

Scan

the journal for educators

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connect
inspire

inspiring dynamic 21C learning

In this issue

new school library system
mobile technology
future learning and literacies
innovative learning practices
Area of Study: Discovery

Scan

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

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from the editor

Welcome to issue 3 of *Scan* for 2014.

This issue of *Scan* examines some of the recent innovations in teacher practice that are improving learning outcomes for students, including the integration of mobile technologies and social media. The new school library system for NSW public schools is exciting news. It will bring great opportunities to enhance student learning, so read on ...

Why not share how you are improving outcomes for students at your school? Contact us at editor.scan@det.nsw.edu.au

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School library system

Colleen Foley outlines some of the ways the exciting new school library system will enhance the learning experiences of students in NSW public schools.



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Enhancing learning and collaboration with BYOD

Lila Mularczyk and Alice Leung outline how BYOD is enabling innovative learning at Merrylands High School.



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Tech at school: teachers are doing it for our kids

Kate Keily shares the exciting transformation of student learning at her school through a whole-school approach to technology integration.



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Innovative teaching and learning part two: spotlight on innovative practice

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Discovery: the new Area of Study for HSC English

Michael Murray explores the conceptual foundation for the new Stage 6 Area of Study: *Discovery*.



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Inspiring young readers... one tweet at a time

Evonne Webb and Merise Feneley highlight the effectiveness of *Twitter* as a communication tool for education.

currents



Colleen Foley, Libraries Coordinator, Public Schools NSW, is responsible for policy advice and leadership for school libraries and information literacy.

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Rethinking for learning

The relationship between education and technology continues to fascinate and challenge. Are we focused on the technology, or the transformation in learning that can be achieved through harnessing it?

The [NMC Horizon Report: 2014 K-12 edition](#) reinforces the challenges while focusing on the essence of learning and creative inquiry. Rethinking teaching, learning and how schools work are core thematic threads. There are immediate synergies with current discussions about 21st century learning, the [Quality teaching](#) framework, and the cross-curriculum priorities and general capabilities in the [new syllabuses](#) (NSW) for the [Australian curriculum](#). Making high expectations, deep engagement and student directed learning a reality is reflected in the report's discussion of an emphasis



Sample *Oliver* home page

on deeper learning approaches. The range of tools and devices available at home and increasingly in schools can be harnessed for active learning approaches such as project based learning, problem based learning, inquiry-based learning and challenge-based learning (p. 8). This allows for truly connected and meaningful learning experiences. The report sees, for example, BYOD*, cloud computing and game-based learning as being rapidly normalised. The references in the report are well worth exploring further.

Two articles in this issue reinforce the synergies mentioned above. Lila Mularczyk and Alice Leung's [Enhancing learning and collaboration with BYOD](#) embraces the excitement of a successful BYOD program. June Wall and Karen Bonanno introduce us to the research base and drivers for new learning skills in [Learning and literacies for the future](#).

Great news for DEC schools


A [new library system](#), *Oliver*, is being implemented in NSW Department

schools. Information is available for DEC teachers on the [School library system](#) pages of the new [Public Schools NSW](#) intranet site. The project is a partnership led by Information Technology Directorate, supported by a Library Project Working Group. Ongoing consultation with stakeholders is incorporated into the planning and implementation process. The new system will provide powerful opportunities for teacher librarians to collaborate with their teachers and students in curriculum delivery.




*BYOD is an acronym for *bring your own device*. The acronym now appears to be in general use as an accepted word.

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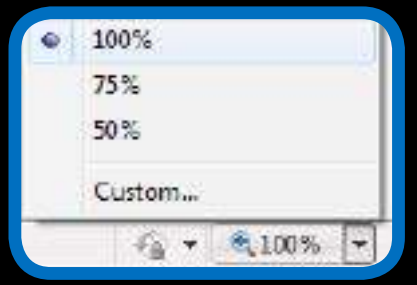


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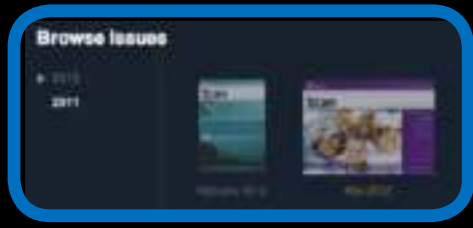
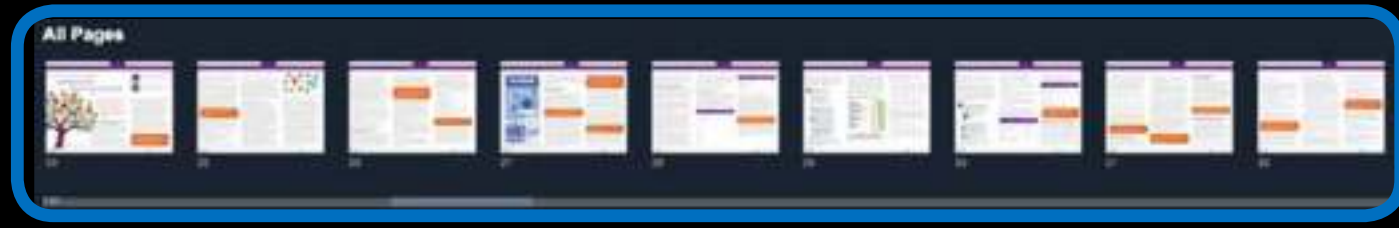
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For more tips, [click here](#) to view Scan's video taster.

New library system

to support future learning in DEC schools



Colleen Foley, A/Leader, Information and Online Services, Learning Systems, Public Schools NSW, introduces an exciting new DEC library system project, on behalf of the Project Team.

colleen.foley@det.nsw.edu.au

Libraries for future schools

A new library system is being provided for all NSW Department of Education and Communities, in keeping with the department's commitment to great teaching and inspired learning for every student and every school. Detailed information is available for department teachers on the [School Library system](#)



intranet site. The project is a partnership led by Information Technology Directorate, supported by a Library Project Working Group from Learning Systems. Ongoing consultation with stakeholders will be part of the implementation process. The new system will provide powerful opportunities for teacher librarians to collaborate with their teachers and students in curriculum delivery. The implementation period will commence in late 2014 and conclude in late 2016.

The new system, *Oliver*, is a web-based resource management system provided by Softlink Australia Pty Ltd. The successful vendor was selected in an open tender process. *Oliver* offers an interactive experience for all users, facilitating engagement with digital and physical resources. It also offers the opportunity for anywhere, anytime access to a full range of digital media, including ebooks. Students, teachers, other school staff and school community members will be able to access *Oliver* from school and home. Access will be easily available through the department's student and staff portals.



Sample *Oliver* home page

For students

Interactive options available in *Oliver* for students include the ability to:

- access digital resources, including ebooks from their own device
- check loans, make reservations, request resources
- get alerts about the latest resources available aligned with their interests
- rate resources
- publish reviews of resources to share with other students and users
- access Premier Reading Challenge lists, and resource lists based on specific courses or themes
- save searches and produce bibliographies.

For teachers

Oliver offers an engaging hub for learning, with new and exciting opportunities for teachers and teacher librarians to work together. Additional services available to teachers include:

- opportunities for innovative approaches to learning and teaching using the library system
- the ability to deliver digital content to all students online, a feature of great benefit to distance education students
- the ability to have project and course materials catalogued and accessible with full interactive versions available to all users



Capacity for learning anywhere, anytime, any computer or device



Engaging students in reading and learning

- integration capability with other content providers (ebooks, video, audio)
- concurrent searches of physical and digital materials across libraries
- federated searching for freely available databases, and subscription services (e.g. Encyclopaedia Britannica, World Book)
- the ability to work with library staff to create course or thematic bibliographies and make available with embedded links.

For school library staff

The teacher librarian and library staff manage a gateway to anywhere, anytime learning. Options include the capacity to:

- manage digital and physical resources effectively and efficiently
- check websites automatically and report where the URL has changed or been removed
- provide a *master library* of grouped catalogue records for eresources and export them to *child* (individual school) libraries. For example, a group of websites relating to Book Week, Harmony Day, or Area of study can be developed.
- host ebook platforms that can publish locally- or DEC-produced materials in print, audio, video or other digital formats
- integrate with other learning management systems, for example, *Moodle*
- automate borrower updates and borrower notifications
- import catalogue records quickly and easily using the Z-cataloguing (SCIS cataloguing) feature.

Exciting integrations

The capacity to deliver digital content online anytime, anywhere is exciting. Department schools will have enhanced support for equity, greater choice when

selecting resources, and a sustainable library based resources infrastructure for future learning. Integrations will include the PRC, and other possibilities such as the online [resource reviews](#) database, *NSW DEC Scootle* and [TaLe](#).

All schools will have the capacity to integrate ebooks of their choice. Key findings of the department's ground breaking 2012 *Ebooks test project* were that:

- focused reading activities with ebooks stimulate additional engagement and interest in reading
- explicit engagement with ebooks stimulates further reading, including of print books.

View the *Ebooks for learning and leisure test project report*, and articles by [Colleen Foley](#) and [Wendy Dawson](#) whose students created ebooks.

Learning benefits

The new library system will provide significant opportunities for enhanced learning experiences, teaching support, and targeted learning gains. The next article in this series will focus on

leveraging the web-enabled *Oliver* to provide meaningful evidence of your students' learning.

More information

The latest information is available on the [School library system](#) intranet page. For additional queries email SLSPROJECTQUERIES@DET.NSW.EDU.AU.



High school students enjoy ebooks



Primary school students enjoy reading and creating ebooks

Engaging the 21st century learner



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Enhancing learning and collaboration with BYOD

The end of the Digital Education Revolution (DER) laptop program has presented high schools with the challenge of maintaining the momentum of integrating technology into teaching and learning. In this article, Lila Mularczyk and Alice Leung outline how the school community of Merrylands High School has embraced this challenge by implementing a highly successful Bring Your Own Device (BYOD) program. Merrylands High School has been recognised at regional, state, national and international levels for innovations in leadership, values, quality teaching, social harmony, technology rich teaching and learning and community participation.



Lila Mularczyk is principal at Merrylands High School and is currently the President of the NSW Secondary Principals' Council (SPC). Lila is passionate about improving education for all students in NSW.



Alice Leung is the head teacher science, and technology coordinator at Merrylands High School. She has received several awards in recognition of her excellence in integrating technology into learning.

Developing the policy: the power of collaboration

Bring Your Own Device (BYOD) at Merrylands High School is a student-driven, whole school community consulted initiative with an understanding of a post-DER (Digital Education Revolution) environment. Our school has always had a strong digital culture. Our electronic devices policy allowed students to use their personal devices such as smartphones and iPods under teacher instruction, before the introduction of the DER. Towards the end of the funded DER, we witnessed a significantly increasing number of students bringing their own laptops and tablets to school. As a school community, we formed a student

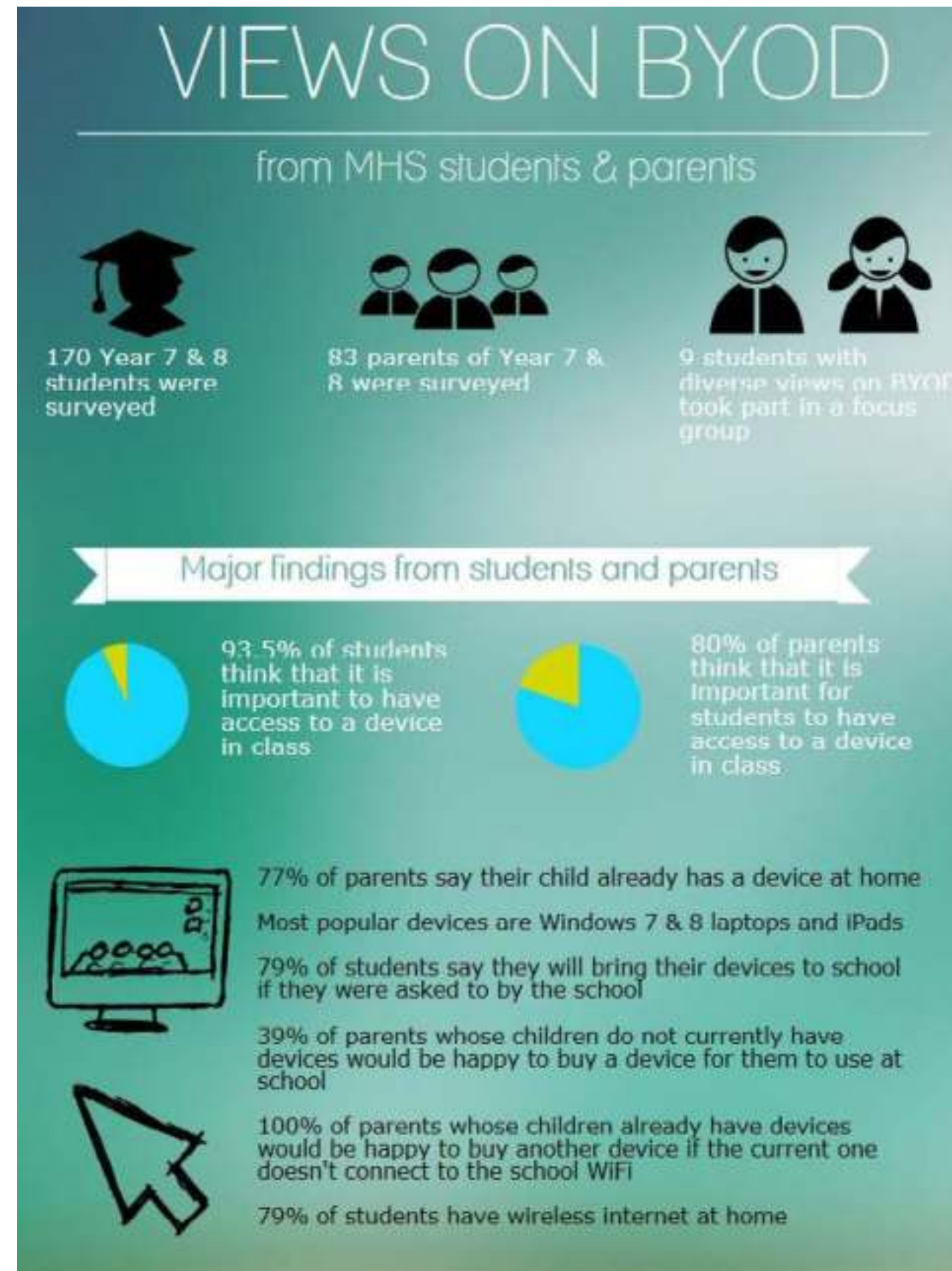
advisory group for BYOD so that our students could benefit from using their own devices for learning. Students played an active and inquiry-based role in deciding what types of devices would be appropriate to bring to school, what applications and software devices we should have, and how devices can be used to enhance and transform learning in all learning environments. This student advisory group worked closely with the school staff leadership team, parents and student leadership representatives on the informed decisions associated with BYOD.

The process of implementation

The student advisory group was formed in 2013 under the guidance of our science head teacher who was also the school's technology coordinator. At the same time, student, staff and parent surveys were electronically distributed to determine the school community's views on BYOD.

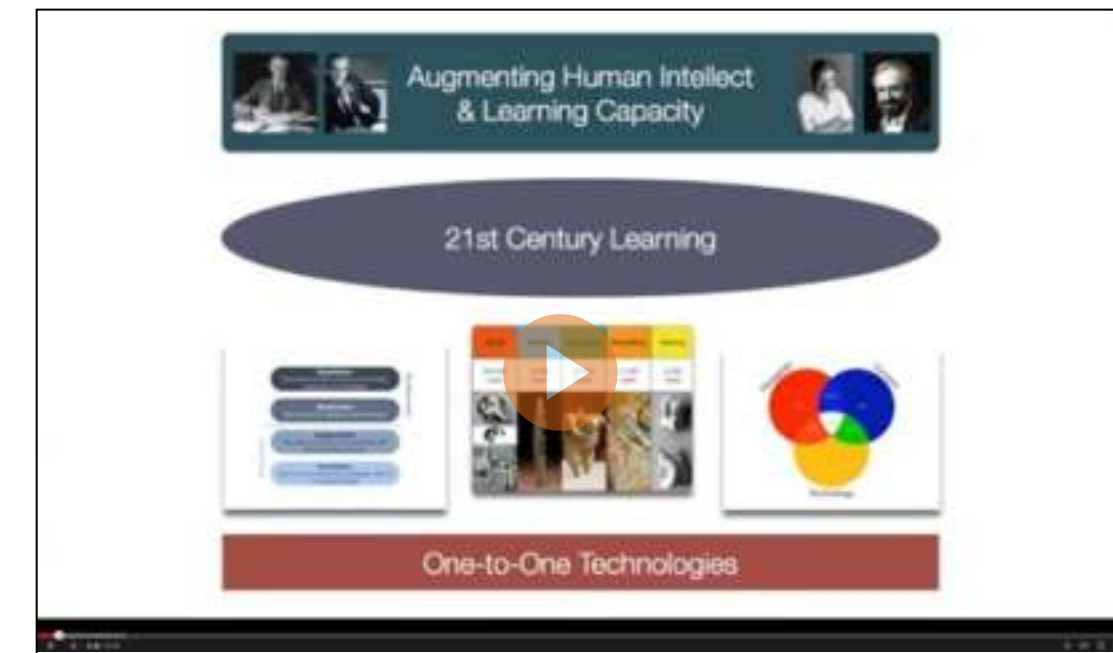
The school's Parents and Citizens' group was also consulted and articulated their full support. Based on the surveys, a student focus group was conducted. The data collected from these sources, [literature reviews](#), (intranet only) and support materials related to the NSW department's [Student mobile device policy](#), were used to inform our school's BYOD trial in Term 4, 2013.

The teachers involved in the BYOD trial were from a range of key learning areas (KLAs) and were at different stages of integrating technology into their learning design. Weekly professional learning sessions were provided to the teachers in the BYOD trial, focusing on collaborative teaching



Survey findings: BYOD Merrylands HS

and learning strategies using applications that were device neutral, such as [Google Apps](#). The [substitution, augmentation, modification and redefinition \(SAMR\)](#) model of technology was used to drive learning design that used technology to redefine learning.



Dr Ruben Puentedura explains the SAMR model of technology in education

The trial was evaluated, and informed the full roll out of BYOD in Years 8 and 9 in 2014. A [summary of the trial findings](#) is available on the BYOD website, which has been developed to provide information for the school community.

Other information on the website includes:

- [reasons for the BYOD program](#)
- details for students and parents about [technical specifications](#)
- [student responsibilities](#) for use and care of their devices.

Collaborative and cooperative learning

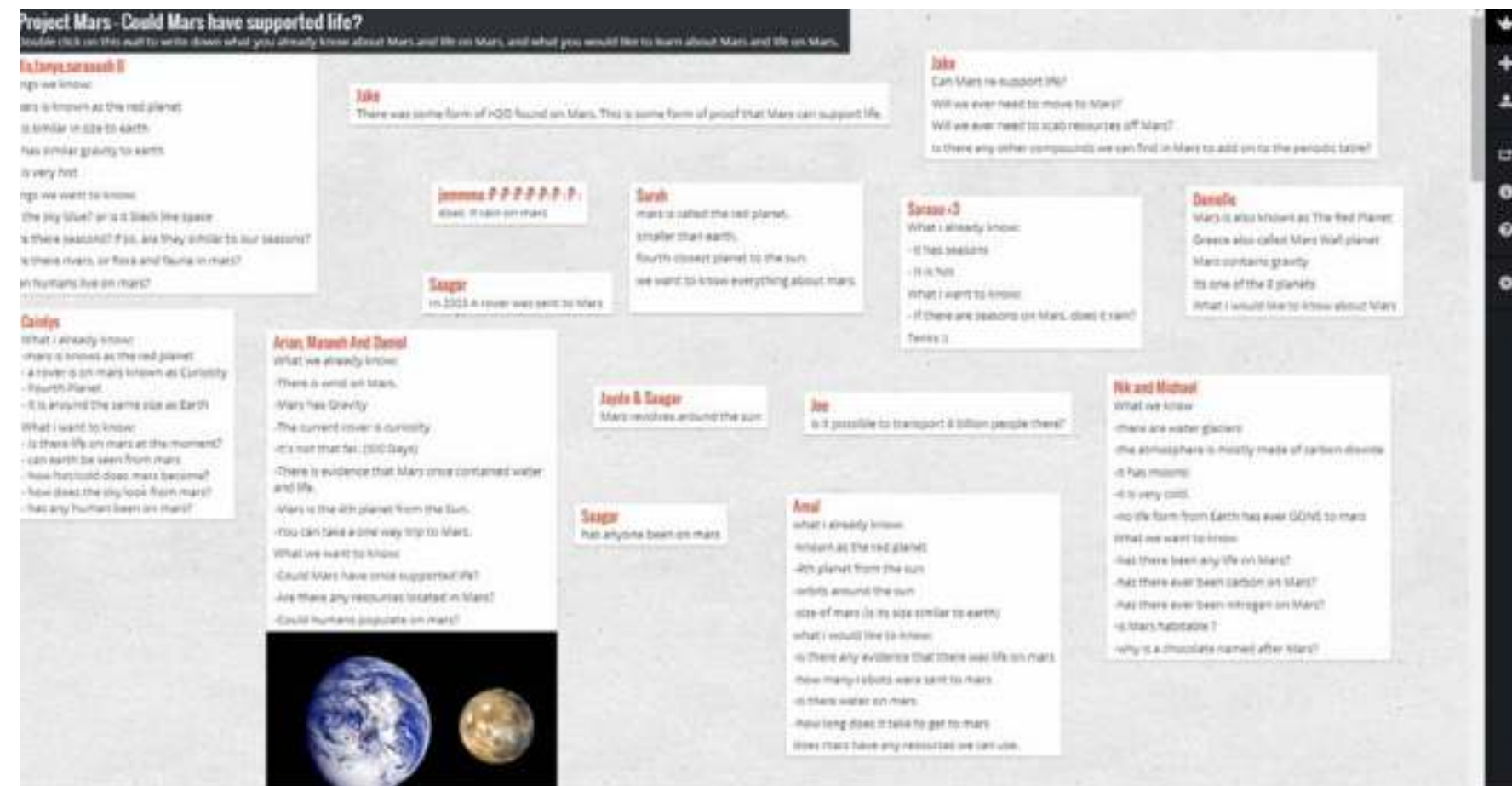
The BYOD program has enabled students to access a higher level of technology in the classroom. Just like DER, BYOD allows devices to be used in the classroom without students having to move to specialised technology spaces. This allows more flexibility in personalising and differentiating learning for students, enabling more opportunities for students to work at

their own pace. It also has generated a fuller understanding by students and teachers of how technology can authentically enrich learning, resulting in student work of high quality.

BYOD has enabled more opportunities for collaborative learning activities including collaborative writing and brainstorming using online tools such as [Google Drive](#), [Padlet](#) and [Stripgenerator](#) to engage deeply with learning.



Students at Merrylands HS harnessing the power of mobile technology for learning



Padlet screenshot: collaborative brainstorming in Year 9 science

Year 8 science: video of soil experiment: video made on students' own laptop instead of traditional written science report





Year 8 French comics: language classes created comics on own devices on [Stripgenerator](#) to practise writing in French

Connecting and learning

BYOD has also enabled our students to connect with other learners outside the school, state and nation and record these experiences for reflection later on.

Our students have also provided professional learning to teachers and education leaders at a state, national and international level and [our student leaders have represented this approach](#) to representatives of educational bodies

from a variety of different countries. Our students regularly use [Edmodo](#) to communicate with their teachers and with each other. They also use [Edmodo](#) on their own devices to communicate with students from other schools and experts from outside the school. One example of this is our [Artist in Residence](#) program, where our students use [Edmodo](#) to

collaborate with students from two other high schools and three professional artists about developing artworks.

Learning globally

We are also currently in the process of finalising a collaborative project with students from India, as part of the [Asia and Australia's engagement with Asia](#)



Adobe and Merrylands day: student produced video about an excursion to Adobe's Sydney offices



Collaborating and sharing with laptops

cross-curricular syllabus focus. In this exciting project, a Year 7 integrated curriculum class (all core subjects) will communicate regularly with a school in India to share information on a range of topics. This enables our students to gain insights into how students in other countries are learning.

Another benefit of BYOD is the increased capacity for [feedback](#), which is one of the more significant influences on student achievement. Using Google Apps and *Edmodo* on their devices, students can easily review work and teachers are much more able to track student progress and provide timely and meaningful feedback.

Everyday issues

Overall, the BYOD program runs smoothly. Some students still prefer to use DER laptops as they are provided by the school and already have all the required software that both students and teachers are familiar with. Other students prefer their own devices as they have administration control over their own device and they can customise their device to suit their own needs. For example, they can choose a tablet rather than a laptop so it's easier to carry or install Chrome to make working with Google Apps easier.



Students enjoying the flexibility of mobile technology for learning at Merrylands HS

Our school technology team, consisting of students, teachers and the executive regularly review all aspects of technology implementation across the school, including BYOD. We regularly gather feedback from students, teachers and parents on the implementation of BYOD so they can inform the school's future direction and meet the needs of all stakeholders. Our student technology leadership team provide some support for student devices. We also employ a technical

support officer and access Technical and Further Education (TAFE) students who are seeking work experience. Generally, students who bring their own devices have a good knowledge of how their device works and if they experience difficulties they ask peers who have similar devices for help. Each learning space has a wireless router designed to handle approximately 30 devices and so far, the wireless network is coping well.

Conclusion

BYOD has worked alongside the school's current technology infrastructure to provide 21st century learning technology to our students. In our BYOD evaluations, students have indicated they have better access to technology in the classroom, a greater range of learning activities involving technology, and more useful and meaningful peer and teacher feedback.

References and further reading

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Innovation

Tech at school: teachers are doing it for our kids

Our children are growing up in a new world, one that is continually evolving.

Their life has been filled with technology since birth and they have never known a time without gadgets and stimulation. They are the children of the 21st century, the *igeneration*, as they have been described. Never has a generation had so much at such an early age.

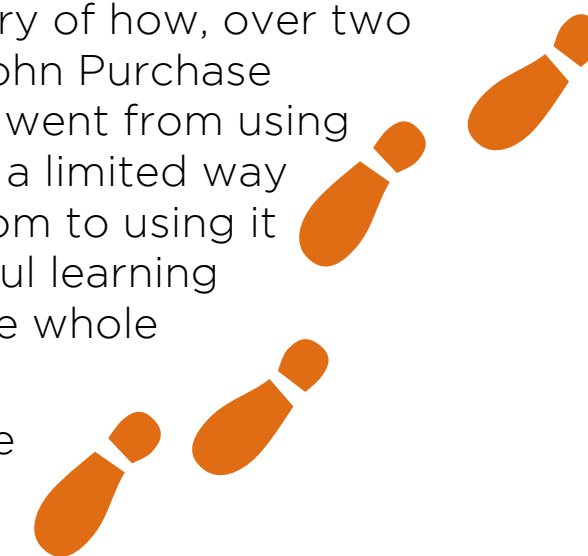


Kate Keily is the teacher librarian at John Purchase Public School, in north-west Sydney, NSW. In this article Kate shares the exciting transformation of student learning at her school through a strategic and collaborative, whole-school approach to technology integration.

In the [Australian curriculum](#), including the [NSW syllabuses](#), there is a far greater emphasis on multi-modal delivery and integrating technology. This can be a challenge for some teachers who are not at ease with technology. How on earth are they going to teach their students to use these devices and programs when they have no confidence to do so themselves? Teaching has fundamentally changed forever.

This is the story of how, over two years or so, John Purchase Public School went from using technology in a limited way in the classroom to using it as a meaningful learning tool across the whole school.

John Purchase Public School (JPPS) is



located in Cherrybrook and has an enrolment of 680 students. At the start of this journey, around five years ago, we had a computer room with desktops. Additionally, each classroom had one or two functioning computers, relying on a very slow wireless network for internet access. A few staff had an interest in technology and the rest of us were a fairly average cohort, slightly on the mature aged side. How does a school move forward from here? The answer is quite simple, in small steps, project by project.

Equipping the teachers

The first such project was instigated by Pat Ryan, the principal at the time. She wanted to ensure all teachers had a computer as they needed this to learn, experiment and become confident. Teachers were soon required to enter data on their computer and add it to shared folders. These skills were a big step for some teachers who had never used computers before. The tasks became increasingly more demanding, as they were part of the school data collection and because it was compulsory, teachers just saw it as part

of their job. Whole school training and development sessions and days were used to continue to upskill teachers.

The drive for technology was becoming stronger and the need to resource the school became a priority. Interactive white boards were a must for classrooms. Various fundraising efforts, along with school funds being channelled in this direction soon saw every classroom equipped.

Resourcing the students

The decision was made to make an initial purchase of banks of 10 iPads with each bank to be shared across Stage groups. Meanwhile, the staff as a whole was becoming more confident and skilled, making this the right time for the first big project. Every class was to produce an animation for the school time capsule. After the announcement of this initiative, collective gasps from the staff were audible for all to hear. On the faces of some, a look of sheer panic could be seen. After the initial shock and weekly professional learning sessions on various animation skills and techniques, panic died down and staff genuinely got involved and began to enjoy it. It was a great time of mentoring and collaboration within the school with more technically skilled teachers providing great support and guidance for those who were struggling. In many

cases, it was the less experienced teachers, who had recently graduated, who were able to provide the most assistance. The new relationships that were forged have continued to support the technology integration process and have resulted in a more cohesive learning team. There were some stressful moments along the way as the project was completed. The stress was worth it as some of the results were amazing.

Creative engagement

The success of the project from a student engagement perspective and the buzz surrounding it in the staffroom started to encourage teachers to try new things in their own classrooms. It is wonderful how many very talented teachers there are and the staff members at John Purchase Public School were certainly no exception. It was not long before individual teachers were implementing all kinds of programs within their classrooms. Teachers set up their own class blogs, set homework online and generally were more focused on using technology. Teachers taught other teachers and technology and ideas were beginning to spread.



Researching and learning with technology: student in the computer lab at JPPS

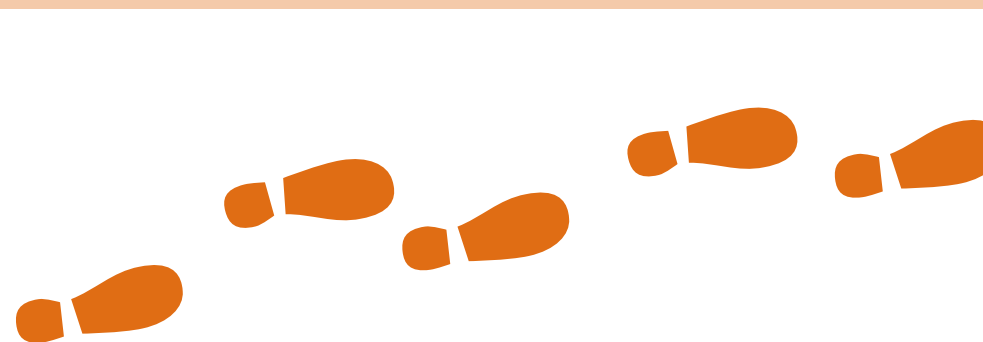


Taking it to the library

The school was moving ahead at a rapid rate and as the information hub, the library was an integral part of the journey. The challenge, as always, was to integrate the technology in a meaningful way. Using computers for research and explicit teaching of skills to do this well are very important for student learning. I wanted to reinforce this by giving these skills [context and purpose](#).

Purpose brings motivation, an essential element in achieving learning goals. I also wanted to tap into the creative opportunities that technology can offer to students.

My first major project that year was for Book Week. I decided that we would make our own book trailers to showcase the [Children's Book Council of Australia](#) (CBCA) short list. As class groups we researched current book trailers and discussed the features, what made them good and bad, what techniques had been used and what equipment we might need to make our own.



There was great enthusiasm as students set about creating with the use of cameras, iPads and computers. There were a large number of students waiting each lunch time to come into the library to work on their trailer. Like all projects it had varying degrees of success. Some trailers were amazing – fabulous mini feature films using iMovie. Others were simple PowerPoint presentations with music and nice transitions. The exciting thing was that every child in every class learnt new skills.

I certainly learnt an enormous amount, especially from the students. I also learnt an extremely valuable lesson that has enabled me to move forward with bigger and better projects. Don't be scared to say to students, *I don't know how to do that, or, Does anyone in the class know how? How about, Let's research this together. We can see if there is a YouTube clip that can teach us how.*

The iPads have been a very useful addition as their portability, ability to film and take photos and the many varied apps have created opportunities for new projects.



Enjoying the portability and flexibility of iPads

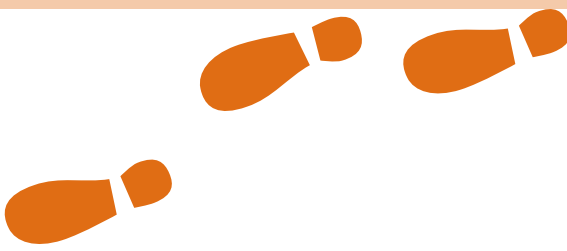
Many primary students today are able to use technology creatively and by seeking their assistance I was providing validation for their talents. The enthusiasm and sharing of information and skills for meaningful learning was overwhelming.

Reaping the rewards

Engagement and choice were my new key features in planning units of work for students. The use of technology appeals to this generation enormously and can be used to keep the attention of the most reluctant students. The one key feature one must never lose sight of is the learning outcome you are trying to achieve.

I have gone on to many other collaborative learning projects and use technology in most classes. I now have a bank of seventeen desktop computers and five iPads. The iPads have been a very useful addition as their portability, ability to film and take photos and the many varied apps have created opportunities for new projects.

The school has a new wireless network and a large bank of iPads that are now used extensively in the school across all Year levels. Some examples of how students use them include:



- accessing online programs in reading and maths groups
- filming of plays and re-enactments
- making short movies and animations
- publishing their own stories on [iBooks](#)
- note taking
- research
- reading digital books.

The uses are only limited by one's imagination. There have also been other whole school projects such as the Education Week celebrations where we QR coded the whole school and created a scavenger hunt. Parents and visitors were asked to bring their smart phones and iPads with them to scan and follow the trail. It was an exciting day for all.

The use of iPads and technology has been a great benefit as it is has challenged many of us to question the way we teach.

Exciting teaching opportunities

The use of iPads and technology has been a great benefit as it is has



iPads in the library: engaging and enthralling

The use of technology is infectious; the more teachers implement and learn new programs the more others follow. It is really a matter of making a start, committing to the cause and giving something new a try.

challenged many of us to question the way we teach. It has provided great opportunity for collaboration amongst staff and peer mentoring. I really enjoyed the Stage meetings at our school where teachers had to present to colleagues one technology program or application that they would recommend. I went away and tried and used many of these.

The use of technology is infectious; the more teachers implement and learn new programs the more others follow. It is really a matter of making a start, committing to the cause and giving something new a try.

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Learning and literacy for the future

In this article, June Wall and Karen Bonanno provide an introduction to the research base behind the need for students and teachers to develop new learning skills, formerly known as 21st century learning skills. An outcome of this research has been the recognition of the need for teachers to upskill in these new areas. It presents the argument for, and research about, the new skills. It will be followed up with a second article on how a capacity building toolkit may be implemented in schools.



June Wall is an independent consultant for elearning and libraries. June has broad experience as a teacher librarian, educational leader and consultant, professional association executive and president at state and national levels. June is passionate about digital learning and pedagogies and future oriented libraries.



Karen Bonanno is an online educator and consultant, the founder and director of Eduwebinar. Karen's focuses are innovative teaching and learning, and resourcing future oriented curriculum design and delivery. Karen has extensive experience as an educational leader nationally and internationally.



