]
SCIS 1626230

Screenshot of virtual world with a suspension bridge created in Minecraft

Read a book, give a book

An initiative of the Pearson Foundation and the Penguin Group, this website provides online reading experiences for students 4–10 years. Free to join, the website opens with a range of options for choosing titles. Select *All books, Featured, New, Classic* and *Editor's picks* and then filter results by age range, genre and author. Results may also be sorted by *Most recent, Alphabetical, Most read,* and *Shuffle*. New titles are added each month and many print formats of the online texts are donated to needy communities worldwide. No passwords are needed to access the books. Just click on the book cover for a brief description, information about the author and illustrator, the number of people who have read this book, and more books by same author. *Read now* opens to a new screen. Enlarge to full screen and use the tab to change the page. Share on an IWB or read independently on laptops and tablets. Classic tales with original illustrations like *The little engine that could* and *Madeline* could promote discussions about lifestyles, clothing, and toys and games from the past. Users must be 13 years and older to join, so share the link with parents to extend students' reading opportunities at home. C. Keane

USER LEVEL: Community Professional
PUBLISHER: Pearson Foundation, USA
REVIEW DATE: 25/07/2013 [070.5]
SCIS 1554127

Getting it together: from colonies to Federation

Packaged into three themes, people and places, road to federation and celebrations and futures, this teaching resource comprises a series of student activities and source materials, with *Curriculum links*, a *Federation timeline* and *Graphic organisers*, accessed by choosing an Australian state. Resource

sheets combine sources such as political cartoons, newspaper articles, speeches and biographies for the students to analyse and interpret. The website contains PDF activity and resource sheets, and also provides a web-based version. This is a little cumbersome in that the resources are not integrated into the student tasks requiring two pages to be open. Whilst the sources and activities are still highly relevant, the site and PDFs have a text book feel. The site is a useful resource for class and independent inquiry in the History Stage 3 topic: *Australia as a nation* and the History Stage 5 Depth Study *2a: Making a nation*. G. Braiding

USER LEVEL: Stage 3 Stage 5 Professional
KLA: HSIE
SYLLABUS: History K–10
PUBLISHER: Museum of Australian Democracy, Old Parliament House, ACT
REVIEW DATE: 25/07/2013 [321.8]
SCIS 1628787

click to enlarge

Getting it together: choose your state below screen shot

Canvas

The delivery of e-learning education courses and training programs is enabled through the use of learning management systems (LMS) such as *Canvas*. The software company, Instructure, built *Canvas* to facilitate the documentation, administration, tracking, reporting and delivery of online courses and online training. K–12 explains features for teachers and parents, including mobile access, integration with third party tools and the insertion of audio, video, text and images into *Canvas*. Teachers are invited to register for a free account and the animated introduction video effectively clarifies the functions and ease of use of this LMS for students and teachers. *Canvas guides* provides a comprehensive list of videos and Q&A to acquaint users with the system's potential. S. Rasaiah

USER LEVEL: Professional
PUBLISHER: Instructure, USA
REVIEW DATE: 25/07/2013 [371.33]
SCIS 1622862
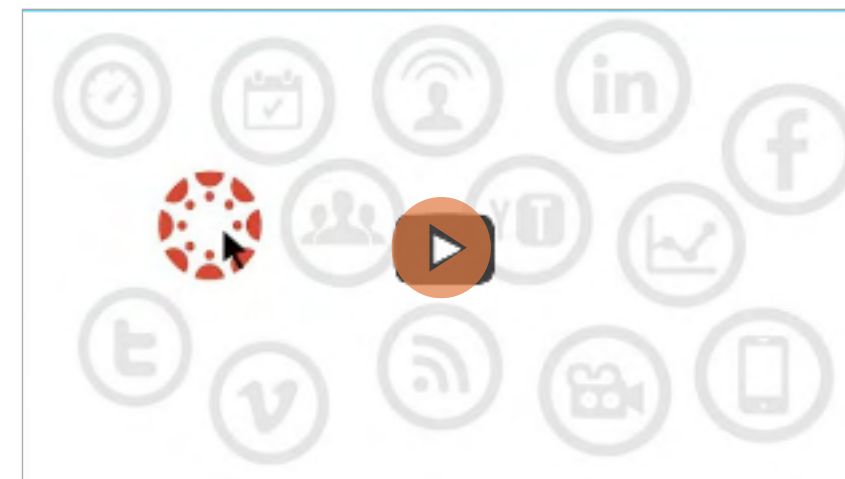


The cool things you can do with Canvas by Instructure

Explain everything

Similar to a personal IWB, this interactive app does just what it says and enables students to explain a wide range of concepts across the KLAs including mathematical workings, scientific diagrams, historic photographs, presentations and visual literacy resources. Images can be imported into the app and annotated using the drawing and text tools and voice recording. Annotations and drawings on the screen are recorded as they are composed and can be exported as videos. It is a great tool for students to create multimodal texts such as illustrated narratives, simple hand drawn animations and research presentations. Export options are wide ranging and include saving to the camera roll and exporting as a PDF. It supports the across curriculum *information and communication technology capability* as well as the English Stages ES1 to 3 content: *Expressing themselves*. G. Braiding

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: AC; CA; English; HSIE; Mathematics; SciTech
SYLLABUS: Creative Arts K–6; English K–10; History K–10; Mathematics K–10; Science K–10
PUBLISHER: MorrisCooke, Poland
REVIEW DATE: 25/07/2013 [371.33]
SCIS 1539719
$2.99
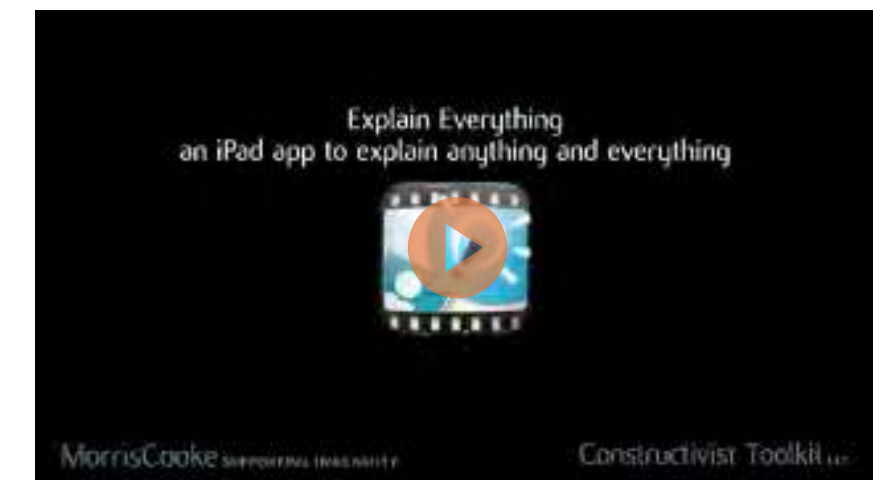
Explain everything 2.0 by MorrisCooke (Vimeo need a teacher's log on)

Spaces for Knowledge Generation: a framework for designing student learning environments for the future Federation

Undertaken as a partnership between La Trobe University, Charles Sturt University, Apple and Kneeler Design Architects, this Australian project supports the development of sustainable learning and teaching spaces. The project designers drew on the constructivist approach to learning, making use of the technologies and methodologies that students favour to develop learner-generated spaces for learning. Student perspectives from the SKG forums reveal the extent to which a comfortable, welcoming and technologically convenient environment engages and encourages them. Several examples of designs and videos are included in Toolkit. The findings from the SKG project and implications for the design and building of schools and dissemination of knowledge in the future are discussed in the SKG final report. Educators may be inspired by the Seven principles of learning space design as outlined in the concise pamphlet, Creating flexible learningspaces.

S. Rasaiah

USER LEVEL: Professional
PUBLISHER: Spaces for Knowledge Generation Project, Vic.
REVIEW DATE: 25/07/2013 [378.1]
SCIS 1622847

Spaces for knowledge generation – a video introduction

The Getty Trust.
Open content program

Digital images of artworks in the extensive Getty collections are available, free of charge, on this brilliant site. An entry point for images can be found on the Museum's Collection web pages and the Watch videos link at the bottom of the page links to an amazing collection of videos on exhibitions, techniques, conservation and artists. Click the YouTube link for more videos and share the inspirational Art out and about with students. The Getty search gateway

offers searches by source and type, and scrolling images provide another entry point to collections, including Open content images, Collection highlights, Recent acquisitions and Orientalist photography. A Download link readily identifies open content images from all collections. Teachers can ensure that students credit the source of each image used in their presentations with the citation — Digital image courtesy of the Getty's Open Content Program. C. Keane

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA: AC; CA; English, TAS
SYLLABUS: Creative Arts K–6; English K–10; Information & Software Technology Years 7–10; Photographic & Digital Media 7–10; Visual Arts 7–10; Visual Arts Stage 6
PUBLISHER: J. Paul Getty Trust, USA Parliament House, ACT
REVIEW DATE: 25/07/2013 [709.73]
SCIS 1623050

Art out and about video, Getty Museum (YouTube videos need a teacher's log in)

Toon into reading

The familiar functions of digital storytelling, Read to me and Read along, take emergent readers on a rich journey as they interact with digital comic books. The cartoon e-stories on this site have been developed in five languages and structured to provide an enjoyable learning experience for students learning to read in English, French, Spanish, Russian or Chinese. By selecting the listening option as needed, users can predict action and plot movement across the frames and between pages, checking

their assumptions against the spoken and written text. Independent reading or assisted reading of speech bubbles and onomatopoeia is possible throughout all of the engaging narratives on the site. Supporting outcomes in the *English K–10 syllabus* which require students to interpret picture books, comic strips and sequences of digital images (EN3-3A), the resources on this site are entertaining and may encourage students to compose their own cartoons. S. Rasaiah

|	
USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	AC; English
PUBLISHER:	TOON Books, USA
REVIEW DATE:	25/07/2013 [741.5]
SCIS 1506268	

Dance dictionary:
translate your messages into dance moves

Freestyle performers translate words and phrases from this site into dance moves. These moving messages can then be emailed or shared via social media. Templates such as *Please catch my fall I'm going to faint* are provided, with the option to substitute the words, catch, fall and faint from a selection of possible new words. The dancers will then interpret the new sentence

through contemporary dance moves. Dance students may be inspired by the technical descriptions and diagrammatic representations of the movements in Learn the dances. Various styles are displayed in Meet the dancers where Storyboard P, Ron Myles, PacMan and King Charles express their feelings about the language of dance. S. Rasaiah

USER LEVEL:	Professional
KLA:	CA
SYLLABUS:	Dance 7–10; Dance Stage 6
PUBLISHER:	Proctor & Gamble, USA
REVIEW DATE:	25/07/2013 [792.8]
SCIS 1622911	
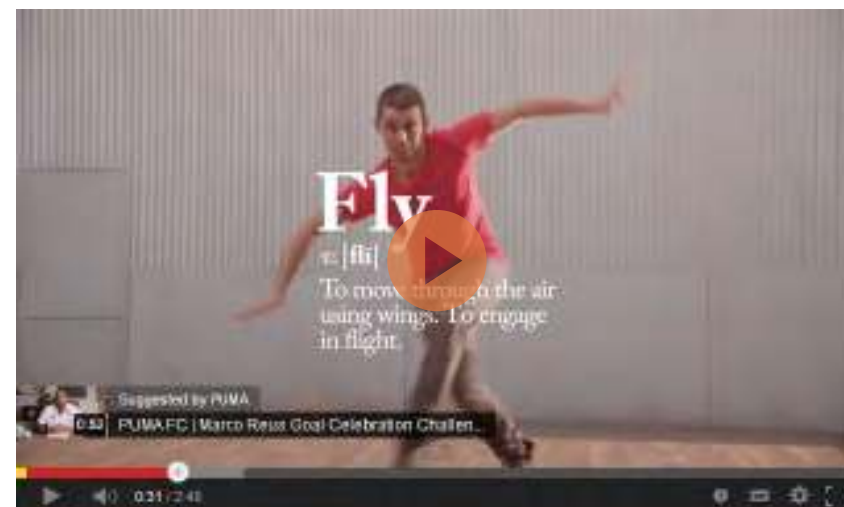
Puma Dance Dictionary – full length trail… by Puma

iMovie

Engaging and intuitive, *iMovie* for iPhones and iPads is an appealing app

that can be used across the KLAs for creating multimodal texts. It is a useful tool for reflecting on learning, explaining a procedure, and for presenting or synthesising learning. It is also an assessment tool. Using video and stills taken using the camera app, footage is easily inserted into the timeline view. With transitions automatically added, and text and theme music simple to insert, students can focus on the content rather than the layout. Voiceovers can be easily added using the microphone in the iPad. The app also has a movie trailers option which is pre-formatted trailer-style movies containing a template in which to drop footage. The app supports English Stage 1 to 3 content: *Reflecting on learning, expressing themselves* and *writing and representing*. G. Braiding

USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA:	AC; CA; English; Science; SciTech; History; HSIE; Mathematics; PDHPE
SYLLABUS:	Creative Arts K–6; English K–10; History K–10; Mathematics K–10; PDHPE K–6; Science K–10;Visual Arts 7–10
PUBLISHER:	Apple, USA
REVIEW DATE:	25/07/2013 [778.59]
SCIS 1543015	
	$5.49

Book creator

Images, text, voice and video can be combined in this app to create digital and multimodal texts that can be opened in iBooks or exported as PDFs. It is a great tool for composing picture books, presenting narratives and recounts, writing and illustrating procedures and presenting research. Images and video are inserted from the camera roll and can be photographs, hand drawn illustrations or images and diagrams created in a drawing app. Book creator is intuitive and facilitates individual creativity in presentation across the KLAs. The app can be used at a basic level with great results or at a more complex level to create a professional product and has clearly written support available. The app supports English Stages 1 to 3 content: *Expressing themselves* and *writing and representing*, Science Stages ES1 to 3 content: *Working scientifically: communication* and the History Stages 1 to 3 historical skill: *Explanation and communication*. The free version of this app works well in the classroom. G. Braiding

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Professional

KLA: AC; CA; English; HSIE; Science
SYLLABUS: Creative Arts K–6; English K–10; History K–10; Science K–10
PUBLISHER: Red Jumper Studio
REVIEW DATE: 25/07/2013 [808]
SCIS 1567276

Book creator tutorial by Bronwyn McLeod

My place for teachers

Developed to support the My place ABC TV series based on Nadia Wheatley's popular book, this attractive and comprehensive website contains extensive teaching activities, video clips, activity sheets and source materials. On the associated *My place* site for students, the multimodal, interactive elements are very appealing in their presentation and highly engaging, although they require Adobe Flash to operate. Set from 2008 back to 1788, *My place* illustrates the changes that occur to the physical space and its inhabitants at one location in Australia and shows varying perspectives in the personal stories of the children who lived there. *My place for teachers* guides teachers through each time period with video clips and supporting activities. A fantastic teaching resource, it strongly supports the History Stage 1 topic: *Present and past family life*, Stage 2 topic: *First contacts* and Stage 3 topic: *The Australian colonies*. G. Braiding

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: AC; HSIE
SYLLABUS: History K–10
PUBLISHER: Australian Children's Television Foundation, Vic
REVIEW DATE: 25/07/2013 [A823]
SCIS 1452813

My place — Series 2 trailer by Australian Children's Television Foundation (YouTube videos need a teacher's log in)

My Jan Pienkowski: free online books

Readers who are familiar with Meg and Mog's adventures will enjoy the brightly coloured full page reading experience of *Owl at the vet* online. The narrative appears in blocks of colour and speech bubbles provide the active voice and emotions of the characters. Seven more picture books illustrated by Pienkowski are featured, each with the cover image, a brief description of the contents and a link that opens the book to fill the screen. Accessible on mobile devices, each story could also be shared on an IWB with a group of students to *discuss creative language features in imaginative texts that can enhance enjoyment* (ENe-10C). Students could then respond imaginatively by composing written text, images and visual media (ACELT1580). *Jack and the beanstalk* and *Easter* feature silhouette illustrations, *Annie, Bridget and Charlie* is an ABC of illustrated Victorian nursery rhymes, and Bel and Bub are mischievous creatures who star in three stories. Finally, *Farm* is a wonderful introduction to a study of farm animals for Kindergarten. C. Keane

USER LEVEL: Early Stage 1 Stage 1
KLA: AC; English
SYLLABUS: English K–10

PUBLISHER: Jan Pienkowski, UK
REVIEW DATE: 25/07/2013 [828]
SCIS 1623607

Discover collections

Beautifully presented, this collection combines sources such as images, manuscripts, journals, diaries and maps with explanatory text to tell the story of British settlement of Australia. Using the vast collection of the State Library of NSW, themes include Indigenous Australians, voyages of discovery, British colonisation, exploration and the discovery of gold. These strongly support the History Stage 2 and 3 topics: *Community and remembrance, First contacts, The Australian colonies and Australia as a nation*. The clarity of the images is extraordinary and most have an interactive element, enabling the viewer to highly engage with the source using elements such as magnifiers and

book-like experiences. The site is an excellent digital resource for students as it integrates primary sources in an appealing and informative manner. As most of the interactives use Adobe Flash Player, the interactive sources are not accessible on iPads nor can they be copied into documents or presentations. G. Braiding

USER LEVEL: Stage 2 Stage 3 Stage 5 Professional
KLA: AC; HSIE
SYLLABUS: Aboriginal Studies Stage 6; History K–10
PUBLISHER: State Library of NSW
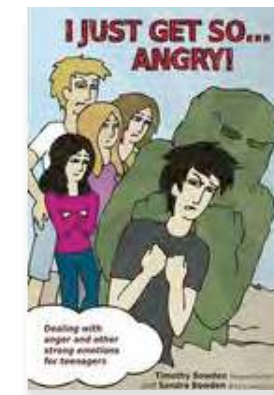REVIEW DATE: 25/07/2013 [994]
SCIS 1531245

click to enlarge

Screen shot of *Discover collections* by State Library of NSW

professional reading

Resources are listed in Dewey order

I just get so ... angry!

BOWDEN Timothy & BOWDEN Sandra
Exisle NSW, 2013
ISBN 9781921966217 [152.4]

Written by two school counsellors, this book shows a deep understanding of secondary students' strong emotions. It is a loose story of a young man going on a journey and having to confront the beast, which is his anger. The graphic novel is based on the principles of mindfulness, and using the techniques of Acceptance and Commitment Therapy. Students will find it attractive to read themselves and it can also be used as a basis for parents, teachers or school counsellors to talk with them about anger. There are many downloadable resources to supplement the book's messages. These include discussion notes for parents and carers, mindfulness activities, and a number of school counsellor resources including

thought cards. It could support the *Self and relationships* Strand of PDHPE Years 7-10 syllabus and the PDHPE K-6 syllabus outcomes for *Growth and development and Interpersonal relationships*. A. Soutter

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE K-6, PDHPE 7-10
PUBLISHER: State Library of NSW
REVIEW DATE: 25/07/2013 [994]
SCIS 1612722 Paper $19.99

Red chocolate elephants: for children bereaved by suicide

SANDS, Diana, C.
Karridale NSW, 2010
ISBN 9780646542379 [155.9]

In this beautiful and moving book, children write and draw about their confusion and grief after losing a parent to suicide. The book came from a bereavement group and the title came from asking the children to write their favourite colour, food and animal on different slips of paper and put them in a basket. The colour drawn out was red, the animal was elephant and the food, of course, was chocolate, the universal comforter. It is not an unbearable

book of sadness because children always have hope. One child says *Well I like spiders and why it just keeps on trying and that's what I do.* Another writes a list of things that teachers and counsellors need to know such as *when a kid's upset or angry, kind of back off*. The book is accompanied by a CD and a bereavement website. There are many activities suggested throughout the book such as making a memory box or memory book or planting a resilient cactus. It is helpful for children dealing with grief related to suicide. Teachers and counsellors would find the strategies presented in the book useful in supporting these students. It is advised that the book should be used by an adult with Stage 2 and Stage 3 students trying to face the suicide of loved ones. A. Soutter

USER LEVEL: Professional
SCIS 1562084   Paper $38.50

*Red chocolate elephants* by Diana Sands (YouTube video needs a teacher's log in)
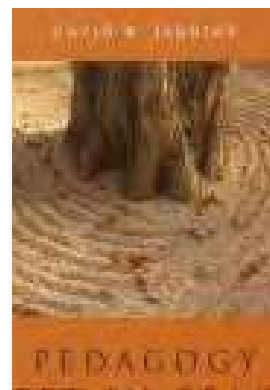
Pedagogy left in peace: cultivating free spaces in teaching and learning

JARDINE, David W
Continuum International, UK, 2012
ISBN 9781441163295 [370.1]

Challenging the fragmented and traditional images of bureaucratic systems in education the authors offer an alternative conceputalisation of schooling as free spaces for thinking and practice. The cultivation of free spaces for learning is grounded in the philosophies of Buddhism, hermeneutics and ecology. The ideas are not offered as solutions but posed as philosophical questions to stimulate transformational thinking about how teaching and learning could be approached to ameliorate contemporary policy driven vagaries. By way of example Jardine offers an approach that cultivates a pedagogy of memory recalling the places, ancestors, faces, stories and songs of a child's past as a way of knowing how they develop and learn as a growing human. These philosophical ideas are presented as a practical repertoire for reflection on learning. F. Whalan

USER LEVEL: Professional
SCIS 1593514   Paper $36.99
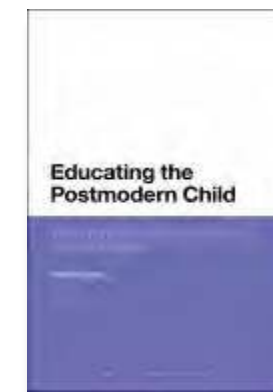
Educating the postmodern child: the struggle for learning in a world of virtual realities

LONG, Fiachra
Bloomsbury, UK, 2013
ISBN 9781441103871 [370.1]

A child today in western educational settings is both psychologically and psychically immersed in postmodern and global contexts. This text addresses academic theorists' perspectives detailing historical debates about the fulfilment of the individual child, and how this has been nurtured and developed through the ages of modern time. Each chapter takes a phenomenological approach to a specific issue. These include how a child in a postmodern society develops cultural identity, develops their concept of self image, talents and abilities, becomes computer literate and displays the need to be constantly *in touch*. On the one hand, the text is deeply esoteric but, on the other hand, it uses descriptive and practical cases to illustrate some of the abstractness of the philosophical ideas. F. Whalan

USER LEVEL: Professional
SCIS 1606937   Paper $140
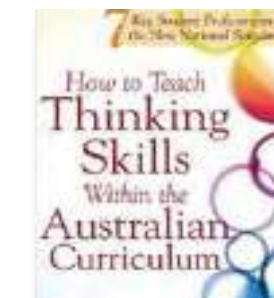
How to teach thinking skills within the Australian curriculum: 7 key student proficiencies of the new national standards

BELLANCA, James A., FOGARTY, Robin J. & PETE, Brian M.
Hawker Brownlow Education, Vic, 2012
(Rev. Australian edn)
ISBN 9781743306925 [370.15]

In presenting the Australian edition of this title, the international authors place it in a context of current thinking about 21st century skills and learning for life. Presented are 21 skills related to the *Critical and creative thinking* general capability included in the Australian Curriclum, also embedded in *NSW syllabuses for the Australian curriculum* and incorporated by *AusVELS*. Explicit teaching ideas for the skills are provided using a three-phase teaching model based on Vygotsky's theory,

which reinforces student ownership of learning. Teachers could consider meaningful curriculum contexts and outcomes for the suggested strategies. Pedagogical approaches supported by the book concur with aspects of the Quality Teaching framework and an evidence based approach to teaching 21st century skills. This is perhaps the most useful aspect of the book. The brief discussions of what skills such as analyse include could be reflected on with reference to the glossaries in the current syllabuses, as well as various information skills frameworks. C. Foley

USER LEVEL: Professional
SCIS 1570060   Paper $16.99

Robin Fogarty & Brian Pete: on how to teach to the curriculum
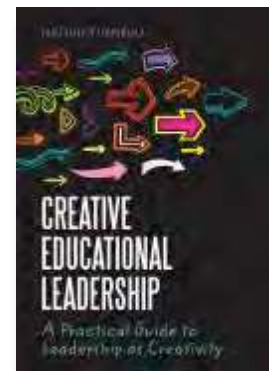
Creative educational leadership: a practical guide to leadership as creativity

TURNBULL, Jacquie
Bloomsbury, UK, 2012
ISBN 9781441167743   [371.2]

In intellectualising schools as learning workplaces, the author examines a broad canvas of influences that enable and act against creative leadership. For many leaders the challenges of resistance to change, a perceived inflexibility and complexity of organisational practices partnered with devolved accountability to school leaders may seem insurmountable. Turnbull argues the way forward requires leaders to have a clear vision framed around a common purpose that creates space for thinking and learning. The structure of the text encourages reflective thinking and self assessment of the reader's leadership practices as they immerse their efforts in creative leadership. Creative alternatives are suggested that turn problems into opportunities based on realistic, vision, goals and targets. In the interests of a balanced approached there are

strategies that examine risks associated with experimenting with new ideas designed to inspire, motivate and professionally develop others. F. Whalan

USER LEVEL: Professional
SCIS 1592279   Paper $45.00

14–18: a new vision for secondary education

BAKER, Kenneth
Bloomsbury, UK, 2013
ISBN 9781780938448
[373.41]

Transforming 14–18 education proposes reforming the UK secondary phase of schooling that builds on the earlier focus for embedding the essential literacy, numeracy and social skills in the primary and middle years. While preserving a broad and balanced entitlement for secondary students, four distinct pathways that include technical, liberal arts, sports and creative arts, and career paths are based on the premise that age 14 is not too early to make decisions for future schooling. The author's approach to reforming stages of schooling presents an interesting vision at a time when the implementation of the Australian curriculum shapes what is taught in schools is becoming a reality.

