

# Scan

the journal for educators

**inspire**

**connect**

**transform**

**share**

*reflecting and sharing new knowledge*

**In this issue**

libraries for future learners  
Guided Inquiry in practice  
collaborating with technology  
robotics and coding  
*Great Book Swap*

# Scan

Published by NSW Department of Education (NSW DoE), *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.

#### Editorial Board

Allan Booth  
Colleen Foley  
Lyn Hay  
Michael Murray  
Judy O'Connell  
Dr Kathy Rushton  
June Wall

**Editor:** Margaret McEwan

**Editorial Support:** Cath Keane; Sally Rasaiah

**Graphic designer:** Realview Digital

Subscriptions and contributions welcomed:

**Email:** editor.scan@det.nsw.edu.au

**Web:** www.scan.nsw.edu.au

**Mail:** The Editor,  
Scan, Locked Bag 53,  
Darlinghurst, NSW 1300, Australia.

Articles submitted to or commissioned for Research in *Scan* are:

1. submitted to the *Scan* Editor
2. read to ensure their focus meets the journal's criteria
3. sent to two referees
4. sent to one or more additional reviewers as appropriate.

Further details are available on the website.

Views expressed in *Scan* are not necessarily those of the Editor or the NSW Department of Education. *Scan* accepts paid advertisements and publication of such does not imply endorsement by the NSW Government, the Department or *Scan*.

Articles and reviews are sometimes accompanied by embedded video or multimedia content 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 DoE schools should note that these resources are accessible by staff and students in Stage 6.

#### Copyright

The material in this publication is subject to copyright under the Copyright Act 1968 (Cth), and is owned by or licenced to the State of New South Wales through the Department of Education (the Department). This material includes (but is not limited to) information, data, documents, pages and images.

#### Material published in *Scan*

Covers and other third party content in *Scan* are reproduced with permission, where applicable.

Apart from the rights granted in the restricted waiver of copyright (below) all other rights are reserved.

For all other uses you must contact editor.scan@det.nsw.edu.au for permission. Restricted waiver of copyright

The published material in *Scan* is subject to a restricted waiver of copyright to allow the subscriber to print or download copies of the material contained in the publication for use within a subscribed school, subject to the conditions below:

1. All printed material shall be made without alteration or abridgment and must retain acknowledgment of the copyright.
2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.
3. Institutional subscriptions only permit sharing within the subscribed institution.
4. Individual subscriptions are for personal use only and are non-transferrable.
5. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

©2015 NSW Department of Education.

Published by NSW Department of Education (NSW DoE).

ISSN 2202-4557

SCIS 1547886

Cover image: nmedia/Shutterstock.com



# contents

Volume 34, Issue 4, 2015

**From the Editor**..... 3

**Reflections**..... 4

#### Teaching and learning

##### Libraries for future learners

Colleen Foley, Margaret McEwan and June Wall..... 7

#### Research

##### Guided Inquiry in practice

Lee FitzGerald..... 16

#### Curriculum support

##### Collaborative learning and technology

Tim Gorrod ..... 28

**Robotics and coding: Inspiring future learning** Kylie Burrett ..... 33

##### Creating learning opportunities with the *Great Book Swap*

Fran Handley..... 39

##### Gamification: What place does it have in teaching and learning

Stanley Yip ..... 43

**Share this**..... 48

**Resource reviews**..... 49

##### Multicultural education resources supplement

**Volume 2**..... 104



# from the editor

Welcome to the last issue of *Scan* for 2015.

Create new opportunities for student learning with robotics and coding, the *Great Book Swap* and gamification. The articles in this last issue of *Scan* for 2015 will provide inspiration for all of this and more, as you count down to the holidays.

Don't forget to renew your subscription for 2016. Go to the [Scan](#) website, click on the Subscribe button and follow the prompts. NSW public schools can now choose an automatic renewal option.

Thank you to our advertising partners, Softlink, Britannica Digital Learning, and *The School Magazine*. We would also like to thank our contributors and our subscribers and readers, for supporting *Scan* this year.

Best wishes for a fantastic Christmas, and a safe and relaxing holiday break.

Margaret McEwan  
Editor



## 07

### Libraries for future learning

Conference Executive members, Colleen Foley, June Wall and Margaret McEwan outline the highlights from the recent NSW Department of Education *Libraries for future learners* conference.