Introduction

The Young Adult Literacy Services Association forum report (YALSA), *The future of library services for and with teens: a call to action*. (Braun et al., 2014), indicates that success for today's teens in an increasingly global and competitive society will depend on having a set of skills that goes beyond traditional academic skills. The report states the expanded set of skills

includes learning and innovation skills (i.e. creativity and innovation, critical thinking and problem solving, communication and collaboration), and information, media and technology skills (i.e. information literacy, media literacy, digital literacy, and ICT literacy).

(Braun et al., p. 3)

There is a concern that young people entering the workforce do not have this skill set.

Research into how teens do research in the digital world revealed positive and negative results. Students are able to access a greater variety of information on the topics that interest them, but teachers specifically identified the following as emerging concerns:

- students' overdependence on search engines
- difficulty of students judging the quality of online information
- general level of literacy of students
- increasing distractions pulling at students
- poor time management skills
- students' potentially diminished critical thinking capacity
- ease with which students can borrow from the work of others.

(Purcell et al., 2012, p. 2)

A survey of teachers with advanced skills from the United States (Purcell et al., 2013) also indicated they used search engines to find online information with Google named as the main search tool. They also indicated they use the internet to do work or research for their job and felt very confident in their online search abilities. Even though the teachers discouraged or barred students from using [Wikipedia](#), because of concerns about reliability of content, 87 percent of the teachers used *Wikipedia* as an information source.

As expressed by a number of educators and educational groups in *Making time for great teaching* (Jensen et al., 2014), professional learning for teachers is often poorly delivered, fails to produce better outcomes for students, is not directly suited to the needs of the teachers and fails to improve their capacity to teach.

If our students are going to be able to enter the workforce with relevant and appropriate skills, it is imperative that teachers have access to and can participate in capacity building professional learning that directly helps them to teach their students.

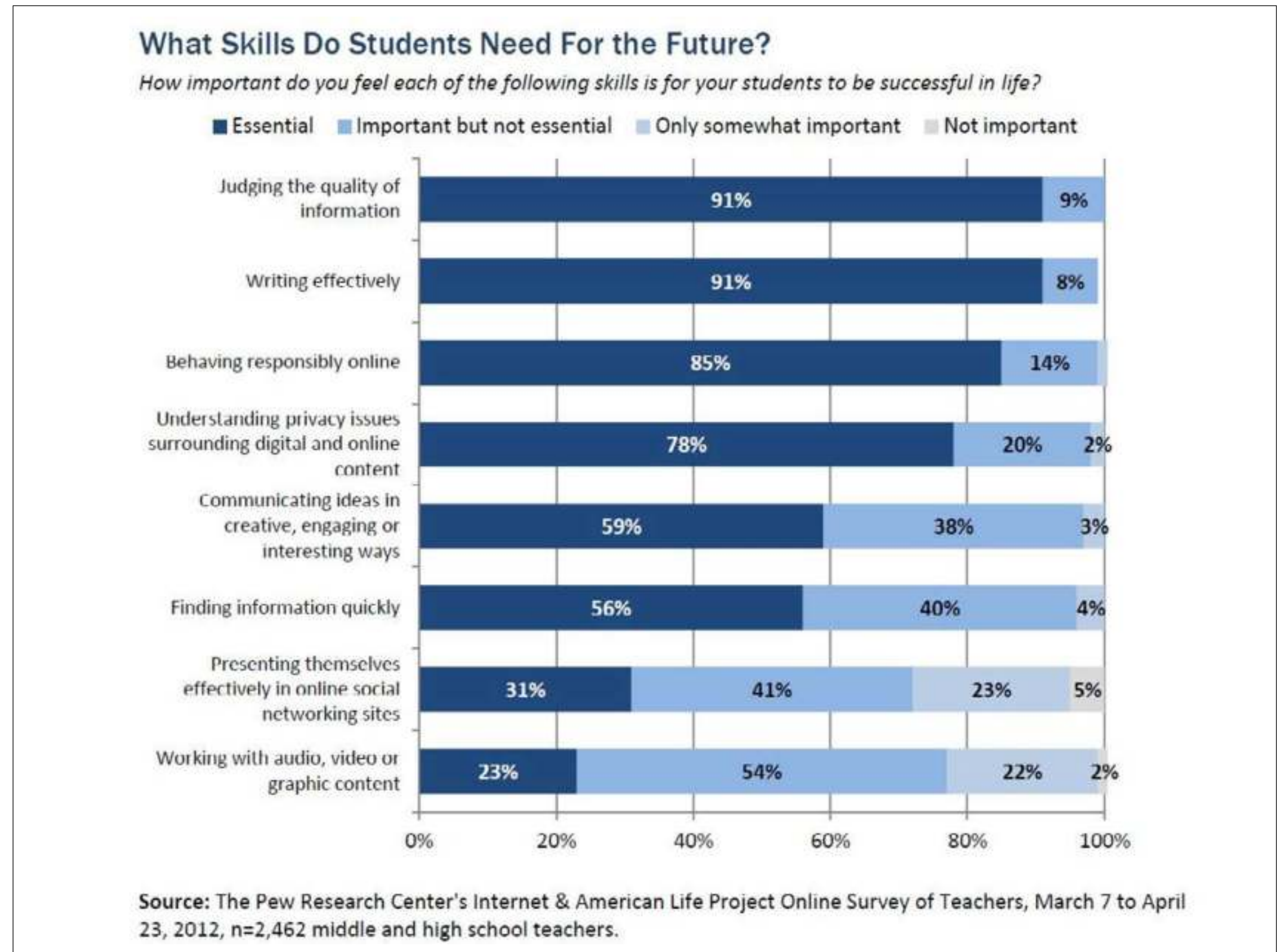


Figure 1: Skills students need for the future (Purcell et al p. 47, 2012)

Future work skills

Local and national factors in future work skills are no longer the primary driver of change. Global factors affect all areas of work and life. These factors have been identified (Störmer et al, 2014) as:

- Emerging economies [leapfrogging](#) existing economies in the need to find a manufacturing base as rapid growth to a knowledge base occurs. These economies are becoming part of the global production chain without a prior industrial base.
- The opening of borders and greater or easier access to travel has meant an increase in migration to where the work is. As a consequence, the workforce demographics are changing rapidly.
- Technology is dissolving barriers, which enables greater control by individuals and greater possibilities for where work occurs.
- As a result of the above factors, organisations are changing their structures to allow for an agile economy, changing workforce and increasing use of new technologies.

The [School libraries 21C](#) (Hay and Todd, 2010) and the [Future learning and school libraries](#) (ASLA, 2013) papers both identified a changing skill set for student and teacher learning. Recognition of the skills required for future work (Störmer et al, 2014; Davies,

2011; Wagner, n.d.) focus on capabilities of agility, critical thinking and the new media. Table 1, on the next page, maps identified work skills to required learning skills (ATC21S, 2012; Economist Intelligence Unit, 2014; Wheeler, 2013). Students and therefore teachers need skills in:

- leadership
- critical thinking
- creativity
- agility
- digital literacy
- communication
- problem solving
- global citizenship
- design thinking
- collaboration
- interpersonal relationships.

Critical thinking and the ability to ask the right questions is the core and the ability to develop new ideas rapidly from analysis is vital. The ability to work in a range of teams (physical and virtual) over a range of media tools also enables the student to have influence on leadership or make informed decisions. Students will need to be able to take and show initiative and be able to communicate their ideas or actions effectively. In order to take these actions, students will need to know how to analyse trends and patterns and therefore be able to critically evaluate



Asia Society: [Seven skills students need for their future](#)

information sources and information.

The development of these skills in students will therefore require a corresponding development in these skills within the teaching profession. As Hattie (2013) reiterates [in this clip](#), the greatest impact on student achievement is the quality of the teacher.

Future Technology

The impact on education of the rapid development in a range of technologies has been noted in particular by the [Horizon reports](#) (Johnson et al, 2013



John Hattie at TEDx, 2013. [Why are so many of our teachers and schools so successful?](#)

Future work skills and required learning skills

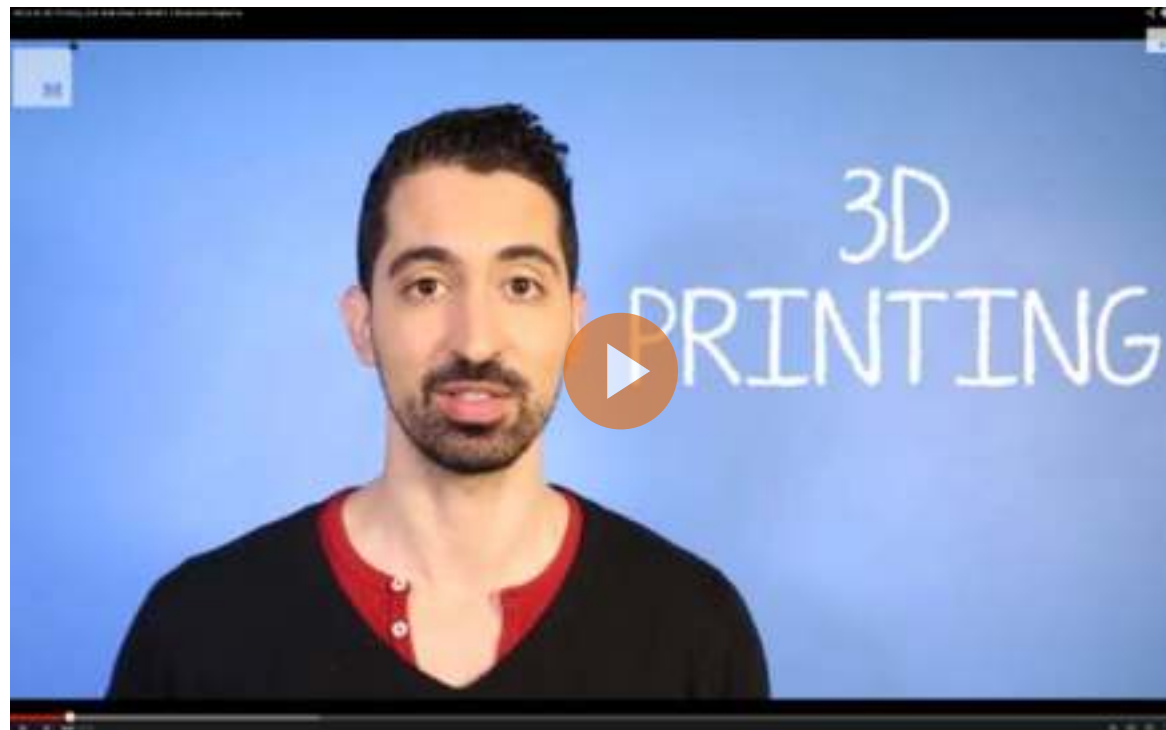
Future Skills	Education or learning skills		Work or Lifelong learning skills		
Future skills for learning - meta view of research	21c Learning skills	21c Learning skills / Learning Curve report	7 Survival skills	Future work skills 2020	The Future of work: jobs and skills 2030
Leadership	Decision-making	Leadership Entrepreneurship	Leadership by influence Entrepreneurship	Cognitive load management	Self-management
Critical thinking	Critical thinking		Critical thinking	Sensemaking	Lifelong learning
Creativity	Creativity		Curiosity and imagination	Novel and adaptive thinking	Adaptation Flexibility
Agility			Agility and adaptability Initiative	Transdisciplinarity	Agility Resilience
Digital literacy / transliteracy	ICT literacy Information literacy	Digital literacy	Accessing and analysing information	New media literacy	ICT skills Lifelong learning
Communication	Communication	Communication	Effective oral and written communication		
Problem solving	Problem solving	Problem solving	problem solving	Computational thinking	Lifelong learning
Global citizenship	Citizenship	Global citizenship		Cross cultural competencies	
Design thinking				Design mindset	Lifelong learning
Collaboration	Collaboration Life and career	Team working	Collaboration	Virtual collaboration	Virtual environments Hybridisation of skills
Interpersonal relationships	Social responsibility, Personal responsibility	Emotional intelligence		Social intelligence	Lifelong learning

Table 1: Identified future work skills mapped to required learning skills

and 2014). Future technologies have an impact on the growing need for skill development that is ongoing and lifelong.

The greater impact in education will be from the *Bring your own technology* (BYOT) and cloud computing developments. These applications will expand pathways and strategies for teaching twenty-four seven through blended learning, flipped classroom and personalised learning environments. A [Gartner report](#) (2013), predicts that by 2017 half of the world's employers will expect employees to supply their own device so that each person will need to be responsible for their own learning about the use of that device and access to a range of storage mechanisms over and above their substantive work load.

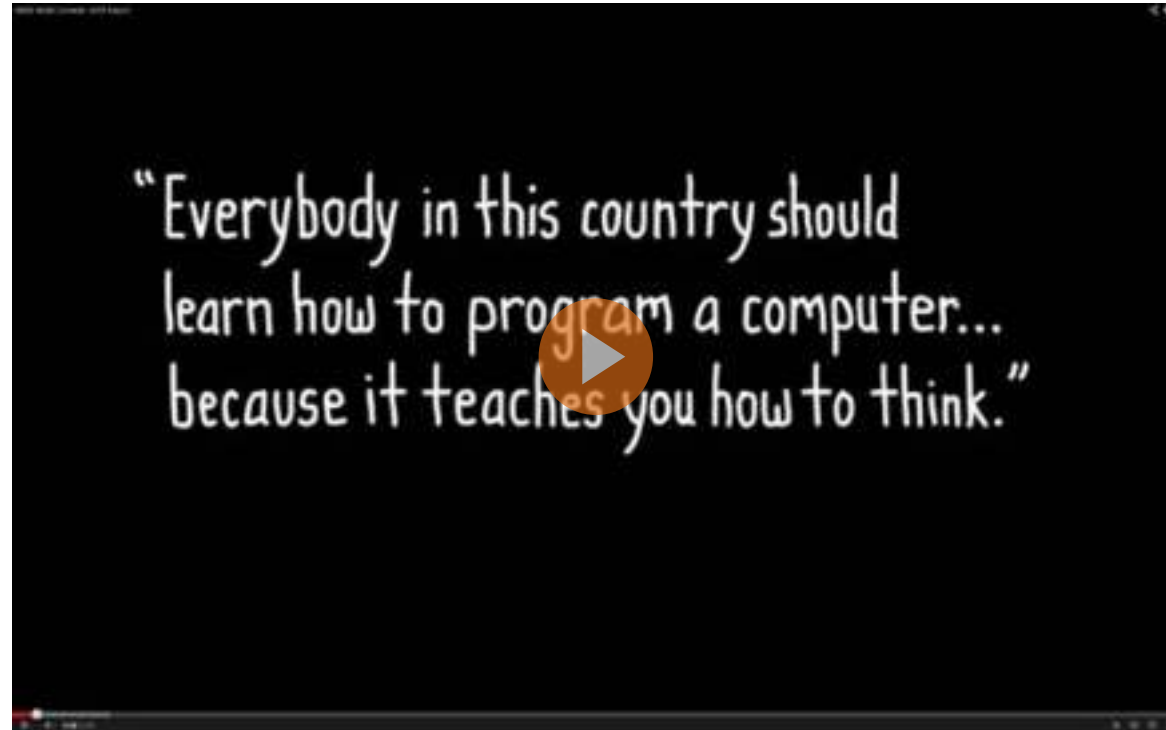
The Horizon report K-12 (2014) identifies [3D printing](#), robotics, and [the internet of things](#) as trends that will impact schools within the next five years.



[What is 3D printing and how does it work?](#)



FW: Thinking: [What is the internet of things?](#)



Coding: [What most schools don't teach](#)

All of these technologies provide greater control and access to an ever widening range of information and knowledge sources and enable activities such as the [makerspace](#) movement and [gamification](#). [Coding](#), or the ability to write a program in a logical computer language, has also been identified as necessary as the technology develops and individuals are more able to construct their own objects or environments.



Virtual assistants: [Mindmeld](#) product video

A technology that has been developing for a number of years is artificial intelligence (AI) and this is leading to virtual assistants. Virtual assistants process and act upon information provided.

This new use of technology will also change how learners search and the way this is taught as well as how the processes of learning could be presented or taught.



The [Mindmeld](#) API: a new developer platform

Challenges

Developing a sound pedagogical framework

The first challenge focuses on the need to identify and establish a pedagogical framework within the school community that will support the development of the future skills. In NSW, the three dimensions in the [Quality Teaching](#) framework that form the basis for a model for pedagogy are:

- pedagogy that is fundamentally based on promoting

high levels of *Intellectual quality*

- pedagogy that is soundly based on promoting a *Quality learning environment*
 - pedagogy that develops and makes explicit to students the *Significance* of their work.
- (NSW Department of Education and Training, 2006)

The framework needs to adequately address the future skills for learning within the context of ensuring high quality teaching within safe and supportive learning environments for the benefit of every student.

Intellectual quality presumes cognitive and skill development as students engage with content to develop their understanding of the world and a deeper knowingness.

Staff capacity

A second challenge is the need to address low digital literacy capabilities in staff. For a number of years the K-12 Horizon reports consistently reported the importance of digital literacy as a key skill in every discipline and profession with the challenge focusing on the lack of teacher training in this crucial area of skills and techniques development. The American Library Association's (ALAOITP) Digital Literacy Task Force has defined digital literacy as

the ability to use information and communication technologies to find, understand, evaluate, create, and communicate digital information, an ability that requires both cognitive and technical skills

(ALAOITP Digital Literacy Task Force, 2013).

In the 2013 K-12 Horizon report, an extension of this challenge was identified in the context of technology when schools mandate the inclusion of specific technology.

Teachers are left without the tools (and often skills) to effectively integrate the new capabilities into their teaching methods.

(Johnson et al., 2013, p 9).

Despite the recognised importance of digital literacy very little is done to address this in teacher education and relevant ongoing professional learning. While the Australian curriculum's [general capabilities](#) (Australian Curriculum and Assessment Authority (ACARA), 2013) have addressed many of the future work skills and learning skills, including digital literacy, teachers are yet to understand these fully and embed them in their teaching and learning practice. Teachers need to build capacity across a range of skills, techniques and strategies to be able to effectively assist their students to develop future skills for learning.

Authentic learning

The third challenge is the design and delivery of classroom programs to support effective teaching and learning of future skills. Authentic learning allows students to focus on real-world, complex problems and solutions by using, for example, role-play, problem-based approaches, development of case studies and engagement in virtual communities. It could also include [maker/hacker space activities](#) and experiential and hands-on learning. Students need to be engaged in deeper learning to develop the skills and knowledge required for academic scholarship or the workplace.

[BYOD](#) and cloud computing accommodate more personalised learning opportunities. The student's mobile device and their collection of apps and social media tools become their workspace where they can capture information and relevant items, store content they want to share, complete projects and assignments, work collaboratively with others to create together, and more.

Grit skills

As teachers endeavour to address the delivery of future skills in a school setting there needs to be the inclusion of the soft skills, especially for the development of a work ethic to persevere against



TEDTalks: [Angela Lee Duckworth: The key to success? Grit](#)

all odds and challenges. Some may refer to these as the social and emotional intelligence skills, or, as Duckworth calls it, *grit* skills (Duckworth; 2013; Smith, 2014). For example, making mistakes isn't failure but necessary for learning.

In order to design and deliver authentic and personalised learning, teachers need to continually update their pedagogies, resource material and frameworks for learning. Using design thinking as a framework may assist in linking learning strategies and content to challenging tasks that will allow for the future skills development of students.

Learning spaces

The fourth challenge is about designing learning spaces to support the development of future skills. With the increasing investment in technologies combined with the need for learning programs that engage students in learning, new thinking about the design of information and technology-rich learning spaces has to be considered. The design needs to be flexible, adaptable, accessible, future-proofed, bold, creative, inspirational, social, inclusive, supportive, enterprising and sustainable (Joint Information Systems Committee, 2006, p3; Patel as cited in Portelli and Fildes, 2009, p. 23).

Flexibility

The final challenge relates to moving the current educational system into the 21st century. With a focus on future skill development, reforming curriculum programs, innovative use of technology, designing engaging learning environments and many other

changes, there is a need to be able to respond to and adapt quickly to shift innovative teaching practices into mainstream education. Future skill development leans towards a knowledge-based economy, which puts pressure on the current education structures and systems to change the way we communicate, collaborate, create, teach and learn. It is necessary to think beyond what is familiar in schooling, instruction and curriculum to restructure learning to benefit future generations.

Conclusion

The combination of developing technologies and corresponding skills and capabilities require students to be competent and capable citizens in a global economy of the near future. This leads to educators considering the learning required for both students and teachers. While the dialogue within the teaching profession has focused on what has been termed 21st century learning skills for students, the discussion now needs to be on developing capabilities for teachers so that they can actively engage students in these new learning capabilities. This will enable teachers to focus on pedagogical practice rather than emerging technologies.

A key finding of the [Innovative teaching and learning](#) (ITL) research report (ITL research project, 2011) was that innovative teaching practices flourish when teachers share their practice, professional learning is active and reflective, and there is a culture of innovation that encourages new types of teaching.

Capacity building for teachers has been recognised in the recent [Future-focused learning report](#) as core to

the professional development opportunities available for all teachers and leaders, based on sound evidence of what works to build capability.

(New Zealand Government, p. 14, 2014).

In their framework for teacher development, the Australian Institute for Teaching and School Leadership (AITSL) recognised the need for:

- reflection and goal setting
- learning and professional practice
- effective feedback and review.

Capacity building for all teachers must include this framework but should also recognise the rapidly adopted methods of formal and informal learning in the workplace that organisations are implementing (Cairnes, 2014).

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Innovative teaching and learning part two: spotlight on innovative practice

In the second part of the series on innovative teaching and learning, Dr Kylie Shaw, Dr Kathryn Holmes, Greg Preston, Professor Max Smith and Emeritus Professor Sid Bourke from the Centre for Research, Training and Impact (SORTI) at The University of Newcastle examine the pedagogy at a case study school in the ITL Australia study. The article highlights some of the practices at this school that are contributing to innovative teaching and learning.

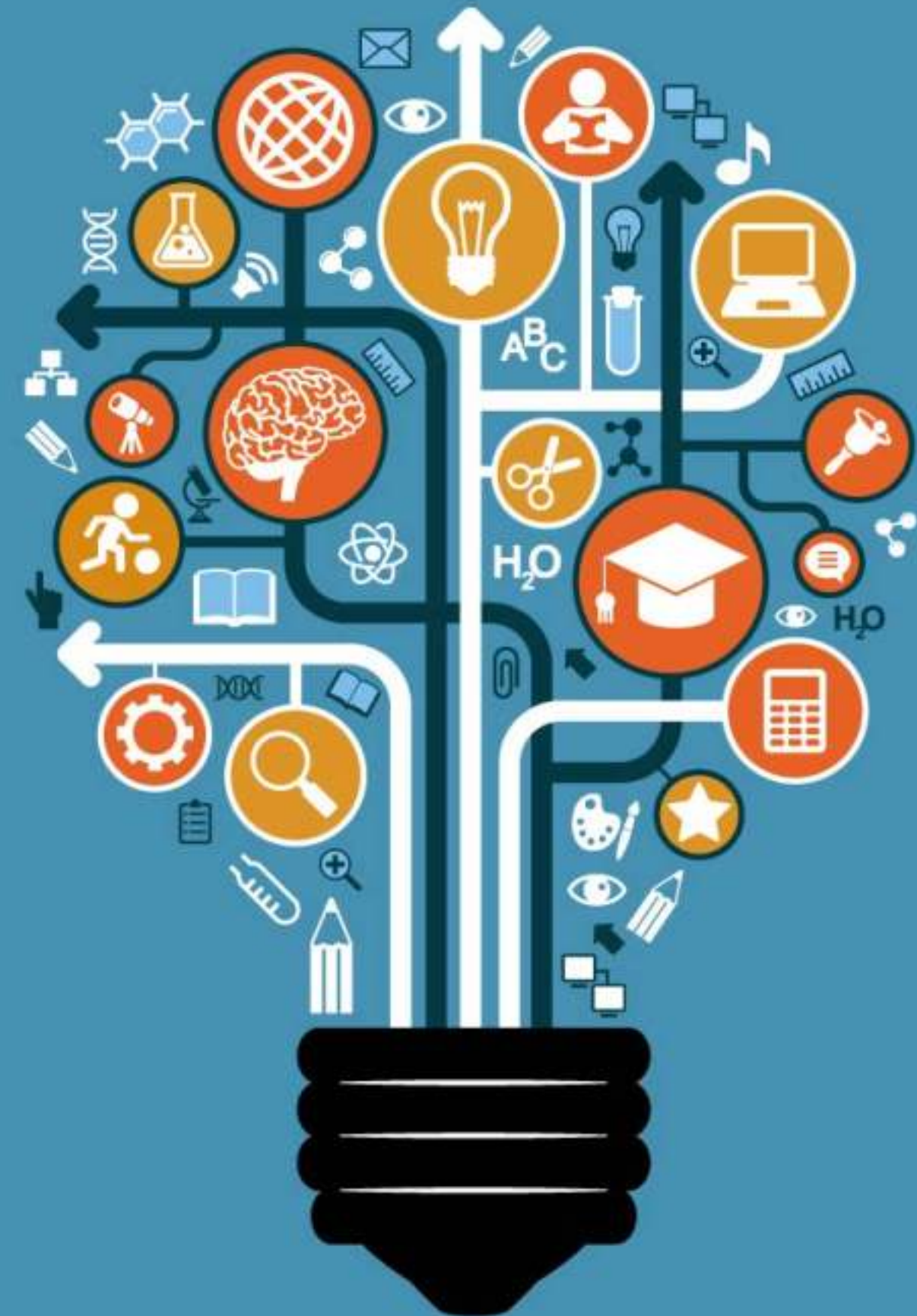
This research project (2011-2013) was funded by the NSW Department of Education and Communities (NSW DEC) and Microsoft Australia.

21st century skills

As outlined in the first article of this series about innovative teaching and learning ([Scan 33.2](#)), 21st century skills are defined as the following:

- collaboration
- skilled communication
- self-regulation
- knowledge building
- problem-solving and innovation
- use of information and communication technologies (ICT) for learning.

These skills have always been important for students to master but in the information age they are essential. Employers in the 21st century want and need a flexible workforce that can innovate, communicate and solve problems creatively and collaboratively. The ITL research project was designed to investigate factors that contributed



to the transformation of teaching practices and their ensuing impact on the development of 21st century skills in students. As such, data collection and analysis for site visit schools provided some insight into what innovative teaching and learning practices looked like at both a school and classroom level, in the context of the system-wide approach to schooling in the NSW DEC.

Figure 1 shows, in blue, the mean code for the site visit schools on each ITL dimension across the 97 learning activities. On the whole, all dimensions were quite low with the average

between 1 and 2. However, on average, collaboration and use of ICT were higher than the other dimensions, with self-regulation being the lowest. The case study school, shown in red, scored consistently higher on each of the dimensions, in comparison to the total sample. This article examines in detail the pedagogy at this school in order to highlight innovative practice at one site.

Background to the case study school

The case study school is a specialist high school serving a diverse area of

Sydney. Set in pleasant landscaped grounds, it features modern facilities and excellent resources. With an enrolment of approximately 1100 students, the school draws 60% of students from the local area and 40% through selection on specific criteria. The school receives additional funding for teaching and learning activities.

There are approximately 80 teaching staff and 15 non-teaching staff employed at the school. The school's main focus is on improving student learning outcomes through the consistent application of quality teaching practices, underpinned by whole-school and targeted, teacher professional learning.

I'm really focused on Quality teaching and looking at ways that we can develop and engage in teaching... it's really a powerful tool for self-reflection but also for improvement at every single level. Whether it's running a meeting in your faculty—what does a quality faculty meeting actually look like and feel like – [or] at the classroom level, what does that look like and feel like, not just for us, but for our students too.

teacher

The school had received recognition for Aboriginal education, curriculum integration of technology and teacher professional learning projects. Strong welfare and leadership programs and well-resourced technology facilities complement curricular programs.

In the study, responses to the teacher survey were used to develop an Innovative Teaching Practice index (ITP) for each teacher in the sample (see Holmes et al, 2013 for further detail). The ITP index is an indication of the degree to which teachers incorporate each of the following three components:

- student centred pedagogies, including knowledge building, self-regulation and assessment, small group work and personalised and individualised learning
- extension of learning beyond the classroom, including extended classroom community, global awareness and cultural understanding
- ICT integrated into teaching and learning, including teacher and student ICT use.

Teacher age, frequency of teacher use of extended learning activities and frequency of collaboration were the variables most strongly related to the ITP score. The number of computers available for student use was also important.