Acknowledging that such reform is not the way ahead for Australian education systems at present, there is value in considering how international systems are approaching the dilemmas of compulsory schooling for adolescents between the ages of 14 and 18 years. F. Whalan

USER LEVEL: Professional
SCIS 1595792   Paper $29.99

A literature companion for teachers

McDONALD, Lorraine
Primary English Teaching Association Australia, NSW, 2013
ISBN 9781875622863 [820.71]

While this essential reference for teachers focuses on the Literature strand of the *Australian Curriculum: English*, the other strands, Language and Literacy, are also integrated into the approaches and tasks suggested for literary texts. The author states that … *success in one strand cannot be achieved without engaging other strands in the teaching/learning experience*. This guide includes a comprehensive range of types of texts together with strategies and examples for

teaching English. Extracts from quality literature illustrate the use of figurative language, vocabulary and cohesion in literary texts, including poetry, picture books, digital narratives, manga and multicultural literature. This extensive overview, combined with definitions and explanations, make this a valuable resource for teachers in the transition to the *NSW syllabus for the Australian curriculum English K–10*. NSW DEC teachers can access implementation support, advice and resources through the staff portal in the *My websites* tab. S. Rasaiah

USER LEVEL: Professional
KLA: AC; English
SYLLABUS: English K–10
SCIS 1587131   Paper $42.95
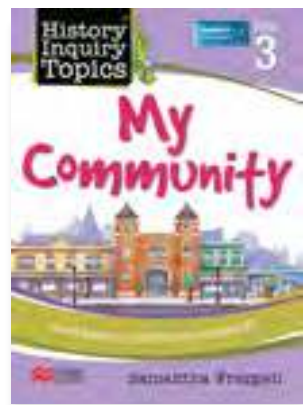
History inquiry topics [series]

FRAPPELL, Samantha
Macmillan Teacher Resources, Vic, 2013 [994]

Each book in this series begins with *Curriculum links, Background information for teachers*, and includes a number of stand-alone worksheets, resource sheets and additional resources, including websites. *Inquiry learning activities*, organised under the headings used in Kath Murdoch's model of inquiry learning, as distinct from historical inquiry, are also provided and link in with the worksheets. Reference to, and an acknowledgement of, the Murdoch framework is not provided. Use of the language of historical inquiry, as outlined in the curriculum, is not supported in this series. Consideration could be given to consistent use of inquiry terminology and the location of the content described in the history curriculum. Teachers would need to adapt the ideas in the series to support the key inquiry questions of the history curriculum, historical skills and concepts they wish to plan and teach. Outcomes and links to some of the general capabilities and cross-curriculum priorities from the Australian Curriculum, as embedded in the *NSW syllabus for the Australian curriculum*, and *AusVELS* are referred to in each title. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
    Professional
KLA: AC; History
SYLLABUS: History K-10

Reviewed titles in this series:

Heroes and villains: who were the significant people that shaped the Australian colonies?
SCIS 1609475
Migration stories: who were the people who came to Australia and why did they come?
SCIS 1609479
My community: how has our community changed?
SCIS 1609447
When Grandma was a girl: how has family life changed?
SCIS 1617099
World explorers: why did the great journeys of exploration occur?
SCIS 1609456   Paper $32.99

picture books

Resources are listed in alphabetical order by author

Bertie

ALLEN, Pamela
Viking, VIC, 2013
ISBN 9780670076956

Pamela Allen's latest picture book offers younger students the chance to explore the concept of emotions. The tale of Bertie, our young protagonist, is seen from two perspectives. One side of the book presents a happy Bertie, while the flip side tells what happens when he is grumpy. Using short phrases and clear, bright illustrations, the author has positioned the reader to easily infer the message that people's moods can impact upon others. Grumpy Bertie upsets five other characters – even the dog howls in despair – while a happy Bertie discovers what a positive influence he can be. This simple tale could be useful for addressing English
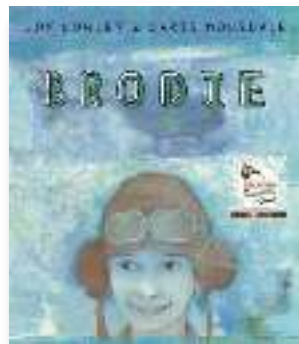
K–10 outcomes [ENe-4A](#), [ENe-10C](#) and content [ACELT1577](#) and [ACELT1783](#) as students think imaginatively and share their feelings while responding to familiar topics. M. Feneley

USER LEVEL:	Early Stage 1 Stage 1
KLA:	AC; English
SYLLABUS:	English K–10
SCIS 1605306	$19.99

Brodie

COWLEY, Joy & MOUSDALE, Chris
Walker, NSW, 2013
ISBN 9781922077752

Unfortunately, a child sometimes becomes gravely ill and may even die, and teachers are left to manage the grief and loss affecting the rest of their students. This award winning picture book provides a resource to assist students and teachers. Told by his best friend it is the story of Brodie, a boy with cancer. When Brodie dies, the teacher, Mrs Patawi, shares and ameliorates the children's grief. She helps them make cards for Brodie's parents saying how much he meant to them all. The book's beautiful illustrations are an important part of the story, since

Brodie's drawings show his rich inner life. Readers needing support will be especially attracted to this simple book. This resource could support *Growth and development* outcomes for [PDHPE K-6 syllabus](#). A. Soutter

USER LEVEL:	Stage 2 Stage 3 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
SCIS 1597910	Paper $16.95

There was an old bloke who swallowed a bunny!

CRUMBLE, P. & SHEA, Louis
Scholastic Australia, 2013
ISBN 9781742831602 [A821]

Following a traditional rhyme, this picture book relies for its humour on the silliness of animals that swallow each other. As each animal is bigger than the previous one, the predictable end result is explosive and sure to delight a young reader. Using colloquial Australian slang throughout in phrases such as *Crikey, that's funny!*, the inclusion of a llama on the farm is a puzzling choice. The

illustrations are detailed and expressive with several close-up zoomed angles. Inviting close scrutiny of the pictures, the illustrator has hidden a worm on every page. The visual elements also provide additional layers of story and capture the humour and sense of the ridiculousness. The rhyming text is an example of how an author uses patterns in language and may support English outcomes requiring students to *replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures* ([ACELT1579](#)).
S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1
KLA:	AC; English
SYLLABUS:	English K–10
SCIS 1594320	Paper $13.99

Anzac biscuits

CUMMINGS, Phil & SWAN, Owen
Scholastic, NSW, 2013
ISBN 9781742833460

The juxtaposition of the warmth and peace of a family kitchen with the cold and noise of a battlefield highlights the contrasts and echoes of this picture book. The flowers of the mother's apron are echoed in the flowers of the field, while the noise of the falling saucepans becomes sinister and frightening when transposed to the war zone. A simple act of a mother and daughter making ANZAC biscuits for the father, and the affection they have for him, is reflected in the pastel drawings. The cultural allusions of the biscuits and *Waltzing Matilda* could provide discussion starters. Teachers completing the HSIE Stage 1 topic *Significant events and people* may find this a useful introductory book. It could also be incorporated into a study of picture books by secondary students of English. B. Hull

USER LEVEL:	Stage 1 Stage 4
KLA:	English; HSIE
SYLLABUS:	English K–10; HSIE K–6
SCIS 1594113	Paper $24.99

10 green geckos

GWYNNE, Phillip
Scholastic, NSW, 2013
ISBN 9781742833484 [513.2]

Cheeky, mischievous geckos swim, climb and spin through this delightfully illustrated Australian, counting, picture book as they disappear one by one. Before sharing this story

rhyme, it would be worthwhile to make sure that the children are familiar with the song *Ten green bottles* as it will enhance the enjoyment. The geckos can be counted on each page as the children determine the danger of their antics. The number is shown in numeric form and as a word, which is highlighted in a different colour to the surrounding text. Investigate *geckos* to discover if they can do all of the activities portrayed in the book. Written in verse and begging to be sung, young children will be captivated from beginning to end by this picture book. It could be used to support Performing, Organising sound and Listening outcomes of the *Creative Arts K–6 syllabus*. G. Maugle

USER LEVEL: Early Stage 1 Stage 1
KLA: AC; CA; Maths
SYLLABUS: Creative Arts K–6;
               Mathematics K–10
SCIS 1584919   Paper $13.99

Lightning Jack

MILLARD, Glenda & MULLINS, Patricia
Scholastic Australia, NSW, 2013
ISBN 9781741693911
[A821]

Written in the tradition of great Australian bush ballads, this tale recounts the imaginative journey of young Sam Tully and his majestic stallion, Lightning Jack. It is easy to see why this book was shortlisted for the Picture Book of the Year by the CBCA – the clever, subtle use of collage and realistic imagery portray a dynamic sense of horses lunging, galloping and prancing. Wonderfully emotive verse — the stallion *thundered … to the perfect rhythmic ripple of muscle under skin and his feathered fetlocks flay the sky* — is reminiscent of *The highwayman* and *The man from Snowy River*, and lends itself to lessons on figurative language. Legendary characters, including Pegasus, Ned Kelly, and Phar Lap, also feature in Sam's dream about how he tamed a wild bush horse. This poem could be useful for addressing English K–10 outcomes *EN3-7C*, *EN3-8D* and content *ACELT1608* and *ACELY1701*. M. Feneley

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: AC; English
SYLLABUS: English K–10
SCIS 1542081 $26.99

Bushland lullaby

ODGERS, Sally & STEWART, Lisa
Scholastic, NSW, 2012
ISBN 9781742831787
[A821]

The Australian animal families in this gentle picture book are depicted with human traits and emotions as they care and nurture their babies. The loving expressions on the faces of the animals are replicated in the tenderness of the language and the soft hues of the watercolour pictures. As the title suggests, this book is a lullaby for human babies, who are reminded that they are not the only sleepy heads, as the bush creatures lull them to sleep. The author has made effective use of figurative language, creating a fitting mood and tone in her poetry that meshes beautifully with the illustrations. Figures of speech such as personification, imagery and simile abound, making this an ideal text for use in literacy lessons and supports Objective C of the *English K–10 syllabus*. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
KLA: AC; English
SYLLABUS: English K–10
SCIS 1597550   Paper $24.99

Don't let a spoonbill into the kitchen!

OLIVER, Narelle
Scholastic Australia, 2013
ISBN 9781862919102

Rhyming text, comedic images and improbable situations combine to inform the reader of this picture book about the various attributes of selected Australian water birds. The chaos that could ensue if a pelican went to the airport or a jacana was let loose in a shoe shop is revealed in a combination of linocut illustrations and collage. By juxtaposing watercolour scenes of wildlife with a medley of everyday objects, *Oliver* encourages the audience to infer and predict what the birds may do if projected into a human setting. Supporting outcomes in the *English K–10 syllabus*, this multimodal text is an example of how images can be used in imaginative, informative and persuasive texts to enhance meaning. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
               Stage 2 Stage 3
KLA: AC; English
SYLLABUS: English K–10
SCIS 1599792 $24.99

Have you seen my egg?