## 16

### Guided Inquiry in practice

Lee FitzGerald provides an overview of Guided Inquiry in the context of the Australian Curriculum and its implementation in NSW syllabuses. Guidance is also given about how teacher librarians can use evidence gathered in the GI process for professional accreditation.



## 28

### Collaborative learning and technology

Tim Gorrod, Learning Design and Development Advisor, Learning Systems, Public Schools NSW highlights how explicit teaching of skills in collaboration can increase student engagement and promote authentic learning.



## 33

### Robotics and coding: Inspiring future learning

Kylie Burrett teacher librarian at Whitebridge High School, explains how a lunchtime robotics and coding club has helped students to engage with technology and learn essential 21st century skills.challenge.



## 39

### Creating learning opportunities with the *Great Book Swap*

Fran Handley shares how participation in the *Great Book Swap*, an initiative of the Indigenous Literacy Foundation, fostered a love of books and an understanding of the value of helping others.



email  
[editor.scan@det.nsw.edu.au](mailto:editor.scan@det.nsw.edu.au)



find us on facebook  
[www.facebook.com/ScanJournal](http://www.facebook.com/ScanJournal)



follow us on twitter  
<https://twitter.com/scanjournal>



find us online  
[www.scan.nsw.edu.au](http://www.scan.nsw.edu.au)

# reflections



Colleen Foley, Libraries Coordinator, School Operations and Performance, is responsible for policy advice and leadership for school libraries and information literacy.

E: [colleen.foley@det.nsw.edu.au](mailto:colleen.foley@det.nsw.edu.au)

## Does your school library support future learning?

The excitement and success of the recent Department conference for school libraries remains at the forefront of our thinking. The enthusiastic evaluations, and the participant suggestions, will inform ongoing planning for strategic support. We look forward to offering another conference in early October 2016. Delegates made it clear this conference provides excellent professional learning opportunities.

Key themes from the recent conference included:

- ebooks for learning
- curriculum leadership and innovation
- the school library system as a future learning and teaching tool, with presentations from *Oliver* lighthouse schools
- Quality Teaching and high possibility classrooms
- evidence based practice approaches

- collaborative tools for learning and teaching
- Australian Professional Teaching Standards and implications for teacher librarians.

[Libraries for future learners](#) outlines some of the conference highlights. It offers inspiration for teacher librarian practice and evidence based approaches to support future learning. Use it to reflect on how you can make your school library one of the favourite learning spaces in your school. When moving to or using *Oliver*, consider also how you can make the most of it as a learning tool. Ideas in the article could assist planning and prioritising for the library in your school. This includes explicit ideas for using *Oliver* to enhance learning for students. Highlights from the reports being completed by the [Lighthouse Schools Program](#) (intranet) schools will be featured in forthcoming issues of *Scan*. Some of the reports will also be

published on the Lighthouse schools page on the [School library system](#) intranet page.

The latest *Oliver* implementation information, and how to access support, is available at the [School library system](#) intranet site.



Sample slide from presentation by Doug Jenkins on *Oliver* and ebooks for learning

## School libraries support: new website




The new [support website for school libraries](#) recently went live. It reflects a vision of supporting school libraries to lead innovative future learning. Thank you to those, including participants in the consultation forums and officers in Learning Systems, for ideas and technical support.


Key content includes:

- Policy support
- Teaching ideas
- Resources
- Professional learning
- SCIS (Schools Catalogue Information Service NSW)
- quick links and research.


Visit the site and let us know what you think. Email your suggestions and feedback to me at [library.support@det.nsw.edu.au](mailto:library.support@det.nsw.edu.au).