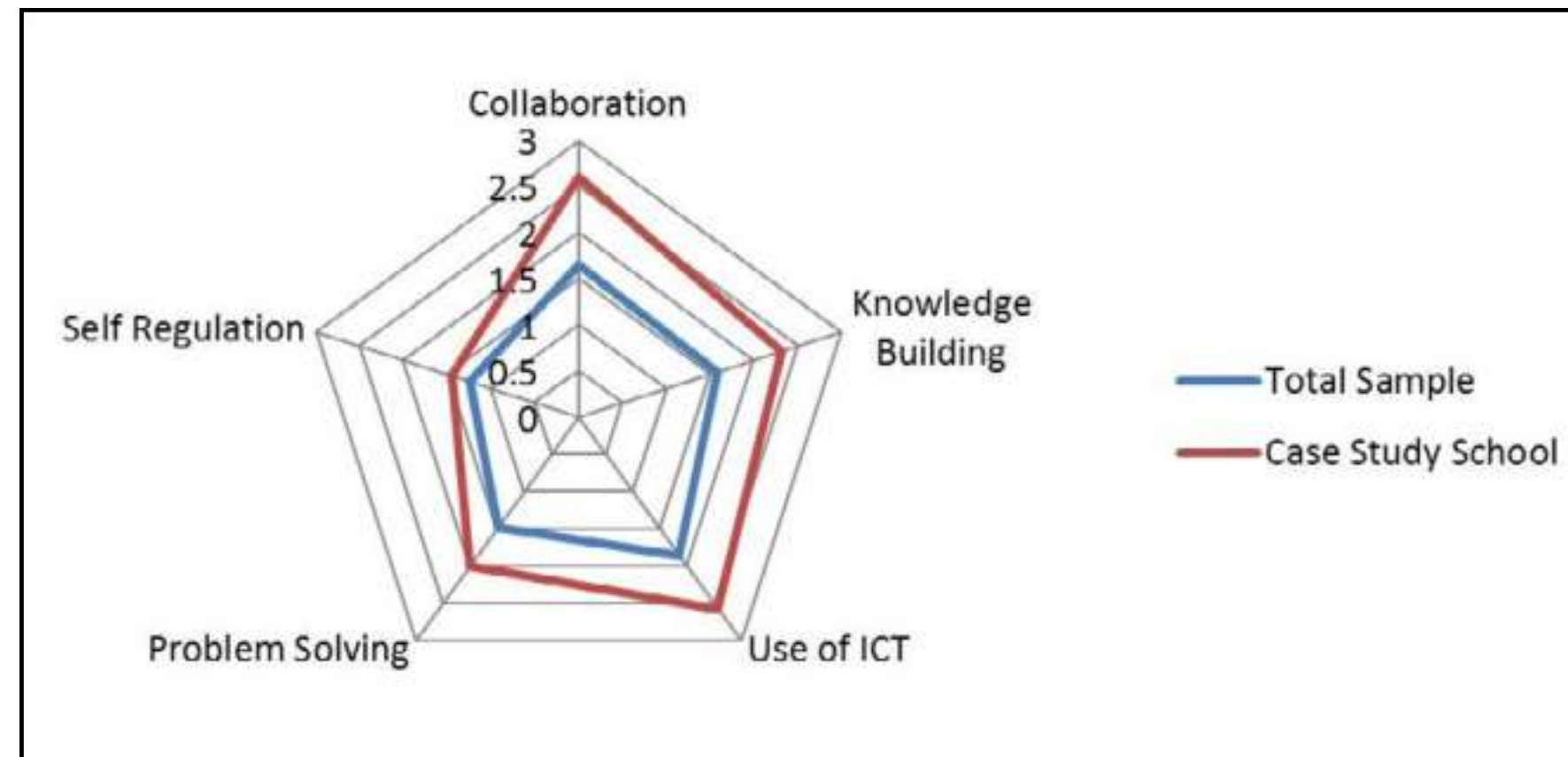


Figure 1: Learning activity ITL dimensions

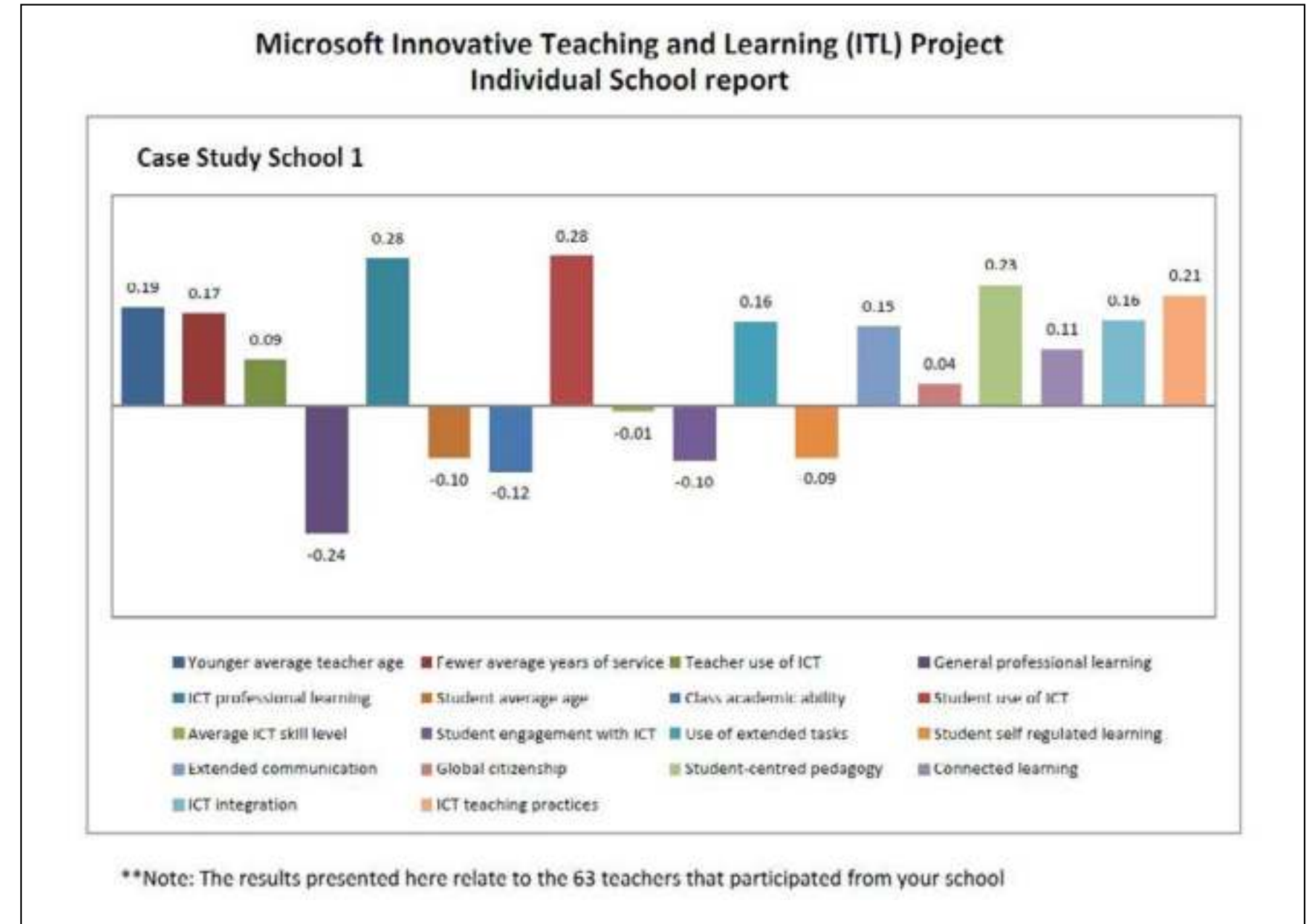
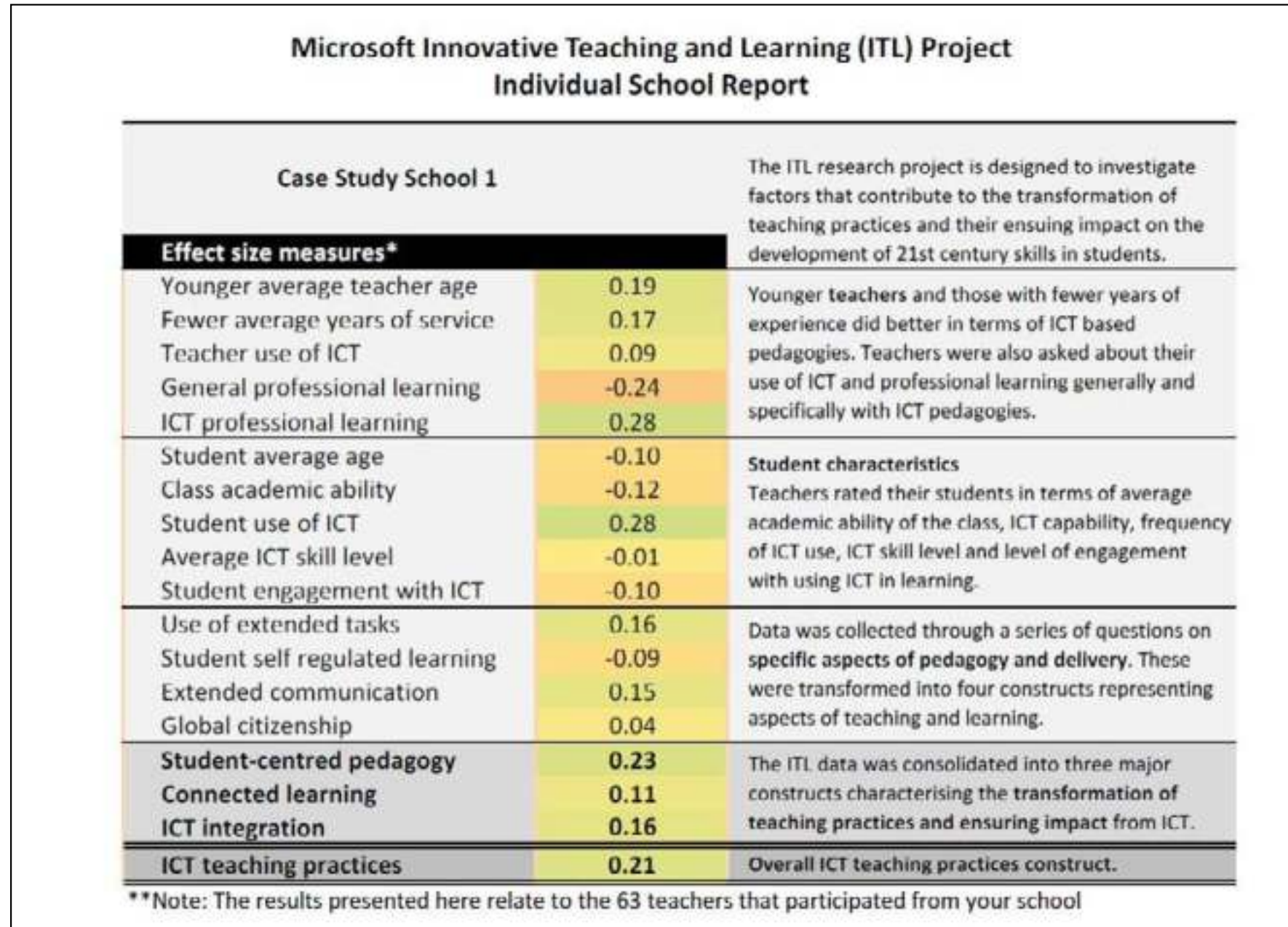
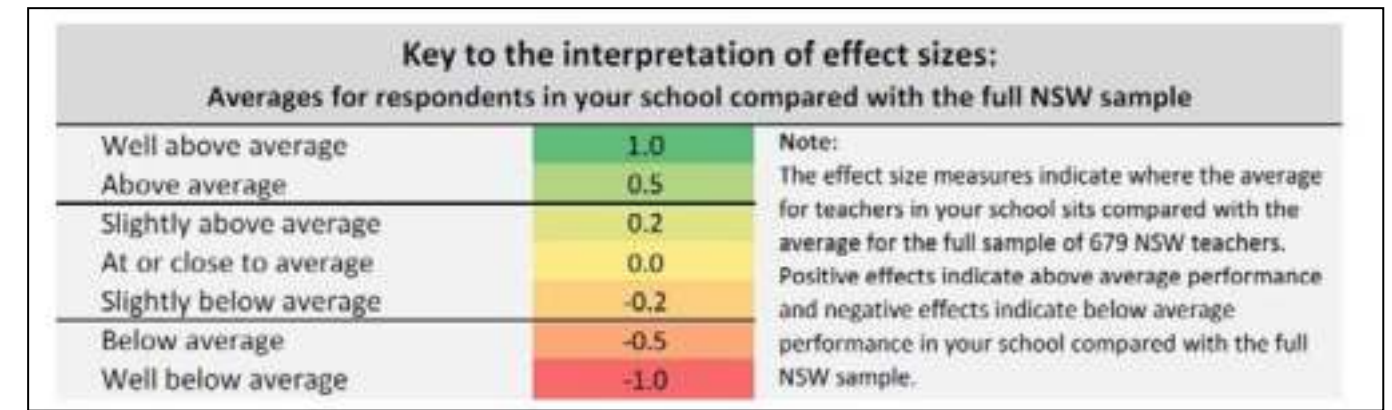


Figure 2: Factors contributing to transformation of teaching practices and ITP index

At the case study school, there was an optimal response rate to the teacher survey, with all 63 eligible teachers (teachers of students from Years 7-9) participating in the study. The ITP Index was 0.21, which was higher than average. As shown in Figure 2, respondents to the survey also

indicated a higher than average level of professional learning in the school both generally and in ICT, higher ICT integration and teaching practices and higher student engagement with ICT. Younger teachers and those with fewer years of experience were also positively associated with the ITL outcome

Figure 3: Key to the interpretation of effect sizes



measure. Figure 3 provides a table that explains the significance of the effect sizes in Figure 2.

In this school, all students in Year 9 and above had laptops provided through the government Digital Education Revolution (DER) program, and staff aimed for consistency through the use of content management programs, such as Microsoft OneNote, so that students could organise their work electronically. The school had 920 computers available for students and staff, compared to the average of 485. Of those computers, 800 were laptops and 100 were in computer labs or the library.

To further investigate innovative practice at this school, a member of the school executive (school leader) and eight teachers were selected to be involved in a site visit component of the study. The school leader participated in an extended interview, whilst the classroom teachers participated in interviews, class observations and the collection of learning activities and student work (LASW). On the whole this school had a high proportion of individual learning activities which scored a 4 on every dimension except problem-based learning and innovation. However, it

was also evident through the data collected in the site visit, that there were variations across disciplines and between individual teachers.

Traditional pedagogy and traditional assessment particularly, pits students against each other. So it's competitive rather than collaborative. So the idea of developing assessments where students really rely on each other and the assessment really requires them to work collaboratively, to do the best that they can or to get the best result that they want, combines the competitive with the collaborative in a sense because... the summative assessment is what matters to a lot of them.

school leader

Spotlight on innovative practice: case study school

Some of the programs operating in the case study school are illuminated below, through the eyes of the school leaders and teachers involved in the study.

The key areas of interest resulting in innovative practice in this school were:

- action learning projects on elearning
- teacher collaboration across

discipline areas

- strong support from school leaders
- individual mentoring of teachers
- a focus on involving students as researchers.

Action learning

Action learning projects are a feature at this school. Teachers are invited to participate, and projects are often sustained across a full school year. Some teachers stay on the team for a year as projects are worked on, while others join in for shorter periods of time as required. At the time of the site visit, the focus in the school was on elearning and matching elearning pedagogies with assessment processes. Teachers were using technology and ICT based tools; either web 2.0 tools or software already installed on the DER laptops, to engage students in authentic and ongoing self-assessment and peer assessment processes.

As a part of the project, a facilitator would spend whole days with the team, talking about action learning and about evaluation. They would talk about what elearning looked like and what quality formative and summative assessment practices look like. Teachers were also given academic readings and resources that were shared with the team. The idea was that the teachers involved would come up with a research

question, then develop a wide range of resources and test many approaches in the classroom with students.

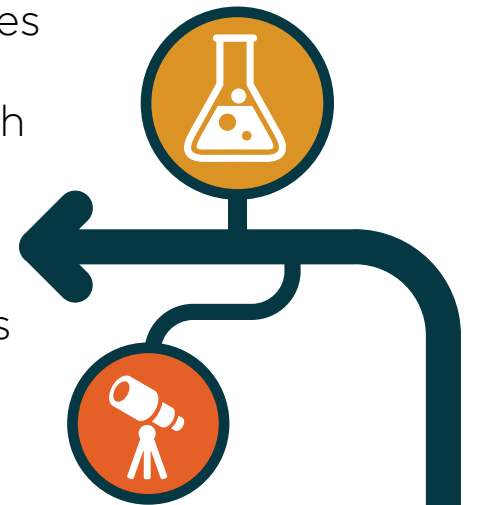
Examples of action learning included the team of teachers trialling different approaches to self and peer assessment through ICT and teacher feedback in their classes. Some teachers used tools such as [Edmodo](#) to submit Word documents and then the students used track changes and comment boxes to really refine their work. They could see the development of the different iterations over a period of time. In performance based subjects, students used webcams to record performances and this practice, in particular, had completely changed the way that students refined their performance pieces because they got to see themselves in third person.

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Outcomes from action research project in elearning

Outcomes of the action research projects in elearning were assessed by analysis of student work samples, particularly those samples of



students who were using ICT to engage in quality self and peer assessment and teacher feedback processes. Work samples of students involved in the feedback process have been compared with work completed by the same students earlier in the year. Teachers also compared the work samples with those of students who were not involved. Teachers believed that the quality of work that students were producing was way beyond what they were producing without ICT and that the difference was the level of peer and teacher feedback, with students creating multiple drafts of their work before submitting it for marking.

In the focus groups, students say that the process was hard and that it took time, but that they liked it more.

The pay-off for teachers was that the classroom management issues were reduced and submission rate of assessment tasks increased. Students also had an increased sense of responsibility to make sure their work was of high quality because it was going out to broader audience than just the teacher.

Other outcomes were improvements in students' literacy and digital literacy skills, which improved significantly.

When technology was first introduced in the classroom it was clear that students did not intuitively use it well. For example, when students in Year 9 were introduced to using simple operations like track changes and comment boxes in Microsoft Word for peer assessment, not one student had used them before. This is now a well-established process that students almost take for granted because it has happened across most of their subjects.

Another example was the development of communication skills for online collaborative workspaces. While students use [Facebook](#) and other social media a lot, they didn't necessarily operate in online spaces in the way they needed to for learning. A few years

ago, a wiki was set up for a Year 7 class, who were working on a cross-curriculum project.

They automatically started just chatting with each other, saying things like: *Hey, what's up?*, rather than focusing on their task. It was necessary to

While students use [Facebook](#) and other social media a lot, they didn't necessarily operate in online spaces in the way they needed to for learning.

set clear boundaries for students around the purpose, context and audience of these collaborative spaces.

Cross-disciplinary approach

In a secondary school it is easy for faculties to become silos, with teachers only really knowing what everyone in their own faculty does. So all of the action learning projects that were developed at the school had teachers working across a range of key learning areas (KLAs). This process allowed them to learn from the skills, expertise and knowledge of colleagues that they would not usually interact with and to discover similarities between different syllabuses. Teachers were also grouped with colleagues who taught the same classes, so that core concepts for cross-curriculum units of work were developed collaboratively and organically. To ensure the integrity of their syllabus was maintained, teachers then developed a unit of work that hooked into a shared core concept but also developed student skills and knowledge in their particular subject area. The result was that students completed rich tasks that met syllabus outcomes for individual KLAs but were also required to bring skills and knowledge from each of the other subject areas involved.

An example from the school was a

history unit around Aboriginal culture, where students were required to make a film about Aboriginal first contact with Europeans as their main assessment task. At the same time, students were using picture books in English to develop their understanding of visual components they might consider in their filming. In visual art they were looking at 4D film, including 4D artworks and filmmaking, and in music they were looking at how to include sound in their film to enhance the quality of their final product.

The strength of these units was that teachers had ownership of the process; they were not just teaching someone else's unit of work. The school have been using this process for the last four or five years. Teachers believe it has made a difference in terms of their development of a rich understanding of what happened across the school and in the way they were learning from each other. The flow on from this was that their students also developed an understanding of how their learning in one subject could enrich another, which is how real world skills and knowledge were acquired and used.

Support from school leaders

One of the aspects highlighted by staff was that to be innovation needs the

support of school leaders. This section highlights the approach of one of the senior executive or school leaders in this innovative school, from their perspective.

I don't ask staff to do anything that I don't do myself...so they know that if I say, I'd really love you to be involved in this action learning project, you're going to work really hard, [that] I'm not going to pretend for one minute that it's not going to be a lot of hard work...but [I say] I'm going to be there with you. I'm happy to come in and team-teach with you and I'm happy to help you develop resources, my door is always open.

[I also say]... I'll be doing it with my own class and I'll be learning as we go. You'll be provided with stacks of

support. So teachers know that they can come and talk to me and I'll work with them individually or I'll be in there with

them. I'll release them for a whole day to work with me or to work with

a consultant, or to work with each other. So I think generally teachers are willing to take risks because they know that I talk to them about risk taking as an opportunity to learn.

If some things don't go right, I never see it as failure because the process is really about investigating what works best. You're not always going to find the best way to do something immediately.

...So I think we've got a school culture of risk - calculated, careful risk taking is really supported. I would hope that teachers would say they feel really supported and they feel like they're given lots of professional learning, lots of support, lots of time to do the things that they want to do. As I said, I teach a class so I have to be always two steps ahead. I reckon my credibility rests on what the kids in my class say happens in my classroom. Staff here know that I'm not going to say, can you please do something, and then delegate it, and not be in there with them.

teacher mentor

...So I think we've got a school culture of risk; calculated, careful risk taking is really supported

teacher

Individual mentoring of teachers

The school is active in applying for teaching grants and other funding opportunities, so they can use the funding to release staff for targeted

mentoring. The school leader and other staff members had also taken on a role where they were mentoring colleagues. One of those involved in mentoring other teachers had the following thoughts:

My job was primarily for them to say, this is what I want to do and this is what the syllabus or my program asks me to do. I really want to marry the technology with that. So my thing with teachers is always, if you're going to use the technology I want to know that the technology enables you to do something that you wouldn't be able to do without the technology. So if you're going to say to me that you're going to do it on the interactive whiteboard I'm going to say, why can't you do it in a normal whiteboard?...or if you're going to do it on the internet, why on the internet and not on something else?

So I'm always challenging them to think about what the technology involves. We don't want to use it just for the bells and whistles. What does it allow you to do that you can't do without the technology? So the individual support that I give teachers looks really different according to who the teacher is and what they're looking for.

teacher mentor

So if you're going to say to me that you're going to do it on the interactive whiteboard I'm going to say, why can't you do it in a normal whiteboard?...or if you're going to do it on the internet, why on the internet and not on something else?
teacher mentor



The teachers who are mentoring others are part of the wider school action learning team, who then become experts and assist colleagues. They are either mentoring teachers or they are presenting their findings at school development days. All of that gets built into the school plan. So the school is working from individuals, to teams of teachers, to the big picture.

Humanities beginning teacher example

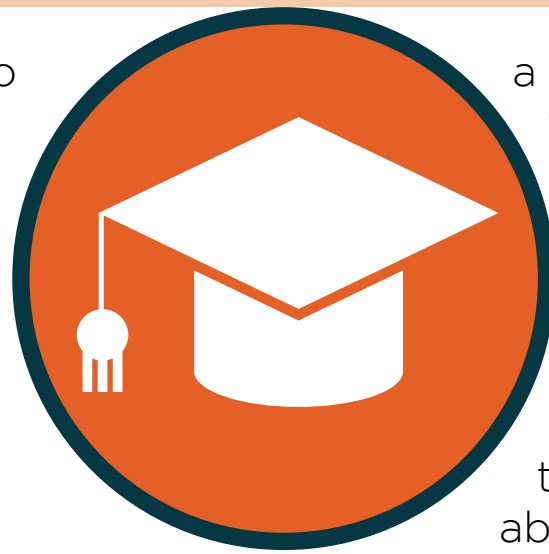
An example was given of a second year teacher who was really reticent to use technology in his class. It was assumed that because he was GenY, he would just pick up technology and go with it, but he was always worried that something would go wrong. To help him to develop his confidence with using technology in the classroom, a mentor was assigned to work with him,

over a sustained period of time, to develop a technology-rich unit of work. This took the form of a range of case studies that were embedded into a OneNote file, rich with multimedia such as graphs and pictures and video. The students had to use a scaffold to analyse each of the case studies and make a decision based on real-life criteria for foreign aid dissemination. They then had to write a media release.

So in terms of changing his practice, it has been about developing his confidence and developing his skills. It has been about convincing him that the technology allowed him to do something that he couldn't do without it. This was because the OneNote file integrated and hyperlinked the content, which provided a richer learning experience for students. The package he produced is now being piloted to iron out any problems and will be rolled out across every Year 10 class. So part of the process is about giving the task, in which the teacher and mentor have invested a lot of time, every chance to succeed.

Students as researchers

Another project underway at the school is the *Students as researchers* project. The school wants to develop an authentic student voice and empower students to have a greater say in what pedagogy looks like in their school. The school has already done lots of work where they have gathered student opinions through focus groups, surveys, observations and analysis of work samples. But the difference is that the students themselves are analysing this data and have presented



a summary for the school leaders on what works best for students and what they would like to see less of. The next step is for students to be collectors of data. Interested students will volunteer to participate and will gather data from their classes using video. They will analyse the videos, and also interview teachers and student focus groups from those classes. In preparation, the action learning team will spend time talking to student researchers about what quality feedback and quality self and peer assessment looks like. They will also be outlining the difference between elearning and traditional pedagogy so that students develop a sophisticated understanding of what it is they are looking for. Students will then report their findings to teachers and that will guide what's happening across the school in terms of those processes. The vision is that a broad range of students across Years 9, 10 and 11 will be involved and, to minimise disruption to student learning as much as possible, it is likely that students will collect data from their own classes.

Innovative learning activities

This section will highlight some of the exemplar learning activities from this case study school which were collected during the site visit. They are presented for the ITL dimensions of collaboration, use of ICT and knowledge building.

ITL dimension: collaboration

Collaboration in this study required the learning activity to be designed to allow students the opportunity to work in pairs or groups. To score highly on this dimension,

students were required to share responsibility and make substantive decisions with other people.



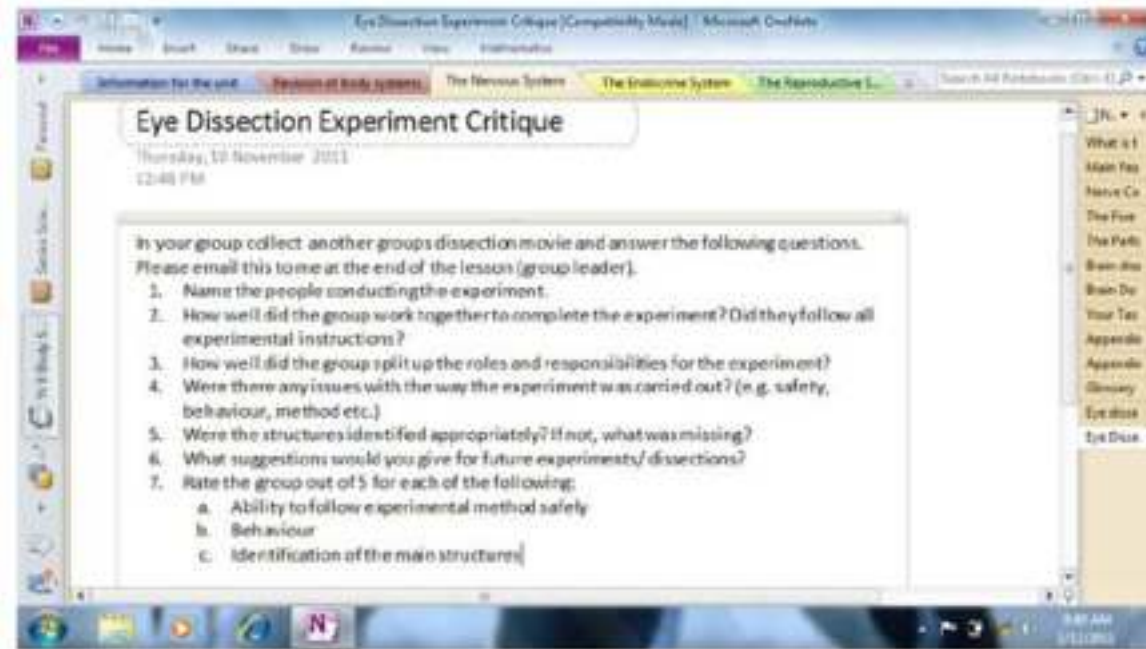


Figure 4: OneNote screenshot: eye dissection experiment critique

Year 8 science learning activity: eye dissection

Groups of students in Year 8 were asked to conduct an experiment involving a dissection of the eye, to identify parts of the eye and then to investigate why blind spots stop people from seeing properly. They had shared responsibility in planning the experiment, filming the subsequent investigation and allocating roles to each member of the group. Each group identified tasks for its members and together they were asked to make substantive decisions about process and product. At the completion of the task, groups were then asked to critique another group’s film of their experiment; using teacher-generated criteria as shown in figure 5.

This learning activity was coded as 4 (the highest level on the rubric) because it required students to work with shared responsibility for the making the film of the planned experiment and make substantive

EYE DISSECTION EXPERIMENT MARKING CRITERIA

Outstanding	Group works at an outstanding level with all roles and responsibilities identified and carried out efficiently. Group communicates efficiently and remains on task for the duration of the experiment. All key structures of the eye are identified during the dissection. Each group member carries out the experiment following the experimental method in a safe and effective way.
High	Group works at a high level and most roles and responsibilities are carried out efficiently. Group communicates most important information and remains on task for the majority of the dissection. Most key structures of the eye are identified during the dissection. Each group member carries out the experiment following most steps of the experimental method in a safe and effective way.
Sound	Group works at a reasonable level with some roles and responsibilities identified and carried out to a sound standard. Group communicates some important information to each other and remains on task for some of the experiment. Some key structures of the eye are identified during the dissection. Some group members carry out the experiment; however, some steps are missed or not performed correctly. Some safety issues are noticeable.
Basic	Group works at a low level and roles and responsibilities are not clearly identified or carried out. Group does not communicate most information to each other, and remain off task for the majority of the experiment. Limited identification of structures of the eye during the dissection. Many steps of the experiment are missed, and there are several safety issues present in the experiment.
Limited	Group does not work well together. Roles and responsibilities are not identified at all. Group does not communicate with each other throughout the experiment. No key structures are identified during the dissection. The experiment is not carried out appropriately and many safety issues are present.

Figure 5: Eye dissection experiment marking criteria

decisions about how they would conduct the experiment, how they would make the film and what role each member of the team would take. There was one product produced by the collaborative group, being the film of the experiment.

ITL dimension: knowledge building

Knowledge building in this study required the learning activity to be designed to allow students the opportunity to generate ideas and understandings that are new to them, through interpretation, analysis, synthesis, or evaluation. In stronger activities,

knowledge building was the main requirement of the learning activity and the strongest activities required students to connect information and ideas from two or more academic disciplines, for example, integrating learning from both science and literature.

Year 7 Science learning activity: plant cell analogy

Students were asked to work in small groups and use the web 2.0 tool [Prezi](#) to create an analogy of a plant cell through comparison with an organisation. Prior to commencing the activity, a class discussion was held as to which organisations may have the appropriate components to their structure which would support the analogy of a plant cell. Groups then worked together to decide what organisation they would base their analogy upon. They then had to choose between five and seven of their major components of a plant cell to specifically compare through [Prezi](#). After completing the group [Prezi](#), the group presented their analogy to the class through a visual presentation and gave peer feedback to other groups.



This learning activity was coded as a 4 on knowledge building because its main requirement was knowledge building, requiring students to synthesise information about plant cells and compare that information to an organisation's structure. The activity was also considered cross-disciplinary, as it required knowledge of geography, specifically how organisations are structured in modern society.

ITL dimension: use of ICT

Information and communication technologies (ICT) are becoming increasingly common in the classroom, but ICT is often used to support practice on basic skills rather than to build knowledge. ICT includes computers and related electronic devices such as smart phones, personal digital assistants, camcorders, graphing calculators, and electronic whiteboards

This dimension examines how students use ICT, whether or not the use of ICT helps students build knowledge, and whether or not students could build the same knowledge without using ICT. To score highly on this dimension, students were required to use ICT in the learning activity to build knowledge in the given discipline.

Information and communication technologies (ICT) are becoming increasingly common in the classroom, but ICT is often used to support practice on basic skills rather than to build knowledge.

Year 9 Science learning activity: podcast on contraception

Students were asked to design and provide relevant and accurate information about different forms of contraception as a part of the topic, *The human body*. Students conducted individual research on different forms of contraception, using internet sources provided by the teacher. Small groups were then formed to collaboratively write a script for a two minute podcast on one form of contraception, using Microsoft OneNote, suitable for an audience of Year 9 students. Podcasts were then recorded using the program [Audacity](#) and edited by the group. Finished podcasts were collated and a full set of podcasts given to each student, who rated the podcasts according to the task criteria using the Two stars and a wish method.

This learning activity was coded as a 4 on use of ICT because students used ICT to support knowledge building.



They were asked to research multiple current sources of information about contraception and then as a group, synthesise the information to provide up-to-date information about one form of contraception. The product they produced would not have been possible without the use of ICT to support their investigation of current sources of information and the use of a web 2.0 tool to produce podcasts, which were then shared with all members of the class for peer assessment purposes through the shared learning platform of Microsoft OneNote.

Where to next?

Close examination of the case study school highlights some of the key practices that support the development of 21st century learning skills in teachers and students. Of particular interest was the extent to which collaborative practice and feedback underpinned many learning activities in the school.

One of the key benefits of the study for participating schools was the experience of coding learning activities, as it was found that when teacher coders analysed and scored learning activities across the ITL dimensions,

they developed a deeper understanding of how 21st century skills could be integrated into learning activities.

A professional learning framework based on [21C learning design](#) has been developed for schools, based on the ITL research project. Those interested can contact the authors, read more about the [ITL research program](#), or download the app developed by the Microsoft Educator Network [The 21st century learning design app](#).

This free tool has been designed to help teachers assess and code their own learning activities and provide them with structures and further learning resources to assist with curriculum planning for 21st century skills.

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Discovery: the new Area of Study for HSC English

From the start of Term 4 this year, more than 70,000 students across the state will embark on their study for the Higher School Certificate (HSC). The vast majority of those students will be studying one of the three 2 unit English courses: standard, advanced or English as a second language (ESL).



Michael Murray is an educational consultant who was formerly the chief education officer, English, with NSW Department of Education and Communities. In his article, he outlines how teachers of English and teacher librarians can prepare to teach and support the resourcing of the new *Area of Study: Discovery*.

A new Area of Study

2014/5 is a significant year for the 2 unit English courses because it is the first year of implementation of *English Stage 6: prescriptions: Area of Study, electives and texts : Higher School Certificate 2015-2020*. This document prescribes the electives and texts available for HSC English study in any given year. Significant to all three courses is the launch of a new Area of Study, *Discovery*, replacing the previous Area of Study, *Belonging*. Stage 6 English teachers need to be prepared for the challenges of the new Area of Study before the HSC English courses commence in Term 4. Teacher librarians in secondary schools will want to support teachers and students working with this new Area of Study, and will therefore need to make preparations also.

Parameters for study

English teachers, students and teacher librarians should be aware that the parameters for the study of English are set broadly by the *English: stage 6 syllabus* and specifically by the *English stage 6: prescriptions: Area of*

Study, electives and texts : Higher School Certificate 2015-2020.

To prepare for Area of Study: *Discovery*, they will need to engage with both:

- The rubric broadly outlining the *Area of Study in the syllabus*:

(Note the rubrics for Area of Study in standard English page 29, and advanced, page 46, are identical, as this is a common aspect of the two courses. The rubric for ESL, page 67, has some similarities, but particularly involves the study of language through the Area of Study).

- The rubric particularly defining the Area of Study: *Discovery* in *English stage 6: prescriptions: Area of Study, electives and texts : Higher School Certificate 2015-2020*:

(Note that the prescriptions rubrics are again identical for standard and advanced courses, page 9, while similar, but also different, for ESL, page 22).

Discovery as a concept

The key statement in the prescriptions document rubric for Area of Study: *Discovery* is as follows:

This Area of Study requires students to explore the ways in which the concept of discovery is represented in and through texts.

Prescriptions, p.9



What do we mean by a concept? A concept is a big, often complex and dynamic, idea. It can be considered from different perspectives. It is helpful to distinguish concept from similar notions, such as *topic* and *theme*.

Think of a text as like an iceberg. The tip of the iceberg is the topic, or what the text is obviously about. Beneath the surface of the text is the theme, or possibly several themes, which might only be discerned after careful investigation of the text.

But the concept sits outside the text. A wide range of texts taps into this big idea in a variety of ways. In our analogy, the concept is more like the ocean current that swirls about the iceberg, indeed many icebergs. Like an ocean current, a concept is dynamic, changing according to context and perspective. It is important that students develop an appreciation of the complex and dynamic nature of discovery as a concept and that they reflect this deep understanding in their HSC responses.

Will the real concept please stand up?

Note that, in the key statement from the prescriptions document quoted above, students are required to explore *the ways in which the concept of discovery is represented*.

SERGEY NIVENS/shutterstock.com

In a sense, the real *English* concept involved here is representation. The focus is not so much on discovery, per se, as on the ways in which discovery is represented in texts.

The focus is not so much on discovery, per se, as on the ways in which discovery is represented in texts.

This makes sense when you realise that the particular concept for study changes from one prescriptions document to the next. Over the years, we have seen *Change*, *Journeys* and *Belonging* before *Discovery* made an appearance. But what never changes, because it is enshrined in the syllabus, is the fact that students will always study the ways in which the concept is represented.

What texts have to say about discovery is of interest, but *how* they represent discovery is the true focus of study.

In and through texts

The final part of the key statement, that the concept of discovery is represented *in and through texts*, is also worthy of attention. Discovery is a concept that can be found *in* texts, represented in a variety of ways and Discovery also

operates *through* texts. Composers can discover through their composing and responders can discover through their responding.

Students will not only need to reflect upon how discovery is represented in texts, but also the process of discovery which composers and responders, including students themselves, experience when they make texts.

What texts have to say about discovery is of interest, but how they represent discovery is the true focus of study.

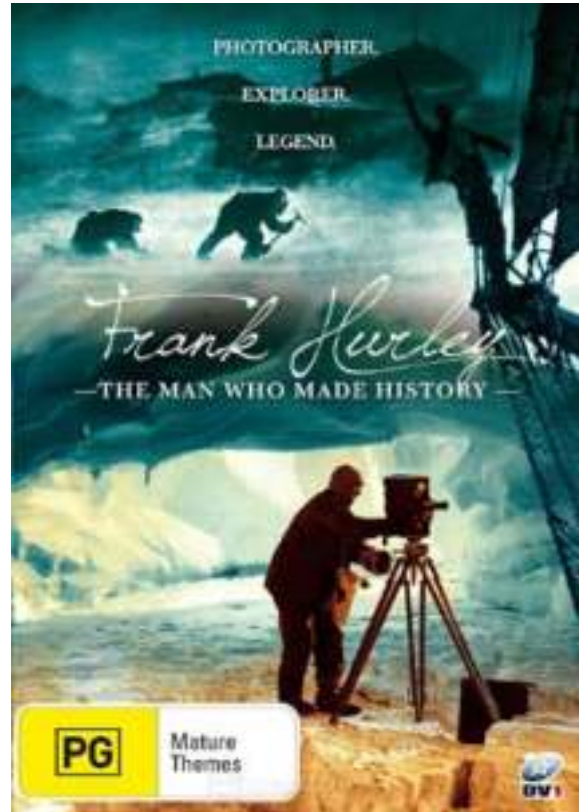
5 key aspects of *Discovery*

Beyond the first statement, Prescriptions seems to emphasise five key aspects of discovery which students are expected to explore through the Area of Study:

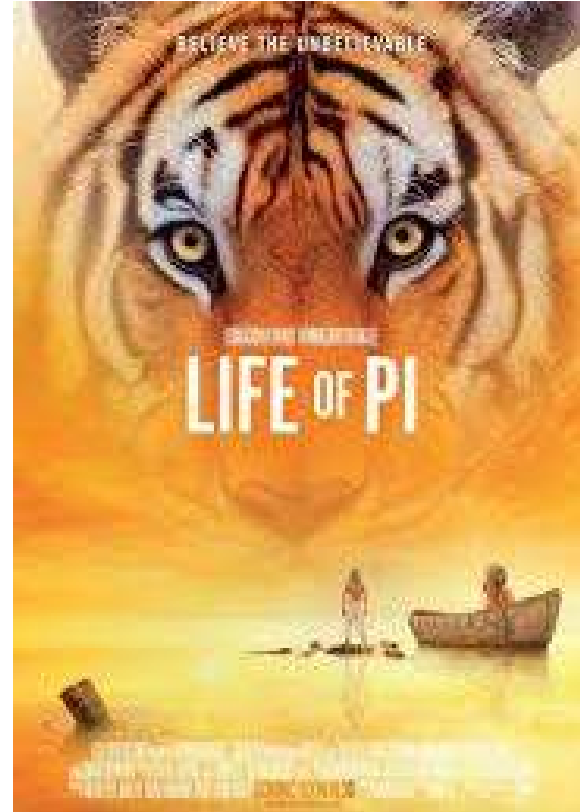
- the nature of discovery
- how experience of and attitude towards discovery is influenced by *context*
- the impact of discovery
- how we can discover through a text
- how discovery is represented in a text.

These five key aspects will be considered in turn.