OLSEN, Penny
National Library of Australia, Canberra, 2013

ISBN 9780642277886 [591.4]

Twelve Australian animals and their various hatching eggs are revealed as we accompany Eddy the Emu in search of his own missing egg. The stunning water colour pictures and the flap surprises, together with the sturdy pages, make this a worthy publication for young students studying Australian animals or lifecycles, for example, in the *Living world* content area of NSW syllabus for the Australian curriculum Science K–10. Explore the creatures mentioned and make a class book of the findings while modelling research techniques with a young class. It could be paired with Our nest is best by the same author or with Are you my Mum? by Susan Hall. It is also available for iPads as an ebook. *Did you know?* at the back of the picture book adds value with straightforward information, photographs and images about the animals in the story. G. Maugle

USER LEVEL: Early Stage 1 Stage 1
KLA: SciTech
SYLLABUS: Science K–10; Science & Technology K–6
SCIS 1602147   Paper $17.99
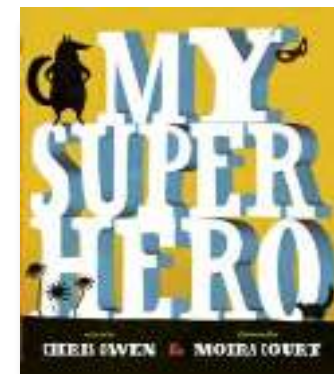
My superhero

OWEN, Chris & COURT, Moira
Fremantle Press, WA, 2013
ISBN 9781921888977 [A821]

Kaboom! Kapow! Kabam! Kasplat! Not all superheroes have amazing powers to see through walls or swim backwards at tremendous speed but that's OK if they are your Dad. Written in alliterative, rhyming verse, this picture book compares and contrasts the stereotypical features of superheroes with the loving qualities of a young child's father. Moira Court's bold, striking illustrations capture animated animals sporting superhero masks. The lift-the-flap pages are bound to appeal to younger students while the super animals' reference page offers information about the animals featured in the book. The comprehensive teaching notes support the celebration of dads and their positive impact on our lives, which is the major theme of this book that would best be enjoyed as a shared reading experience between fathers and sons. M. Feneley
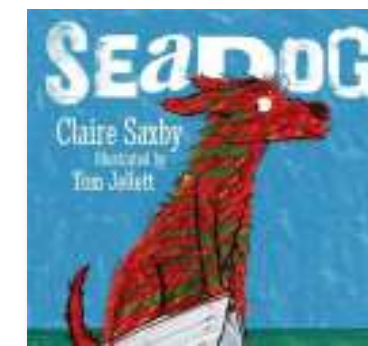
USER LEVEL: Early Stage 1, Stage 1
KLA: AC; English
SYLLABUS: English K–10
SCIS 1592591 $26.99

Seadog

SAXBY, Claire & JELLETT, Tom
Random House, NSW, 2013
ISBN 9781742756509 [A821]

From the very first page of this engaging picture book, Seadog delights his readers. The scene is captured as Dad, his son and an excited Seadog set forth for a boating adventure. Jellet's vibrant illustrations cleverly capture Seadog's personality. His mischievous eyes, lolling tongue and scruffy demeanour are reminiscent of other well-loved fictional canine *heroes* such as Harry the dirty dog, Hairy Maclary and Clifford the big red dog. Teachers may wish to use these books to explore intertextuality (ACELY1665 and ACELT1589) with their students. Beginner readers will enjoy the catchy, sing-song verse – Seadog is depicted as a crunch-and-munch-and-chew and a chase-and-bring-the-stick type of dog as opposed to a regular dog who can only fetch or perform tricks. Outcomes EN1-10C and EN1-4A could be explored as students innovate on the text by creating their own rhythmic phrases. This story is also available as an ebook. M. Feneley

USER LEVEL: Early Stage 1 Stage 1
KLA: AC; English
SYLLABUS: English K–10
SCIS 1605291 $19.95
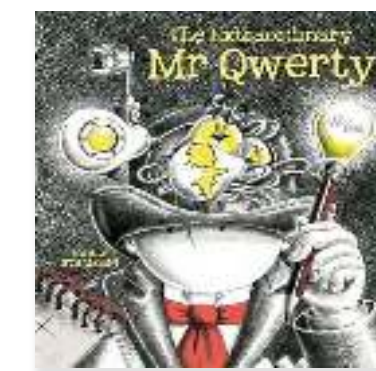
The extraordinary Mr Qwerty

STRAMBINI, Karla
Walker Books, NSW, 2013
ISBN 9781921720703

Mr Qwerty keeps his strange ideas under his hat until, unable to contain them any longer, they escape. Once unleashed, things can never be the same. These elaborate, pencil illustrations feature cross hatching, which gives depth to the sombre, nameless characters that inhabit this nearly colourless world. The minimalist, subdued colour scheme contrasts with the occasional dash of colour from Mr Qwerty. Children will

enjoy spotting details of his quirky persona, whether it be his eccentric inventions, his six fingers, or the floating, red letter Q placed throughout the story. While the story is perhaps not as engaging as the surrealist style illustrations, this picture book could be a useful starting point for discussions about creativity, imagination, change and the surrealist artist Magritte. M. Feneley

USER LEVEL:	Early Stage 1 Stage 1
KLA:	AC; English
SYLLABUS:	English K–10
SCIS 1619687	$27.95

Desmond and the very mean word: a story of forgiveness

TUTU, Desmond & ABRAMS, Douglas Carlton

Walker, 2013
ISBN 9781406343915

Retold in sumptuous picture book form, this engaging childhood anecdote, from Archbishop Tutu of South Africa, is dedicated to his own hero and inspirational mentor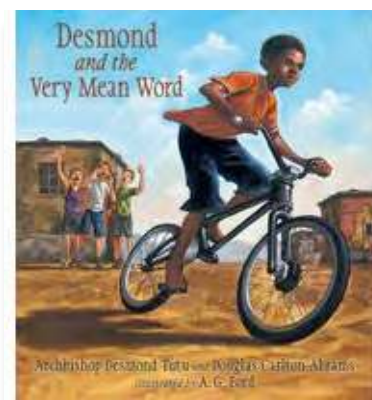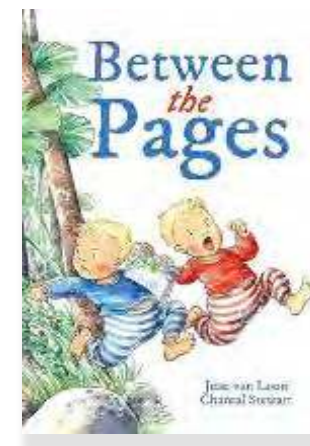, Father Trevor Huddlestone. Young Desmond has a nasty encounter with racist bullies. He is overwhelmed by the power of words, and cannot find it within himself to be content with anything less than revenge. Father Trevor suggests, over a game of marbles, that forgiveness can free oneself from what persecutors have said or done. A week later, Desmond has an opportunity to try out the advice again, although it takes a few more days for him to act. Ford's bold accompanying artwork captures the changing moods of the tale's participants perfectly. This book could be used to support PDHPE K-6 syllabus *Interpersonal relationships* and *Safe living* outcomes and indicators, and problem solving skills for dealing with bullying behaviours. *The Desmond Tutu Peace Centre website* has supportive material for teaching about sustainable peace. I. McLean

USER LEVEL:	Stage 2 Stage 3
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
SCIS 1594408	$29.95

Between the pages

VAN LOON, Joan & STEWART, Chantal
New Frontier, NSW, 2013
ISBN 9781921928444

Billy and Jack, young mischievous blond twins, let their collective imaginations run wild in a fantastical rainforest, as their new bedtime picture book becomes interactive, page by page, cliffhanger by cliffhanger! Encounters with protective pythons, mother emus, hungry crocodiles, waterfalls and redback spiders culminate in a desperate race to the last page. This book is a wonderful celebration of the pleasures of reading and escapism, particularly when it is a shared experience or a well-loved favourite. There are no adults present in the book which, in this case, seems to enhance the unspoken bond between the brothers. The resource is a useful follow-up for consolidating the work of parents and the school community instigated during the *National Year of Reading 2012*, which is supported by an ongoing website, *Love2Read*. I. McLean

USER LEVEL:	Early Stage 1 Stage 1 Community
SCIS 1597059	$29.95
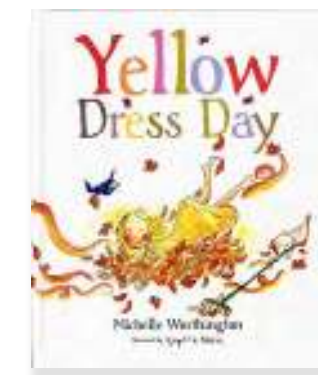
Yellow dress day

WORTHINGTON, Michelle & NORSA, Sophie
New Frontier, NSW, 2012
ISBN 9781921928291

Ava wears a different coloured dress depending on the weather each day. Red for hot dry days, purple for rumbly stormy days, and on whistling, whirly, windy days Ava wears her yellow dress. A problem arises on a blustery day when Ava's yellow dress is in the washing basket and Ava and her mother have to find an alternative outfit to suit the day. A creative solution is found which carries a caring message. The combination of rainbow text and delightful illustrations are a perfect fit for this bouncy picture book and the images of Ava and her playful puppy work well with the simplicity of the story. The details in the illustrations allow the reader to relate to the movement of the wind and swirling snowflakes, and the colour choices cleverly depict the seasons.

S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1
SCIS 1577066	$24.95

fiction younger

Resources are listed in alphabetical order by author

A Transylvanian tale

ABELA, Deborah
Random House Australia, NSW, 2013 (Ghost Club)
ISBN 9781742758534

A self-confessed phasmophobiac, Deborah Abela wanted to write stories about ghosts, vampires and unexplained events in a non-threatening fashion. This series, whose supernatural elements may not appeal to all, concerns the ghost-catching members of a Ghost Club who track paranormal incidents with scientific gadgetry and seek to uncover the reasons why ghosts and apparitions appear in the human world. Beneath the mystical plot, centred on a Ghost Club Convention, lies a mortal story about fame and corruption. The comfortable relationships between the characters and their ghostly counterparts are described

with humour. This well written narrative provides opportunities for students to investigate descriptive passages with a focus on complex sentences, quoted speech, noun groups, adjectives, idioms and apostrophes to achieve outcomes EN2-4A, EN2-8B, EN2-10C, EN3-3A, EN3-6B and EN3-7C. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
KLA: AC; English
SYLLABUS: English K–10
SCIS 1594097   Paper $15.95

Ghost Club a Transylvanian tale by Deborah Abela. (Youtube video needs teacher log in)

Finding serendipity

BANKS, Angelica
Allen & Unwin, NSW, 2013 (Tuesday McGillycuddy adventure)
ISBN 9781743310311

Tuesday McGillycuddy lives at home with her dog Baxterr, her dad Denis and her mum Sarah, aka Serendipity Smith, the famous author of the Vivienne Small fantasy adventure series. When Serendipity goes missing, Tuesday discovers that her mother has disappeared into the world of her stories. In the story world, Tuesday finds Vivienne Small, confronts pirates and learns the truth about Baxterr, but will she find Serendipity? This narrative combines fantasy and reality in a story that contains two heroines. The reader cannot fail to be entertained by the clever wordplay between Tuesday and her parents and the way the book demonstrates the connection many readers feel towards the characters in stories. The story highlights the love of books, both in the writing and reading. Madame Librarian, the custodian of all stories, complete and unfinished, who encourages everyone to write their own story, will strike a chord with many of us. Just follow the silver thread that creates words and stories! Teachers notes

including discussion questions provide useful support for learning experiences. H. Myers

USER LEVEL: Stage 3 Stage 4
KLA: AC; English
SYLLABUS: English K–10
SCIS 1605250   Paper $15.99

Snatched by pirates

BERNARD, Patricia
Scholastic, NSW, 2012 (My Australian story)
ISBN 9781741698459

Billy Shanghai Hamilton is a fifteen year old Chinese boy, rejected by his family as a baby because of a birthmark on his thigh. According to Chinese superstition, a child with this birthmark will murder his father. Billy is adopted by Christian missionaries who leave China during the Boxer Rebellion to live on Thursday Island. The book consists of diary entries by Billy beginning on February 1, 1899, chronicling his life until July 9, 1900. During this time Billy is blackbirded (kidnapped) by pirates while sailing in the Torres Strait with friends, sold to a pearling master, pursued by killers paid by his natural father, and finally he becomes involved in one of the most

notorious mutinies in Australia's pearling industry.

Snatched by pirates highlights the early days of the pearling industry in northern Australia. Themes addressed include the cultural representation of the Chinese and the Aboriginal People at that time, law and order, and attitudes towards Federation. This resource could support Stage 5 *Topic 2A: Making a nation*.
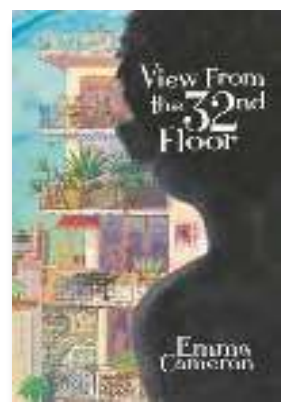H. Myers

USER LEVEL:　Stage 3 Stage 4 Stage 5
KLA:　　　　English; HSIE
SYLLABUS:　English K–10; History K–10
SCIS 1563397　Paper $16.99

View from the 32nd floor
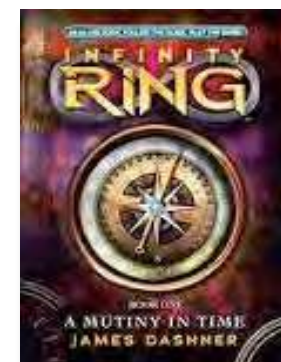
CAMERON, Emma
Walker Books Australia, 2013
ISBN 9781922077295

William lives in an apartment on the 32nd floor where he spends much of his spare time observing the goings-on in an equally high block of flats across the road. As the story progresses, the reader is introduced to the eclectic mix of characters who inhabit William's vertical world. Humour is injected through the story in subtle ways. Each day, William adopts a new name for himself from classical Greek and Latin and his new friend, Rebecca, makes a guest list for funerals. Together, the two friends liven up the lives of sad and lonely neighbours that they observe in their buildings. This is a gentle story of human relations, society and friendship.
S. Rasaiah

USER LEVEL:　Stage 2 Stage 3
SCIS 1608553　Paper $13.99

A mutiny in time

DASHNER, James
Scholastic, New York, 2012
(Infinity ring)
ISBN 9780545386968

Dak, a history buff and Sera, a science genius, are best friends. While exploring Dak's parents' science lab, they find the Infinity Ring, a hand-held key to time travel which pulls them into a conflict over the course of history. They meet the Hystorians, a secret society dating back to the time of Aristotle who believe that there have been *breaks* in history that need to be fixed. Dak, Sera, and teenage Hystorian-in-training Riq must travel back in time to fix these breaks, find Dak's missing parents, and avoid the omnipresent HQ!