Finally, I wish you all the best for the coming Christmas and New Year period.

 find us on facebook  
[www.facebook.com/ScanJournal](http://www.facebook.com/ScanJournal)

 find us on facebook  
[www.facebook.com/learnDEC](http://www.facebook.com/learnDEC)

 follow us on twitter  
<https://twitter.com/scanjournal>

 follow us on twitter  
<https://twitter.com/learnPSNSW>

## Exploring Scan's online edition

### Engage

with multimedia and social content, including embedded videos, future image galleries and Twitter feeds



### Turn

through the pages



### Contents

Navigate through contents from any page

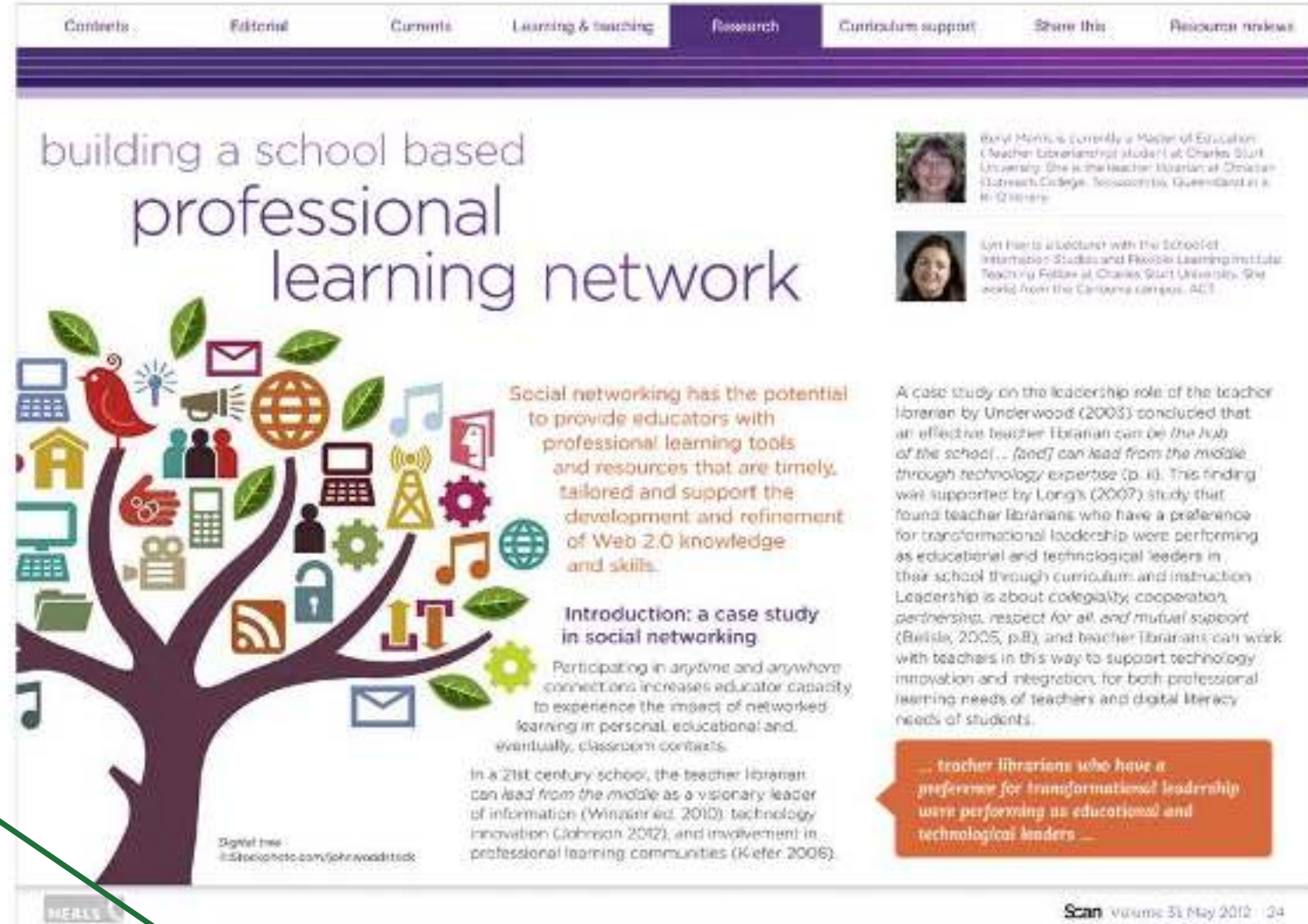
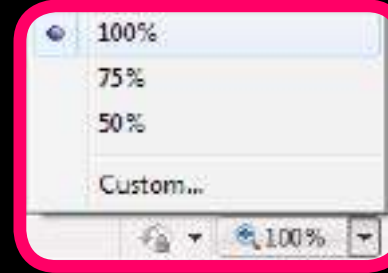


### Navigate

through sections

### Zoom

Click once on the page to zoom in. Click again to zoom out. Experiencing fuzzy text? Ensure your browser settings are set to 100% zoom.