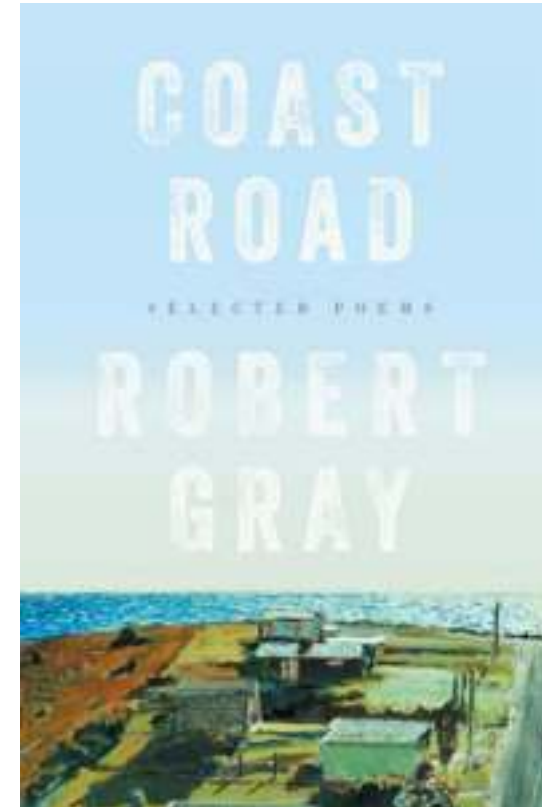
Prescribed text- media: *Frank Hurley: the man who made history*



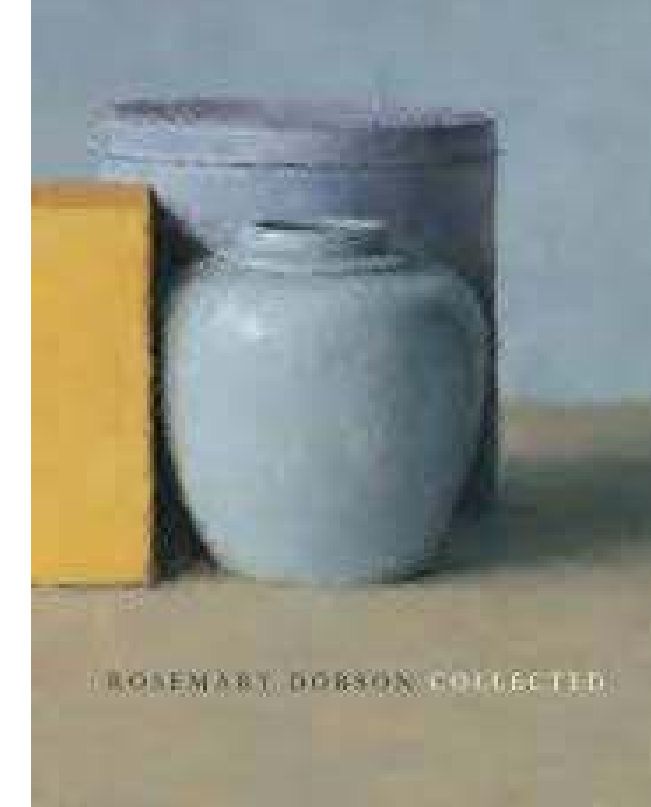
Prescribed text-film: *The life of Pi*



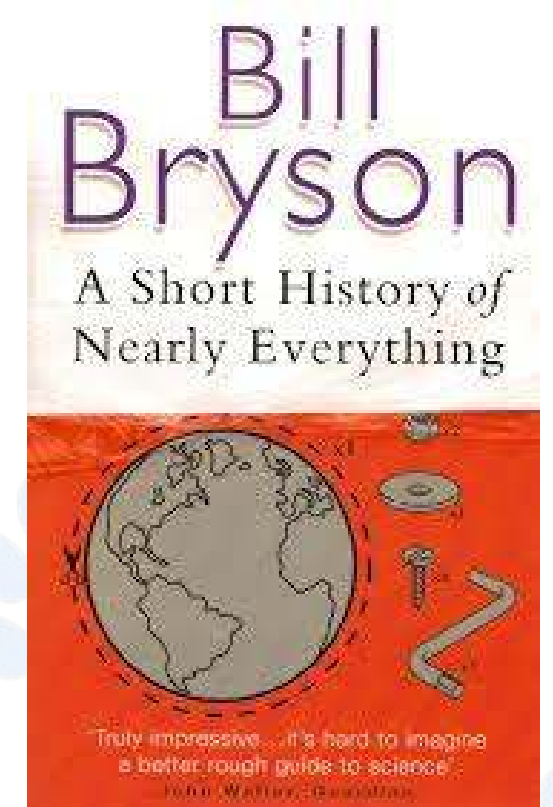
Prescribed text-prose nonfiction: *The motorcycle diaries*



Prescribed text-poetry: Robert Gray



Prescribed text-poetry: Rosemary Dobson



Prescribed text-prose nonfiction: *A short history of nearly everything*

The nature of discovery

The prescriptions document suggests that there can be different types of discovery. It can be:

- something discovered for the first time – or rediscovered
- sudden and unexpected – or deliberately planned
- a positive experience – or a negative experience
- meaningful in emotional, creative, intellectual, physical or spiritual ways.

There can also be different objects of discovery, for example:

- people
- relationships
- societies
- places
- events
- ideas.

Discovery can refer to the thing found, as well as the process of finding.

Context

The experience of and attitude towards discovery can be shaped by:

- personal context (and values)
- cultural context (and values)
- historical context (and values)
- social context (and values).

In exploring the meaning or meanings of a text about discovery, it may be useful to consider:

- the context of the composer and how this might influence ideas about discovery and how they are represented

- the contexts of responders and how these might influence different responses to and interpretations of discovery in a text.

The impact of discovery

Discoveries can:

- lead to new worlds and values
- stimulate new ideas or speculation about future possibilities
- offer new understandings and renewed perceptions of ourselves and others
- transform the lives of individuals or society in general.

Discovery through texts

We all discover when we respond to texts. Texts can affirm or challenge the assumptions and beliefs of responders about human experience and the world.

Synthesising perspectives, by making links within and across texts, can deepen understanding of the concept of discovery.

Composers use a variety of ways to invite responders to experience discovery through their texts.

While the prescriptions rubric focuses on responders discovering through texts, composers can also make discoveries about themselves or the world in which they live through their composing.

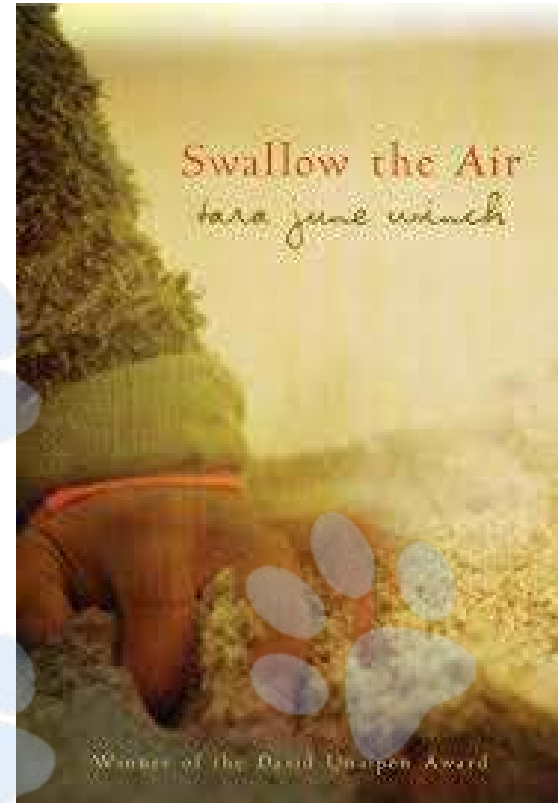
How discovery is represented

Composers shape their representations of discovery by their choice of language modes, forms, features and structures. Students are required to:

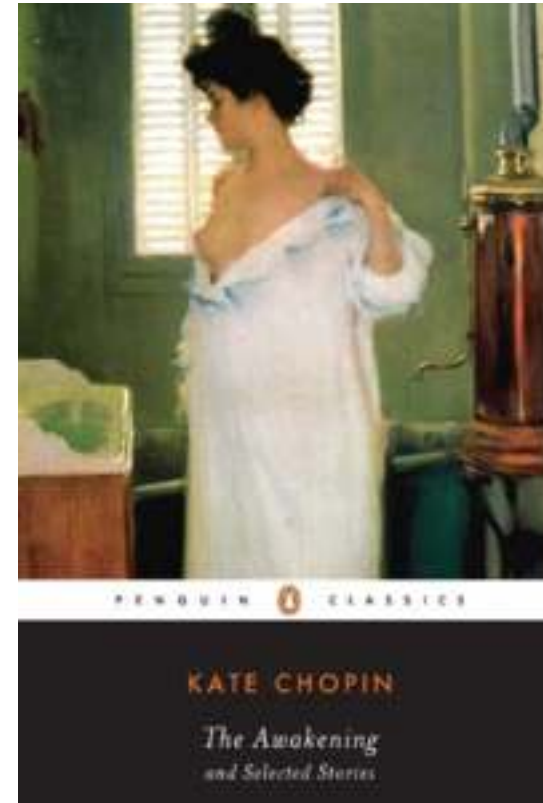
- analyse techniques and evaluate their effectiveness in others' texts about discovery
- experiment with techniques in their own composing about discovery.

Back to the syllabus

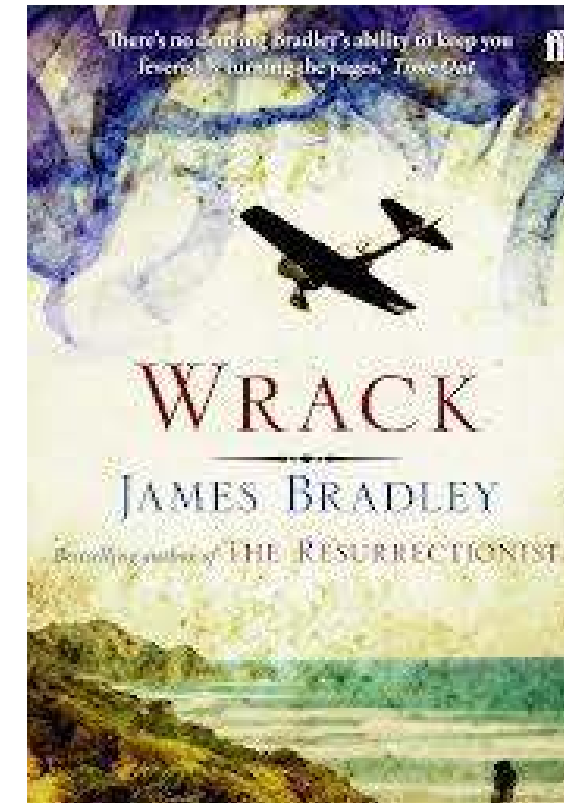
Earlier it was mentioned that the syllabus, as well as Prescriptions, sets parameters for study of HSC English, including the Area of Study.



Prescribed text—prose fiction:
Swallow the air



Prescribed text—prose fiction:
The awakening and selected stories



Prescribed text—prose fiction:
Wrack

Some points made, or suggested, in the syllabus rubric, not made so strongly in the Prescriptions rubric, include:

- Perceptions and perspectives are both shaped by texts and shape the meaning of texts.
- The focus of study is more on how the concept is represented, rather than what the concept is about.
- Students should consider the connections between and among texts.
- Students are required to compose their own texts about the concept being

studied.

Furthermore, the syllabus suggests that students are expected to engage in some higher order thinking to succeed in Area of Study. This is made clear by the range of task words used in the syllabus rubric: explore, analyse, question, articulate, examine, synthesise, assess, experiment and consider.

Textual study: core and related texts

English students of standard and advanced courses must study one text

from the prescribed list for Area of Study: *Discovery*. See page 10 in the prescriptions document for a full list.

ESL students must study two texts from the prescribed list for Language Study in Area of Study: *Discovery*. See page 23-24 in the prescriptions document. For all three courses, students will explore texts of their own choosing relevant to the Area of Study. The syllabus requires that they *draw their chosen texts from a variety of sources, in a range of genres and media*.

English teachers and teacher librarians can guide students to choose appropriate texts of their own choosing and students will benefit from opportunities to spend time in lessons choosing their own texts and discussing the rationale for their choice with classmates.

Kinds of texts students could use are:

- prose fiction, including novels and short stories
- drama, including scripts and performances
- poetry, including verse and song lyrics
- nonfiction
- film, including narrative films and documentaries
- multimedia, including websites, picture books and graphic novels
- media, including radio or television

programs, feature articles and interviews

- paintings and other works of art

In selecting texts of their own choosing, encourage students to consider:

- relevance to Area of Study: *Discovery*
- accessibility for the student
- interest for the student
- opportunities to focus on how discovery is represented
- possible connections to the prescribed text
- sophistication.

Choosing easy texts generally does the student no favours. Such texts provide limited opportunities to discuss the complex nature of discovery and the ways in which it is represented.

In general, each additional text studied should add something new to the discussion, not just echo ideas and approaches already evident in the prescribed text. By choosing texts that deal with discovery in different ways and from different perspectives, students will be more likely to reflect an understanding of the complex and dynamic nature of the concept of discovery. The importance of student engagement with related texts should not be underestimated. It is the choice and use of texts that is a critical factor

determining how well students perform in HSC English exams.

References and further reading

Board of Studies, Teaching and Educational Standards (BOSTES) 2013, *English stage 6: prescriptions: Area of Study, electives and texts : Higher School Certificate 2015-2020*, accessed 3 August 2014.

Board of Studies, Teaching and Educational Standards (BOSTES) 2013, *English: stage 6 syllabus*, accessed 3 August 2014.

Britten, T., Dixon, M., Gold, E., Murray, M. and Small, A. 2013, *Discovery: Area of Study Discovery*, English Teacher's Association, Sydney.

University of Sydney 2014, *Children's and Young adult literature: simple HSC research module: Area of Study: Discovery*, accessed 3 August 2014.

Warringah, Manly and Pittwater council libraries NSW 2014, '*Discovery*' *Inside break*, accessed 3 August 2014.

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Inspiring young readers... one tweet at a time



Evonne Webb is a social media officer for Learning Systems, Public Schools NSW.



Merise Feneley is a social media and online officer for Learning Systems, Public Schools NSW.

In their article, Evonne Webb and Merise Feneley, showcase *Writers tweet*. This social media initiative from Learning Systems is designed to highlight the positive aspects of social media in education. Darlington Public School in Sydney's inner city hosted the *Twitter* chat with well-known author, Morris Gleitzman, who delighted the students of Darlington and over 700 other students from Australian public schools with some of the secrets of his writing success ...



turtleteach/shutterstock.com

21st century learning

21st century learning has changed the way teachers and students seek access to and share information. Teachers now incorporate social media as one of the many tools they can use to develop their Professional Learning Network (PLN). Sites like

- [Facebook](#)
- [Twitter](#)
- [Yammer](#)
- [Yammer \(DEC\)](#)
- [Scootle Community](#)
- [Pinterest](#)
- [Instagram](#)

are being used to share ideas, strategies and inspiration. Social media is used by Learning Systems to communicate with staff within NSW public schools. Learning Systems [Twitter](#) and [Facebook](#) accounts share content relating to curriculum advice and resources, support services, professional learning information and important events in the NSW school calendar.

Writers tweet

Learning Systems developed the *Writers tweet* initiative to offer students the chance to engage in a 21st century model of collaborative learning. The aim of *Writers tweet* was to provide an opportunity for students to meet and converse with an author. In June, well-respected Australian children's author, Morris



Morris Gleitzman in the classroom at Darlington PS



ABC news item 3rd June: public school *Twitter* chat with Morris Gleitzman

Gleitzman, met 700 students online from across NSW and Victoria in a *Twitter* chat. Schools from regional areas including Armidale, Grafton and Glen Innes, were able to communicate in a learning environment with schools from Campbelltown, Liverpool, the South and North Coast and even as far away as Melbourne. Using *Twitter* as a virtual learning environment meant that a large number of students were able to engage and connect with each other. Darlington Public School, an inner city

school in Chippendale, NSW, played host to the *Writers tweet* event. Students from Stage 3 were able to meet Morris Gleitzman in their classroom before the *Twitter* chat began. The other schools participating logged in with their school or class *Twitter* accounts.

Why use *Twitter*?

Hashtags are used to [collate tweets](#) of a similar subject. As stated in the [Social media toolkit](#), *Twitter* is a way people can share information and

discuss subjects of interest using only 140 characters. *Twitter* is immediate, has a vast audience network and is an easy to use collaborative tool. Many teachers already use this platform to find quick responses and support for their teaching practice.

How did schools participate?

As social networking sites are blocked to public school students, teachers facilitated the learning experience using either their own, their class or school *Twitter* account. The event was promoted via the LearnDEC *Twitter* and *Facebook* feeds, the K-6 English curriculum newsletter and *SchoolBiz*. A link to a teacher guide was published through *Twitter* and *Facebook* prior to the chat, to support the event.

Most schools chose to use an interactive white board(IWB) to project the *Twitter* page onto the screen so that



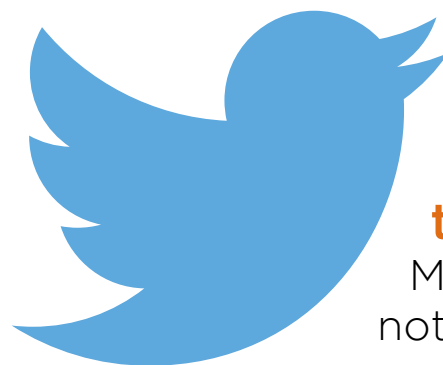
Morris Gleitzman and students at Darlington PS



Twitter reveals that green tea is the key to writing success

students could read the tweets. They used the hashtag #NSWDECchat to follow the conversation between Morris Gletzman and all of the schools.

By modelling responsible, considered and innovative social media use, teachers can help students to understand these new technologies.



So...what did the author think?

Morris had used *Twitter* before but not as a platform to communicate



with students. He enjoyed the experience of being in the classroom and could see how engaged the students were by their responses. He did find it a little difficult to track the conversations because of the sheer volume of participants (17 schools) on the day. He was happy to be involved with this event because it allowed for positive and meaningful contact with students. Using *Twitter* as the platform for the discussion allowed for a far greater reach of audience. It gave hundreds of students exposure to an expert which they otherwise may not have had. Overall, Morris adapted quickly to the *Writers tweet*



Writers Tweet

How to participate in a Twitter chat

A Twitter chat involves a group of people tweeting about the same topic using a specific hashtag. Twitter chats take place across the Twittersphere every day. Some Twitter chats are specific to a particular event, such as a conference while other chats occur weekly, fortnightly or monthly. Access a Twitter chat by using the Twitter search or by using free applications such as TweetDeck <http://www.tweetdeck.com>.

Twitter Search

1. Go to <http://www.twitter.com> and log in with your username and password.
2. Click on the Twitter search box and type the hashtag you would like to view e.g. #NSWDECchat. The search results will display new tweets which contain the hashtag as they are published to Twitter.



TweetDeck

1. Go to <http://www.tweetdeck.com> and log in with your twitter username and password.
2. Click the magnifying glass.
3. Type the hashtag e.g. #NSWDECchat into the search field box.
4. Click Add Column. The column will display to the right of the Activity column. Tweets which contain the hashtag will display within the column as they are published to Twitter.



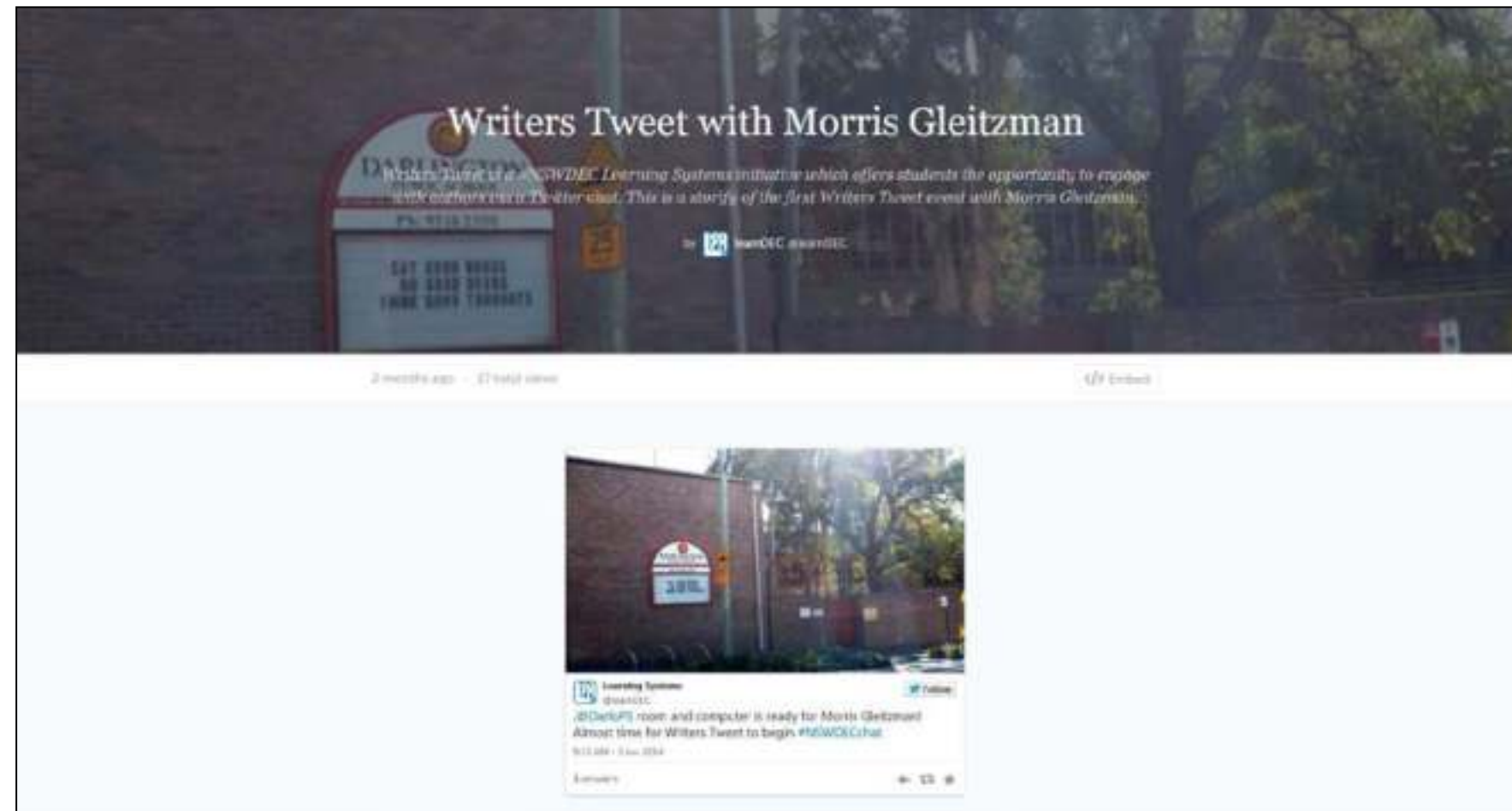
NSW DEC - LEARNING SYSTEMS, INFORMATION AND ONLINE SERVICES 9/2014

Teacher guide for [Twitter chat](#)

format and enjoyed the challenge of responding quickly within a 140 character word limit. The medium was sufficiently novel to engender curiosity and interest with an element of fun. The *Twitter* chat was summarised using [Storify](#), a social media collation tool.



The author is assisted with his tweeting by Evonne Webb from Learning Systems



Read the entire *Twitter* chat on [Storify](#)

and...the teacher?

Michelle McCormack, assistant principal at Darlington PS, believed that the activity was extremely valuable for her students. Before the event, students spent some time in class discussing Morris's books and why they enjoyed them so much. The students were very excited to be able to discuss the writing process with one of their favourite authors. Follow up writing activities were planned.

Where to next?

Lots of teachers are already engaging

in *Twitter* chats on a regular basis with their PLN. No matter what your interests, there is a hashtag for you to follow. Some popular Australian *Twitter* chats include:

- #aussieED every Sunday at 8:30pm – general education
- #ozcschat every second Tuesday of each month at 8pm - computing studies education
- #ozengchat every Tuesday at 8:30pm - English
- #ozprimschchat every Thursday at 8:45pm – primary education
- #PSTchat every Tuesday at 7:30pm

- pre-service teachers and early career teachers
 - #teacherwellbeingchat every Sunday at 9pm
 - #EduTweetOz collation of general education tweets during the week.
- *Note times are AEST

Are you using *Twitter* to enhance teaching and learning at your school? Ideas for future learning events using social media are welcome. Let us know at learning.systems.online@det.nsw.edu.au

Want to know more about social media in education?

These links provide some extra information about social media:

- <https://www.det.nsw.edu.au/policies/technology/communication/PD20110418.shtml>
- <https://detwww.det.nsw.edu.au/deptresources/templates/socialmedia/>
- <http://www.digitalcitizenship.nsw.edu.au/>
- <http://www.cybersmart.gov.au/>

A list of NSWDEC staff and schools regularly using *Twitter*:

- <https://Twitter.com/learnDEC/lists>

 Follow us on *Twitter*

 Like us on *Facebook*

Share this

Looking for some fresh ideas? There are some great professional learning opportunities coming up soon. Put these dates in your diary.

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

The Penrith, Mt Druitt, Blacktown and Windsor Teacher Librarian Professional Learning Group is hosting an exciting professional development day on Wednesday 3rd September (Week 8) at Riverstone Public School. Online registration is available through [MyPL@DET](#) (course code NR06461).

Fairfield High School

PROFESSIONAL LEARNING

Fairfield High School teacher librarian & SASS professional development day

Friday 14th. November, 2014 at Fairfield High School. Enrolment will be available on [MyPL@DET](#) early in Term 4.



Illawarra School Libraries Association professional development day

Illawarra School Libraries Association run fantastic professional development days twice a year. The next one is on Thursday October 23rd 2014 at the Nan Tien temple. See the [ISLA website](#) for further details.



Reading time

Reading time is now available in a free online version, [Reading time online](#). Take a look!



The Chinese question

The Chinese question is a Year 9 resource that examines Chinese migration to the Australian colonies in the nineteenth century. Created by [Learning Systems](#), Public Schools NSW, it features a large range of primary sources from the Sydney Living Museums exhibition [Celestial city: Sydney's Chinese story](#) held at the Museum of Sydney in 2014.

resource reviews

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Resource reviews are provided for teachers to support their teaching and learning programs.

The views expressed by reviewers are their own and should not be considered as an endorsement of the material by the NSW Department of Education and Communities (NSW DEC).

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

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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





Building innovation into students' practice: one block at a time...

Curriculum springboard

Innovation in artmaking practice

Stages 4–6
Years 7–12



Outcomes:

A student:

- develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
Practice 5.1
- investigates the world as a source of ideas, concepts and subject matter in the visual arts
Representation 5.4

[Visual arts Years 7–10 syllabus](#)

Other outcomes:

[Visual arts Years 7–10 syllabus](#)

4.1, 4.4

[Photographic and digital media Years 7–10 syllabus](#)

5.1, 5.4

[Photography, video and digital imaging Stage 6 CEC syllabus](#)

M1, M4

Content:

- Developing innovative, sustained artmaking practice
- Investigating diverse ways of representing the world

Reviews:

Beautiful LEGO

DOYLE, Mike

No Starch Press, USA, 2013

ISBN 9781593275082 [688.7]



Appealing in its simplicity yet complexity, LEGO symbolises a universally imaginative medium to artists and audiences of all ages. Offering a representative sample of contemporary LEGO artworks, this publication acts as an inspiring visual reference for students and teachers interested in translating the familiar into the fantastical. Interviews with several artists from the international LEGO building community reveal diverse insights into the artmaking process, and spotlight how these artists challenge the material and conceptual possibilities of this adaptable, infinitely recyclable form. Themes, ranging from popular culture (including films, video

games, comics and fictional tales) to natural and built worlds, provide multiple curriculum platforms for planning units of learning and designing hands-on, individual and collaborative project-based opportunities. Moving beyond a specific focus on LEGO itself, students and teachers can interpret this resource as a template for innovation; by utilising postmodern strategies, exploring the practice of sustainable sculpture and installation, and animating concepts from Cubism to Surrealism, hybrids and virtual realities. H. Yip ([Scan 33.3](#))

USER LEVEL: Stage 4 Stage 5
Stage 6

KLA: CA

SYLLABUS: Photographic and Digital Media 7–10; Photography, Video and Digital Imaging CEC Stage 6; Visual Arts 7–10

SCIS 1635593 \$39.99

Professional resources:



- [Resource reviews](#)
- [VADEA NSW on Twitter](#)

Resources:

Books:

- Boffoli, C 2013, *Tiny people in a world of big food: big appetites*
- Herman, S 2013, *Extreme bricks: spectacular, record-breaking, and astounding LEGO projects from around the world*
- Herman, S 2012, *A million little bricks: the unofficial illustrated history of the LEGO phenomenon*
- Lauridsen, C 2011, *Stop motion handbook: using GarageBand and iStopMotion*
- Runce, C 2014, *Lego: ideas and inspiration* (eBook)
- Sawaya, N 2012, *The art of Nathan Sawaya*
- Slinkachu 2008, *Little people in the city: the street art of Slinkachu*

Film/video:

- *The LEGO movie* by Phil Lord and Christopher Miller, 2014
- *Waste land* by Lucy Walker, 2010

Websites:

- [Christian Faur](#), artist's website
- [Guillaume Reymond](#), artist's website
- [June Bum Park](#), artist's website
- [Nathan Sawaya](#)

Artmaking:

- [Pixel art editor](#)
- [Pixel create](#)
- [Qixel: pixel art painter](#) \$2.49



Building innovation into students' practice: one block at a time... continued

Curriculum springboard

Innovation in artmaking practice

Stages 4-6

Years 7-12



Teaching and learning opportunities:

- Brainstorm students' personal and shared experiences of LEGO. Combine collections of LEGO and/or other building block systems to create a collaborative sculpture or installation to communicate a visual story
- Experiment with the concept of a hybrid. For example, combine features from different species or objects to create hybrid creatures or sculptural forms. Students can build parts separately, then be challenged to assemble them together to create new mutations. Refer to MisiQa's work *Snails*, 2004. Document the metamorphosis of this creature or form via still photographs, stop-motion animation or film
- Compare LEGO to the concept of the pixel or DNA; the idea that millions of single units can make up a unified whole. Investigate ways of gradually building up images or sculptures from individual units or small objects over time, flipping the idea of a *blank canvas* and promoting sustained reflection. Refer to Christian Faur's use of [crayons](#) in his body of work and the practice of [Otto Li](#)
- Analyse the Duchampian notion of the *readymade*. Explore the material and conceptual potential of collecting and arranging found objects, and treating these as a bank of visual elements with which to experiment. Students can gather everyday items such as bottle caps, packaging and tickets. Ask students to closely observe the array of shapes, designs, textures and colours, and encourage them to invent their

own symbolic visual language. Refer to the innovative practice of [Vik Muniz](#), Katie Walker's *Mosaics* series, and the assemblages of Rosalie Gascoigne

- Debate the role that sustainability plays in shaping the practice of contemporary artists. Research sustainable artmaking practices and the significance of recycled materials. Refer to the work of [John Dahlsen](#) and the plastic bottle installations presented alongside the 2012 Rio 20+ U.N. Conference on Sustainable Development
- Explore the aesthetic of digital, screen-based images and consider how these impact audiences' perception of their world, referring to the film *Pixels* by Patrick Jean. Compare this contemporary context to the historical movement of Cubism
- Appropriate an existing artwork or everyday object and re-present it using a different representational style or aesthetic. For example, students can 'pixelate' organic forms or translate hard-edged, geometric objects into soft forms. To enrich these investigations, compare works by the Mmmmm collective, such as Eric Constantino's *Lego Desserts*, 2010, to the soft sculptures of Claes Oldenburg. Also refer to Huang Shin-Kai's LEGO sculpture *Westie*, 2012, Jeff Koons' incarnations of *Puppy*, and the work of Brisbane-based design team [Studio Cockatoo](#). A wide range of mediums could be used, including drawing, painting, collage, digital imaging, ceramics,



- textiles and recycled materials
- Investigate the possibilities of miniature worlds and scenarios based on everyday realities or surreal, faraway lands and dreams. Refer to MisaQa's LEGO work *Little Town*, 2007/9, Barney Main's *The Castle in the Canopy*, 2009, and Nathan Sawaya's work *Stairway*, 2009. Drawing further inspiration from [Slinkachu](#), Christopher Boffoli's series [Big Appetites](#) and [Takanori Aiba](#), students can visualise and construct site-specific installations within the

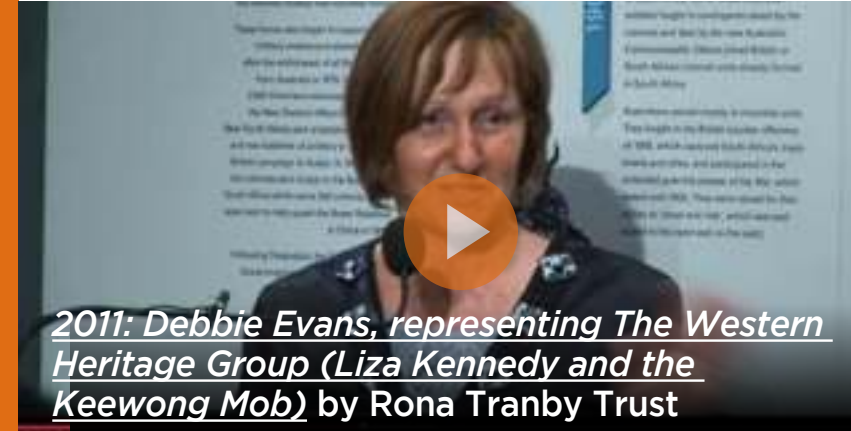
- school or surrounding environment using miniature figurines and models
- Activate students' involvement in the artmaking process by engaging them through collaborative installations and/or performance. For example, each student could represent a pixel and simulate a human-scale video game documented via a bird's-eye animation or film, similar to Guillaume Reymond's [Game Over Project](#) or June Bum Park's *Puzzle* film series including [Puzzle 3-04](#), 2009, and [Puzzle](#), 2005. Coloured clothes or paper could be utilised with classroom chairs or other structured seating, along with a grid formed by chalk, tape or sporting court lines, to create the illusion of games such as Tetris, Pac Man or Space Invaders. Alternatively, students could use cardboard boxes and packaging to construct life-sized pixelated characters or scenes with reference to Bodo Eisel's *Microbots*, and Reymond's music video for [Field Studies About Silence](#). Brick walls and stairwells can also be used as backdrops for pixelated installations and simulated gaming worlds
- Design avatars or alternate identities and characters inspired by gaming, social networking or other virtual communities and worlds. Refer to *CubeDudes* by Angus MacLane. Encourage students to share and review their work online with peers and other artists to extend their material and conceptual practice



Exploring cultural representation: *Yamakarra!: Liza Kennedy and the Keewong Mob*

Australian curriculum springboard

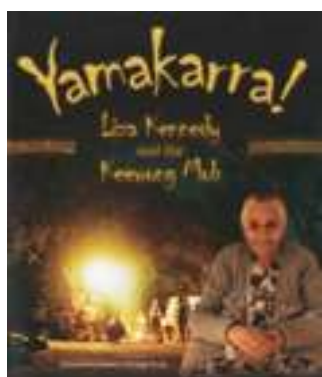
English



Reviews:

Yamakarra!: Liza Kennedy and the Keewong Mob

Western Heritage Group
Western Heritage Group Inc., NSW, 2013
ISBN 9780980594720 [305.89]



An important piece of Aboriginal oral social history is woven into this multi-layered tapestry of personal experiences and memories. In a sensitive and expansive treatment, the book provides a human face to the cross-cultural challenges experienced by Aboriginal people in western New South Wales. Inspired by the memories of Auntie Liza Kennedy, and commencing with recollections of an earlier carefree existence, it traces the journey through invasion, impact of government policies, coexistence and finally the celebration of survival, growth and recognition. It is an empowering and positive story honouring older members of the communities and has a lot to offer in the classroom. The accompanying video provides supplementary support, as Debbie Evans speaks about the importance of preserving history to ensure cultural survival. B. Kervin ([Scan 33.2](#))

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA AC; English; HSIE

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

SCIS 1647632 Paper \$59.99

Maralinga: the Anangu story

Yalata and Oak Valley Communities,
with MATTINGLY, Christobel
Allan and Unwin, NSW, 2009
ISBN 9781742378428 [994.23]



Interspersed with photographs, official documentation and artwork by community members, this collaborative memoir, compiled by well-known author

Christobel Mattingley, provides a sensitive and detailed representation of the culture of the Anangu people of South Australia. The early impact of white invasion on the culture of the western desert people is explained but the book focuses on the catastrophic effect of the atomic weapons testing at Maralinga in the 1950s. The book outlines the Anangu quest for compensation for the destruction of lives, culture and country and celebrates the resilience and optimism of Aboriginal people. This book could be a useful related text for Stage 6 Area of Study: *Discovery*. It is also reviewed in the [Aboriginal education K-12 resource guide, Volume 2](#) M. McEwan ([Scan 33.3](#))

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: AC; English; HSIE

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

SCIS 1561993 Paper \$15.99

Programming:

Cultural representation (Stage 5)

The structure and content of this richly patterned text makes *Yamakarra!* a quality resource for the study of cultural representation. There is a wealth of information about the Ngyiampaa people derived from the memories and experiences of the people writing the book, and the information is presented through a series of conversations between them, interspersed with photographs and archival material. This collaborative format was explicitly chosen by the authors to reflect the Aboriginal way of passing on information and, combined with the use of informal language, represents Aboriginal culture in a way that is authentic to the creators.