A mutiny in time is the first volume of a planned seven volume *Infinity ring* series. In this book Dak and Sera meet Christopher Columbus, prevent a mutiny and save his expedition to discover America. In future volumes they will encounter other significant historical figures and events. Each book has a collectible map and is paired with an interactive 3D video game. Readers of the series could do so entirely electronically, reading the books and playing the online game on a smartphone or a tablet. An interview with the writer contains some interesting insights into his writing process and a trailer is available. H. Myers

USER LEVEL:　Stage 3 Stage 4
SCIS 1573409　$14.99

James Dashner's trip through time (YouTube video needs a teacher's log in)

Lilli and Shadow in trouble

DUDGEON, Laura & DUDGEON, Sabrina
Fremantle, WA, 2013
(Waarda series for young readers)
ISBN 9781922089359

Originally designed to support the literacy needs of Indigenous primary school students, this series is a collection of engaging stories that shares the richness of Aboriginal Culture with non-Aboriginal students. This is the second book involving the characters of Lilli and her magical dingo cat friend, Shadow. The authors, two sisters descended from the Bardi people north of Broome and the Giga people in the East Kimberley country, were inspired to write about their experiences growing up in Darwin. Their Nana told stories about her childhood and Nan plays a significant role in the lives of Lilli and Shadow. Teaching notes for *Lilli* and *Shadow in trouble* and information about the other books in the series are available from the *publisher's website*. *An interview with the authors* is available on YouTube.
S. Rasaiah

USER LEVEL:　Stage 1 Stage 2
SCIS 1603864　Paper $9.99

Other brother

FRENCH, Simon
Walker Books, NSW, 2012
ISBN 9781921720833

Kieren is desperate to be one of the cool group at school. He enjoys a special relationship with his Nan, and he is interested in the new girl at school, but the arrival of the new boy, Bon, threatens to spoil everything. Bon is Kieren's cousin whom he barely knows and now he has come to live with Nan and has even befriended the new girl. Bon looks different and says weird things. Kieren takes part in the bullying of Bon at school, ignores him at home and resents the attention he is getting. Through the growth of Kieren as a character, *Other brother* explores issues of difference, bullying, identity and integrity and the role of family in a first person narrative style. Perspectives on difference and acceptance are presented from both the children's and adults' points of view. This book could support the *Self and relationships* strand of the PDHPE Years 7–10 syllabus. H. Meyers

USER LEVEL: Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K–6; PDHPE 7–10
SCIS 1551817 $18.95

The children of the king

HARTNETT, Sonya
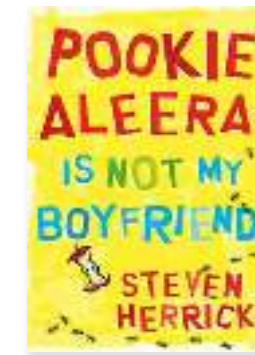Penguin, Vic, 2012
ISBN 9780670076130

Two episodes in the history of England are represented through the eyes of children in this evocative novel. While their father remains in London, Cecily, Jeremy and their mother are sent to live on their uncle's country estate to escape the London bombings during World War II. They take in an evacuee, May. After discovering two boys hiding in the ruins of nearby Snow Castle, the two girls convince Uncle Peregrine to tell them the castle's story, essentially a recount of Richard III's alleged murder of his two nephews. The horror, isolation and frightening aspects of these two periods in English history are skilfully interwoven. The reader and the children learn how the past connects with the present, using the themes of war and the desire for power; family and the importance of children, and social difference. All of the characters are strongly drawn and develop over the course of the narrative, providing plenty of scope for character interpretation. Sonya Hartnett talks about herself, her craft and the book in a Q and A format. H. Myers

USER LEVEL: Stage 3 Stage 4
KLA: AC; English; HSIE
SYLLABUS: English K–10; History K–10
SCIS 1547140   Paper $24.95

Pookie Aleera is not my boyfriend

HERRICK, Steven
UQP, Qld, 2012
ISBN 9780702249280
[A823.3]

Perspective and point of view are shared among class 6A in this verse novel. The use of first person narration and present tense draws readers into this shared, fast-paced conversation. Each character has their poems with a unique perspective. Characterisations are easily recognisable – the lonely student who wants to fit in; the school captain who can't stay out of trouble; the class clown; the academic; the new teacher; the kindly school janitor. Themes of belonging, grief, friendship and doing what you feel is right are presented through the eyes of the various characters. This would be an excellent text to read aloud and could support NSW syllabus for the Australian curriculum English K-10 outcomes.

Teachers' notes support learning to achieve English outcomes. H. Myers

USER LEVEL: Stage 3 Stage 4
KLA: AC; English
SYLLABUS: English K–10
SCIS 1564386   Paper $16.95

The legend of the phoenix dragon

McKENNA, Brenton
Magabala Books, WA, 2011
(Ubby's underdogs)
ISBN 9781921248313

Sai Fong is suffering from a strange illness and has travelled from China with her uncle, Yupman Poe, in the hope of finding a cure in a new land. They arrive in the coastal town of Broome, in north-western Australia. It is 1940 and Broome is the hub of a lucrative pearling industry that attracts people of many different nationalities. Ubby, a streetwise Aboriginal girl, and her motley gang known as the Underdogs befriend Sai Fong, who, under their questionable guidance, quickly learns some of the more quirky customs of the township. But danger is lurking and Sai Fong's presence in Broome stirs the mythical Sandpaper Dragon from its slumbers. According to legend, long ago the

allusive Sandpaper Dragon assisted an ailing young Phoenix Dragon from China. Myths, magic, multiculturalism, and general mayhem are intertwined in an exciting graphic novel by an Indigenous Australian author. A fast-paced, vibrant story, this volume is an engrossing first part of an adventure trilogy. The visual and verbal tracks of the narrative are skilfully executed and embed thought provoking ideas on culture, class, customs, individual talents and friendships. It is a rich, multifaceted tale that can extend students' understanding and appreciation of multiculturalism. C. Sly
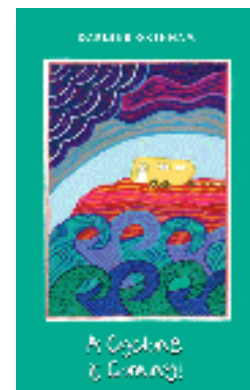
USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: AC; English
SYLLABUS: English K–10
SCIS 1509322   Paper $24.95

click to enlarge

Sample page from *The legend of the phoenix dragon*

A cyclone is coming!

OXENHAM, Darlene
Fremantle Press, 2013 (Waarda series for younger readers)
ISBN 9781922089342

Part of an Indigenous literacy program, aimed to document personal stories, histories and cultures of Aboriginal and Torres Strait Islander people and produce accessible, relevant reading material for students, this series was researched, commissioned and edited through consultation with Sally Morgan. A slim chapter book, the briskly told story is set in the remote Western Australian caravan park at Useless Loop, during Shark Bay's cyclone season. Through the narrative, tips for surviving a cyclone, and important technical aspects of this weather form, are embedded. It would be useful when introducing the Stage 3 Science and Technology units, *Natural disasters and Wild weather*. Such work could be supplemented by NSW DEC's *Science assignment starters*, and could be used to support outcomes in the *NSW syllabus for the Australian curriculum Science K–10*. Short chapters are accompanied by black and white drawings by Tracey Gibbs. *About the author* places Oxenham's story into
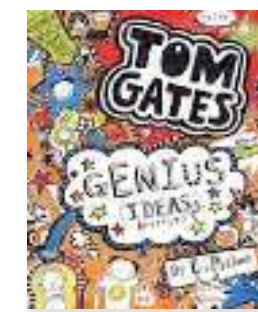
context and locates Malgana Country on a map of Australia. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: AC; English; HSIE; Science
SYLLABUS: English K–6; History K–6; Science K–10; SciTech K-6
SCIS 1603871   Paper $9.99

Tom Gates [series]

PICHON, Liz
Scholastic, UK, 2012
ISBN 9781407134512

Adopting a writing style that has become popular in children's fiction, this series is pictorial, written in first person narrative and requires significant colloquial dialogue to carry the storyline. The variety of fonts and the inexhaustible number of pictograms on each page create the illusion of a substantial book. Students who struggle to complete a long novel may find the Tom Gates style refreshing and achievable. The teaching opportunities inherent in this style of writing can include: the impact that the doodles and symbols have on the engagement of the reader, whether the lack of silence or relief in the plot

detracts or enhances enjoyment, and if the obvious descriptions make imagination unnecessary. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
Reviewed titles in this series:
Genius ideas (mostly)
SCIS 1578994
Tom Gates is absolutely fantastic (at some things)
SCIS 1605630   Paper $15.99 each

Captain Underpants and the terrifying return of Tippy Tinkletrousers: the ninth epic novel

PILKEY, Dav
Scholastic, 2013 (Captain Underpants 9)
ISBN 9780545175340

The penultimate *Captain Underpants* adventure involves zany flashbacks to the origins of this unlikely superhero secretly mean school Principal, Mr Krupp, under hypnosis – and the frenetic Kindergarten days of protagonists George and Harold. Without Captain Underpants to save them from Kipper, the school bully, the boys incite the vengeance of Tippy's Robo-Pants, a parody combination of *The Terminator*

and *Wallace & Gromit's The wrong trousers*. The narrative alternates seamlessly from graphic novel to slabs of humorously illustrated text. *A Bonis seckshon* (sic) has instructions for undoing a curse. Flip-o-rama is used to animate cartoon panels, for which readers are encouraged to add sound effects. Running gags typically verge on the scatological, much to the delight of avid fans of this accessible series. Web-based activities and a trailer complement the book. I. McLean

USER LEVEL: Stage 2 Stage 3
SCIS 1574880 $12.99

Captain underpants and the terrifying return of Tippy TinkleTrousers by Dav Pilkey
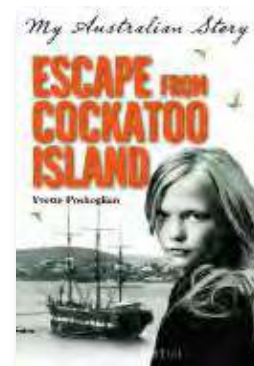
Escape from Cockatoo Island

POSHOGLIAN, Yvette
Scholastic, NSW, 2013 (My Australian story)
ISBN 9781742832456

Set in 1879 at Biloela, a prison school on Cockatoo Island, the thoughts, dreams and feelings of orphaned 11 year old Olivia are revealed in this book. Biloela was both a reformatory school for young criminal females and an industrial school for the orphaned and destitute. The school was housed within a former prison and both groups lived and studied there together. The journal format invites the reader to experience the daily dire living conditions on the Island at this time. *Useful Historical* notes are included at the back of the book. Students could view a timeline of Cockatoo Island and then create another showing the history of the prison school. Questions could arise such as whether innocent people are treated in the same way in our society today. Experience today's Cockatoo Island by going on an excursion or viewing a video of Cockatoo Island by Sydney ferry. Drawing on its historical facts could be useful when working towards outcome CCS3.1 in the *Change and continuity* Strand of the *Human Society and its Environment K-6*

syllabus. Setting a fictional character within a certain time and place in Australian history brings history alive for the reader and makes this book, along with all the others in the series, a valuable resource to launch into the *NSW syllabus for the Australian curriculum History K–10*. Another resource to complement this book is the article by Australian Heritage magazine, *Cockatoo Island – captured in sandstone*. G. Maugle

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: History K–10; HSIE K–6
SCIS 1591634   Paper $16.99
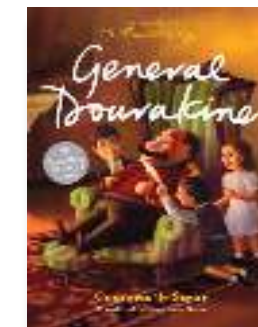
General Dourakine

SEGUR, Sophie, Comtesse de
ISBN 9781922052025
/ translated by Stephanie Smee
Simon & Schuster (Australia), NSW, 2013