### Search

the current issue or the Scan archive



### Love reading in print?

Download a fully printable alternative as a PDF or



Print pages directly from the screen



Tip: remember to check your print settings (eg. landscape, colour)

### Share

your favourite articles easily with colleagues!



### Email

specific articles to colleagues within your subscribed institution for improved access and sharing.



Browse through all pages in the issue

Archives Browse past issues

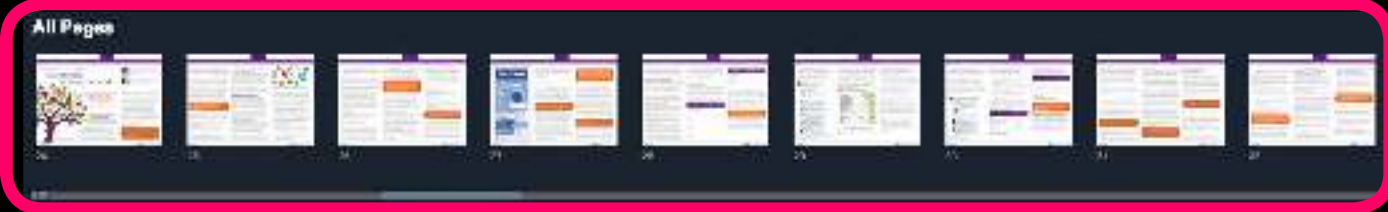
### Changing your username or password

To change your user name, please contact editor [editor.scan@det.nsw.edu.au](mailto:editor.scan@det.nsw.edu.au)

You are strongly encouraged to change your password promptly, to protect the security of your account. Please safely record your login. Forgotten passwords can be retrieved by emailing [support@realview.com.au](mailto:support@realview.com.au)



For more tips, click here to view Scan's video taster.



# eBooks *now*

Access to 1,000 titles  
for \$1,500

OverDrive®

## eBooks *now* provides:

- ✓ Titles chosen by educational content experts based on the most popular reads among school students. Focus on Australian content and curriculum support
- ✓ One easy-to-use website that allows pupils and educators to access titles 24/7/365. Encourage reading even when school is closed
- ✓ Additional 200 classic titles to meet your classroom set needs on top of the 1,000 titles
- ✓ Compatibility with most major devices, incl. iPad®, NOOK®, Chromebook™ and more

For more information, contact **Softlink** 1800 777 037 (toll free) • 07 3124 6111 • [sales@softlinkint.com](mailto:sales@softlinkint.com) • [softlinkint.com](http://softlinkint.com)

Softlink

[softlinkint.com](http://softlinkint.com)

# Libraries for future learners

Excitement building at the school libraries conference



In this article, Conference Executive members, Colleen Foley, Libraries Coordinator, June Wall, Consultant, and Margaret McEwan, Editor, Learning Systems, outline the highlights of the recent *Libraries for future learners* conference. Included are contributions from some of the Conference Advisory Committee who assisted on the day. Conference highlights are also available on the new [School libraries website](#).

## Introduction

On Friday 9 October 2015, over 250 teacher librarians and other school staff attended the *Libraries for future learners conference*, held at Rydges World Square in Sydney. 237 delegates attended in person and 17 delegates attended a shorter virtual version. The atmosphere was vibrant and enthusiastic as delegates found inspiration in keynotes, sessions, and connecting and sharing ideas with colleagues.

Conference topics, options and themes were informed by earlier consultation forums across the state with teacher librarians, library staff and others interested in school libraries. At these forums, convened by Colleen Foley and Margaret McEwan, there was strong support for a State conference for school libraries. This was seen as part of essential strategic support. A Conference Advisory Committee was formed and the program developed.

## Focused on learning

The conference focused on teaching and learning, as reflected in the key conference aims of:

- developing teacher librarian understandings of future learning
- enabling teacher librarians to lead future learning in their own school
- supporting the development of a shared vision for school libraries, focused on future learning and teaching.

This reflects a passionate commitment to making school libraries user-friendly and innovative learning spaces.