In format, *Maralinga: the Anangu story* is similar but differs in language use and narrative style. In terms of cultural representation, students could discuss how these differences change the reader's perception of Aboriginal culture.

Area of study: *Discovery*. Related material (Stage 6)

Yamakarra is about how a group of people rediscover and reconnect with their culture. This is made explicit on p. 14 and the process of discovery is reflected in the narrative structure and interactions between characters. Both collaborative memoirs are about discovering personal strengths and using these discoveries to create a better present and future for individuals and groups. This is evident in the closing chapters of each text and the language choices made by both groups of authors.

Teaching and learning opportunities:

[NSW syllabus for the Australian curriculum English K-10 syllabus](#)

- Using extracts from the suggested texts, students explore how textual features can be manipulated to create perceptions of culture. Students could work in groups, analysing different sections of text, and present their findings to the class. Using these findings, students could then evaluate texts, reflecting on which text presents an authentic portrayal of culture and why [EN5-5C](#), [EN5-9E](#)

[English Stage 6 syllabus – standard and advanced](#)

- Students consider how the concepts of discovery and rediscovery are conveyed through the structure, characters, relationships, places and events of the texts (Outcome 1)

Additional resources

- [Aboriginal education K-12 resource guide](#)
- [Aboriginal education K-12 resource guide, Volume 2](#)
- [Papunya school book of country and history \(Scan 23.2: review available via the Resource reviews database\)](#)



- [Identity: sharing our stories](#)



Exploring narrative point of view: *The hole*

English



Australian curriculum springboard

Review:

The Hole

TORSETER, Oyvind
Wilkins Farago, Vic, 2014
ISBN 9780987109989



There is a hole through the centre of the cover in this practically wordless picture book. This die-cut hole is a conundrum and a very important metaphor. In this visual narrative, Torseter makes the hole an object visible to the character and the reader, but quite physically it is a circular absence of paper in the middle of every page. It is both something and nothing. The reader, participating in the story before the cover is opened, would like an explanation for the hole. What possible purpose

can it serve? The protagonist, after noticing the hole located in a wall of his new apartment, begins to inspect it. For the first 10 pages, Torseter frames his minimalist illustrations to keep the hole in place. Yet, upon further inspection, the main character finds the hole has appeared in his laundry. Confounded by the hole's constant relocation, this cartoon-like character finally manages to pack the hole into a cardboard box to be delivered to a team of scientists who submit the hole to a battery of tests. The narrative is anticlimactic, and that is only one of the ways that Torseter plays with the reader's expectations. Maybe the character's seemingly fruitless search for meaning leads him to accept the unexplainable. This intriguing book could be a useful related text for Area of Study: *Discovery* J. Henzler ([Scan 33.3](#))

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

KLA: AC; English

SYLLABUS: English K-10; English Stage 6

SCIS 1651671 \$29.99

Programming:

Narrative point of view (Stage 5)

The text offers a clever example of narrative perspective since the point of view shifts throughout. For the first ten pages, the character is unaware of the hole's existence but, partly due to the book's title, it is the most salient feature for the reader. For a short while, we watch as the protagonist investigates the hole and packs it into a box, but the illustrator's omniscience is proven when the hole appears in various guises throughout the city. Unbeknownst to the character, the hole becomes everything from a nostril to the moon - a result of Torseter's dramatic and skilful jumps in framing. By the story's end, the character no longer reacts to the hole, and we have to reconcile whether this reflects his ignorance or acceptance.

Area of Study: *Discovery*. Related material (Stage 6)

At its deepest level, the story is a light study in existentialism. The character first discovers the hole itself, but then attempts to discover its purpose. His inability to do so might be. Torseter's critique of our desire to assign meaning to things that have none; the baffled scientists decide to archive the hole alongside other impossible objects such as the Penrose Triangle. The protagonist spends a few pages sitting outside beneath the moon and soon goes to sleep; the hole once again residing in the wall of his apartment. It could be argued that what is really discovered is the false construction of meaning and the ability to marvel at existence simply because we can.

Teaching and learning opportunities:

NSW syllabus for the Australian curriculum English K-10 syllabus

- Using just the outside and inside covers, students record their initial reaction to the book (and its hole) as an object, and consider what expectations they have of its content. They discuss their thoughts and questions as a class
[EN5-1A](#)
- Students map the shifting point of view throughout the text and describe how framing influences these shifts
[EN5-2A](#)
- Students identify patterns of visual symbolism throughout the text and explain how each of these symbols creates meaning
[EN5-1A](#)

English Stage 6 syllabus - standard and advanced

- Students analyse how *discovery* appears on two levels in the narrative, and also through the process of reading
[Outcome 6](#)
- Students describe the possible symbolism of the hole as it appears in the story, but also as it appears physically in the book
[Outcome 4](#)



How do language use and character development create interest and meaning in fiction texts? *The first voyage*

English



©1 Artist's paint brushes adapted with photoshop. Surrey UK by Si Griffiths

Australian curriculum springboard

Review:

The first voyage

BAILLIE, Allan
Penguin Group (Australia), 2014 (Puffin)
ISBN 9780143307679



Quality texts illustrate how authors use language features to meet the purpose of the text and create interest for the reader. This novel engages its audience using well-crafted characters in a naturalistic setting. The adventures of the first tribes exiting Timor to escape the

Crocodile warriors sets the scene for how Australia may have been settled 30 000 years ago. The use of cliffhanging chapter endings intensifies the perils that the seafarers face, and relationships between the members of the Yam tribe are artfully delineated. Parallels between the experiences of the Yam tribe and present day asylum seekers could provide an interesting point of discussion in the classroom. The way that the writing brings the plot, setting and characters to life exemplifies the art of good storytelling.

S. Rasaiah ([Scan 33.3](#))

USER LEVEL: Stage 3 Stage 4

KLA: AC; English

SYLLABUS: English K-10

SCIS 1651553 Paper \$17.99

Programming

Artistry and craft (Stages 3 and 4)

Critically analysing quality texts that use appropriate figurative and emotive language is essential to the study of English. This text contains good examples of how figurative language is used to shape reader's understanding while retaining a simplicity that is appropriate to Stage level.

Students may also be able to explore how the organisation of the text into sections helps shape meaning.

Characterisation (Stages 3 and 4)

Another strong feature of this text is the characterisation. Aspects of the characters are revealed slowly and require the reader to identify and question stereotypes of culture and gender. Students can use these opportunities to discuss how this mode of characterisation adds to meaning.

Intercultural understanding (Stages 3 and 4)

This text also provides an opportunity for students to recognise and explain differing viewpoints about the world, cultures and concerns represented in texts ([ACELT 1807](#)), in particular, the arrival in Australia of asylum seekers by boat.

Teaching and learning opportunities:

NSW syllabus for the Australian curriculum English K-10 syllabus

- Select a passage from the novel and remove figurative/emotive language. Share both passages interactively on an IWB. Read the first passage with students and discuss. Compare and contrast with the second passage. What is the effect of removing the figurative language? Find evidence in the novel to support the identified language features
[EN3-5B](#), [EN4-3B](#)
- Compose stories using language features gathered from their study of the text. Use an app such as [Write about this](#). Make use of an online thesaurus, such as [Thesaurus.com](#), during story writing
[EN3-2A](#), [EN4-1A](#)
- Use an online mind mapping tool like [Spiderscribe](#) to compare and contrast the journey of the Yam tribe with that of modern day refugees.
[EN3-8D](#)

Resources:

- [Features of narrative writing](#)
- [Language features - Scootle](#)
- [The literacy shed](#)
- [Promote deep thinking. How to choose a complex text](#)
- [Super 6 comprehension strategies](#)
- [Write about this](#)



How is the past represented in fiction? *Midnight burial* and *The ratcatcher's daughter*

Australian curriculum springboard

English and
History



Playing Beatie Bow (directed by Donald Cronbie) by Australian Screen

Reviews:

Midnight burial

DEEVES, Pauline
NLA Publishing, ACT, 2014
ISBN 9780642278500



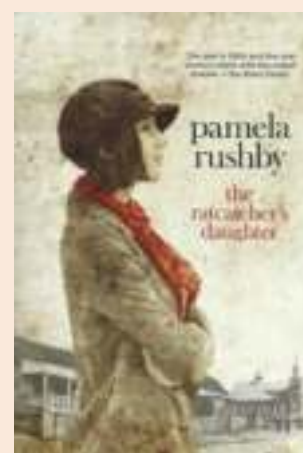
The inspiration for this story came from reading a true account of life on a sheep station in Australia during the nineteenth century. The novel evolved by researching the conditions of the time, changing fact into fiction, and posing key questions about the experiences of people. This story is told

through diary entries and letters, revealing the social constraints and expected behaviours of Florence, her family, her governess, the shearers, ex-convicts and their descendants. Historical context is reinforced by the use of formal and slightly archaic vocabulary and language style. Historical records show that, as more free settlers arrived in the colony, former convicts and their families were often stigmatised. The reason for the mysterious death of Florence's sister is bound up in this discrimination and revealed through dramatic events. [Teacher notes](#) are available. S. Rasaiah ([Scan 33.3](#))

USER LEVEL: Stage 3
KLA: AC; HSIE
SYLLABUS: History K-10
SCIS 1656081 Paper \$14.99

The ratcatcher's daughter

RUSHBY, Pamela
Angus and Robertson, NSW, 2014
ISBN 9780732297138



Set in 1900, this historical novel traces the events that lead to an outbreak of the plague in Australia. Spread by fleas on rats that arrived by boats in the Brisbane River, the Black Death took its toll on 13 year old Issy's family and neighbours. Eventually, as a ratcatcher's daughter, Issy has to take over her

father's trade and join the fight against the increasing numbers of rodents and the panic that ensues. The story is narrated by 13 year old Issy, a device that could allow students to explore the way that narrative point of view can affect the way the past is understood. Historical references are explored through the characters, including the superstitions that prevailed during the turn of the century. The plight of the poor and the lack of opportunities for underprivileged girls during this time are features of the story and could deepen students' understanding of Australian society at the time of Federation. S. Rasaiah ([Scan 33.3](#))

USER LEVEL: Stage 3
KLA: AC; HSIE
SYLLABUS: History K-10
SCIS 1654126 Paper \$16.95

Programming:

Representing the past (Stages 3 and 4)

When writing historical fiction, authors often use vocabulary and language constructions that evoke a sense of the past. Close study of sections of text in both of these works could provide students with the opportunity to identify explicit examples of the features of historical fiction. They could also evaluate the authors' success in creating a credible historical context for a story. Students can then apply their new knowledge by writing a work of historical fiction employing the techniques they have identified.

The Australian colonies, Australia as a nation (Stage 3)

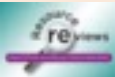
The content of these two texts are particularly relevant to students in Stage 3. Relatively unknown aspects of Australia's past are the vehicles around which the stories are based and create an interesting context for explanation of significant political and social events in Australia's history

Teaching and learning opportunities:

[NSW syllabus for the Australian curriculum English K-10 syllabus](#)
[NSW syllabus for the Australian curriculum history K-10 syllabus](#)

- In groups, ask students to research how to write historical fiction and compile a list of features to consider. Then ask students to use their list to evaluate the texts to see whether authors have used these features to effect.
[EN3-6B](#), [EN3-7C](#)
- Choose a significant event and write a narrative based on the everyday lives of people living through it.
[EN3-2A](#), [EN3-7C](#), [H23-2](#)
- Both books contain historical notes and references to some of the events in the books, including archival material. Choose some of these, for example, *Reminiscences of the plague panic of 1900* and ask students to compare fact with fiction in terms of language, audience and purpose for study of English. Students can also investigate the events and verify them using a variety of factual resources.
[EN3-7C](#), [HT3-1](#), [HT3-2](#), [HT3-5](#)

Resources:

- [Creative writing now: more on writing historical fiction](#)
- [Felicity Pulman: Q and A: writing historical fiction](#)
- [Australian history: colonisation](#)
- [Making tracks](#), National Museum Australia
- [My Australian story](#)
- [My place](#) by Nadia Wheatley
-  [Resource reviews](#)

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:

Icons used:



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



digital authoring tool; learning
platform software



ebook; ejournal; online database



interactive; eg game; learning object



media presentation; eg 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 [Office clip art and media](#) and [Open Clip Art Library](#).

iStopMotion



Inviting a multiplicity of educational applications, *iStopMotion* is an intuitive and easily operated app that enables the creation of professional looking animations and time lapse videos. Compatible with iPads (iOS 7.0 or later), this paid app is a useful tool for digital storytelling, sequencing, demonstrating learning, and creating *slowmations*. A unique feature is the camera overlay, which superimposes the previous image over the current camera view. This enables a high level of accuracy when taking photos, since users can easily see and control the evolution between frames. Audio can be added by recording directly into the app or by importing from the audio library. The time lapse feature enables automatic recording at preset intervals, making it useful for science and geography investigations. This engaging app could support student learning across the KLAs and facilitates the integration of ICT capabilities. Additional information about using the app's features is available on the [developer's website](#). G Braiding

USER LEVEL: Stage 1 Stage 2 Stage 3
Stage 4

KLA: AC; CA; English;
HSIE; Languages;

SYLLABUS:

Mathematics; PDHPE;
Science; SciTech; TAS

Creative Arts
K-6; English K-10;
Geography 7-10;
History K-10; HSIE K-6;
Mathematics K-10;
PDHPE 7-10; Science
K-10; Visual Arts 7-10

PUBLISHER:

Boinx Software,
Germany

REVIEW DATE: 01/08/2014 [006.6]

SCIS 1669491 \$10.99



iStopMotion for iPad (long) by
BoinxSoftwareLtd

PicCollage



Compatible with Android, iPhone, iPad and iPod touch, this innovative photo collage app allows users to quickly combine images, text and stickers as free form collages, which can then be shared online. Giving users the power

to directly import images from device cameras, photo galleries and web searches, the app acts as a virtual pin board that enables effortless collaging and remixing, in contrast to the grid-heavy setups of similar apps. Playful and efficiently designed, the interface is characterised by intuitive touch controls, clear icons and a range of simple yet versatile image editing and design options, including rotating, resizing, clipping, effect filters, freehand drawing and contemporary fonts. Given its immediacy, multi-modal accessibility and visual flair, this app offers exciting classroom learning opportunities that could involve creative brainstorming, storyboarding and interactive visual forums to promote classroom dialogue and group work. Students and teachers can also set up different scenarios or challenges to prompt visual responses to a selected subject or question, which can then be shared and collated. For teachers and parents, the app has a *school settings* feature that disables web photos and social features, aiding age and classroom appropriate use. H. Yip

USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

KLA: CA

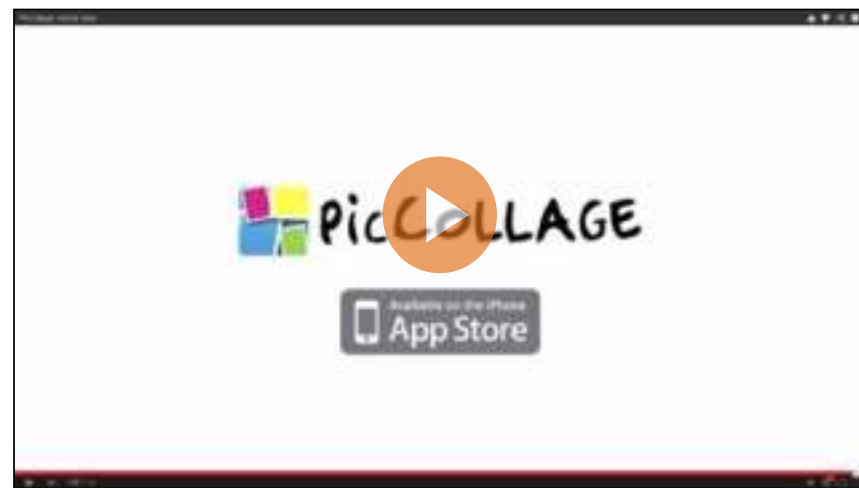
SYLLABUS: Photographic and
Digital Media 7-10;
Photography, Video

and Digital Imaging
CEC Stage 6; Visual
Arts 7-10; Visual Arts
Stage 6; Visual Design
7-10; Visual Design CEC
Stage 6

PUBLISHER: Cardinal Blue Software,
USA

REVIEW DATE: 01/08/2014 [006.6]

SCIS 1669097



PicCollage: tutorial video by piccollage

Tayasui sketches: sketches made with love



Enabling the creation of stylish artworks, this free app offers a wide variety of intuitive tools and features. Navigating the app is relatively simple, and the clean, minimalist appearance and visual instructions make it appealing and easy to use. Drawing

tools are available on a slide out tab and can be used effectively with either a finger or a stylus to create lines, watercolour effects and textured patterns. Paper colour and texture are adjustable and photos and images can be imported or taken within the app. Once completed, artworks may be shared via email, Flickr or social media, or saved to Dropbox or the camera roll. Non-essential additions are available as in-app purchases and there is occasional advertising; teachers using this resource in the classroom may therefore wish to ensure that in-app purchases are disabled. The app supports Visual arts *making and appreciating artworks* and English *responding to and composing texts* using digital technologies. G. Braiding

USER LEVEL: Stage 2 Stage 3
Stage 4 Stage 5

KLA: AC; CA; English; Visual
Arts

SYLLABUS: Creative Arts K-6;
English K-10; Visual
Arts 7-10

PUBLISHER: Tayasui, France

REVIEW DATE: 01/08/2014 [006.6]

SCIS 1669066



***Tayasui sketches iPad app demo -
DailyAppShow*** by DailyAppShow

Mindhealthconnect



Promoted as *Your pathway to a healthy mind*, this mental health website, which launched in July 2012, is a national initiative operated by [Healthdirect Australia](#) as part of the Australian Government's [E-Mental health strategy for Australia](#). The site aggregates mental health resources, providing health information and online therapy. The well-organised collection delivers access to a range of online programs, fact sheets, videos and online communities, and could offer useful support to secondary students. Resources can be browsed, with prominent links to sections such as: [Do's and don'ts of talking about mental health](#); [Bad day or mental health issue?](#)

[Improve your wellbeing](#); and [Find online self-help programs](#). Alternatively, a box on the homepage invites visitors to *Try the guided search tool*, with advice and resources tailored according to the user's self-rated responses. A separate part of the site caters for [Health professionals](#) and school counsellors may find this information useful. A. Soutter

USER LEVEL: Stage 4 Stage 5
Stage 6 Community
Professional

KLA: PDHPE

SYLLABUS: CAFS Stage 6;
Crossroads Stage 6;
PDHPE 7-10, PDHPE
Stage 6

PUBLISHER: Healthdirect Australia,
NSW

REVIEW DATE: 01/08/2014 [025.06]

SCIS 1669149



Snow fall: the avalanche at Tunnel Creek



Trapped in an avalanche might be a compelling stimulus for creative writing in English, yet in this *New York Times* multimedia feature piece, it is the true story of Elyse Saugstad by Pulitzer-

winning journalist, John Branch. The story, the first of six parts, seamlessly integrates videos, photos, graphics and slide shows to highlight aspects of the narrative. Information about the skiers, the setting and the storm are included, along with an interview with Elyse who talks about how she felt when the avalanche trapped her. This is balanced by engaging footage of skiing on powder snow, interspersed with comments from other skiers who talk about how they love the sport. This is an excellent example of a multimedia text in which tension is built and the reader engaged through skilful narrative presentation using a variety of digital tools, and could provide inspiration for students composing their own creative digital texts. K. Rushton

USER LEVEL: Stage 4 Stage 5

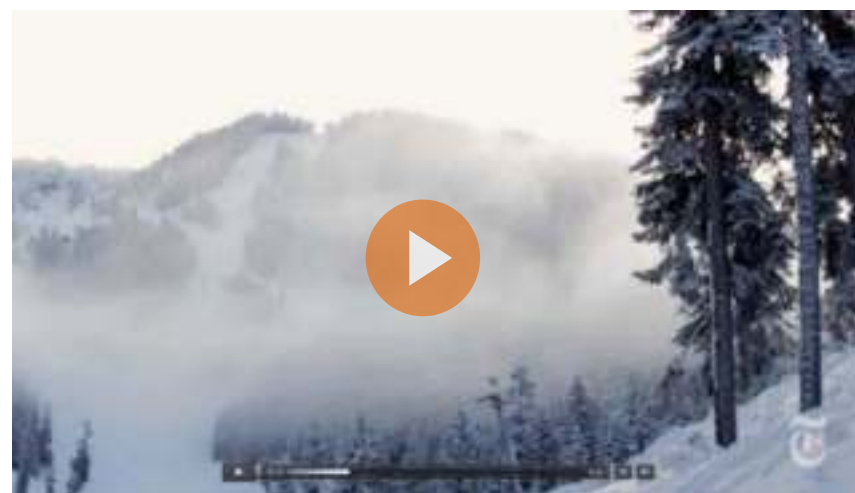
KLA: AC; English

SYLLABUS: English K-10

PUBLISHER: New York Times Company, USA

REVIEW DATE: 01/08/2014 [363.34]

SCIS 1669130



The avalanche at Tunnel Creek by New York Times

Radiolab



Entertaining, educational podcasts can be streamed and downloaded freely for private learning from this illuminating website. Visitors can [Listen](#) to podcasts, [Read](#) the associated blog, or [Watch](#) an assortment of related videos. The resources adopt an *edutainment* approach, with music, sound effects and a high degree of production evident in most podcasts. Dramatic voices, re-enactments and the deep tones of the presenters make for great viewing and listening. Although the site provides quality content, search results are sometimes underwhelming, and users may find that the promotional message which precedes each podcast detracts from the experience. In general, content does not relate neatly to particular Australian syllabus

points, though the site will appeal to science and mathematics enthusiasts, presenting interesting content in engaging ways. A paid [Radiolab app](#) is also available. R. Morante

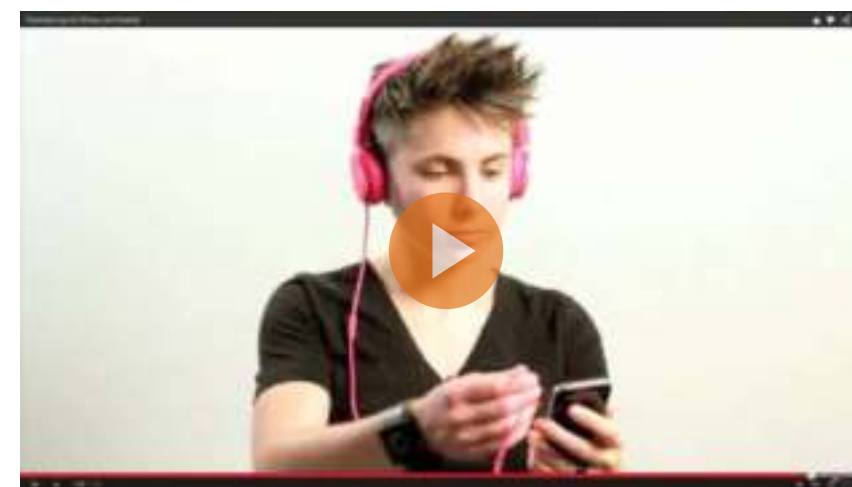
USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

KLA: AC; Mathematics;
Science

PUBLISHER: WNYC Radio, USA

REVIEW DATE: 01/08/2014 [507]

SCIS 1668949



Radiolab app for iPhone and Android by Radiolab WNYC



Planning learning activities using YouTube videos embedded in *Scan*? Note that a teacher log in is required to view YouTube videos in the NSW DEC online environment. Stage 6 students also have access

World Science U



Living up to the hype exhibited in its introductory [tour video](#), this rich, highly engaging and expertly presented resource offers valuable professional learning for staff and enrichment for senior students. The site contains hundreds of short video answers to common Science questions, as well as self-paced short courses (taking two to three weeks to complete) and university level courses (eight to ten weeks long), packed with videos, simple language and clear explanations of scientific concepts. This stimulating resource aids understanding of challenging content and has the potential to inspire teachers in their use of ICTs to support learning. Users must register to access the site's resources. Registration is free and also enables students and teachers to enrol in courses and track the videos they have watched. The short course, [Space, time and Einstein](#), is compelling viewing and would suit students studying Year 12 physics, as it skilfully addresses most aspects of special relativity. R. Morante

USER LEVEL: Stage 6 Professional

KLA: Science

SYLLABUS: Physics Stage 6

PUBLISHER: Science Festival

Foundation, USA

REVIEW DATE: 01/08/2014 [507]

SCIS 1668940



About World Science U by World Science U

TeachWild



Focussing on the contemporary environmental issue of marine debris, this easily navigated website provides resources for teachers to guide students through an authentic scientific investigation of debris and its impact. Part of a national citizen science project, students have the opportunity to undertake a beach litter survey and log the data collected on a national database. Teacher resources include information about [sampling methods and survey methodology](#), [instructional and informative videos](#) and examples of [inspirational actions](#) by schools which

are acting locally to reduce marine debris globally. The resource supports Science Stage 3 and Stage 4 *Living world* strands, with an emphasis on marine ecosystems and the effects of human activities and physical conditions of the environment on living things. G. Braiding

USER LEVEL: Stage 3 Stage 4

KLA: AC; HSIE; Science

SYLLABUS: HSIE K-6; Science K-10

PUBLISHER: Earthwatch Australia, Vic

REVIEW DATE: 01/08/2014 [577.7071]

SCIS 1668917



Earthwatch AU - TeachWild by Earthwatch Australia



Scan the SCIS barcodes to select resources for your collection.

The MoodGym Training Program



Depression and anxiety affect one in five Australians at some point in their lives, often beginning in adolescence. *MoodGym* aims to teach cognitive behaviour therapy skills for preventing or coping with these problems. Pitched at adolescents and adults, the site has 750 000 registered users and consists of five modules which include an interactive game, anxiety and depression assessments, a downloadable relaxation audio track, a workbook, and a feedback assessment. The course teaches students to recognise their unhelpful thoughts and to see the relationship between these thoughts and their feelings. It works by dealing with stressors, such as exams and relationship breakups, and teaches meditation and relaxation techniques. The service has proved so effective that it has been translated into Chinese, Norwegian, Danish, Dutch and Finnish. Research has also demonstrated that the site's positive effects in reducing depression are still evident twelve months after completing the course, making this a quality, credible resource for school counsellors to share with secondary students. A. Soutter

USER LEVEL: Stage 5 Stage 6
Community
Professional

KLA: PDHPE

SYLLABUS: PDHPE 7-10, PDHPE Stage 6

PUBLISHER: Centre for Mental Health Research, ACT

REVIEW DATE: 01/08/2014 [616.85]

SCIS 1669290



Oresome resources: minerals and energy education



Offering a fairly comprehensive assortment of information relating to earth and environmental resources, mining and minerals, this convenient collection caters for a range of stages and offers resources linked to the Australian curriculum. The site is the product of a collaboration between commercial organisations involved in the minerals and energy industry in Australia, and includes hundreds of [interactives](#). Each *Oresome interactive* is typically accompanied by a description of the resource; an educational value statement; learning objectives; relevant strands and outcomes; and sometimes learning activities and a teacher's guide.

The [Teacher education](#) section provides links to past webinars and promises professional development workshops in Queensland and South Australia, though no 2014 events seem to be scheduled at present. Equipped with an adequate search facility to locate interactives, and an option to browse all content, the site could provide engaging support for investigations of earth and environmental science across the secondary years. R. Morante

USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

KLA: AC; Science

SYLLABUS: Earth and
Environmental Science
Stage 6; Science K-10

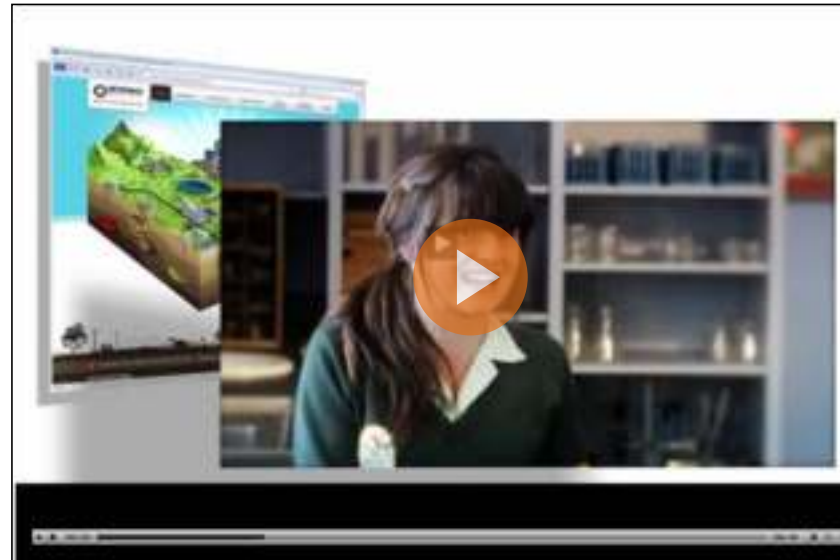
PUBLISHER: OresomeResources.
com, QLD

REVIEW DATE: 01/08/2014 [622.0994]

SCIS 1668960 



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



[An Oresome overview](#) by Oresome
resources: minerals and energy education

[Visit: Art Gallery of New South Wales](#)  

Vivifying the gallery's role as a dynamic site for viewing, experiencing and discussing art and culture, this iOS app functions as an interactive navigational tool for students and teachers exploring the diverse collections, resources and events on offer – physically or virtually. The clearly structured thumbnail interface quickly informs users of current exhibitions and tours, and future talks, films, workshops, members' activities and performances. Planning ahead or last minute is made easy, with the ability to look up the day's events, share event details and add upcoming events weeks or months in advance to one's calendar. Accessing the gallery's collections,

including Australian, Aboriginal, Western, Asian and contemporary art, is smooth and informative, with high quality, zoomable images supported by full citations and additional insights. Students and teachers can tag specific artworks to create their own *Favourites* gallery for convenient referencing of works and subsequent research. A range of engaging audio and video resources is available for enriching both on-site and off-site learning experiences, including authoritative curatorial accounts, accessible children's tours, artist interviews and behind the scenes documentaries. H. Yip

USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

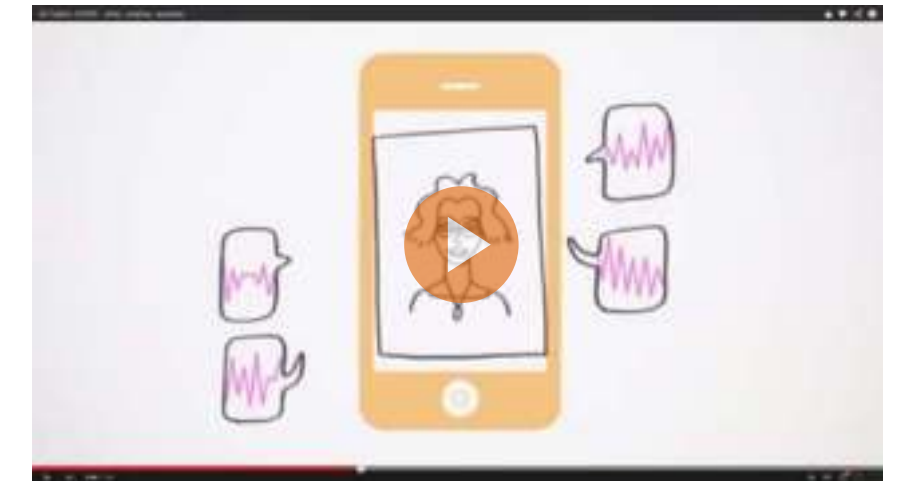
KLA: CA

SYLLABUS: Photographic and
Digital Media 7-10;
Photography, Video
and Digital Imaging
CEC Stage 6; Visual
Arts 7-10; Visual Arts
Stage 6; Visual Design
7-10; Visual Design CEC
Stage 6

PUBLISHER: Art Gallery of New
South Wales, NSW

REVIEW DATE: 01/08/2014 [708.9944]

SCIS 1669106 



[Art Gallery of NSW - online, anytime, anywhere](#) by Art Gallery of NSW

[Yee I-Lann](#)  

This short interview with artist Yee I-Lann engages students and teachers with an accessible introduction to contextualising and exploring significant cross-cultural issues that have shaped the artist's practice to date. The video insightfully reveals I-Lann's thinking process by focusing on her voice and visuals drawn from her photographic series, personal album and on-site documentary photos of her process. The interview highlights how the artist fuses aspects of her conceptual and material practice to employ a universally symbolic language in her artworks. This discussion importantly raises big questions about the complex realities between diverse cultures, with specific comparisons made between Australian

and Malaysian perspectives, and how these impact contemporary global society as well as the artworld itself. Combined with the site's accompanying curriculum links and artmaking activities, and [Frances Lindsay's short video overview](#) of *Crossing borders*, this interview initiates an engaging platform for debating and researching topics including migration, racism, consumerism and the environment. It offers concrete starting points for practical student investigations that promote an authentic crossing of *borders*, whether past, present, local, global, real or perceived. H. Yip

USER LEVEL: Stage 5 Stage 6
Professional

KLA: CA

SYLLABUS: Photographic and Digital Media 7-10; Photography, Video and Digital Imaging CEC Stage 6; Visual Arts 7-10; Visual Arts Stage 6; Visual Design CEC Stage 6

PUBLISHER: National Gallery of Victoria, Vic

REVIEW DATE: 01/08/2014 [709.2]

SCIS 1661854 



Yee I-Lann by National Gallery of Victoria

APT5. Yang Zhenzhong: **artist talk**

Presenting artist Yang Zhenzhong in conversation with a curator and translator to discuss his work exhibited at the fifth Asia-Pacific Triennial of Contemporary Art (APT5), this interview generates thoughtful dialogue between the artist, artworld and audience. Students and teachers are critically informed about how the artist incorporates new photographic and video technologies into his practice, particularly in his unconventional manipulation of visual and audio elements. The question and answer session that follows instigates insights into how the artist positions audiences themselves as the artwork, through his

active provocation and exploration of subjective responses to confronting spiritual and political issues. How the artist conveys his intentions, while simultaneously leaving his work open to interpretation, is a crux with which students can strongly connect in reflecting on and developing their own practice as artists. The relaxed, conversational format of this interview animates the artist's process of conceptual and material experimentation to create an engaging account, accessible in both English and Mandarin, which could strategically inform both critical and practical investigations. H. Yip