The almost square cover, with cartoon-style illustrations mimicking those of the mid-19th century when the story was written, hints at a story that is different to most modern fare. This English translation of the popular original written in French, transports the reader to the time of the tsars when Russian nobility led a pampered lifestyle. Today's readers will be surprised by the mistreatment of servants, the amount of lavish meals prepared each day, the difficulties of travelling long distances, and the obsequious attention given to General Dourakine by his new-found French *friends* and employees, Monsieur and Madame Dérigny, and others. Returning to his grand estate in Russia, Dourakine must outwit his greedy niece Madame Papofsky, who is only interested in his fortune; assist his friend, Prince Roman to escape unfair imprisonment in Siberia; and look after his impoverished niece's interests. While General Dourakine's character is well rounded, other characters in this book tend to be too black and white. Best suited to confident readers, the conversational style and the smattering of Russian and French words will appeal to those interested in historical fiction. C. Keane

USER LEVEL: Stage 3
SCIS 1622669   Paper $17.99
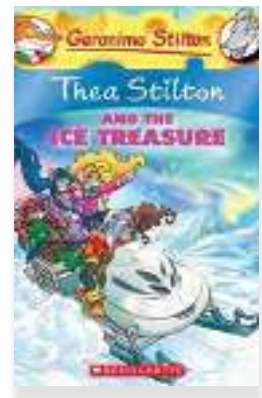
Geronimo Stilton [series]

STILTON, Thea

Scholastic, USA, 2011

The familiar hallmarks of the Geronimo Stilton series are present in abundance in the Thea Stilton books. The hectic font changes and colourful cartoon images ensure that the reader is in no doubt about the meaning and purpose of the text. Storylines are constantly peppered with references to well-known landmarks, such as Central Park in Manhattan or keywords such as glaciers and sled dogs in Alaska. Younger students, or those needing additional support with sustaining their reading, may be encouraged to persevere with a series such as Geronimo Stilton. Once a reader is acquainted with the consistent characters and style of writing, they can be reassured that others in the series will follow that pattern. Teachers' notes are available at Reading group guide. A trailer, further news and activities are presented at Geronimo Stilton world and video is available from Scholastic.
S. Rasaiah

USER LEVEL: Stage 1 Stage 2

Reviewed titles in this series:

Thea Stilton and the ice treasure

SCIS 1539514

Thea Stilton: big trouble in the Big Apple

SCIS 1527552   Paper $12.99 each

The lake monster

STILTON, Geronimo
Scholastic, USA, 2012 (Geronimo Stilton. Mini mystery 2)
ISBN 9780545560191

The second in the series of Geronimo Stilton's compact mysteries, this story involves a lake creature that bears an uncanny resemblance to the famous Loch Ness monster. Compressed in a mini version of the familiar Geronimo Stilton books are all the random font and graphic features. The storyline relies heavily on these tactics as the mystery races to its moral conclusion. The sameness of the books in the series ensures that the Geronimo Stilton experience remains consistent and undemanding, and ideal for readers building confidence and independence.
S. Rasaiah

USER LEVEL: Stage 1 Stage 2

SCIS 1608556   Paper $4.99

Geronimo Stilton trailer

Bewitched

THOMPSON, Colin
Random House Australia, NSW, 2013 (Floods)
ISBN 9781742755304

Humour and mayhem are the hallmarks of this series about a Transylvanian family of witches and warlocks. In this book, old age creeps up on King Nerlin Flood and the family decide to take him to visit Quenelle, Queen of the Old Crones in the hope that she can cure him of his *doolallyness*. Innuendo and satire persist throughout as the characters become crazier and the situations more bizarre. Outlandish comical sketches by Colin Thompson add to the fantasy, reassuring the reader that this is not a book to be taken seriously. The Floods own website contains colourful ghostly games and an interactive family tree, which add further intrigue to this reading experience.
S. Rasaiah

USER LEVEL: Stage 3

SCIS 1592268   Paper $14.95

Origins: a starter handbook

WEST, Tracey
Scholastic, USA, 2013 (Legends of Chima)
ISBN 9780545516525

While all the featured characters, vehicles and weapons are produced by LEGO, this short, graphic, reader style book stands alone. Bold, colourful illustrations and text variations add appeal. This can be further enhanced when used alongside the website. Legends of Chima is a thoughtful, beautifully designed television series for children where animal LEGO characters are brought to life as they try to restore peace to the land of Chima. In the book, children discover how it all started and meet the characters through their detailed descriptions. It could be used alongside the World of Chima website with the IWB to enrich learning. Students could create a new character or tribe using the structure modelled in the book of personality, favourite activity and

quote. Descriptions of the *vehicles* from the website could be used for related activities. Comparing Chima's CHI, with Earth's natural resources could be a useful way to introduce discussion about balance and sustainability. Issues such as prejudice and emotional bullying arise at an age appropriate level. Positive messages about honesty, forgiveness, loyalty, and friendships are explored in this world of conflict. G. Maugle

USER LEVEL: Stage 2 Stage 3

KLA: English

SYLLABUS: English K–10

SCIS 1604260   Paper $5.99

fiction for older readers

Resources are listed in alphabetical order by author.

Finding serendipity

BANKS, Angelica
Allen & Unwin, NSW, 2013
(Tuesday McGillycuddy adventure)
ISBN 9781743310311

Tuesday McGillycuddy lives at home with her dog Baxterr, her dad Denis and her mum Sarah, aka Serendipity Smith, the famous author of the Vivienne Small fantasy adventure series. When Serendipity goes missing, Tuesday discovers that her mother has disappeared into the world of her stories. In the story world, Tuesday finds Vivienne Small, confronts pirates and learns the truth about Baxterr, but will she find Serendipity? This narrative combines fantasy and reality in a story that contains two heroines. The reader cannot fail to be entertained by the clever wordplay between Tuesday and her parents and the way the book demonstrates the connection many readers feel towards the characters in stories. The story highlights the love of books, both in the writing and reading. Madame Librarian, the custodian of all stories, complete and unfinished, who encourages everyone to write their own story, will strike a chord with many of us. Just follow the silver thread that creates words and stories! *Teachers notes* including discussion questions provide useful support for learning experiences. H. Myers

USER LEVEL: Stage 3 Stage 4

KLA: AC; English

SYLLABUS: English K–10

SCIS 1605250   Paper $15.99

Snatched by pirates

BERNARD, Patricia
Scholastic, NSW, 2012 (My Australian story)
ISBN 9781741698459

Billy Shanghai Hamilton is a fifteen year old Chinese boy, rejected by his family as a baby because of a birthmark on his thigh. According to Chinese superstition, a child with this birthmark will murder his father. Billy is adopted by Christian missionaries who leave China during the Boxer Rebellion to live on Thursday Island. The book consists of diary entries by Billy beginning on February 1, 1899, chronicling his life until July 9, 1900. During this time Billy is blackbirded (kidnapped) by pirates while sailing in the Torres Strait with friends, sold to a pearling master, pursued by killers paid by his natural father, and finally he becomes involved in one of the most notorious mutinies in Australia's pearling industry. *Snatched by pirates* highlights the early days of the pearling industry in northern Australia. Themes addressed include the cultural representation of the Chinese and the Aboriginal People at that time, law and order, and attitudes towards Federation. This resource could support Stage 5 *Topic 2A: Making a nation*.
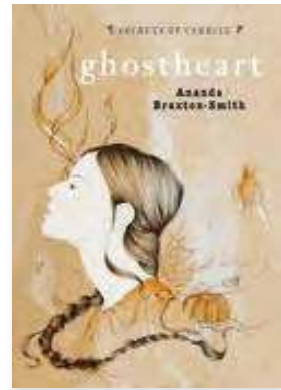
H. Myers

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1563397   Paper $16.99

Ghostheart

BRAXTON-SMITH, Ananda
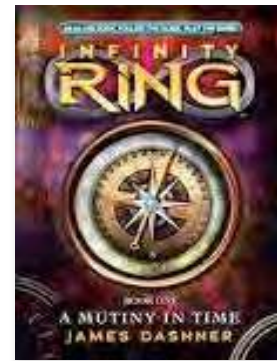Black Dog, Vic, 2013
(Secrets of Carrick)
ISBN 9781742032184

The third in the *Secrets of Carrick* series, Ghostheart brings readers along the journey of self-discovery undertaken by Mally Crowal. Her best friend Dodi has disappeared and since then she has been too scared to go near the sea, even when all of her brothers and sisters (her sibs) are with her. Her only friends are her pet pig, an ephemeral girl who haunts a sea cave and an old man who Mally looks after, bringing him food and listening to his stories. Together, Mally and Dolyn Craig, a bully with a story to tell, learn to accept themselves and the forces that have shaped their actions. This is a complex novel that weaves fantasy, magic, ghosts and fear into a compelling story. The language level is challenging, with generous use of words from the Manx language and medieval style syntax. The story stands alone, but those who have read the previous two novels in the series will have a better understanding of the background history of the island. Teachers notes may be downloaded for classroom use. H. Myers

USER LEVEL:	Stage 5 Stage 6
KLA:	AC; English
SYLLABUS:	English K–10
SCIS 1603345	$18.95

A mutiny in time

DASHNER, James
Scholastic, New York, 2012
(Infinity ring)
ISBN 9780545386968

Dak, a history buff and Sera, a science genius, are best friends. While exploring Dak's parents' science lab, they find the Infinity Ring, a hand-held key to time travel which pulls them into a conflict over the course of history. They meet the Hystorians, a secret society dating back to the time of Aristotle who believe that there have been *breaks* in history that need to be fixed. Dak, Sera, and teenage Hystorian-in-training Riq must travel back in time to fix these breaks, find Dak's missing parents, and avoid the omnipresent HQ! *A mutiny in time* is the first volume of a planned seven volume *Infinity ring* series. In this book Dak and Sera meet Christopher Columbus, prevent a mutiny and save his expedition to discover America. In future volumes they will encounter other significant historical figures and events. Each book has a collectible map and is paired with an interactive 3D video game. Readers of the series could do so entirely electronically, reading the books and playing the online game on a smartphone or a tablet. An interview with the writer contains some interesting insights into his writing process and a trailer is available. H. Myers

USER LEVEL:	Stage 3 Stage 4
SCIS 1573409	$14.99

James Dashner's trip through time (YouTube video needs a teacher's log in)

Other brother

FRENCH, Simon
Walker Books, NSW, 2012
ISBN 9781921720833

Kieren is desperate to be one of the cool group at school. He enjoys a special relationship with his Nan, and he is interested in the new girl at school, but the arrival of the new boy, Bon, threatens to spoil everything. Bon is Kieren's cousin whom he barely knows and now he has come to live with Nan and has even befriended the new girl. Bon looks different and says weird things. Kieren takes part in the bullying of Bon at school, ignores him at home and resents the attention he is getting. Through the growth of Kieren as a character, *Other brother* explores issues of difference, bullying, identity and integrity and the role of family in a first person narrative style. Perspectives on difference and acceptance are presented from both the children's and adults' points of view. This book could support the *Self and relationships* strand of the PDHPE Years 7–10 syllabus. H. Meyers

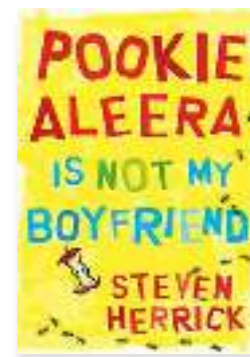|	
USER LEVEL:	Stage 3 Stage 4
KLA:	PDHPE
SYLLABUS:	PDHPE K–6; PDHPE 7–10
SCIS 1551817	$18.95

The children of the king

HARTNETT, Sonya
Penguin, Vic, 2012
ISBN 9780670076130

Two episodes in the history of England are represented through the eyes of children in this evocative novel. While their father remains in London, Cecily, Jeremy and their mother are sent to live on their uncle's country estate to escape the London bombings during World War II. They take in an evacuee, May. After discovering two boys hiding in the ruins of nearby Snow Castle, the two girls convince Uncle Peregrine to tell them the castle's story, essentially a recount of Richard III's alleged murder of his two nephews. The horror, isolation and frightening aspects of these two periods in English history are skilfully interwoven. The reader and the children learn how the past connects with the present, using the themes of war and the desire for power; family and the importance of children, and social difference. All of the characters are strongly drawn and develop over the course of the narrative, providing plenty of scope for character interpretation. Sonya Hartnett talks about herself, her craft and the book in a Q and A format. H. Myers

USER LEVEL:	Stage 3 Stage 4
KLA:	AC; English; HSIE
SYLLABUS:	English K–10; History K–10
SCIS 1547140	Paper $24.95

Pookie Aleera is not my boyfriend

HERRICK, Steven
UQP, Qld, 2012
ISBN 9780702249280
[A823.3]

Perspective and point of view are shared among class 6A in this verse novel. The use of first person narration and present tense draws readers into this shared, fast-paced conversation. Each character has their poems with a unique perspective. Characterisations are easily recognisable – the lonely student who wants to fit in; the school captain who can't stay out of trouble; the class clown; the academic; the new teacher; the kindly school janitor. Themes of belonging, grief, friendship and doing what you feel is right are presented through the eyes of the various characters. This would be an excellent text to read aloud and could support NSW syllabus for the Australian curriculum English K-10 outcomes.