**Allan Booth, Director-Learning Systems, explaining the key elements of changing pedagogy**

In his opening address, Allan Booth, Director-Learning Systems, encouraged teacher librarians to take on the role of curriculum leaders in their schools - engaging and collaborating with learners to create dynamic learning experiences. Reflecting on key reforms, Allan reinforced the Department's commitment to innovative pedagogy, which provides the best opportunities for students and teachers.

For example, integrated technology use needs to be driven by pedagogical innovation (Quality Teaching) for meaningful learning. This is a key element of change. It challenges us to focus on future proofing the essential teaching aspects of the role of school libraries. This was further reinforced in the subsequent keynotes and sessions. The [School Excellence Framework](#) also provides the perfect vehicle to drive change with teacher librarians encouraged to take a lead role.

## Keynote 1: Agile approaches in a digital age



**Judy O'Connell - Taking an agile approach to learning**

Judy O'Connell, Senior Lecturer in the Faculty of Education at Charles Sturt University delivered the first keynote presentation, [Pedagogy and school libraries: Developing agile approaches in a digital age](#). Judy's comprehensive presentation challenged delegates to adopt and teach agile approaches to information use, analysis, presentation and knowledge creation. *Agile* approaches to learning incorporate a paradigm shift in how learners, teachers and students, interact with information. In a practical sense, there is emphasis on skills development in:

- information fluency incorporating online collaboration
- advanced digital citizenship
- digital storytelling, both as consumers and creators (Stanley, 2011).

*Agility* also refers to developing *transliteracy*, or an



understanding of how various literacies connect to create new knowledge. Judy also touched on managing knowledge obsolescence in a crowded information environment.

In response to these changes, teacher librarians need to reframe what they teach and how they organise library spaces in schools to meet the needs of future learners.

Judy's presentation provided a wealth of information and resources about how this shift could be accomplished and many conference delegates expressed their excitement about her vision for school libraries of the future. Judy shared her [presentation slides](#) and tweeted out the link during the conference.

## Keynote 2: Future learning – spotlight on innovative practice



**Dr Kylie Shaw – identifying and implementing innovative practice**

The [second keynote presentation](#) was presented by Dr Kylie Shaw, Senior Lecturer and Researcher at The University of Newcastle. In the first part of her engaging and informative presentation, Kylie outlined the methodology and findings of the *Innovative Teaching and Learning* research project. This comprehensive study of 159 schools across 7 countries included several NSW public schools and was sponsored by Microsoft Partners in Learning. The extensive study identified the kinds of pedagogical practice which was most effective for development of future learning skills, which are identified as:

- knowledge building
- self-regulation and assessment
- problem solving and innovation
- collaboration
- global awareness
- ICT use
- skilled communication.

A detailed outline of this study and its findings are outlined in two recent *Scan* articles, which were part of the conference pre-reading (See [references and further reading](#)).

Delegates were asked to evaluate their own practice and consider how they could incorporate the innovative teaching practices identified in the study and listed here, in future learning design:

- including long term learning activities
- extending learning beyond the classroom
- incorporating innovation and problem solving
- using ICT to build knowledge and engage

- incorporating cross disciplinary tasks and learning across the curriculum.

Kylie also emphasised that effective teacher collaboration was pivotal to success in implementing innovative practice and its role in effective pedagogy is not a new concept for teacher librarians. However, it is not always easy to implement in schools. Kylie's presentation provided fresh, evidence-based inspiration and effective tools to help teacher librarians to develop this key 21st century/future learning skill.

*The conference was excellent. I was so inspired I shared much of the day in the staff meeting Monday morning and have already collaborated with staff to put some of the strategies discussed at the conference into action. The Principal and staff were also very enthusiastic - enthusiasm is infectious!*

## CS 1: *Oliver* - What benefits for learners and teachers?

This session showcased the [Lighthouse Schools Program](#) (intranet) and their implementation of *Oliver* as a learning and teaching tool. Two teacher librarians presented, outlining examples of using *Oliver* to engage students in explicit, scaffolded learning. Emphasis was placed on the potential of *Oliver* for supporting future learning.



**Julie Grazotis-improving student engagement at Banks PS**

Julie Grazotis, teacher librarian and Acting Assistant Principal at Banks PS, provided a [powerful example](#) of readily achievable [action research](#) in a rich curriculum context.