USER LEVEL: Stage 5 Stage 6
Professional

KLA: CA

SYLLABUS: Photographic and Digital Media 7-10; Photography, Video and Digital Imaging CEC Stage 6; Visual Arts 7-10; Visual Design CEC Stage 6

PUBLISHER: Queensland Gallery of Modern Art, QLD

REVIEW DATE: 01/08/2014 [709.51]

SCIS 1669076 



APT5. Yang Zhenzhong: artist talk by QAGOMA

Yasumasa Morimura: **theater of the self**

Offering a multimodal reading experience and published in conjunction with a retrospective [exhibition](#) of the artist's oeuvre, this digital book features authoritative essays, interactive image galleries and clips from the artist's video works. Downloadable for desktop, mobile, Kindle and iBooks, the ebook enables virtual page turning with the added convenience of thumbnail views for quick chapter and page selection. Rich content, highlighting the role of the photographic image in the visual saturation of culture and construction of identity, will provoke students to

consider the historical and contemporary implications of Morimura's postmodern, performative practice as an artist. The incorporation of various artworld voices, including the artist himself, art critics and historians, as well as detailed end notes to each of the three themed essays, provide substantial material for further research and analysis. As a classroom resource, this publication allows for highlighting of text to aid understanding. Along with short, yet highly demonstrative film excerpts, the embedded image galleries vivify the artist's body of work with high quality examples and citations that are easily navigated. H. Yip

USER LEVEL: Stage 5 Stage 6 Professional

KLA: CA

SYLLABUS: Photographic and Digital Media 7-10; Photography, Video and Digital Imaging CEC Stage 6; Visual Arts 7-10; Visual Arts Stage 6; Visual Design CEC Stage 6

PUBLISHER: Andy Warhol Museum, USA

REVIEW DATE: 01/08/2014 [770.92]

SCIS 1671498 \$9.99

Discovery - EDSE4027

Created by librarians at the University of Sydney, this curated collection of resources has been prepared to support pre-service English teachers, and may be equally useful for students and teachers of Stage 6 English. The site offers a sample research module centred around the new Area of Study: *Discovery*, set for implementation in 2015. Instructions are available for locating relevant resources using the library catalogue, research databases and other online sources, and teacher librarians may wish to use this *LibGuide* as a model to prepare their own *Discovery* pathfinders for students. The *Featured resources* tab provides links to multimedia resources and suggestions for utilising public curation tools, such as *Pinterest* or *Scoop.it*, to identify, organise and discuss texts for the Area of Study. Useful suggestions for selecting relevant drama, fiction, poetry, non-fiction, images and online texts are listed under the *Explore web resources* tab. H. Myers

USER LEVEL: Stage 6 Professional

KLA: English

SYLLABUS: English Stage 6

PUBLISHER: University of Sydney, Library, NSW

REVIEW DATE: 01/08/2014 [809]

SCIS 1669059 

Inside break: NSW libraries supporting HSC students

A collaboration between numerous NSW public libraries, this website draws together resources and links for Stage 6 students, including websites, books, lectures, past exam papers and upcoming HSC study events. A list of suggested titles is available to support the forthcoming Stage 6 English Area of Study: *Discovery*, to be implemented in 2015. The compilation is still in its draft stages and students are advised to check with their teacher before using the texts provided. Other resources are categorised within *Subjects*. This site may become more useful as additional resources are added across the board. H. Myers

USER LEVEL: Stage 6 Professional

KLA: English

SYLLABUS: English Stage 6

PUBLISHER: Inside Break, NSW

REVIEW DATE: 01/08/2014 [809]

SCIS 1668967 

Literature (a Crash course by John Green)

John Green's *Crash courses* move at a ripping pace, keeping listeners engaged and challenged. Although John Green is known for his contribution to the *sick-lit* genre (*The fault in our stars*), these *Crash courses* are what he describes as his day job. Viewers are advised to watch these clips with pencil in hand, and be prepared for solid overviews of each text; information about the composer and reactions to the text upon its initial publication; and an evaluation of the text's enduring impact. Plot lines are outlined but not in a way that would preclude reading the text. Underlying themes and concepts, and alternative readings, are handled in an upbeat, conversational and intelligent style, making the series a valuable starting point for students and teachers of English. Green's enthusiasm is palpable, and his video series provides an excellent model for students to create their own *Crash courses* to analyse texts they are studying. S. Bremner

USER LEVEL: Stage 5 Stage 6 Professional

KLA: AC; English

SYLLABUS: English 7-10; English Stage 6

PUBLISHER: YouTube, USA
REVIEW DATE: 01/08/2014 [809]

SCIS 1668926



Like pale gold - The great Gatsby part 1: Crash course English literature #4 by CrashCourse

The poetry station: poems to view on video



User friendly and easily navigable, this site offers dramatic readings and presentations of poems, providing another dimension to the study and appreciation of poetry. Poems are listed by categories, including *Poets*, *Topics* and *Titles*. While the site's content is predominately British, students can listen to poetry from Andrew Marvell and Seamus Heaney, to Leonard Cohen. Some poems are read by their composers, imparting valuable insights

into the interpretation and meanings of these texts. Brief biographical notes are also available. This site could be a useful adjunct to the study of poetry in English and provides models for students composing and reciting their own poems. B. Hull

USER LEVEL: Stage 3 Stage 4
 Stage 5 Stage 6

KLA: AC; English

SYLLABUS: English K-10;
 English Stage 6

PUBLISHER: English and Media Centre, UK

REVIEW DATE: 01/08/2014 [821]

SCIS 1668934



Digging by Seamus Heaney by The poetry station

Theban Mapping Project



Stage 6 ancient history students studying the New Kingdom Egyptian options, *Ancient societies*, *Personalities in their times* and *Historical periods*, will find this website an invaluable resource. It offers a comprehensive and user friendly collection of interactive maps, articles, bibliographies and resources about the Valley of the Kings and the Theban Necropolis. The aerial photographs of the West Bank of the Nile, with the mortuary monuments, give perspective and geographical context. Each tomb in the Valley is described in terms of dimensions, decoration and conservation, with an accompanying short video. The information is succinct, well structured and useful links to other sections of the website are provided. The photo database is extensive and may require teacher guidance. Students undertaking the ancient history course or those with a penchant for Egypt would find this a worthwhile resource. B. Hull

USER LEVEL: Stage 6

KLA: HSIE

SYLLABUS: Ancient History Stage 6

PUBLISHER: Theban Mapping Project, Egypt

REVIEW DATE: 01/08/2014 [932]

SCIS 1120727



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professional reading

Resources are listed in Dewey order

Beacon



A useful resource for school counsellors, *Beacon* is part of [e-hub's suite of self-help programs](#), developed and delivered by the Centre for Mental Health Research at the Australian National University. A panel of health experts categorises, reviews and evaluates e-health applications, including websites, mobile apps and internet support groups, using a [smiley rating system](#). Ratings are accompanied by a description of the resource and information about its format, target audience, access conditions and research evidence. Information can be searched by keyword, though content is more easily explored by browsing [categories](#), such as *Depression*, *Resilience*, *Alcohol*, *Social anxiety* and *Stress*. Using the browse option, results can be filtered by audience, access type and smiley rating. Registration is free and allows users to save searches and add their own ratings and comments. This website will assist professionals,

particularly school counsellors, in the selection of quality, evidence-based online health resources. A. Soutter


USER LEVEL: Community
Professional

KLA: PDHPE

SYLLABUS: CAFS Stage 6;
Crossroads Stage 6

PUBLISHER: Centre for Mental Health Research, ACT

REVIEW DATE: 01/08/2014 [025.06]

SCIS 1669166 

Tools for writing digital texts



ABSTRACT

This *Padlet* collection provides articles, ideas and strategies to help students write quality digital texts. Prue Greene has curated and shared information from a variety of sources. The content includes: how to compose effective emails; tips for avoiding common web design mistakes; information about memes; a dictionary of web terms; advice for podcasting and writing effective headlines; and Australian Government guidelines on writing for the web. While students could certainly

benefit from the information provided, the site is primarily a professional resource, with teachers selecting relevant information to share and explore with their students, as required.


USER LEVEL: Professional

KLA: AC; English

SYLLABUS: English K-10

PUBLISHER: Prue Greene, NSW

REVIEW DATE: 01/08/2014 [025.06]

SCIS 1669141 

Parent Line



Funded by the NSW Department of Family and Community Services and NSW Department of Ageing, Disability and Home Care, *Parent Line* is a free telephone counselling, information and referral service for parents living in NSW. Calls are answered by trained, professional counsellors and are confidential, unless there are concerns about safety. Translators are available, if needed. Parents, carers and professionals can receive advice about various aspects of the physical, emotional and social development of children aged zero to 18, including relationships, managing behavior, school refusal and bullying, dealing

with transitions, and drug and alcohol misuse. The website also links to a number of [parenting courses](#) and callers can receive personalised advice about which program is best suited to their family's particular needs. School counsellors and teachers will find this service useful when supporting students' parents and families. A. Soutter


USER LEVEL: Community
Professional

KLA: PDHPE

SYLLABUS: CAFS Stage 6;
Crossroads Stage 6

PUBLISHER: Parent Line, NSW

REVIEW DATE: 01/08/2014 [362.82]

SCIS 1669305 

CK-12. Teachers



Partnered with NASA, Stanford University, The Wikimedia Foundation, Google, Apple, and other education and technology providers, the non-profit [CK-12 Foundation](#) creates and curates free, high quality educational resources, particularly in mathematics and science, and helps teachers to construct their own customised digital textbooks. These multimedia,

interactive resources can be built from pre-prepared or self-written modules, and the process is straightforward and fast. The provided content is well-written; incorporates video, audio, illustrations and interactive diagrams; and includes options suitable for a variety of ability groups. The site also contains a classroom management system, enabling the creation and sharing of content and assignments within a passcode protected class environment. Users can sign up using Google, Facebook, Twitter or an email account, and the site is largely intuitive to navigate. Content can be searched or browsed by topic and user level, though the pre-prepared textbooks are largely aligned to American educational standards and some videos, embedded in the chapters, are unavailable for Australian audiences. [Students](#) can also access the site independently, to search for instructional videos and explanations to extend their interest in a topic or to complement their learning in class. R. Morante

USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

KLA: AC; Mathematics;
Science

SYLLABUS: Biology Stage 6;
Chemistry Stage 6;
General Mathematics

Stage 6; Mathematics
K-10; Mathematics
Stage 6; Mathematics
Extension 1; Physics
Stage 6; Science K-10;
Senior Science
Stage 6

PUBLISHER: CK-12 Foundation,
USA

REVIEW DATE: 01/08/2014 [371.33]

SCIS 1668944



[CK-12 video](#) by Anthony Robinson

[Driving creativity: technology in schools](#)



ABSTRACT

Using [Slideshare](#), this presentation by Lena Arena, IT Engagement Advisor at the NSW Department of Education and Communities, consists of 42 slides

and outlines some of the key programs integrating technology in NSW public schools. The agenda incorporates *The Connected Classroom Program*, *Digital Education Revolution* (DER NSW), *Social media*, *Technology for Learning* (T4L, eT4L), *New technologies/ New directions*, *iPads in schools* and *Technology models*. Links within many of the slides lead to additional information, videos and contact points for Departmental sites. Slide 10 contains a collection of resources that support the Digital Education Revolution in NSW. [Plane](#) and [DigiCit](#) are among the resources accessible from this table. The presentation transcript is available from the splash page.

USER LEVEL: Professional

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

PUBLISHER: Public Schools NSW,
NSW

REVIEW DATE: 01/08/2014 [371.33]

SCIS 1668908



[Driving creativity: technology in schools](#) by Lena Arena

[Media and technology resources for educators](#)



Publishing independent ratings and reviews for apps, video games, books, films, music, DVDs and websites, this site assures users that its motivation is to provide trustworthy information for families and educators. [Digital citizenship](#) reveals a [Scope and sequence](#) tool that delivers cross-curricular units addressing digital literacy and citizenship topics. Although a login is required to access the free lesson materials, teaching plans are readily available for lessons for a range of ages. A [PDF of the scope and sequence](#) may be beneficial to

Australian teachers navigating the vast amount of material on this site. Icons, denoting key areas, link to specific lesson plans and include *Information literacy*, *Cyberbullying* and *Internet safety*. The curriculum alignments relate to the United States national standards and materials are duplicated in Spanish. S. Rasaiah

USER LEVEL: Community
Professional

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

PUBLISHER: Common Sense Media,
USA

REVIEW DATE: 01/08/2014 [371.33]

SCIS 1669058



Common Sense Media copyright by Joelle Warsh

Metaphor

In this 2011 blog post, teacher librarian, Kathy Otto, investigates six picture books and three chapter books that are useful for teachers when preparing Stage 3 lessons about the concept of metaphor in English: *Two unlike objects compared similarly by substituting one for the other as, for example, when a beautiful cat is called 'eye candy'*.

Each book is accompanied by its cover art and a précis. Some titles will be difficult to locate within the Australia book market, but the list includes *The tale of Despereaux* by Kate DiCamillo, which has also been an animated film, and DiCamillo's previous book, *The tiger rising*. Also recommended by Otto are the non-fiction texts, *It figures!: fun figures of speech* by Marvin Terban, which additionally covers simile, personification, alliteration and hyperbole; *Word builder* by Ann Whitford and Paul Simon; a collection of 27 *persona* poems (*Dirty laundry pile: poems in different voices* by Paul Janeczko); and a collection free verse poems (*A writing kind of day: poems for young poets* by Ralph Fletcher). Interested readers may wish to subscribe to the [Teaching with kids' books](#) blog to keep up to date with the latest posts. I. McLean

USER LEVEL: Professional

KLA: AC; English

SYLLABUS: English K-10

PUBLISHER: Kathy Otto, USA

REVIEW DATE: 01/08/2014 [428.0071]

SCIS 1669502



Simile in picture books

Teacher librarian, Kathy Otto, investigates a range of 20 stimulating picture books that are useful for teachers when preparing Stage 3 lessons about the concept of simile in English: *Explicit comparison using 'like' or 'as' or 'than' to show how two unlike things have a common recognizable similarity - 'She is sweet as pie'*. Each book is annotated by Otto and accompanied by a graphic of its cover art. While some titles may be more obscure within the Australia book market, there are several significant picture books recommended, including the 1993 Caldecott Medal winner, *Grandfather's journey* by Allan Say. One perennial favourite Australian publication, *Wilfrid Gordon McDonald Partridge* by Mem Fox and Julie Vivas, makes the list. Also recommended are *It figures!: fun figures of speech*

by Marvin Terban, which additionally covers metaphor, personification, alliteration and hyperbole, and *A writing kind of day: poems for young poets*, a book of 27 free verse poems by Ralph Fletcher. Readers are encouraged to subscribe to the [Teaching with kids' books](#) blog to be notified of new posts and comments, and to contribute questions and suggestions to the site. I. McLean

USER LEVEL: Professional

KLA: AC; English

SYLLABUS: English K-10

PUBLISHER: Kathy Otto, USA

REVIEW DATE: 01/08/2014 [428.0071]

SCIS 1669497



Scan the SCIS barcodes to select resources for your collection.

Literacy in the middle years: learning from collaborative classroom research

MORGAN, Anne-Marie
PETAA, NSW, 2014
ISBN 9781875622931 [428.0072]



Focused on collaborative research about literacy development in Years 5–9, this text reports on the work academics and teacher researchers undertook in exploring several

aspects of literacy development in the middle years. The authors were engaged in a project which set out to examine teachers' work in particular curriculum areas and to address new aspects of literacy development. Some chapters are devoted to particular aspects of literacy development and pedagogy, such as working with students who are learning English as an additional language, and a whole school approach. Other chapters focus on subject specific literacy, in this case exemplified in science, and new literacies focusing on the use of multimedia and students' internet research. The chapters outlining the project and the importance of

collaborative research may be the most useful in supporting further research in aspects of literacy development and pedagogy in contemporary classrooms. K. Rushton

USER LEVEL: Professional
KLA: AC; English
SYLLABUS: English K–10
SCIS 1656536 Paper \$39.95



Project 40: video 1 (part 3) - Literacy as behaviour, processing and social activity by PETAA Primary English

BoomWriter: create and share amazing stories

Objective C in the [NSW English K–10 syllabus](#) requires students to think in creative and imaginative ways. This site supports this aspect of the syllabus by allowing collaborative story writing between classmates competing with

one another to have their interpretation of a story accepted into a class book. Individual students complete and submit chapters of a story, building from a story starter. Teachers then select the most appropriate chapters which are voted on by students. The winning chapters are combined into a class book to be shared online or even sold via the website. Feedback from [BoomWriter](#) users indicates that student engagement and writing quality improve through this project, with the competition encouraging students to aim higher. Free membership provides access to [lesson plans](#) and allows participation in book competitions within the member's school. Alternatively, [paid subscriptions](#) enable students to access member-only content and participate with other learners in international story-writing competitions. S. Rasaiah

USER LEVEL: Professional
KLA: AC; English
SYLLABUS: English K–10
PUBLISHER: BoomWriter Media Inc, USA
REVIEW DATE: 01/08/2014 [808]

SCIS 1668929



Introducing BoomWriter by boomwriter

picture books

Resources are listed in alphabetical order by author

Rivertime

BALLA, Trace
Allen and Unwin, NSW, 2014
ISBN 9781743316337



The narrative voice in this hybrid text discloses the point of view of Clancy, a 10 year old city boy, who is

persuaded to accompany his Uncle Egg on a bird-watching canoe trip on the Glenelg River. Initially reluctant to leave behind his *fun stuff* to learn how to camp and identify birdlife, Clancy gradually changes his perspective as the beauty of nature and his triumph of learning new skills work their magic. As the journey progresses, the protagonists meet the Gunditjmara people who teach Clancy a traditional skill which allows him to conquer one of his frustrations. Told via a series of images, speech bubbles

and labelled sketches, this is part picture book, part graphic novel, with a smattering of cartoons showing the characters in action. Teachers may find that this style of writing suits students who need encouragement to follow a story through to its conclusion. [Teachers' notes](#) and an [interview with the author](#) provide background information. The intercultural messages in this text support the cross curriculum priority, [Aboriginal and Torres Strait Islander histories and cultures](#). S. Rasaiah

USER LEVEL: Stage 1 Stage 2
Stage 3

KLA: AC; English

SYLLABUS: English K-10

SCIS 1653104 \$24.99

The Brothers Quibble

BLABEY, Aaron
Penguin Group (Australia), 2014 (Viking)
ISBN 9780670076000 [A821]



The gradual changing of the central character's perspective in this comical picture book shows

students how writers use text and images to shape a character. Readers may relate to the Quibble family's dilemma as the parents are driven to despair over sibling jealousy. Spalding reacts violently when his new brother, Bunny, arrives in the home. Through rhyming text and high modality illustrations, readers can feel Spalding's rage and empathise with Bunny as he grows and clearly regards his big brother as his hero and partner in crime. The catalyst for change comes when Bunny learns to speak Spalding's name. Bunny's character is allowed to emerge at the conclusion of the narrative with a twist that will appeal to sympathetic readers. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
Stage 2

KLA: AC; English

SYLLABUS: English K-10

SCIS 1644606 \$24.99

What if...?

BROWNE, Anthony
Doubleday, UK, 2013
ISBN 9780857531131



A worried Joe and his appealing mother are looking for a house. They know the street but not the number of the location of Tom's birthday party. It is dusk, and in each house they

pass, the lights are on and everybody is home. Viewers share Joe's uneasy imaginings, via illustrations that are Anthony Browne's signature style. The speech bubbled conversations in this picture book make readers eavesdroppers to Joe's angst. The visual, intertextual jokes (the elephant in the room, the Brueghel-like scenes) could be of interest to older readers, though this simple story about an anxious little boy would need to be mined for deeper meanings. S. Bremner

USER LEVEL: Early Stage 1 Stage 1

KLA: AC; English

SYLLABUS: English K-10

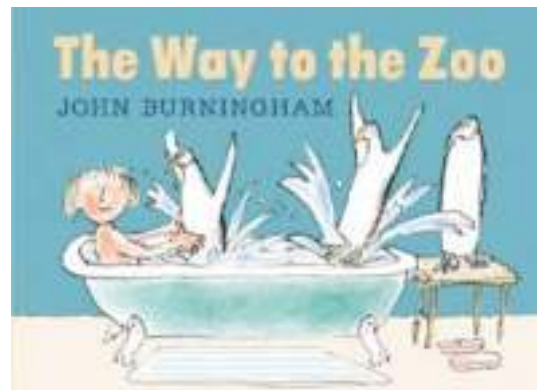
SCIS 1636245 \$24.95



Anthony Browne talks about 'What if...?' by Random House Children's Publishers UK

The way to the zoo

BURNINGHAM, John
Walker Books, UK, 2014
ISBN 9781406348408



A magical door in Sylvie's bedroom leads to the zoo. Bringing some of the animals

to her bedroom for a cuddle poses some tricky issues for Sylvie, especially when she forgets to close the door one morning. This colourful picture book would enliven the imagination of students and could provide a springboard for creative writing on a similar theme. Based around popular zoo animals, the subject matter and style are well suited to the target

audience. The clean pages, with bright illustrations, complement and enhance the text, providing an engaging story. With its rich variety of animal characters, this book is suitable for dramatisation and retelling. [Teaching notes](#) may inspire further adaptations of this adventure. G. Braiding

USER LEVEL: Early Stage 1 Stage 1
KLA: AC; English
SYLLABUS: English K-10
SCIS 1654132 \$24.95

Little Meerkat

DARLISON, Aleesah and MELVILLE, Shannon
Wombat, QLD, 2014
ISBN 9781921632822



Little Meerkat is the stubborn young rebel of his mob who rejects the idea of cuddling, staying behind, slinking, holding paws, snoozing and paddling when he could be emulating the adult meerkats in more adventurous activities, such as tracking and hunting scorpions for food, or acting as the lookout. A startling encounter with a lispng snake

causes Little Meerkat to re-evaluate the importance of depending on the group's traditional roles to ensure safety for all of its members. Melville decorates her cute meerkat characters in this picture book with markings, decorations and weapons of the Kalahari Desert's human population, or in safari suits of European explorers. Decorative motifs of creature silhouettes add interest to the pages. Students may detect similarities when comparing Little Meerkat's attitudes to their own younger siblings. This prolific author has an extensive [website](#). I. McLean

USER LEVEL: Early Stage 1 Stage 1
SCIS 1644963 \$24.99

Oi Frog!

GRAY, Kes and FIELD, Jim
Hodder Children's, UK, 2014
ISBN 9781444910858 [821]



It is important to know one's place in the world, and especially where to sit. Frog's dilemma is finding his spot. There is already a cat on the mat, a hare on the chair, a mule on the stool and a whole row of gophers on the sofa.

Is a stubborn frog sitting on a log too obvious and limiting? After all, the sofa looks so appealing for Frog to stretch right out! The rhyming text is catchy and yearns to be recited aloud, with the pages becoming more frenetic of words and artwork as the narrative continues on its zany way. Teachers could use this entertaining picture book as an example of how students are invited to respond personally to a text and identify with its characters. I. McLean

USER LEVEL: Early Stage 1 Stage 1
KLA: AC; English
SYLLABUS: English K-10
SCIS 1653782 \$24.99



***Oi Frog!* by Hodder Children's Books**

One red shoe

GRUSS, Karin and KREJTSCHI, Tobias
Wilkins Farago, Vic, 2014
ISBN 9780987109965



Far from home, in a city suffering from frequent civil unrest, a photojournalist attempts to document the injury and treatment of the young victim of a school bus bombing. The similarities between the boy and the journalist's own nephew, including the one red shoe, are ultimately a confronting reminder of the disparities of human experience. Krejtschi's sombre black and white illustrations suggest the realistic perspective of the Western narrator witnessing a life unlike the one he knows. The stark red of the boy's shoes against monotone images suggests their symbolic importance in the narrator's mind. The final pages of this senior picture book depict the narrator telephoning his nephew. They speak only of an upcoming championship game. Gruss' metaphor is powerful. As readers, we might see ourselves in the happy ignorance of the nephew on the other end of the line. The location of events is not

explicitly named in the story, but Gruss' biography suggests that the book is based on impressions of the ongoing conflict in the Gaza Strip. This powerful picture book provides opportunities for discussing the general capability of *Intercultural understanding*. Its subtle positioning of the audience also makes it a good study in focalisation and cultural perspective. [Teachers' notes](#) are available. J. Henzler

USER LEVEL: Stage 4 Stage 5
KLA: AC; English
SYLLABUS: English K-10
SCIS 1658415 \$24.99

Little owl

GWYNNE, Phillip and OKALYI, Sandy
Working Title Press, SA, 2014
ISBN 9781921504587



Vibrantly illustrated in an appealing naive style, with alternating deep blue and azure skies, this picture book about belonging and identity features a newly hatched baby owl in a desperate search for identity after falling from its nest: *Whooo?*

Whooo? Whooo am I? Unfortunately for Little Owl, unaware that he is considered to be a dangerous, nocturnal carnivore, merely asking this question tends to scare the other forest creatures away, including sugar gliders, bats, koalas and dragonflies. Teachers might assist students to compare the pacing, passage of time and repetitious rhymes featured in this Australian tale to that of P.D. Eastman's classic tale, *Are you my mother?* The publisher provides downloadable [Teachers' notes](#) to support the book. I. McLean

USER LEVEL: Early Stage 1 Stage 1
Stage 2
SCIS 1651528 \$24.94

My two blankets

KOBALD, Irena and BLACKWOOD, Freya
Hardie Grant Egmont, Vic, 2014
ISBN 9781921714764



Symbolism, colour, and the themes of friendship, belonging and discovery can all be introduced or explored in a study of this book. The protagonist's name, Cartwheel,

is itself analogous to turning, change and joy. This African refugee describes her life in terms of blankets, with their connotations of protection and comfort. Colour offers a clear demarcation between Cartwheel's former life and her new one. Blackwood's use of colour is a useful adjunct for secondary students studying visual literacy in English. The ramifications of the friendship between Cartwheel and the girl in the park are profound, and would offer a springboard for discussion and debate. This text could also be incorporated into the English Stage 6 Area of Study: *Discovery*. Picture books such as this deepen intercultural understanding and highlight the importance of language in retaining identity and culture. B. Hull

USER LEVEL: Stage 1 Stage 2
Stage 3 Stage 4
Stage 5 Stage 6
KLA: AC; English
SYLLABUS: English K-10; English
Stage 6
SCIS 1641848 \$24.95

New York in pyjamarama

LEBLOND, Michael and BERTRAND, Frederique
Phoenix Yard Books, UK, 2012
ISBN 9781907912122



Incorporating the technique of Ombre Cinema to accentuate the premise that New York is a city that never sleeps, this unusual picture book contains a sheet of striped acetate in

a pocket inside the front cover. By moving this filter across the pages of the book, the striped images appear to move. Traffic wizzes, lights flash and wheels spin as the reader is taken on a night trip through New York with a pyjama clad guide. The rhyming text is minimal and accessible for independent readers. The novelty of the busy animation may attract some students, however the flashing images could be unsuitable for very young readers or those sensitive to flickering strobe-like lighting. K. Rushton

USER LEVEL: Stage 1

SCIS 1642034 Paper \$19.99



New York in Pyjamarama - UK / USA edition
by PhoenixYardBooks

The story machine

McLAUGHLIN, Tom
Bloomsbury, UK, 2014
ISBN 9781408839331



Elliott learns that he is the creator, and not dependent on the tools he uses, as he produces words and illustrations which make the stories that he loves. This whimsical

picture book uses a muted palette and a graphic style that is reminiscent of the end of the era in which the typewriter ruled. When Elliott first finds his story machine, he marvels at the stories and pictures he produces until the day it malfunctions; an event which eventually

helps Elliott to recognise his own abilities as a writer. Students may enjoy exploring the use of a machine from the past and older readers may relish sharing their memories and stories with younger readers. This is a text which can start a family conversation, a real story machine. K. Rushton

USER LEVEL: Early Stage 1 Stage 1

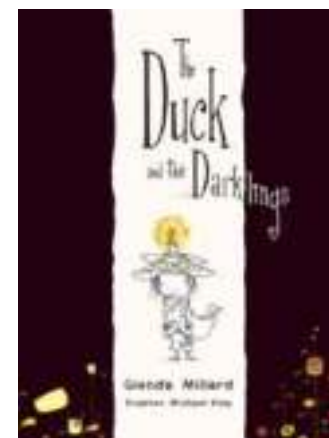
KLA: AC; English

SYLLABUS: English K-10

SCIS 1640716 \$25.99

The duck and the darklings

MILLARD, Glenda and KING, Stephen Michael
Allen and Unwin, NSW, 2014
ISBN 9781743312612



Cleverly combining creative language with emotive illustrations, this dystopian picture book tells a story of hope for the residents of a post-apocalyptic dark world. Readers connect immediately with the love and caring between a boy and his grandpapa in an imaginary darkling world. When Peterboy brings a rescued duck into their lives, it opens windows of memories in the grandfather

that lead to a healed and brighter world. The combination of quirky line drawings and contrasting splashes of colour in the illustrations reinforces the contrasts in the story and adds an engaging visual dimension. Consisting of multiple layers of meaning, this story supports themes such as relationships, memories and friendship. [Teachers' notes](#) are available on the publisher's website. G. Braiding

USER LEVEL: Stage 2 Stage 3

KLA: AC; English

SYLLABUS: English K-10

SCIS 1649632 \$24.99

The amazing A to Z thing

MORGAN, Sally and BANCROFT, Bronwyn
Little Hare, Vic, 2014
ISBN 9781921894190



Two iconic Aboriginal artists and storytellers have produced a story featuring Australian wildlife and the alphabet. Anteater wants to show something amazing to her friends but they are all too busy so she looks at it herself and then other animals join her. The friends are introduced

alphabetically with the relevant letter featured in the illustrations on that page. The illustrations also suggest that the amazing thing is a book and in this book Anteater is trying to persuade each animal to look at the amazing thing by appealing to their emotions. On each page one emotive word is highlighted in a contrasting colour. Most are verbs like *rattle*, *shiver* and *cackle* but there are also adjectives and nouns which will support vocabulary development. The repetitive structure of the text and the illustrations, which support a short verbal text on each double page, will encourage emergent readers to read this picture book independently. K. Rushton

USER LEVEL: Early Stage 1 Stage 1
KLA: AC; English
SYLLABUS: English K-10
SCIS 1657436 \$24.95

A feast for wombat

MORGAN, Sally and ERZINGER, Tania
 Omnibus Books, SA, 2014
 ISBN 9781742990187



The search for identity and the support provided by caring friends are themes which will encourage emergent readers to participate with this picture book. The repetitive structure is used to introduce each character and its special attributes. This format reflects that of many traditional tales and this contemporary Aboriginal storyteller has chosen dingo, magpie and goanna as the friends, and wombat as the character in search of identity. The alternation between the events and wombat's attempts to achieve the attributes of his friends is reflected in word and image. As wombat meets each of the characters, the event is presented in full colour but, as wombat attempts to develop the same attribute, the illustrations become more conceptual and are presented on a white background. These engaging illustrations use the red dirt and gum tree colours of Australia to firmly anchor this story in our country.

[Teachers' notes](#) are available on the publisher's website. K. Rushton

USER LEVEL: Early Stage 1 Stage 1
SCIS 1651669 \$24.99

What does the fox say?