Teachers' notes support learning to achieve English outcomes. H. Myers

USER LEVEL:	Stage 3 Stage 4
KLA:	AC; English
SYLLABUS:	English K–10
SCIS 1564386	Paper $16.95

Sea hearts

LANAGAN, Margo
Allen & Unwin, NSW, 2012
ISBN 9781742375052

Sea hearts are a type of shellfish that children gather for their mothers along the shores of Rollrock Island. Their fathers are not as keen to eat them. The mothers are beautiful, compliant sea wives, conjured from the bodies of seals by Misskaella the witch. In order to keep their sea wives from returning to the sea, the husbands must hide the seal skins. The men of Rollrock Island willingly succumb to the enchantment of these women, but pay a high price for their wives in more ways than one. The legend of the Selkie is used in this novel as the basis for a story about the nature of love, told through a series of different voices, including children who play key roles in the tale. The story spans several generations but the life of Misskaella forms the central point. It is difficult not to make comparisons with *The Stepford wives* as *Sea hearts* contains a similar disconcerting message, raising questions about whether beauty and compliance are all that men want. This is an excellent study in characterisation. An interview with Margo Lanagan and a short trailer add insights into the book. H. Myers

USER LEVEL:	Stage 5 Stage 6
KLA:	AC; English
SYLLABUS:	English K–10
SCIS 1540923	Paper $19.99

Sea hearts book trailer and Q&A with Margo Lanagan
(YouTube video needs a teacher's log in)

Conspiracy 365. Black ops [series]

LORD, Gabrielle
Scholastic, NSW, 2013
ISBN 9781742835198

Serialised adventures in this new trilogy follow the mysterious disappearance of Callum Ormond's twin brother, Ryan. The cryptic message sent to Callum leads him to a teenage resort, Shadow Island, where the idyllic conditions mask a more sinister intent. The pace of the books and reversed page numbers counting down to the cliffhanging conclusion follow the same format and incorporate the same protagonists as the previous *Conspiracy 365* books. The stylishly designed covers of these new mysteries feature 3D holograms which depict the action and intrigue inherent in the stories. The plot is driven along at maximum speed via the use of literary devices such as first person narrative, colloquial dialogue, adverbs aplenty and short chapters broken into bite-sized chunks with diary entries that simulate the urgency of time. S. Rasaiah
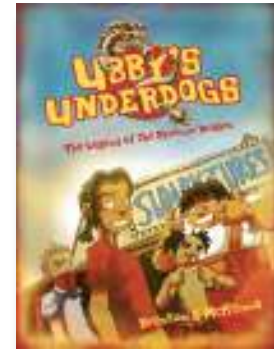
USER LEVEL: Stage 3 Stage 4 Stage 5

Reviewed titles in this series:

Hunted

SCIS 1604291

Missing

SCIS 1593258   Paper $14.99 each

The legend of the phoenix dragon

McKENNA, Brenton
Magabala Books, WA, 2011
(Ubby's underdogs)
ISBN 9781921248313

Sai Fong is suffering from a strange illness and has travelled from China with her uncle, Yupman Poe, in the hope of finding a cure in a new land. They arrive in the coastal town of Broome, in north-western Australia. It is 1940 and Broome is the hub of a lucrative pearling industry that attracts people of many different nationalities. Ubby, a streetwise Aboriginal girl, and her motley gang known as the Underdogs befriend Sai Fong, who, under their questionable guidance, quickly learns some of the more quirky customs of the township. But danger is lurking and Sai Fong's presence in Broome stirs the mythical Sandpaper Dragon from its slumbers. According to legend, long ago the allusive Sandpaper Dragon assisted an ailing young Phoenix Dragon from China. Myths, magic, multiculturalism, and general mayhem are intertwined in an exciting graphic novel by an Indigenous Australian author. A fast-paced, vibrant story, this volume is an engrossing first part of an adventure trilogy. The visual and verbal tracks of the narrative are skilfully executed and embed thought provoking ideas on culture, class, customs, individual talents and friendships. It is a rich, multifaceted tale that can extend students' understanding and appreciation of multiculturalism. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: AC; English
SYLLABUS: English K–10
SCIS 1509322   Paper $24.95

Sample page from *The legend of the phoenix dragon* plus information about the book and its creator from the Magabala website.

When my name was Keoko

PARK, Linda Sue
Queensland University Press, Qld, 2013
ISBN 9780702249747

There are many exciting and inspiring fictional accounts of World War II in Europe from an adolescent perspective though few about the Pacific War. This book, set in occupied Korea, tells the story of a young girl whose family is forced to change their names and is prevented from speaking their language during the Japanese occupation. While the heroine's assigned name was Keoko, she never forgot her name was actually Kim Sun-hee. Students will find the theme of challenges to identity relevant to their own adolescent struggles. It is a very moving story of courage and resistance based on historical events and the stories handed down by the author's parents who lived through the Korean occupation. This is a book for young people, teachers and parents, as it speaks to all ages. A. Soutter

USER LEVEL: Stage 3 Stage 4 Stage 5
                Community

KLA: AC; English; History

SYLLABUS: English K–10; History K–10

SCIS 1593846   Paper $16.95

Acid

PASS, Emma
Corgi, UK, 2013
ISBN 9780552566148

Jenna Strong, the hero of this story, is said to be the most dangerous teenager in the IRB, which is a dystopian Britain ruled by ACID, the Agency for Crime Investigation and Defence. She has survived in prison for some time as the only female inmate. The guards tell her she is there because she murdered her parents though she has no memory of this. Then she escapes. The book is set in the present day with no futuristic devices needed to control the population. Everyone has a mobile phone or Komm which, together with CCTV and credit cards replacing money, enables complete surveillance. Libraries have been closed because books waste too much space. Instead, anodyne versions of novels are available on e-readers. People are indoctrinated through having to watch hours of television each day. There is an anarchist resistance group, NAR, which Jenna eventually links up with in her

battle for survival. It is a fast-moving thriller which students will love. The first three chapters are available online.
A. Soutter

USER LEVEL: Stage 4 Stage 5

SCIS 1591849   Paper $17.95
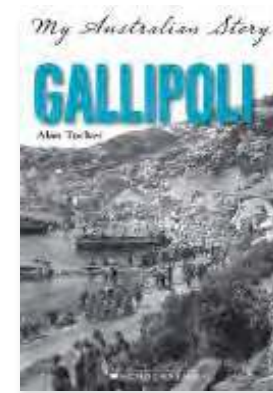
Gallipoli

TUCKER, Alan
Scholastic, NSW 2013 (My Australian story)
ISBN 9781742836935

Victor (Quickie) March, young, innocent and idealistic, enlists in the 10th Battalion to join the Australian war effort. His diary relates his training and subsequent deployment on the Gallipoli peninsular, with his mates and comrades. This simply told, but moving story captures the poignancy and hardships of the soldiers. Students completing the Stage 5 *Core study – Depth 3: Australians at war* in the *NSW syllabuses for the Australian curriculum History K–10* could use this as a springboard for further research on aspects of the Gallipoli campaign such as battle tactics, the role of the Turkish soldiers, locating significant sites and the place of this action in both the course of WWI and the psyche of the Australian

people (ACDSEH097). It could be used as a model for diary writing in English as well as an example of an intercultural experience. Students who have an interest in war fiction would find it an enjoyable read. B Hull

USER LEVEL: Stage 4 Stage 5

KLA: AC; English, HSIE

SYLLABUS: English K–10; History K–10

SCIS 1594239   Paper $16.99

information, poetry and drama

Resources are in Dewey order

Media muscle: Body image and the media for guys

COX, Lisa
Wombat, Qld, 2012
ISBN 9781921633621
[306.4]

There are not many books written for boys about body image and this book is slim enough to be appealing. It states at the outset that it is *not another academic blah blah book written about you* but written *for you*. Nonetheless, the literacy level demanded is quite high, although there are many illustrations. The aim is to encourage students to be critically aware of the role of the media in shaping their ideas about what it is to look cool and what brands you need to have. There are some helpful activities such as looking

for advertisements which make you feel good about the way you look, and reflecting on why the opposite is usually the case. It discusses how students can become responsible consumers. It could work well as a class discussion starter, for example, to support *Self and relationships* Strand of PDHPE Years 7-10 syllabus and media and technologies focuses (EN4-2A and EN5-2A) in *English K-10 syllabus*. A. Soutter

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	AC; English; HSIE; PDHPE,
SYLLABUS:	English K-10; HSIE 7-10; PDHPE 7-10
SCIS 1590496	Paper $9.95
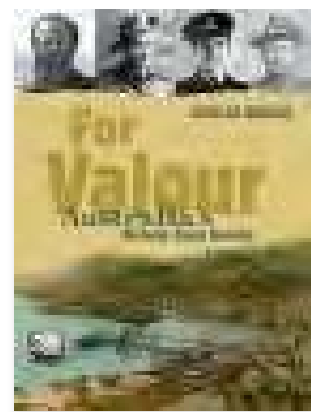
For valour: Australia's Victoria Cross heroes

BRASCH, Nicolas
Black Dog, NSW, 2013
ISBN 9781742032313
[355.1]

Simply written and presented, this book offers a thought provoking overview of Australians who have been awarded the Victoria Cross (VC) in five international conflicts. Selected recipients, such as Percy Cherry, Hughie Edward and Mark Donaldson, have brief citations and photographs. This book could be used as an adjunct to the Stage 5 *Core study – Depth 3: Australians at war* in the *NSW syllabuses for the Australian curriculum History K–10*, particularly for *Commemorations and the nature of the ANZAC legend* (ACDSEH097). It could also be a starting point for further research on other VC recipients, from the records held at the Australian War Memorial. Teachers of English may also find this book an informative prompt for the nature of heroism, addressing Outcome 2 of the Stage 4 course. B. Hull

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	AC; English; HSIE
SYLLABUS:	English K–10; History K–10
SCIS 1598532	Paper $17.95

Incredible edibles

GATES, Stefan
Walker, UK, 2012
ISBN 9781406339062
[507.8]

Mad recipes, crazy experiments and weird food stories mixed up with a pinch of grossness makes for a winning combination. This book is a winner on many different levels. It is written with humour and a message to try new things without fear and to look at things in different ways. Springing from a television series, there is much that can be used to enrich many areas of the school curriculum. The author has tasted all the weird and yucky food and gives ratings on each. Look at different foods in Asia including deep fried scorpions or examine sustainability by posing the questions *Can eating insects save the world?* and *Why not eat insects?*. The book is full of insect recipes from all over the world and, in particular, from Asia, where eating insects is quite the norm. *Five-minute ice cream* is very useful when there is no access to a freezer and ice-cream making can be used to achieve outcome ST3-12MW of the *NSW syllabus for the Australian curriculum Science K-10*. Dip into this book and it will be very hard to put down. G. Maugle

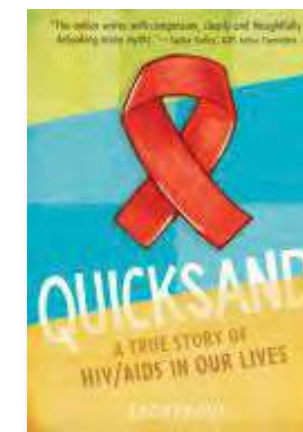| USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE; Science; SciTech; TAS
SYLLABUS:	Food Technology 7-10; HSIE K-6; Science K-10; Science & Technology K-6; Technology (Mandatory) 7-8
SCIS 1584919	Paper $24.95

Can eating insects save the world – BBC (YouTube videos needs teacher's log in)

Quicksand: a true story of HIV/AIDS in our lives

ANONYMOUS
Candlewick, USA, 2012
ISBN 9780763660697
[616.97]

Although HIV/AIDS is no longer a death sentence, there is obviously still a stigma attached to having the virus. Not wishing to reveal the identity of a family member with the virus, the author of this book has written anonymously. As people continue to be diagnosed with HIV/AIDS every day, this book, which answers questions about it simply and succinctly, is relevant. It poses and answers many straightforward questions about HIV/AIDS such as what

AIDS is, symptoms, life expectancy, how people can and cannot catch it, the side effects of AIDS drugs, and the effects and legality of discrimination. Alongside the questions and answers, the book tells the story of Jay's journey from diagnosis in the 1990s to death in 2006. The author contrasts people's reactions to Jay's illness with the kindness shown to another family member who had a life threatening illness. Although the information is in an American context, there is a list of helpful websites for more information and a worthwhile glossary. The glossary and websites could be supplemented by relevant Australian resources. It could support the *Individual and community health* Strand of *PDHPE Years 7-10 syllabus*. A. Soutter