Julie outlined how she uses *Oliver* in a flexible and collaborative environment, with a student directed approach to make the most of the interactive features. Her action research focus was on engaging students as critical readers of print and digital texts. Scaffolded learning experiences enabled students to make informed reading choices through selecting PRC titles, explicitly sharing and analysing their reading experiences, and writing reviews. Polished reviews were published on *Oliver*. Student suggestions, based on these rich tasks, were included in Reading lists on *Oliver*. Julie also provided examples of evidence used to show the learning achieved by students, for example, work

samples and student interviews in the ClassMovie, and key skills assessment. PRC participation and comparative borrowing rates added quantitative data to this rich mix of qualitative evidence.

Tuneil Ivsic, teacher librarian at Sarah Redfern High School, outlined a change process she has led in the library, how students are learning better through the use of *Oliver*, and her visions for further enhancing learning using *Oliver*. Tuneil's *Oliver* journey was inspiring. She identified how both the Department provided digital reading lists in *Oliver*, and those she has added in her collaborative teaching and planning with teachers, have enhanced student learning. Tuneil has had some very positive feedback from students and teachers at her school.

*The Reading Lists helped a lot when I had my Extremes Assessment due. I used the Reading List because I knew all the information was in one spot and all the websites were good websites. It even showed me how to reference.*

**Samantha, 7 Green**

*Oliver prepares students for further study. Much like universities set reading lists, our faculty has decided to set reading lists for students for both homework and assessments.*

**Frank, Maths/ Science Faculty**

Future issues of *Scan* will highlight further successes from *Oliver* Lighthouse schools, who are currently working on their reports. These reflect the results of a variety of simple action research projects, which offer evidence of the ways *Oliver* has enhanced student learning in schools.

## CS 2: Evidence-based practice: The evidence is in

The aim of this session was to establish a rationale for evidence-based practice and provide an example of best practice in schools. Three main reasons for using an evidence-based approach to teaching and learning were identified in the [introductory presentation](#) (Office 365/DoE portal login required):



**Jenny Scheffers-creating evidence of great learning**

In the main part of the session, Jenny Scheffers outlined how evidence of great student learning

- to identify areas for improvement in learning programs and implement changes, so that lessons meet the needs of individual students in classes
- to demonstrate how teacher librarians and school library spaces have a positive impact on learning and engagement
- to create evidence for professional accreditation as part of our everyday classroom activities.

and high quality teacher practice can be effectively gathered by adopting a Guided Inquiry framework for learning in the classroom.

As an experienced and award winning practitioner, Jenny shared the many benefits of using this approach, including the way in which it helps students to develop ownership of their learning. Jenny emphasised the importance of streamlining when collecting data and shared her version of Lee Fitzgerald's *Skinny toolkit*, which simplifies this process for students and teachers.

The feedback for [Jenny's presentation](#) was very positive and a PDF of the PowerPoint is available on the new School libraries website. Further examples of her expertise can be seen in her ClassMovie [Integrating Guided Inquiry and ICT at Caddies Creek PS](#) and in several articles in *Scan*.

### CS 3: Collaborative learning: strategies revealed



This session was presented by Penny Galloway, a Learning Design Officer in the Learning Systems Directorate of State Office.

The foundation statement of this session was that collaborative learning is a 21st century/future learning skill vital to student achievement, and, it does need to be explicitly incorporated into the learning program. Participants were shown the online tools Google Apps and Microsoft Office 365 that are now available to all students and teachers in NSW public schools to assist them in this process. These can be easily found in *My learning tools* both in the staff and student portals. More information can also be found on the DoE



**Learning Design Officer, Penny Galloway, explains the benefits of Learning tools**

A tool highly recommended was OneNote Class Notebook (found in Office 365) that enables teacher librarians to quickly and easily set up a personal workspace for every student, curate a content library for class material and create a collaboration space to enable interaction, feedback and content creation. No longer do teacher librarians have to wait for the class to come to the library in order to actively engage with students throughout the learning process.

Use of these tools varied among participants from those teacher librarians who were already well advanced in embedding online collaborative learning in their library program to those just starting out. The presentation provided all participants with a host

of valuable information to use in a cooperative and collaborative learning environment. The [full presentation](#) can be found in the professional learning section of the new School libraries website.