NYHUS, Svein
 Simon and Schuster, UK, 2013
 ISBN 9781471121944 [782.42]

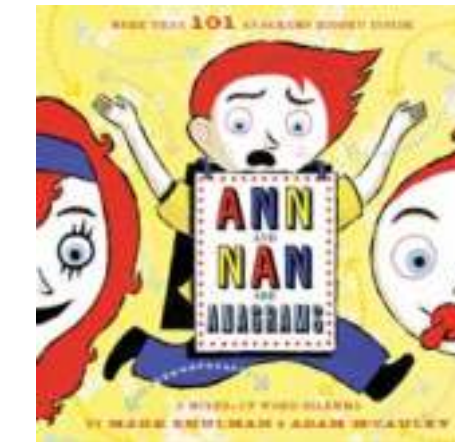


Dynamic pages of abstract artwork by Nyhus are a successful counterbalance to the frenetic text of this picture book, based on lyrics to the popular song, *The fox (What does the fox say?)* by Bard Ylvisaker, Vegard Ylvisaker and Christian Lochstoer, all members of the Norwegian band, Ylvis. Everything the fox says is a tongue twister of nonsense phrases, proving quite a challenge when reading aloud, and reminiscent of the *Crazy frog* phenomenon. The caricatures of foxes and other animals may inspire class art activities. The [original music video](#) features Ylvis and backing dancers cavorting in animal onesies with an endearing CGI animated fox character. Italian and Vietnamese subtitled versions of the song are available from [iTunes](#). I. McLean

USER LEVEL: Early Stage 1 Stage 1
SCIS 1642032 Paper \$14.99

Ann and Nan are anagrams: a mixed up word dilemma

SHULMAN, Mark and McAULEY, Adam
 Chronicle Books, USA, 2013
 ISBN 9781452109145



When Robert or Bert is told about anagrams by his grandmother, she also whispers a request that sends him searching for an aunt whom he does not have. All his adventures contain anagrams, including the resolution when, in place of the missing aunt, Robert brings Grandma a tuna. The plot is not the key to this book. It is used as a thread which strings together the anagrams but it is plausible enough to engage and entertain. The bold colour palette chosen for the quirky illustrations and the use of many fonts bring the reader's attention to the words which are the real focus of this book. Many readers will enjoy the language play and the challenge of finding the more than 101 anagrams in this brightly coloured, humorous picture book. K. Rushton

USER LEVEL: Stage 1 Stage 2
Stage 3

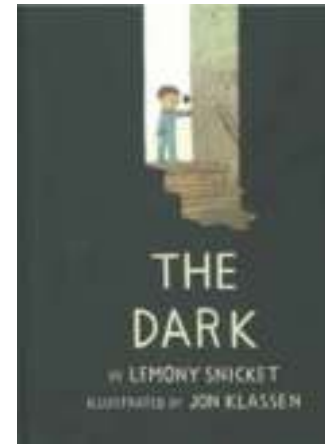
KLA: AC; English

SYLLABUS: English K-10

SCIS 1656532 \$20.95

The dark

SNICKET, Lemony and KLASSEN, Jon
Orchard, UK, 2014
ISBN 9781408330036



The dark is a sinister, organic presence in the life of little Laszlo, who lives, plays and sleeps in a large, multi-level house. This courageous boy decides to rob the dark of its power by confronting it. With

no adult presence apparent, Laszlo's journey seems to be about meeting the appearance of a threat and diffusing the possible menace by braving a midnight visit to the basement. This picture book is a superb example of how clever collaboration between text and illustrations reveals details that will astound and delight astute readers. Klassen's use of stark contrast, with flat blocks of colour juxtaposed against simple sketches, complements this original treatment of the universal theme

of facing one's fears. The choice of using unadorned angles and the deceptive simplicity of Klassen's drawings will be interesting to interrogate. S. Bremner

USER LEVEL: Stage 2 Stage 3

SCIS 1657579 Paper \$14.95



The Dark by Lemony Snicket, illustrated by Jon Klassen UK trailer by OrchardBooks

The hole

TORSETER, Oyvind
Wilkins Farago, Vic, 2014
ISBN 9780987109989



There is a hole through the centre of the cover in this practically wordless picture book. This die-cut hole is a conundrum and a very important metaphor. In this

visual narrative, Torseter makes the hole

an object visible to the character and the reader, but quite physically it is a circular absence of paper in the middle of every page. It is both something and nothing. The reader, participating in the story before the cover is opened, would like an explanation for the hole. What possible purpose can it serve? The protagonist, after noticing the hole located in a wall of his new apartment, begins to inspect it. For the first 10 pages, Torseter frames his minimalist illustrations to keep the hole in place. Yet, upon further inspection, the main character finds the hole has appeared in his laundry. Confounded by the hole's constant relocation, this cartoon-like character finally manages to pack the hole into a cardboard box to be delivered to a team of scientists who submit the hole to a battery of tests. The narrative is anticlimactic, and that is only one of the ways that Torseter plays with the reader's expectations. Maybe the character's seemingly fruitless search for meaning leads him to accept the unexplainable. This intriguing book could be used to support the Stage 6 Area of Study: *Discovery*. See the [Exploring narrative point of view](#) springboard for learning ideas. J. Henzler

USER LEVEL: Stage 3 Stage 4
Stage 5 Stage 6

KLA: AC; English

SYLLABUS: English K-10; English
Stage 6

SCIS 1651671 \$29.99

The bush book club

WILD, Margaret and WOOD, Ben
Omnibus Books, SA, 2014
ISBN 9781742990149



Everyone is in the Bush Book Club except Bilby, as he cannot see a purpose for reading. He finds that books can be useful for building towers

and mazes, but eventually discovers that books are also full of adventures. The supporting characters in the book club are charming Australian animals that all love reading different genres in different places. Bilby initially feels sad because everyone else has an interest that he doesn't share. This engaging picture book could be used to show how friends have interests that aren't necessarily mutually shared. Students needing encouragement to read may relate to how Bilby initially feels about reading. Inspiration may strike as the story reveals how books can surprise and inveigle the reader. This picture

book could also support the study of English concepts such as alliteration and verb groups. On the publisher's website, there are [teachers' notes](#).
M. Sutera

USER LEVEL: Early Stage 1 Stage 1

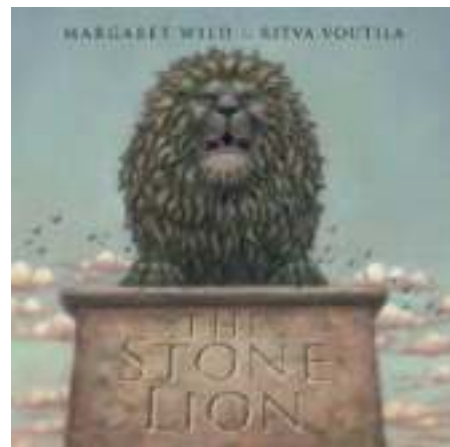
KLA: AC; English

SYLLABUS: English K-10

SCIS 1651523 \$21.99

The stone lion

WILD, Margaret and VOUTILA, Ritva
Little Hare, Vic, 2014
ISBN 9781921894855



The circular plot in this Gothic, fable-like picture book takes the stone lion from an immovable statue through a transformative event and back

to the same, yet different, stone lion at the end. The references to gargoyles, art deco architecture and cruel winter weather contribute to the mood and tone of this touching story. The plight of the homeless waifs kindles a spark of pity within the lion and he comes to life to save them. The library is a haven for the children and, as the

years progress, the library and the stone lion are synonymous with safety and kindness. The story evokes an emotional response from its readers who will identify with the characters and appreciate the compassion shown by the lion, the gargoyle and Ben.
S. Rasaiah

USER LEVEL: Stage 1 Stage 2

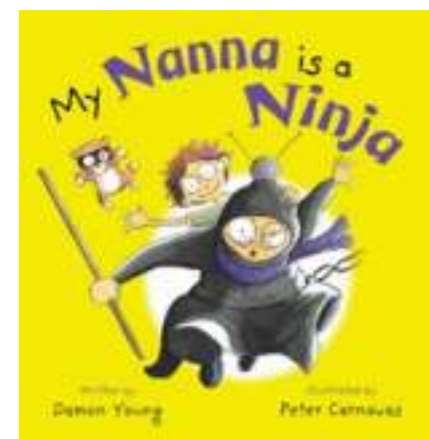
KLA: AC; English

SYLLABUS: English K-10

SCIS 1657423 \$24.95

My Nanna is a ninja

YOUNG, Damon and CARNAVAS, Peter
University of Queensland Press, QLD,
2014
ISBN 9780702250095



What fun to have a grandmother who just so happens to be a black-clad, stealthy, somersaulting ninja – especially one who can juggle stars and slice watermelons with a sword! Other people's nannas, as described in this picture book's humorous, rhyming text, fit the usual range of grandmother stereotypes for clothing colours,

personalities and hobbies, so there are plenty of opportunities for readers and viewers to make predictions. Illustrator Peter Carnavos's art really suits the rollicking rhymes and his endpapers are a delight, filled with small drawings of the ninja nanna in action. I. McLean

USER LEVEL: Stage 1 Stage 2

SCIS 1647193 \$24.95

A library with no walls



OverDrive **Oliver**

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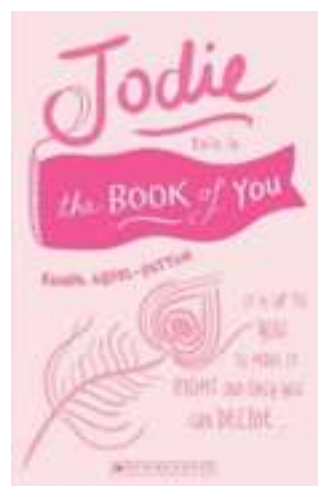
fiction for younger readers

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

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

Jodie, this is the book of you

ABDEL-FATTAH, Randa
Omnibus Books, SA, 2013 (Book of you)
ISBN 9781742990101



With its touch of magic, in the form of a book that writes itself, Abdel-Fattah tells a gentle, readable story of Jodie and her troubles at home and at school. Jodie has to reconcile her parents' divorce and her father's new family, and her attempts at reuniting her parents have surprising results. At school, she has to face bullies and derogatory remarks about

her appearance. While the book offers ambiguous advice, it is Jodie's interpretations of this that result in some mistakes but ultimately a positive resolution. Themes of bullying, friendship, loyalty, family and self-esteem, as well as the believable characters, make this a story that would appeal to readers. B. Hull

USER LEVEL: Stage 3
SCIS 1624742 Paper \$16.99

Adventures in history [series]

Puffin, Vic, 2014



Each novel in this series is set in an era of Australia's history. Containing moral and ethical dilemmas such as betrayal, theft, family issues, corruption and gambling, each story highlights the manners and speech of the era.

There is some mild swearing in context. History students can compare and contrast life today with life in another age and readers are given opportunities to understand the ways in which language changes with time and in accordance with cultural norms. In *The bushranger's boys*, this understanding is further supported by a glossary of

Ngarigo and early Australian words and the author acknowledges the contribution of the Ngarigo people to the story. Reading these adventures reveals something of the experiences of Aboriginal people in the early years of colonial Australia and life during the Great Depression in Melbourne. On the publisher's website, there are [teaching notes](#) and some [extracts](#) from the series. M. Sutera

USER LEVEL: Stage 3
KLA: AC; HSIE
SYLLABUS: History K-10
Paper \$14.99 each

Reviewed titles in this series:

The bushranger's boys: 1841: do you dare?
SCIS 1644231

Tough times: 1931: do you dare?
SCIS 1644223



Bushranger's boys 1841 by Alison Lloyd

The first voyage

BAILLIE, Allan
Puffin, Vic, 2014
ISBN 9780143307679



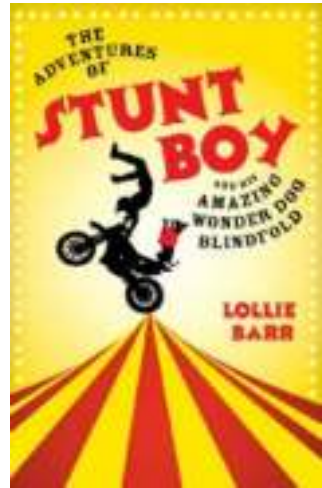
Quality texts illustrate how authors use language features to meet the purpose of the text and create interest for the reader. This novel engages its audience using well-crafted characters in a naturalistic setting. The

adventures of the first tribes exiting Timor to escape the Crocodile warriors sets the scene for how Australia may have been settled 30 000 years ago. The use of cliffhanging chapter endings intensifies the perils that the seafarers face, and relationships between the members of the Yam tribe are artfully delineated. Parallels between the experiences of the Yam tribe and present day asylum seekers could provide an interesting point of discussion in the classroom. The way that the writing brings the plot, setting and characters to life exemplifies the art of good storytelling. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
KLA: AC; English
SYLLABUS: English K-10
SCIS 1651553 Paper \$17.99

The adventures of Stunt Boy and his amazing wonder dog Blindfold

BARR, Lollie
Pan, NSW, 2014
ISBN 9781742613673



Told in the first person voice of 12 year old Stunt Boy, this novel weaves an investigation around circus life and the characters that perform in the Stoked Stunt Circus. Stunt Boy's father is badly injured in his motorcycle act and Stunt Boy fervently believes that this was not an accident. He sets out with his best friend, Benny, and his trusty dog, Blindfold, to prove that it was a conspiracy that caused his dad to crash. The elements of strong characterisation and narrative structure make this an engaging story for its target audience. The plot and setting are well presented and the action moves along at the pace that this readership expects. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
SCIS 1652278 Paper \$14.99



Children's books - Stunt Boy by LiborioTV

Jane, the fox and me

BRITT, Fanny and ARSENAULT, Isabelle
Translated by Christelle Morelli and Susan Ouriou.
Walker, UK, 2013
ISBN 9781406353044



While it looks like a children's picture book, this is actually a wonderful graphic novel about bullying, with echoes of *Where the wild things are*. It is the story of Helene, whose four friends turn against her and mercilessly bully her. Helene's only refuge is the novel *Jane Eyre* and, when she reads the book, colour returns to her world. Eventually she has to attend a school

camp where she stays in the *outcasts' tent*. After a meal, while Helene's former friends taunt her, Geraldine, a girl on the outskirts of the group, meets her eye. Later, Geraldine visits the *outcasts' tent* and brings the sad group together with her friendliness, making a particular friend of Helene, whose world gradually brightens. The moral of the story is that it only takes one person to change someone from outcast to friend. A. Soutter

USER LEVEL: Stage 3 Stage 4
KLA: AC; English; PDHPE
SYLLABUS: English K-10; PDHPE K-6; PDHPE 7-10
SCIS 1627533 \$24.95

The simple things

CONDON, Bill and NORLING, Beth
Allen and Unwin, NSW, 2014
ISBN 9781743317242



Stephen, a 10 year old boy, meets his 80 year old great aunt for the first time when Stephen's family comes to stay with her one school holidays. As the story unfolds, intergenerational relationships form

and Stephen becomes Aunt Lola's most trusted friend. Reminiscent of seaside holidays, bingo, fishing and family gatherings, there are many firsts for Lola and Stephen, despite the differences in their ages. Empathy for Stephen builds as the story unfolds and a crisis develops. Narrated warmly through Stephen's voice, this story explores connections with families and places, times past and differing views of the world. Respect for older people is reinforced through the representation of the characters and the point of view of the protagonist. G. Braiding

USER LEVEL: Stage 2 Stage 3
KLA: AC; English
SYLLABUS: English K-10
SCIS 1648018 Paper \$12.99



Planning learning activities using YouTube videos embedded in *Scan*? Note that a teacher log in is required to view YouTube videos in the NSW DEC online environment. Stage 6 students also have access

The wardens

DALY, Stuart
Random House Australia, NSW, 2014
(Brotherhood of thieves)
ISBN 9780857983275



In a fantasy land of four kingdoms steeped in danger, mystery and mystic, the young hero, skilled thief Caspan, and four others are recruited to a highly secretive brotherhood to protect the land. Strangers at first, the

five initially struggle to work as a team in their dangerous mission to raid Dray tombs in order to defeat the enemy. The narrative is adventurous and daring. The use of vivid descriptions positions the reader within the kingdom of Andalon. Effective characterisation allows the reader to identify with the protagonists, willing the brotherhood to triumph over the Roon, the invading army. This alliance with the characters may strengthen the audience's engagement with future books in the series. [Teachers' resources](#) are available on the publisher's website. G. Braiding

USER LEVEL: Stage 3 Stage 4

SCIS 1654111 Paper \$17.99

Midnight burial

DEEVES, Pauline
NLA Publishing, ACT, 2014
ISBN 9780642278500



The inspiration for this story came from reading a true account of life on a sheep station in Australia during the nineteenth century. The novel evolved by researching the conditions of the time, changing fact

into fiction, and posing key questions about the experiences of people. This story is told through diary entries and letters, revealing the social constraints and expected behaviours of Florence, her family, her governess, the shearers, ex-convicts and their descendants. Historical context is reinforced by the use of formal and slightly archaic vocabulary and language style. Historical records show that, as more free settlers arrived in the colony, former convicts and their families were often stigmatised. The reason for the mysterious death of Florence's sister is bound up in this discrimination and revealed through dramatic events. [Teachers' notes](#) are available. S. Rasaiah

USER LEVEL: Stage 3

KLA: AC; HSIE

SYLLABUS: History K-10

SCIS 1656081 Paper \$14.99

Billy is a dragon [series]

FALK, Nick and FLOWERS, Tony
Random House Australia, NSW, 2014



After being bitten by a lizard at his local pet shop (*First bite*), Billy Fincher undergoes a series of strange transformations that propel him out of his comfort zone and (almost) into a zoo as an exhibit. His metamorphosis into a

dragon of myth is complete with claws, scaly green skin and the ability to breathe fire. Perhaps these skills will be useful against Bludger the bully? A year later (*Werewolves beware!*), assisted by his best friend, Jeanie, Billy undertakes shape shifting lessons to better understand and control his powers. New complications arise when an elusive werewolf starts pursuing him, threatening to impede his attendance at the school soccer trials. The bold and witty black and white illustrations

and noisy sound effect fonts are as intrinsic to each story as the written text. Sentences morph into cartoons and back into text again, providing a unique flow for keen emerging readers. [Teachers' resources](#) are available from the publisher's website. I. McLean

USER LEVEL: Stage 1 Stage 2
Paper \$12.99 each

Reviewed titles in this series:

First bite
SCIS 1649889

Werewolves beware!
SCIS 1649894

The LEGO movie: junior novel

HOWARD, Kate
Scholastic, USA, 2014
ISBN 9780545624640

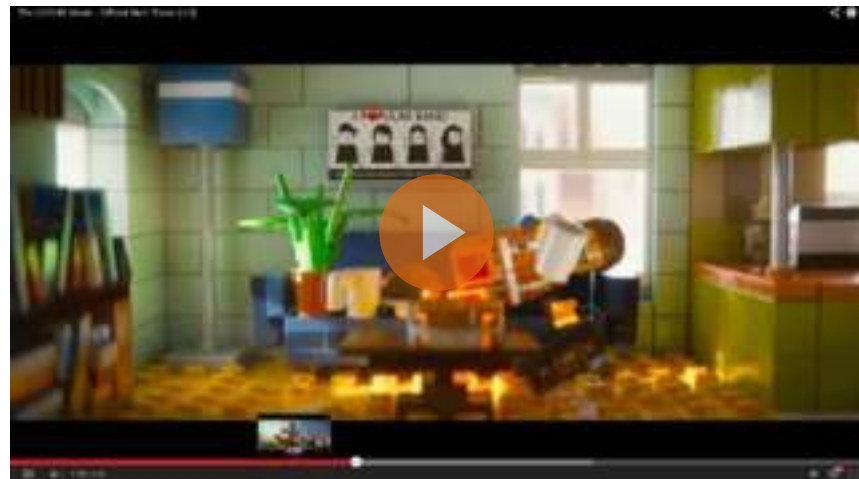


A short and fast paced novelisation, complete with a photo section featuring captioned stills from the computer animated movie, captures much of the charm of the film's dialogue. Based on a screenplay by Phil Lord and Christopher Miller, the tale never diverges from the familiar

quest theme. A growing posse of well-meaning, if sometimes inept, assistants is gathered to help thwart the evil LEGO tyrant. Ironically, he wants to glue the bricks of this LEGO universe together. As aficionados know, glue is anathema to the creation of good LEGO constructions. The book makes many affectionate nods to other commercial tie-ins that are represented in licenced LEGO sets, such as DC Comics and Marvel superheroes, and characters from *The lord of the rings* and *Star wars*. Students may use the book and associated YouTube LEGO videos as inspiration to create their own stop motion digital stories. I. McLean

USER LEVEL: Stage 2 Stage 3

SCIS 1651363 Paper \$7.99



[The LEGO® movie - official main trailer \[HD\]](#)
by Warner Bros. Pictures

Song for a scarlet runner

SHORT LIST
2014

HUNT, Julie
Allen and Unwin, NSW, 2013
ISBN 9781743313589



Set in a make-believe land of overhangs, swamps, mists and rivers, this is the story of Peat, a young girl banished, betrayed and fleeing for her life. Captured and enslaved, Peat's friendship with a scarlet sleek, a 900 year old boy, and the

power of storytelling finally save her. Narrated through Peat's eyes, the rich descriptive language takes the reader on Peat's dangerous journey through eerie landscapes, and brings the hostile and magical characters to life. This fantasy story weaves in and out of a multitude of vibrant places and individuals, colourfully described to create a rich tapestry of images, emotions and imaginings. Possible [classroom ideas and reviews](#) are presented on the publisher's website. G. Braiding

USER LEVEL: Stage 3 Stage 4

SCIS 1598487 Paper \$15.99

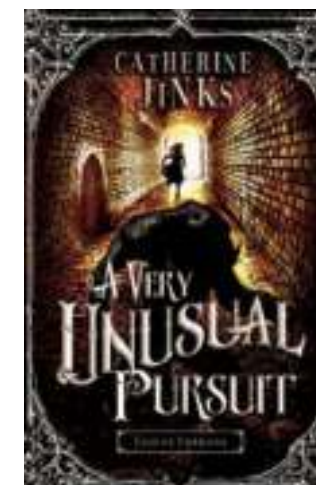


[Song for a scarlet runner by Julie Hunt](#) by Allen and Unwin

A very unusual pursuit

SHORT LIST
2014

JINKS, Catherine
Allen and Unwin, NSW, 2013 (City of orphans)
ISBN 9781743313060



Alfred Bunce, a bogler, and his 10 year old apprentice, Birdie McAdam, trap and exterminate bogles, which are monsters who eat children. This first book in the series is set in a London slum and provides a detailed description of life in Victorian England. The glossary provides helpful support for unfamiliar words. This story could be used in a study of the industrial revolution and its effects, as well as discussions on social issues such as

orphans, homelessness, poverty, the history of lunatic asylums and the treatment of people with mental illness. Reading historical novels such as this can deepen students' appreciation of concepts such as Cause and effect and Perspectives in history, and encourage the development of Empathetic understanding around how people may have lived in the past. As exploring different historical and social contexts in texts is a requirement of EN4-8D, teachers may find it helpful to include this series in their students' wide reading program. M. Sutera

USER LEVEL: Stage 3 Stage 4

KLA: AC; English; HSIE

SYLLABUS: English K-10;
History K-10

SCIS 1590079 Paper \$15.00



[Catherine Jinks chats with Shearer's Bookshop](#) by ShearersBook's channel

My life as an alphabet**SHORT LIST
2014**

JONSBURG, Barry
Allen and Unwin, NSW, 2013
ISBN 9781743310977



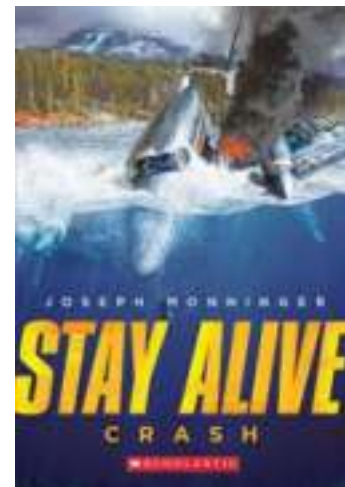
12 year old Candice Phee and her classmates have been given an English assignment: to write a paragraph about themselves for each letter of the alphabet. Candice writes an entire chapter for each letter, forming the novel

that we read. It is the story of a quirky young girl who takes things literally, reads Dickens and the dictionary for pleasure, is socially awkward, and desperately wants to bring happiness to her disintegrating family and those she cares about. She knows she is different, appreciating individuality – in herself and in others. She also appreciates her only friend, *Douglas Benson From Another Dimension*, who claims to have facsimile parents. This novel could be used in the classroom to introduce a task on autobiography writing. It also lends itself to discussion of themes of friendship, difficult family relationships, and respecting and caring for those who are different. Teaching notes can be found on the [publisher's website](#). H. Myers

USER LEVEL: Stage 3 Stage 4
KLA: AC; English
SYLLABUS: English K-10
SCIS 1591636 Paper \$14.99

Crash

MONNINGER, Joseph
Scholastic, USA, 2014 (Stay alive)
ISBN 9780545563482



When the plane flying the Junior Action News Team crashes near a remote lake in Alaska, the team must come to terms with death and the reality of survival. While the action-based plot is the driving force in this novel, and

not all characters are fully developed, their actions and decisions could form the basis of class discussion. Are the directions of Titus the safest ones? What would the reader do in such a situation? While readers of adventure stories could enjoy this novel as it stands, it could also be a springboard for research into disasters, survival and the role of leaders. B. Hull

USER LEVEL: Stage 3
SCIS 1648973 Paper \$9.79

The ratcatcher's daughter

RUSHBY, Pamela
Angus and Robertson, NSW, 2014
ISBN 9780732297138



Set in 1900, this historical novel traces the events that lead to an outbreak of the plague in Australia. Spread by fleas on rats that arrived by boats in the Brisbane River, the Black Death took its toll on 13 year old Issy's family and neighbours. Eventually, as a ratcatcher's daughter, Issy has to take over her father's trade and join the fight against the increasing numbers of rodents and the panic that ensues. The story is narrated by 13 year old Issy, a device that could allow students to explore the way that narrative point of view can affect the way the past is understood. Historical references are explored through the characters, including the superstitions that prevailed during the turn of the century. The plight of the poor and the lack of opportunities for underprivileged girls during this time are features of the story and could deepen students' understanding of Australian society at the time of Federation. S. Rasaiah

USER LEVEL: Stage 3
KLA: AC; HSIE
SYLLABUS: History K-10
SCIS 1654126 Paper \$16.95

Daisy's quest

WELLS-SLOWGROVE, Jodie and
MILLARD, Kerry
Puffin, Vic, 2014 (Wilderness fairies)
ISBN 9780143307464



Positioned amongst the diversity of plants and animals in an Australian forest, this tale of fairies and magic is the first book in the *Wilderness fairies* series. Young fairy, Daisy, is yet to grow wings and needs to undertake a variety of challenges in order to earn them. Delivered by insects and written as riddles, each quest contains a physical challenge but it is a final act of kindness that brings Daisy success. Whilst a little slow to start, and simplistic in style, once Daisy embarks on her quest, the narrative gains pace through her tests and triumphs. Introducing the names of many native plants and animals, the book provides a positive introduction to the

magic of the Australian bush. G. Braiding

USER LEVEL: Stage 1 Stage 2

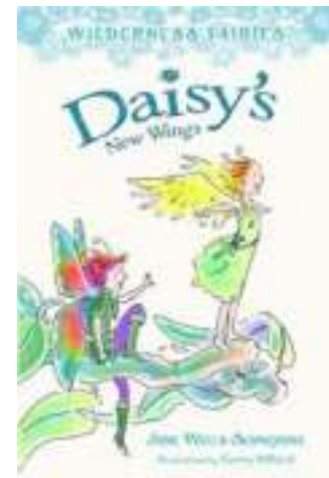
SCIS 1651564 Paper \$9.99

Daisy's new wings

WELLS-SLOWGROVE, Jodie and
MILLARD, Kerry

Puffin, Vic, 2014 (Wilderness fairies)

ISBN 9780143307471



Second in this series, the story follows a young fairy's journey to learn how to fly. Newly winged Daisy expected to be able to fly straight away, but instead she needs to be patient while getting new clothes, partaking

in training exercises, being injured and confronting forest dangers. Using simple language and style, the story explores the theme of resilience in dealing with life's frustrations. Following Daisy in this series makes walking through the Australian bush a magical experience as fairy places, foods and tools are spotted. The inclusion of a wide variety of Australian native plants, animals and habitats adds a layer of authenticity to the setting. G. Braiding

USER LEVEL: Stage 1 Stage 2

SCIS 1651565 Paper \$9.99

fiction for older readers

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

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

After: nineteen stories of apocalypse and dystopia

Edited by Ellen Datlow and Terry Windling.

Hyperion Books, USA, 2013

ISBN 9781423148128



Fans of the *The hunger games* and *Divergent* series are likely to enjoy this collection of post-apocalyptic short stories. Each narrative presents a future that has resulted from the breakdown of society, caused by a catastrophic event – political,

ecological, socioeconomic, religious or invasive. The diverse stories primarily focus on how people, and in particular the adolescent protagonists, survive the aftermath. The scenarios are not all bleak; most offer a sense of hope and some are even comical. Garth Nix delivers a prelude to his successful novel, *Shade's children*; Jeffrey Ford writes a coming-of-age story where becoming an adult means getting your own firearm; Matthew Kressel describes a game of baseball being played while aliens are destroying the earth. An afterword by the editors gives a brief history of dystopian literature and further examples of the genre. There is also a short introduction to each of the authors and their works. H. Myers

USER LEVEL: Stage 4 Stage 5
Stage 6

SCIS 1655496 Paper \$15.99

The first voyage

BAILLIE, Allan

Puffin, Vic, 2014

ISBN 9780143307679



Quality texts illustrate how authors use language features to meet the purpose of the text and create interest for the reader. This novel engages its audience using well-crafted characters in a naturalistic setting. The

adventures of the first tribes exiting Timor to escape the Crocodile warriors sets the scene for how Australia may have been settled 30 000 years ago. The use of cliffhanging chapter endings intensifies the perils that the seafarers face, and relationships between the members of the Yam tribe are artfully delineated. Parallels between the experiences of the Yam tribe and present day asylum seekers could provide an interesting point of discussion in the classroom. The way that the writing brings the plot, setting and characters to life exemplifies the art of good storytelling. S. Rasaiah

USER LEVEL: Stage 3 Stage 4

KLA: AC; English

SYLLABUS: English K-10

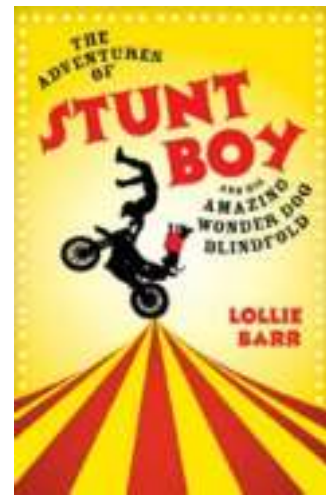
SCIS 1651553 Paper \$17.99

The adventures of Stunt Boy and his amazing wonder dog Blindfold

BARR, Lollie

Pan, NSW, 2014

ISBN 9781742613673



Told in the first person voice of 12 year old Stunt Boy, this novel weaves an investigation around circus life and the characters that perform in the Stoked Stunt Circus. Stunt Boy's father is badly injured in his

motorcycle act and Stunt Boy fervently believes that this was not an accident. He sets out with his best friend, Benny, and his trusty dog, Blindfold, to prove that it was a conspiracy that caused his dad to crash. The elements of strong characterisation and narrative structure make this an engaging story for its target audience. The plot and setting are well presented and the action moves along at the pace that this readership expects. S. Rasaiah

USER LEVEL: Stage 3 Stage 4

SCIS 1652278 Paper \$14.99



Children's books - Stunt Boy by LiborioTV

Jane, the fox and me

BRITT, Fanny and ARSENAULT, Isabelle
Translated by Christelle Morelli and Susan Ouriou.

Walker, UK, 2013

ISBN 9781406353044



While it looks like a children's picture book, this is actually a wonderful graphic novel about bullying, with echoes of *Where the wild things are*. It is the story of Helene, whose four friends turn against

her and mercilessly bully her. Helene's only refuge is the novel *Jane Eyre* and, when she reads the book, colour returns to her world. Eventually she has to attend a school camp where she stays in the *outcasts' tent*. After a meal, while Helene's former friends taunt her,

Geraldine, a girl on the outskirts of the group, meets her eye. Later, Geraldine visits the *outcasts' tent* and brings the sad group together with her friendliness, making a particular friend of Helene, whose world gradually brightens. The moral of the story is that it only takes one person to change someone from outcast to friend. A. Soutter

USER LEVEL: Stage 3 Stage 4

KLA: PDHPE

SYLLABUS: PDHPE K-6; PDHPE 7-10

SCIS 1627533 \$24.95

Red rising

BROWN, Pierce

Hodder and Stoughton, UK, 2014

ISBN 9781444758986



Driven by revenge, loss and a strong desire to fulfil his wife's vision of equality and fairness, a helldiver on Mars embarks on a complex and enthralling struggle. Concepts of power, control and pre-destiny are explored as Darrow, the central character, reinvents himself in order to infiltrate the highest levels of

the social hierarchy, above the surface of the planet. Themes of personal cost, the superficial nature of friendship, and loyalty provide interesting scope for discussion on belonging. Descriptive passages of 'new' creations could offer excellent stimuli for creative writing activities. This volume is the first in a planned trilogy and the plot and level of language make it more suited to older readers. B. Kervin

USER LEVEL: Stage 4 Stage 5

KLA: AC; English

SYLLABUS: English K-10

SCIS 1650827 Paper \$29.99

The incredible here and now

SHORT LIST
2014

CASTAGNA, Felicity
Giramondo Publishing Company,
NSW, 2013

ISBN 9781922146366



The sense of time and place is omnipresent in this coming of age novel. The setting is the key to what happens and the short span of time, one summer, is examined in minute detail. Sydney's western

suburbs are home to Michael, his older brother, Dom, and their family and school friends. Michael is 15 when a catastrophic event sets off a chain of reactions, revealing the innermost feelings of all who surround the brothers. Short, succinct chapters move the novel along quickly, yet the deep emotions are described as if life is happening in slow motion. Michael realises, as he grapples with his own grief and that of his parents, that one cannot undo the past and that the here and now needs to be embraced. The author's writing skill lies in how she has positioned the reader within the lives of the characters. The success of the novel for English students relates to how they engage with this context and respond to the tone and sensitivity of the story. S. Rasaiah

USER LEVEL: Stage 5 Stage 6

KLA: AC; English

SYLLABUS: English K-10; English Stage 6

SCIS 1628580 Paper \$19.95

The wardens

DALY, Stuart
Random House Australia, NSW, 2014
(Brotherhood of thieves)
ISBN 9780857983275



In a fantasy land of four kingdoms steeped in danger, mystery and mystic, the young hero, skilled thief Caspan, and four others are recruited to a highly secretive brotherhood to protect the land. Strangers at first, the five initially struggle to work as a team in their dangerous mission to raid Dray tombs in order to defeat the enemy. The narrative is adventurous and daring. The use of vivid descriptions positions the reader within the kingdom of Andalon. Effective characterisation allows the reader to identify with the protagonists, willing the brotherhood to triumph over the Roon, the invading army. This alliance with the characters may strengthen the audience's engagement with future books in the series. [Teachers' resources](#) are available on the publisher's website. G. Braiding

USER LEVEL: Stage 3 Stage 4

SCIS 1654111 Paper \$17.99

Salvage

DAVID, Keren
Atom, UK, 2014
ISBN 9780349001913



This is one of those rare books that both teachers and students will enjoy. It is the story of Aidan, who has just left foster care and is beginning to cope with life when he sees a photo of his little sister, Cass, in the media. Adopted by a Member of Parliament and his wife, Cass has had a privileged upbringing, until the MP is caught up in a sex scandal. Aidan contacts Cass and eventually meets her. In alternating chapters, both Cass and Aidan tell their stories, contrasting the life and expectations of a foster child with those of a child in a middle-class family. Cass is on track for Oxford, while Aidan has dropped out of school early after multiple suspensions. Nonetheless, he has found himself a job and is slowly working on his reading skills with the help of his social worker. This enjoyable book will help students reflect on the disadvantages some individuals face. A. Soutter

USER LEVEL: Stage 4 Stage 5

SCIS 1645621

Stage 6 Professional
Paper \$22.99

No stars to wish on

FRAILLON, Zana
Allen and Unwin, NSW, 2014
ISBN 9781743315149



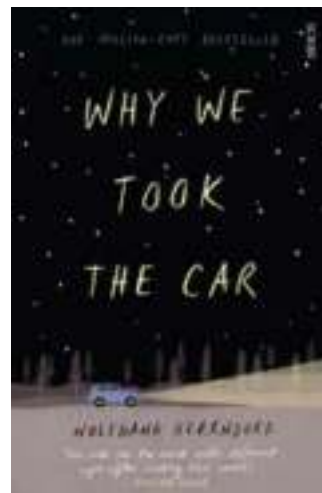
Taken forcibly from his family by the authorities, Jack becomes Number 49 in an orphanage run by nuns. Jack is deaf, tells jokes to stay optimistic, and never loses hope that one day he will be reunited with his mother and siblings. The parallel story told through Jack's cousin and liberator, Amrei, shields the reader from experiencing total desperation whilst reading about Jack's ordeal. Some light hearted moments in this novel contrast starkly with the cruelty and loveless treatment too often experienced by children in care. Based on the policy in Australia during the 1920s to 1980s of placing children, including Aboriginal children, child migrants and underprivileged youths, in children's homes and institutions, this story highlights the plight of this Forgotten Generation. [The Alliance for Forgotten](#)

[Australians](#) assisted with the facts behind the story and a confronting exhibition on the topic, [Inside life in children's homes and institutions](#), makes for disturbing viewing. [Teachers' notes](#) are available from the publisher's website. S. Rasaiah

USER LEVEL: Stage 4 Stage 5
SCIS 1657186 Paper \$15.99

Why we took the car

HERRNDORF, Wolfgang
Scribe Publications, Vic, 2014
ISBN 9781922070791



Stealing cars and driving across Germany during the summer holidays with another disturbed teenage boy seems perfectly logical to Mike as a way of escaping from his friendless life at school and his chaotic home life with his alcoholic mother. After engaging in their erratic adventures, the consequences of these escapades are drawn together and the reader is privy to a deeper, more sensitive side to Mike's personality. His relationship with his mother seems to be more understanding and less judgmental as he joyfully joins her at the bottom of

a swimming pool. The answer to why they took the car is revealed in subtle ways and students may see Mike and Tschick's desperate need to run away from their lives as a springboard for class discussion. S. Rasaiah

USER LEVEL: Stage 6
SCIS 1634253 Paper \$ 19.99

Thirteen

HOYLE, Tom
Macmillan Children's Books, UK, 2014
ISBN 9781447250449



From its striking yellow cover to the promise of a sequel, this is a fast paced, engrossing thriller. The millennium inspired many theories and warnings and, in this novel, the age of 13 would bring death to selected babies.