USER LEVEL: Stage 4 Stage5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE 11-12
SCIS 1592207   Paper $19.95
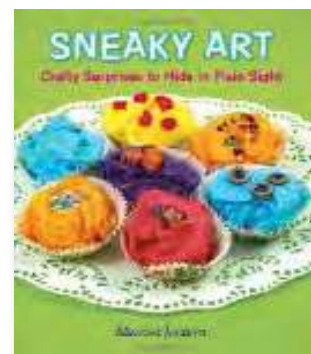
Sneaky art: crafty surprises to hide in plain sight

JOCELYN, Marthe
Candlewick Press, 2013

ISBN 9780763656485 [745.5]

Playful, clever and surprising little creations adorn the pages of this book which aims at sneaking temporary little art pieces into aspects of our everyday life. These simple, small, handmade hidden treasures hope to capture the joy of giving or receiving a surprise. Each project uses simple objects found in the house or classroom and requires basic art materials to construct. Broken down into chunks of information, students will find following the *Where, Materials, How to make and How to sneak* framework concise and easy to follow. Included are helpful examples of instructional text. The supporting photographs of the sneaky craft in their site specific location provide ideas and stimulation for locations the creator can utilise for sneaky art. The projects are fun and variations can be adapted to simplify tasks for younger students or extend older ones. The spiral bound format enhances easy use. A trailer demonstrates how sneaky art works. N. French
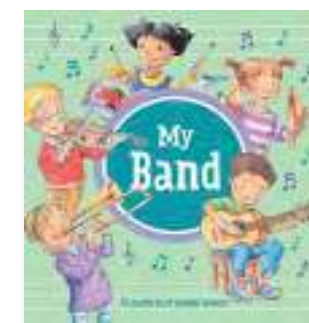
USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10
SCIS 1597771 $17.95

Sneaky art: crafty surprises to hide in plain sight – book trailer (YouTube video needs a teacher's log in)

My band

LEA, Elizabeth & STEWART, Chantal
National Library of Australia, ACT, 2013
ISBN 9780642277701 [784.19]

Using the form of a repetitious lift the flaps picture book, this resource is crammed with essential information for students learning about woodwind, brass, string and percussion musical instruments. Pictorial clues enable students to refine their skills of observation, prediction and identifying initial sounds to guess the instruments. Descriptive text explains how the ten instruments are played. The final flap invites readers to provide a picture

of themselves as the conductor of a school or marching band. The charming illustrations emphasise the joy that can come from performance, and music trivia facts appear in coloured circles scattered throughout the *Projects* section. Instructions are included for creating eight musical craft objects, such as panpipes, kazoos and castanets, from everyday materials. This book encourages musical activity and could support outcomes in the *Creative Arts K-6 syllabus* such as MUS2.1 *Sings, plays and moves to a range of music, demonstrating a knowledge of musical concepts*. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS 1605700   Paper $17.99
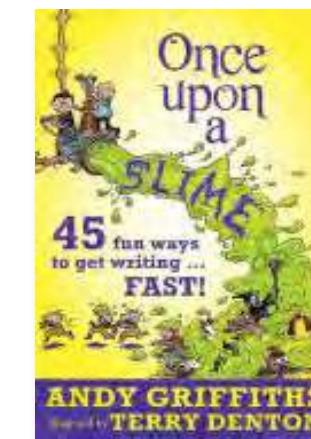
Once upon a slime

GRIFFITHS, Andy & DENTON, Terry
Pan Macmillan Australia, 2013
ISBN 9781742612096 [808]

Created by the irrepressible team of Andy Griffiths and Terry Denton, and

with the subtitle *45 fun ways to get writing- fast!*, this resource presents literally thousands of inspirational, amusing, often irreverent, ideas for creating texts. *Choose your own adventure, Crazy machines and inventions, Labelled diagrams* and *That's embarrassing!* are almost self-explanatory in their value as story starters. Denton's contributions are illustrative but no less frenetic, and include simple storyboards and graphic organisers. Some cartoons have been miniaturised for space reasons, reducing their accessibility. Readers, teachers and potential young authors are directed to numerous published examples in works by Griffiths and Denton, including the popular *Treehouse*, *Bad* and *Schooling around* series. *Resources* includes a *Random idea generator*, an on-paper concept (columns of mismatched adjectives, nouns and settings) similar to the interactive *Scholastic Story starters' scrambler*. *Griffith's own website* complements the book, and provides a link to his *YouTube* animated series, *What's with Andy?*, based on his *Just …* titles I. McLean

USER LEVEL:	Stage 3 Stage 4 Professional
KLA:	AC; English
SYLLABUS:	English K-10
SCIS 1598597	Paper $12.99
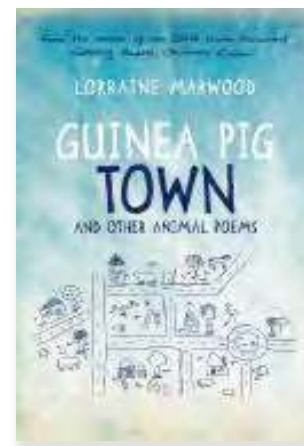
Guinea pig town and other animal poems

MARWOOD, Lorraine
Walker Books Australia, NSW, 2013
ISBN 9781922077424
[A821]

Thinking imaginatively and creatively about a range of texts and identifying the relationship between words and language patterns are required skills in Objective C in the *NSW syllabus for the Australian curriculum English K–10*. Poetry is a perfect medium for students to explore as they learn about these language forms and features. This anthology of amazing animal poems uses a mixture of free verse and rhyme decorated with snippets of photographs and beguiling pictures. Displaying her mastery of the English language, the poet has incorporated language patterns including alliteration, dialogue and repetition in the descriptions of the animals and the places in which they are found. With diverse titles such as *A puppy lullaby* and *Cantering snake*, there is a poem in this collection to suit most readers. S. Rasaiah

USER LEVEL:	Stage 3
KLA:	AC; English
SYLLABUS:	English K–10
SCIS 1598479	Paper $16.95

Colonial people [series]

REILLY, Carmel
Macmillan Education Australia, Vic, 2013

Tracing the lives of everyday people in colonial times, each book in this series comprises colourful illustrations, cartoon strips, archived photographs and newspaper clippings from the era. The inclusions and their delivery in the series has direct relevance to achieving outcomes in *The Australian colonies* content of the *NSW syllabus for the Australian curriculum History K–10.* Following the lives of colonials by introducing fictitious characters and narratives about what they eat, how they work and what they wear allows students to readily share in their experiences. Scant references to the impact that colonisation had on the Indigenous way of life is a detriment to an otherwise engaging and informative resource. S. Rasaiah

USER LEVEL:	Stage 3
KLA:	AC; History
SYLLABUS:	History K–10

Reviewed titles in this series:
Convict labourers
SCIS 1600278
Domestic servants
SCIS 1600280
Gold diggers
SCIS 1600274
Squatters
SCIS 1600276 $38.00 each

Australian flags and emblems

TAYLEUR, Karen
Black Dog, NSW, 2013
ISBN 9781742031095
[929.9]

Useful information and the protocols surrounding the flying of Australia's national flag and the Aboriginal and Torres Strait Islander flag are aspects of this succinct book. The brief history of each state and territory contains interesting facts about how the flag and coat of arms came into being. *Other Australian flags* such as *The Australian Defence Force flag* and *The Eureka flag* are portrayed and described.

Introduction promotes discussion about the significance of signs, emblems, logos and banners as communication devices. This book may be a handy reference for teachers and an accessible resource for students studying the *Cultures* strand of the current HSIE K–6 syllabus and could support explorations of celebrations and commemorations in Outcome HT2-1 in the *NSW syllabus for the Australian curriculum History K–10* and ACHHK063 in the Australian Curriculum. S. Rasaiah

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

KLA: HSIE

SYLLABUS: HSIE K–6

SCIS 1591707   Paper $17.95

The promise: the town that never forgets

GUILLE, Derek / translated by Anne Sophie Biguet
One Day Hill, Vic, 2012
ISBN 9780987313966   [940.4]

Written in both English and French, this book relates the close relationship between the town of Villers-Bretonneux and Australia. The stylised drawings are simple and evocative while the parallel

text explores the role the Australian soldiers played in the liberation of the town and the appreciation of the townspeople. It provides a moving base for Stage 5 History students to research *Commemorations and the nature of the ANZAC legend* (ACDSEH097), from the *Core study – Depth 3: Australians at war*. Students can learn about different forms of commemoration, the plaque, the musical compositions and reciprocal donations for the Victorian school after the 2007 bushfires. This book could also be used by students learning French. B. Hull

USER LEVEL: Stage 4 Stage 5

KLA: AC; HSIE; Languages

SYLLABUS: French 7–10; History K–10

SCIS 1589401 $24.99

Australians all: a history of growing up from the ice age to The Apology

WHEATLEY, Nadia & SEARLE, Ken
Allen & Unwin, NSW, 2013
ISBN 9781741146370 [994]

With a focus on the stories of children, this book provides a fresh approach to Australian history in a way that connects with students. Facts are interwoven with historical narrative to create engaging mini biographies that enrich understanding and build empathy. Primary sources reproduced in this resource are explained and related to the characters' lives, demonstrating the *History K–10 syllabus* historical skill of analysis and use of sources. The book tells the stories of both well-known and little-known characters and their personal perspectives. It supports the History K–10 topics: *First contacts*, *The Australian colonies* and *Australia as a nation*. Some stories are left open-ended, leaving the reader wanting to know more and providing a catalyst for student inquiry. While some pages appear text heavy, this book is an example of an historical text and could be read aloud, read by Stage 3 students and used as teacher reference. G. Braiding

USER LEVEL: Stage 2 Stage 3 Stage 5 Professional

KLA: AC; HSIE

SYLLABUS: History K-10; HSIE K-6

SCIS 1610264 $49.99
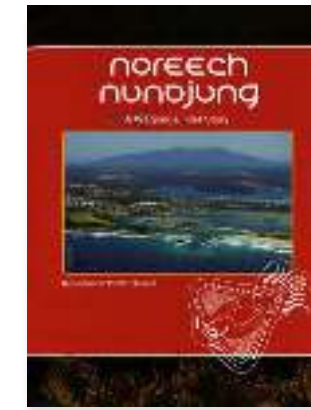
Noreech nundjung: a Wagonga Inlet story

Narooma Public School, NSW, 2012
ISBN 9780731387267 [994.4]

The students of Narooma Public School wrote this booklet following a cruise through the Wagonga Inlet with cultural heritage experts and specialists in the environment. The aim of the resource is to promote the uniqueness of the catchment and highlight its significance to the Yuin people. Following introductory information from a local Aboriginal Guardian, the students begin by describing the Aboriginal history and include a Dreaming story of a flood, followed by scientific research that explains the geology of this drowned river valley estuary. The impact of European settlement to the Wagonga Inlet is well documented with photographs and facts and figures about oyster leases and the fishing industry. Several pages are devoted to information reports of the local flora and fauna, concluding with a friendly reminder about threats to the Inlet and the need to protect its future. The publication of this booklet exemplifies Significance, the Quality Teaching dimension,

demonstrating pedagogy that makes learning meaningful and important to students. The book is accessible and useful for students. The booklet could support empathetic understanding of people, places and sites when working towards History K–10 outcomes such as HT1-2 and HT3-2. It could also support Science K–10 *Living world* outcomes such as ST2-11LW and related Aboriginal perspectives. S. Rasaiah

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional

KLA: AC; HSIE; SciTech

SYLLABUS: History K-10; Science K-10

SCIS 1581596   Paper $10.00

Saltwater people of the fatal shore: Sydney's southern beaches

OGDEN, John
Cyclops, NSW, 2012
ISBN 9780980561920 [994.4]

A picture tells a thousand words describes this rich resource that tells the stories of Sydney's famous southern beaches in a manner that helps illuminate the importance of place for Aboriginal people, and respects the ways the First people protected the Land. The foreword by the Hon. Linda Burney, MP, enriches the story and our understandings of it. Author John Ogden, a keen photographer and surfer since a young age, aims to recapture the history of Sydney's southern beaches and beach culture. Ogden explores the coastal clans that resided in these areas and the traditional custodians. He investigates Aboriginal rock art that is being lost with modern development and provides avenues for the reader to assist in preservation strategies. Supported with paintings and drawings from Sydney's colonial and post-colonial history and inspiring photography, this resource uncovers many hidden stories that may have been lost without Ogden's painstaking research. This is a valuable resource that crosses over many curriculum areas and highlights another aspect of our cultural heritage. N. French

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: HSIE, Creative Arts

SYLLABUS: Aboriginal Studies Years 7–10; Geography Years 7–10; History K–10; Photographic and Digital Media Years 7–10

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