Under the power of Coron, who was energised by insanity, sacrifice and death would bring about the Reign of the People. Adam and Megan are swept up in violence, deceit and death, as the evil plans of Coron are unleashed. Aided by Simon, a former member of the sect, they attempt to thwart the People. With his sophisticated narrative style, Hoyle encapsulates the insidious

and all-pervading reach of the People. This is a text that could be enjoyed by readers of thrillers and action stories. There are scenes of physical violence, which are in keeping with the plot. There is also an underlining sense of menace. These aspects, together with the question of cults, could form the basis of engaging discussions. B. Hull

USER LEVEL: Stage 5 Stage 6
SCIS 1651653 Paper \$14.99



Review: Thirteen by Tom Hoyle by RamblingsOfAnElfpire



Planning learning activities using YouTube videos embedded in *Scan*? Note that a teacher log in is required to view YouTube videos in the NSW DEC online environment. Stage 6 students also have access

Song for a scarlet runner

SHORT LIST
2014

HUNT, Julie
Allen and Unwin, NSW, 2013
ISBN 9781743313589



Set in a make-believe land of overhangs, swamps, mists and rivers, this is the story of Peat, a young girl banished, betrayed and fleeing for her life. Captured and enslaved, Peat's friendship with a scarlet sleek, a 900 year old boy, and the power of storytelling finally save her. Narrated through Peat's eyes, the rich descriptive language takes the reader on Peat's dangerous journey through eerie landscapes, and brings the hostile and magical characters to life. This fantasy story weaves in and out of a multitude of vibrant places and individuals, colourfully described to create a rich tapestry of images, emotions and imaginings. Possible [classroom ideas and reviews](#) are presented on the publisher's website. G. Braiding

USER LEVEL: Stage 3 Stage 4
SCIS 1598487 Paper \$15.99



[Song for a scarlet runner by Julie Hunt](#) by Allen and Unwin

[Saving Thanehaven](#)

JINKS, Catherine
Allen and Unwin, NSW, 2014
ISBN 9781743317747



Mikey's old laptop hosts this fast paced romp through computer worlds. From the world of Thanehaven and Noble the slayer, the reader is taken on a journey to save the various games and their characters from being deleted. Each component of a computer, for example an anti-virus program, is morphed into humanoids, as Noble, Lorellina and Yestin battle the clones and alternates that are generated. These characters are not developed as they

are vehicles for the twists and suspense of the adventure. Themes of power, loyalty and manipulation are explored. The concept of anachronism could also be introduced as Noble navigates the workings of the computer. Readers of fantasy and science fiction genres may enjoy this thought-provoking book.
B. Hull

USER LEVEL: Stage 4
SCIS 164814 Paper \$14.99

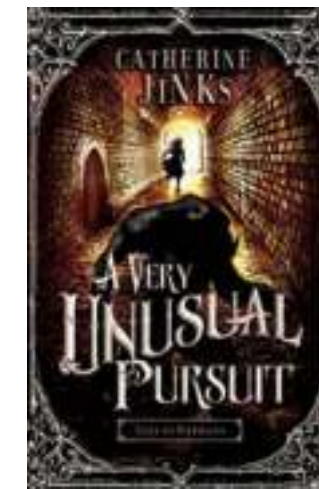


[Saving Thanehaven book trailer](#) by Allen and Unwin

[A very unusual pursuit](#)

SHORT LIST
2014

JINKS, Catherine
Allen and Unwin, NSW, 2013 (City of orphans)
ISBN 9781743313060



Alfred Bunce, a bogler, and his 10 year old apprentice, Birdie McAdam, trap and exterminate bogles, which are monsters who eat children. This first book in the series is set in a London slum and provides a detailed description of life in Victorian England. The glossary provides helpful support for unfamiliar words. This story could be used in a study of the industrial revolution and its effects, as well as discussions on social issues such as orphans, homelessness, poverty, the history of lunatic asylums and the treatment of people with mental illness. Reading historical novels such as this can deepen students' appreciation of concepts such as *Cause and effect* and *Perspectives* in history, and encourage the development of *Empathetic understanding* around how people may have lived in the past. As exploring different historical and social contexts in texts is a requirement of EN4-8D, teachers may find it helpful to include

this series in their students' wide reading program. M. Sutera

USER LEVEL: Stage 3 Stage 4
KLA: AC; English; HSIE
SYLLABUS: English K-10; History K-10
SCIS 1590079 Paper \$15.00



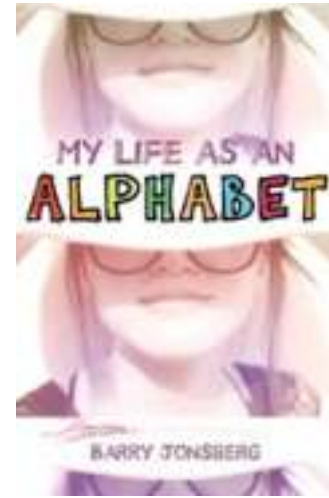
[Catherine Jinks chats with Shearer's Bookshop](#) by ShearersBook's channel



Planning learning activities using YouTube videos embedded in *Scan*? Note that a teacher log in is required to view YouTube videos in the NSW DEC online environment. Stage 6 students also have access

My life as an alphabet**SHORT LIST
2014**

JONSBURG, Barry
Allen and Unwin, NSW, 2013
ISBN 9781743310977



12 year old Candice Phee and her classmates have been given an English assignment: to write a paragraph about themselves for each letter of the alphabet. Candice writes an entire chapter for each letter, forming the novel

that we read. It is the story of a quirky young girl who takes things literally, reads Dickens and the dictionary for pleasure, is socially awkward, and desperately wants to bring happiness to her disintegrating family and those she cares about. She knows she is different, appreciating individuality – in herself and in others. She also appreciates her only friend, *Douglas Benson From Another Dimension*, who claims to have facsimile parents. This novel could be used in the classroom to introduce a task on autobiography writing. It also lends itself to discussion of themes of friendship, difficult family relationships, and respecting and caring for those who are different. Teaching notes can be found on the [publisher's website](#). H. Myers

USER LEVEL: Stage 3 Stage 4
KLA: AC; English
SYLLABUS: English K-10
SCIS 1591636 Paper \$14.99

Life in outer space**SHORT LIST
2014**

KEIL, Melissa
Hardie Grant Egmont, Vic, 2013
ISBN 9781742973951



Told from the first person perspective of Sam Kinnison, an honest, clever and likeable young man who is trying to survive his final year at school, this is a story of growing up, friendship, loyalty and first love. Sam and his friends, Mike, Adrian and Allison, are not part of the in-crowd. They are together because none of them fit in. They are nerdy and spend their lunchbreaks in a teacher's office because they have been bullied in the school cafeteria. Sam loves movies, especially horror movies, and is trying to write a screenplay. A new student, Camilla Carter, upsets Sam's ordered life in spite of his attempts to deny it. Attractive and intelligent, Camilla is liked by everyone. Yet she chooses Sam's group to spend time with, rather

than joining the popular crowd. The novel should appeal to both male and female readers, as the characters are well drawn and identifiable to any high school student. H. Myers

USER LEVEL: Stage 4 Stage 5
SCIS 1591649 Paper \$18.95

The first third**SHORT LIST
2014**

KOSTAKIS, Will
Penguin, Vic, 2013
ISBN 9780143568179



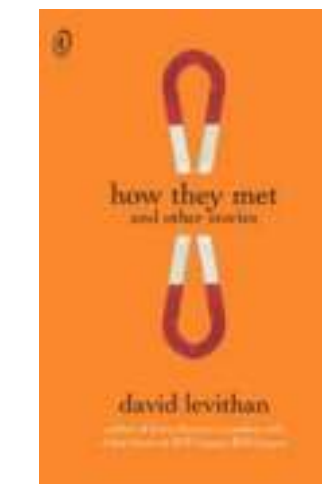
Bill has a fragmented nuclear family, harbours a deep sense of loyalty towards his friend, Sticks, and is devoted to Yaiyai, his Greek grandmother. Yaiyai is the glue who holds the family together. When she falls ill, she passes on her wishes for the troubled members of her family by entrusting her bucket list of changes to Bill. This narrative is funny and touching, revealing comical moments within families and cultures, and respecting what is reverent and enduring in those cultures. Peeling away the layers of the well-crafted characters in this story reveals issues of homosexuality, disability and teenage sexuality. These encounters, and

the impact that they have on the reader's perception of the characters, may support the study of this prose fiction text in the Stage 6 English Area of Study: *Discovery*. [Teaching notes](#) are available from the publisher's website. S. Rasaiah

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6
SCIS 1614349 Paper \$17.99

How they met and other stories

LEVITHAN, David
The Text Publishing Company, Vic, 2014
ISBN 9781922147769



Many facets of love are presented in this compilation of short stories. From attraction, falling in love, sustaining love of families and friends, and falling out of love, this book offers the reader thought-provoking vignettes of life. Same sex relationships are featured. *Princes*, in particular, explores family reactions to these relationships, while *The alumni interview* focuses on courage and loyalty. Some readers may find some stories confronting; others humorous and heart-warming, such

as *The number of people who meet on airplanes*. With its themes of love, acceptance, rejection and family, as characters discover who they are and what they want, this anthology could be used as a related text for the Stage 6 Area of study: *Discovery*. B. Hull

USER LEVEL: Stage 6

KLA: AC; English

SYLLABUS: English Stage 6

SCIS 1641859 Paper \$19.99

Nine Open Arms

LINDELAUF, Benny
Translated by John Nieuwenhuizen.
Allen and Unwin, NSW, 2014
ISBN 9781743315859



With elements of mystery and fairy tale qualities, this is the story of the house of *Nine Open Arms* and its occupants, both past and present. The story of Nienevee and Charley is encapsulated within the lives of Fing and her siblings: the untold stories, the questions and worries. The reader is transported to a world of eccentric characters, such as Oompah Hatsi, the mad button eater,

and Oma Mei with her crocodile and rationed stories. Themes of family, love, acceptance, survival and mystery are encompassed in this novel. Some readers may find the language unusual initially, but those who enjoy a slow unravelling of relationships and the interconnectedness of life may find this a satisfying read. B. Hull

USER LEVEL: Stage 4

SCIS 1642254 Paper \$16.99

Tigers on the beach

MACLEOD, Doug
Penguin Books, Vic, 2014
ISBN 9780143568520



This story of first love is set in an Australian coastal town. It concerns the Cartwrights, a family that manages a group of slightly run-down beach cabins called the *Ponderosa* (referencing *Bonanza*, the 1960s television series). The hero, Adam, who is about 16, is the adult of the family. He has a brother who has Asperger's syndrome, parents who are always fighting, a grandmother who is chronically cranky and a grandfather who dies at the beginning of the story.

Then Adam meets Samantha and cannot believe she might be interested in him. Many adolescent blunders are made before true love wins through. Students will enjoy reading this book, which does not take itself too seriously, though it will not often make them laugh out loud. A. Soutter

USER LEVEL: Stage 4 Stage 5

SCIS 1651557 Paper \$17.99

The tiffin

NARSIMHAN, Mahtab
Hot Key Books, UK, 2014
ISBN 9781471402920



The reader of this fast paced novel is immersed in the bustling city of Bombay (Mumbai). The storyline reveals the frantic rush of the tiffin carriers delivering hot lunches in tiffin tins to the city's white collar workers. The book centers around Kunal, a 12 year old working in slave-like conditions and in search of a mother he didn't know existed. Taking enormous risks and facing constant danger, Kunal's pursuit of the truth takes the reader in and out

of relationships and on a colourful, yet sordid journey through the streets and alleyways of Bombay. During the story, episodes of violence and inferential child abuse can be confronting. Kunal's trials and tribulations, successes and disappointments align the reader with Kunal and provide the reader with a measure of understanding into aspects of Indian culture. Engaging with the lives of the characters in this novel could support learning in EN4-8D of the English syllabus. G. Braiding

USER LEVEL: Stage 4

KLA: AC; English

SYLLABUS: English K-10

SCIS 1657430 Paper \$12.95



[Mahtab Narsimhan interview on Daytime Toronto - *The tiffin* by Mahtab Narsimhan](#)

Fangirl

ROWELL, Rainbow
Macmillan, UK, 2014
ISBN 9781447263227



Obsessed with fan fiction and writing stories based on the *Simon Snow* series, Cath is starting her first year of college with her identical twin sister, Wren. Startled by Wren's desire to split apart from Cath and

separate their lives for the first time, Cath has to deal with many issues and challenges, including caring about her mentally troubled father. This romantic novel draws out contemporary topics with which older readers may identify. The language is in keeping with that used by the target audience. An interview with the author is supplied at the conclusion of the story in which she describes the world of fandom and fan fiction as it relates to her writing. S. Rasaiah

USER LEVEL: Stage 6

SCIS 1648833 Paper \$16.99



Book review: Fangirl by Rainbow Rowell by booksandquills

Quincy Jordan

STORER, Jen
Puffin, Vic, 2014 (Crystal Bay girls)
ISBN 9780143307594



The elements of family relationships and breakdowns, and an adolescent girl's view of how her perfect life plan is unravelling, could make this book appeal to readers of reality fiction. When Quincy Jordan's father

abandons her devastated mother, Quincy's life turns upside down. Uprooting Quincy from her school and friends to live with unknown cousins in a beach side town far away triggers a chain of events involving a school musical, an interesting boy

and a gradual healing of emotions. The contemporary nature of the plot and characters ensures that readers can identify with this cultural representation of aspects of secondary school, family and social relationships. S. Rasaiah

USER LEVEL: Stage 4 Stage 5

SCIS 1649004 Paper \$16.99

The forbidden library

SHORT LIST
2014

WEXLER Django and WYATT, David
Corgi, UK, 2014
ISBN 9780552572286



Comprising overtones of other fantasy stories about boy wizards and magical creatures that can talk and change shape, this story sees orphaned Alice sent to live with her mysterious Uncle Geryon in his country estate. Upon discovering her uncle's forbidden library, Alice explores its secrets with the help of a talking cat and a strange boy, Isaac. She is lured into opening a book in which she becomes trapped and is attacked by the Swarm. Escaping, Alice finds that she has magical powers that can control certain books because she is a *Reader*.

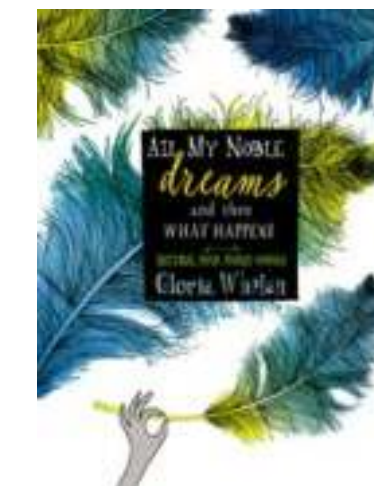
These revelations lead her on a quest to discover the true fate of her father. The dependence on so many twists and turns and unreal situations make this story slightly confusing. The ending leaves the reader with unanswered questions and a feeling that a sequel is necessary. S. Rasaiah

USER LEVEL: Stage 4 Stage 5
Stage 6

SCIS 1656726 Paper \$17.99

All my noble dreams and then what happens

WHELAN, Gloria
Simon and Schuster Books for Young Readers, USA, 2014
ISBN 9781442451575



Set in India in 1921, this is a story about fairness and freedom, which will raise questions in students' minds about the rights of indigenous peoples. It is a story full of gentle humour which tells how Rosalind, a resourceful English girl whose father is a major in the British Indian Army, meets the Prince of Wales and speaks up for Indian independence. The book

contrasts the poverty of the local Indian people with the lavish lives led by the ruling British. It gives a clear account of Gandhi's ideas, especially the boycott on British cotton, as Rosalind spins her own cotton to make clothes to wear. This is an engaging book by an award-winning author, which will make students think. A. Soutter

USER LEVEL: Stage 4 Stage 5

SCIS 1657447 Paper \$9.99

Wildlife

SHORT LIST
2014

WOOD, Fiona

Pan Macmillan Australia, NSW, 2013

ISBN 9781742612317



Lou, a minor character from Wood's previous novel, *Six impossible things*, emerges in *Wildlife* as an alternate narrator with Sibylla. Feisty and straight-talking, Lou provides commentary on the central relationships of the novel, from the romance of Sibylla and Ben to her emerging friendship with Michael. Set in an outdoor camp, the characters find themselves removed from familiar surroundings and support structures. This novel

explores the themes of friendship, trust, relationships, sexuality, peer pressure and grief. It challenges the reader to ponder these issues without didacticism, and from the perspectives of the two narrators, evoking empathy and discussion. Wood encapsulates some of the angst and dilemmas facing adolescents in an engaging, thought-provoking novel that would have wide appeal. This text could support an exploration of English concepts of narrative point of view and representation. It could also be used by Stage 6 English students as a related text for the Area of Study: *Discovery*. B. Hull

USER LEVEL: Stage 5 Stage 6

KLA: AC; English

SYLLABUS: English Stage 6

SCIS 1606507 Paper \$16.99



***Fiona Wood, author of Wildlife, in conversation with Caroline Baum* by Booktopia TV**

Jumping fences

WOOD, Karen

Allen and Unwin, NSW, 2014

ISBN 9781743316399



Zoe's happy life, with best friend, boyfriend and horses, comes to an abrupt end with an accident. Concussion and memory loss need to be overcome to reveal the events behind her injuries. Slowly, in patches, her memory returns and a startling, brutal truth is uncovered. She also has to make some hard decisions about her life direction. Themes of romance, truth, friendship, trust and family are explored in this novel. The rural setting and farm life, with its animals and shows, feature strongly. Readers with a penchant for horses, and a touch of romance, would find this an enjoyable book. B. Hull

USER LEVEL: Stage 5

SCIS 1641258 Paper \$15.99

information, poetry and drama

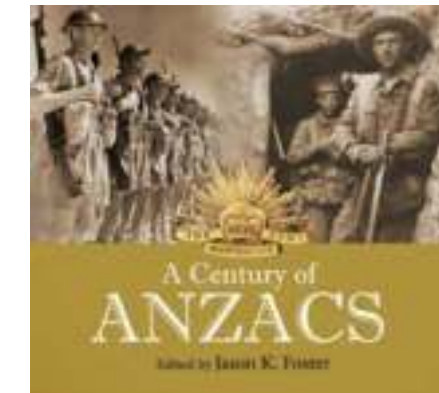
Resources are in Dewey order

A century of Anzacs

Edited by Jason K. Foster.

New Holland Publishers, UK, 2014

ISBN 9781742574707 [355.00994]



While we celebrate the Anzac legend's beginning on the battlefields of World War I, Australians have been fighting as a national force

since the 1800s. *A century of Anzacs* is a pictorial chronology of the involvement of Australia's army, navy and air force in active fighting and peacekeeping roles, beginning with the first troops serving in the Maori Wars between 1840 and 1860, through to the present. The Colonial Wars, the Boer War, World War I, World War II, Korea, Vietnam, Iraq and Afghanistan are all documented. There is a chapter outlining Australia's

peacekeeping operations from 1947 onwards and an appendix listing our Victoria Cross recipients. While the text offers a cursory overview of the facts, the value of this resource lies in the primary source material provided by the photographs and documents. This visually appealing book may provide useful support for teaching the history Stage 3 topic: [Australia as a nation](#) or the Stage 5 topic: [The making of the modern world and Australia](#). H. Myers

USER LEVEL: Stage 3 Stage 5
KLA: AC; HSIE
SYLLABUS: History 7-10
SCIS 1652975 \$49.95

The murderous maths of everything

POSKITT, Kjartan and DAVIS, Rob
 Scholastic Children's, UK, 2011
 ISBN 9781407131436 [510]



Every student who is interested in mathematics will enjoy this wonderfully illustrated and, at times, hilariously funny collection of interesting mathematical facts and phenomena.

While readers will be drawn in by the book's conversational style, its use of the imperial system of measurement will be problematic for Australian students, making it necessary to highlight the conversions. Short stories and facts provide challenge and explain mathematical concepts in a manner that makes the reader wonder and believe that mathematics can be studied for pleasure. The vocabulary is appropriate for more able Stage 3 and Stage 4 students though most of the mathematical concepts would challenge capable Stage 5 students. Teachers using extracts from this highly engaging book as a stimulus for discussion will encourage critical literacy and higher order thinking, as students appreciate the importance of mathematical analysis through colourful scenarios. R. Morante

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: AC; Mathematics
SYLLABUS: Mathematics K-6; Mathematics K-10; Mathematics 7-10
SCIS 1559991 Paper \$29.99

Compost: a family guide to making soil from scraps

RASKIN, Ben
 Leaping Hare Press, UK, 2013
 ISBN 9781782400486 [631.8]



In this helpful book, the author has compiled an eclectic system for creating new life-giving ecosystems from recycled materials. Readers can learn how to make their own compost from scraps, how to care for the compost, what additives to use, the difference between hot and cold compost, and how to optimise the entire composting system. Through activities and learning tools including stickers, charts, pockets, diagrams and a program of learning about worms, the book extols the benefits of ecological living. This information may assist students to achieve Life Skills outcomes in *Living world: environment* and could support the teaching of the *Living things* strand in the *NSW Science and technology K-6 syllabus*. M. Sutera

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5

KLA: AC; Science; SciTech
SYLLABUS: Science 7-10; Science and Technology K-6
SCIS 1652176 \$19.95

Beautiful LEGO

DOYLE, Mike
 No Starch Press, USA, 2013
 ISBN 9781593275082 [688.7]



Appealing in its simplicity yet complexity, LEGO symbolises a universally imaginative medium to artists and audiences of all ages. Offering a representative sample of contemporary LEGO artworks, this publication acts as an inspiring visual reference for students and teachers interested in translating the familiar into the fantastical. Interviews with several artists from the international LEGO building community reveal diverse insights into the artmaking process, and spotlight how these artists challenge the material and conceptual possibilities of this adaptable, infinitely recyclable form. Themes, ranging from popular culture (including films, video games, comics

and fictional tales) to natural and built worlds, provide multiple curriculum platforms for planning units of learning and designing hands-on, individual and collaborative project-based opportunities. Moving beyond a specific focus on LEGO itself, students and teachers can interpret this resource as a template for innovation; by utilising postmodern strategies, exploring the practice of sustainable sculpture and installation, and animating concepts from Cubism to Surrealism, hybrids and virtual realities. H. Yip

USER LEVEL: Stage 4 Stage 5
Stage 6

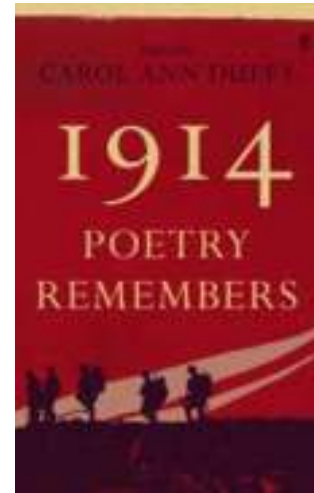
KLA: CA

SYLLABUS: Photographic and Digital Media 7-10; Photography, Video and Digital Imaging CEC Stage 6; Visual Arts 7-10

SCIS 1635593 \$39.99

1914: poetry remembers

Edited by Carol Ann Duffy.
Faber and Faber, UK, 2013
ISBN 9780571302147 [808.1]



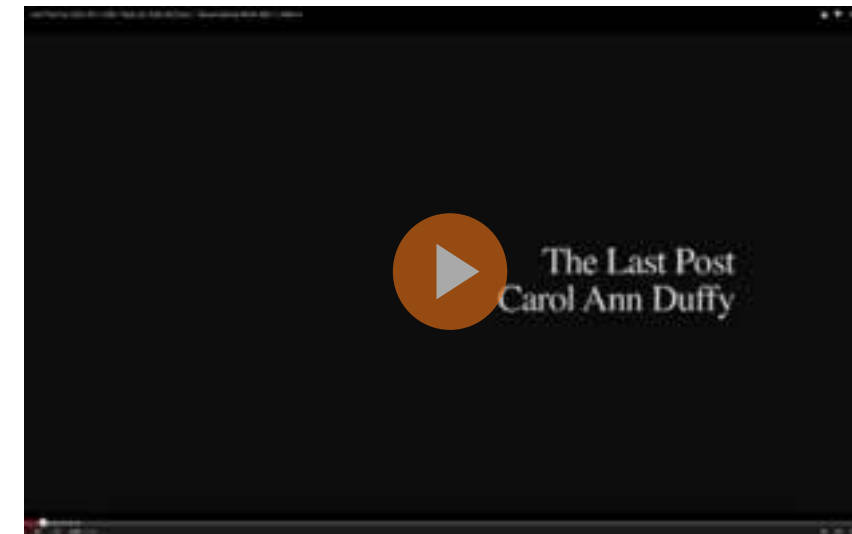
Using samples of Great War writing, current authors are asked to respond through works of their own. While predominantly poetical in form, there are interesting variations, including song and diary extracts. The collection includes selections from well-known authors, as well as some anonymous writings. All works tend to reflect the universal themes of war, such as death, separation, struggle, loss and the futility of effort. The responses provide interesting modern interpretations of these themes, and could be used in English as examples of ways of responding to texts. The content also supports history Stage 5 [Depth study 3: Australians at war: World Wars I and II \(1914-1918, 1939-1945\)](#), though the lack of supplementary material and background information may restrict the broad classroom appeal of this resource. B. Kervin

USER LEVEL: Stage 4 Stage 5

KLA: AC; English; HSIE

SYLLABUS: English K-10; History K-10

SCIS 1659264 \$29.99



[Last post by Carol Ann Duffy: Read by Vicky McClure | Remembering World War 1](#) by Docson4

The raven

POE, Edgar Allen and PERY, Yanai
Simply Read Books, Canada, 2014
ISBN 9781897476994 [811]



Students familiar with this poem will discover that this illustrated version provides an alternative perspective. This book serves as a useful object for comparison with previous versions of the persona's mental

deterioration, possibly thanks to a persistent raven's repetitious reminder of thwarted love. Each stanza is spread over three pages, with somewhat jarring illustrations accompanying two lines of each stanza, drawing out the internal rhyme and breaking down the meanings. Was this particular pyjama-clad, long-faced, wild-eyed protagonist ever a genuine suitor for the beloved Lenore? Does the narrator's apparent descent into madness have a happier ending than originally thought? When the text ends, the images complete the book in Pery's intriguing and challenging style. S. Bremner

USER LEVEL: Stage 4 Stage 5

KLA: AC; English

SYLLABUS: English K-10

SCIS 1657409 \$21.95

Maurice Sendak: a celebration of the artist and his work

SCHILLER, Justin G. and DAVID, Dennis M.V.

Edited by Leonard S. Marcus.

Abrams, USA, 2013

ISBN 9781419708268 [813]



This exhibition catalogue serves as a comprehensive biography of the life and oeuvre of children's illustration artist, Maurice Sendak. Extensive

images of the artist's preparatory sketches, storyboards, character studies and published, as well as previously unpublished, works are accompanied by authoritative accounts from Sendak's professional associates and notable curators, historians and authors. Analysis of the artist's chameleon-like ability to employ a variety of literary, artistic and musical influences into his practice, exemplified by his picture book, *Where the wild things are*, provides students and teachers with rich cross-curricula connections for critical, historical and practical inquiries. The children's picture book is examined as a theatre

for stories mixing the everyday and the magical, alongside Sendak's symbolic weaving of image and text. This focus on Sendak's working process and the conceptual reasoning underpinning his material choices, creates opportunities for developing students' own problem-solving skills in brainstorming, storyboarding and resolving a range of works across drawing, graphic illustration, animation, film and other visual narratives. Review of how the artist's original illustrations and concepts have been translated for advertising applications also provides valuable insights into commercial design practice and industry collaborations. H. Yip

USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

KLA: CA

SYLLABUS: Photographic and Digital Media 7-10; Photography, Video and Digital Imaging CEC Stage 6; Visual Arts 7-10; Visual Arts Stage 6; Visual Design 7-10; Visual Design CEC Stage 6

SCIS 1659282 \$49.95



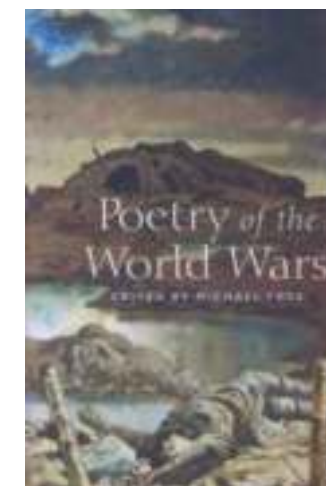
Maurice Sendak on his work, childhood, inspirations by Rosenbach Museum & Library

Poetry of the World Wars

Edited by Michael Foss.

Michael O'Mara Books, UK, 2013

ISBN 9781782431480 [821]



The contrast in poetic reactions to the First and Second World Wars is the crux of this anthology. Poets of World War I, such as Owen and Rosenberg, are described as having *prophetic utterance*, whilst those of the Second World War, *private grief... emptiness... and utter despair*. Well-known and relatively unknown poets are included. While there is an author and first line index, there is no content listing of titles, which could impede browsing. This text could be used by

students of English studying poetry, Stage 5 history students for an empathy exercise in *Depth Study 3: Australians at War: World Wars 1 and II (1914-1918, 1939-1945)*, or Stage 6 modern history students in their *Core Study: World War I 1914-1919: A source-based study*. B Hull

USER LEVEL: Stage 4 Stage 5
Stage 6

KLA: AC; English; HSIE

SYLLABUS: English K-10; History K-10; Modern History Stage 6

SCIS 1658170 \$24.95

Cyberbible & Grounded

VALENTINE, Alana

Currency Press, NSW, 2013

ISBN 9780868199849 [A822]



The author of Stage 6 Drama plays, *Run rabbit run* and *Parramatta girls*, has written two more plays that deal with bullying, belonging, isolation and identity. The first, *Cyberbible*, is a story of online bullying based on interviews with students, parents and teachers. It makes the point that

this generation is the first in which *the ugliness of adolescent men and the ruthlessness of young women is right there, en masse, in print*. It suggests that some young people are bound to make mistakes and engage in online bullying, which never disappears. The second play is set in Newcastle at the time of the grounding of the *Pasha Bulker*. This play is about the isolation of a girl with a fascination for shipping, which causes her to be seen as odd. It also explores how nonconformists at school are ostracised. Both are plays about deliberate humiliation, exemplified by the media treatment of the captain of the *Pasha Bulker*, and both are written in the authentic voice of students. A. Soutter

USER LEVEL: Stage 5 Stage 6

KLA: AC; English

SYLLABUS: English K-10;
English Stage 6

SCIS 1627457 Paper \$26.95

The album of the Great War, 1914-1918

VERNEY, Jean-Pierre
Black Dog and Leventhal Publishers,
USA, 2013
ISBN 9781579129538 [940.3]



This package includes a paperback book of images and text; a collection of 3D photographs showing trench warfare during the Great War; and a metal

stereoscope for viewing these images. The photos present a range of source material, which could serve as starting points for student discussion. The package includes insights into the Gallipoli terrain, trench conditions, warfare methods and the logistics of war. Its strengths lie in its variety and international points of reference, which include examples of Japanese involvement. The slides are well supported by additional written material focusing on general background to the more personal histories. This resource could support understanding in the history Stage 5 [Depth study 3: Australians at war:](#)

[World Wars I and II \(1914-1918, 1939-1945\)](#), particularly as support material for individual study on the nature of warfare during WWI. B. Kervin

USER LEVEL: Stage 5

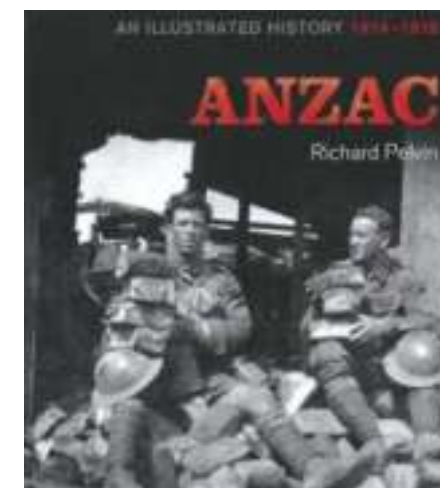
KLA: AC; HSIE

SYLLABUS: History K-10

SCIS 1659285 \$35.00

ANZAC: an illustrated history 1914-1918

PELVIN, Richard
Hardie Grant Books, Vic, 2014
ISBN 9781742707532 [940.4]



A comprehensive history of Australians in World War I is offered in this book. From the declaration of war, to the Gallipoli campaign, Sinai, and the Home Front, a rich and moving collection of resources has been compiled. Each chapter opens with a brief overview, a timeline and then photographs of the soldiers and the battlefields. These are complemented with maps and excerpts from diaries. Both the Navy and Flying Corps also feature in this book. The

catalogue at the end is a useful reference to the photographs held in the [Australian War Memorial](#) archive. This sizable book is a poignant visual history resource and could be valuable for students completing Stage 5 *Depth Study 3: Australians at War: World Wars 1 and II (1914-1918, 1939-1945)*. B. Hull

USER LEVEL: Stage 5

KLA: AC; HSIE

SYLLABUS: History K-10

SCIS 1659290 \$39.95

Terrible trenches

DEARY, Terry and BROWN, Martin
Scholastic, NSW, 2014 (Horrible histories)
ISBN 9781743625491 [940.4]



Titles in this series have been undergoing revised editions for their next cohort of readers, with appealing new cover art featuring a recurring cartoon rat narrator. This factual and trivia book, about soldiers' experiences in various

World War I campaigns and battles, was previously known as *Horrible histories handbook: trenches*. The main foci are on incidents in Great Britain (Part 1), Germany (Part II), Belgium and France.

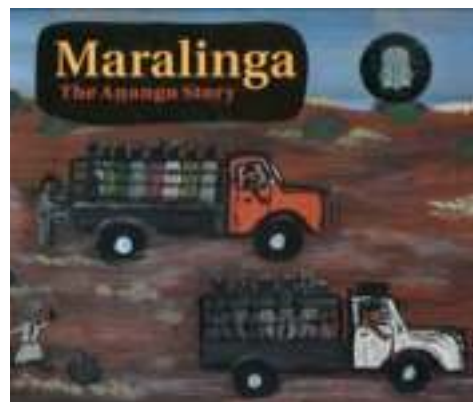
Even when discussing the most serious aspects of war, the author finds ways to highlight the black humour that can be found in dire situations, such as the rations in the *Foul food* chapter. A joke recipe for *Maconochie hotpot*, appeared in an actual newspaper for British soldiers. The solutions to relieve frostbite are each worse than the one before. The illustrations for curious clothing resemble paper dolls with tabs for attaching coats and helmets to a German soldier. This book and the [Horrible histories](#) website may encourage readers to explore aspects of this, and other, historical periods. I. McLean

USER LEVEL: Stage 2 Stage 3

SCIS 1657884 Paper \$4.99

Maralinga: the Anangu story

Yalata and Oak Valley Communities, with MATTINGLY, Christobel
Allan and Unwin, NSW, 2009
ISBN 9781742378428 [994.23]



Interspersed with photographs, official documentation and artwork by community members, this

collaborative memoir, compiled by well-known author Christobel Mattingley, provides a sensitive and detailed representation of the culture of the Anangu people of South Australia. The early impact of white invasion on the culture of the western desert people is explained but the book focuses on the catastrophic effect of the atomic weapons testing at Maralinga in the 1950s. The book outlines the Anangu quest for compensation for the destruction of lives, culture and country and celebrates the resilience and optimism of Aboriginal people. This book could be a useful related text for Stage 6 Area of Study: Discovery. It is also reviewed in the [Aboriginal education K-12 resource guide. Volume 2](#). M. McEwan

USER LEVEL: Stage 4 Stage 5
Stage 6

KLA: AC; English; HSIE

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

SCIS 1561993 Paper \$15.99

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