The session outlined how teacher librarians can use these tools to actively engage and monitor teaching programs. For example, collaborative student group documents can now be viewed in real time and commenting tools can be used by teacher librarians to assist and direct student learning. The tools also enable more efficient collaboration with class teachers when planning learning activities.

of valuable information to use in a cooperative and collaborative learning environment. The [full presentation](#) can be found in the professional learning section of the new School libraries website.

Penny also introduced the *Collaboratus* series which will integrate the development of 21st century learning skills into curriculum-based resources for K-10 students. This series will model how collaborative and online learning tools can be used in a modern pedagogical classroom setting.

Gai Davis - Teacher Librarian-Pennant Hills PS



### CS 4: *Oliver* and ebooks for learning

This session was presented by Doug Jenkins, Oliver Library Project Subject Matter Expert (SME). [Doug's presentation](#), can be viewed on the School Libraries website.

Ballroom 1 was packed to capacity for this informative presentation on *Oliver* and ebooks for learning. The groups comprised a mixture of school library staff who have already rolled over to *Oliver* and those that have not, each with their questions ready.

Several features of *Oliver*, the diverse range of ebooks and digital texts, the carousel taster of freely available ebooks and related reading lists provided as part of the *Oliver* installation, and the way *Oliver* interacts with ebook platforms were discussed. This included the benefits of catalogue records for ebooks, and the capacity of *Oliver* to display ebooks available for borrowing in an attractive carousel on the library

homepage. Doug also demonstrated searches for subjects and titles for a range of learning scenarios. Each title in the results has an icon which denotes the format (GMD) of the relevant texts.

### Where to next?



The key to the successful implementation of ebooks is context.

- Successful migration to ebooks occurs “when people have to plan for what to do with them” (McCammon 2013)
- Access to, and reading of, ebooks was most prolific where there were planned, explicit learning activities (Foley 2012)

Having ebooks just for the sake of embracing the technology will not work. Focused reading related activities will stimulate additional engagement and interest in reading. (Foley 2012)



#### Ebooks-key to successful implementation

Issues involved with procuring ebooks through various providers were discussed. There are four basic types of ebooks providers from which schools can choose: aggregators; publishers; websites (can be freely available); and school produced publications, e.g. by students in a scaffolded teaching sequence.

Doug explained that *Oliver* provides an integrated solution for ebooks, so that users would not need to authenticate a second time when selecting an ebook in *Oliver*. For example, *Overdrive* from Softlink is now fully integrated, and *Wheeler* will have full integration in December 2015. There are also ebooks that come

with online purchases of resources like Britannica and World Book encyclopaedia. There are different deals, fees and selection options. Some companies allow you to share titles across sites.

### Follow-up suggestions



#### What to do with ebook providers?

- Ask questions about selection of resources, costs, content and the provision of SCIS catalogue records
- Consider joining a consortium of schools for ebook provision
- Consider having more than one provider to get a more complete selection from the range of publishers. These do not need to be aggregators
- Start with a small targeted ebook collection that focuses on a specific curriculum area or a scheme to promote reading

#### Suggestions for working with ebook providers

Other educational issues and benefits relating to *Oliver* and ebooks were highlighted. Studies have shown mixed results, often measuring quite different things. Discussion is often about the technology rather than the learning. Considerations include:

- syllabus requirements for multimodal texts and the emphasis on concepts related to diverse literature in the new English P-10 syllabus
- selection/collection policies that reflect such curriculum priorities
- an ereading component for learning and leisure, that enhances available learning and reading

opportunities

- BYOD and the availability of ebooks from anywhere at any time and on any device – staff and students can download the ebooks to their own device, or one borrowed from the library
- eresources that support new approaches to learning, and may assist when resourcing nonfiction area where print information can date quickly
- the ability to place audio and ebooks created with students on *Oliver*

As seen by the interest in the session, ebooks and *Oliver* is a very topical subject. Library staff need to consider the teaching and learning needs, do their research, talk to the suppliers and other library staff. There is plenty of discussion on SLS Yammer (linked from the [School library system](#) intranet site).

Educational issues, learning ideas and explicit learning benefits of using ebooks are explored in the [Ebooks for leisure and learning](#) test project report. An easy to read [overview](#) of the report, and [Students create ebooks](#) by Wendy Dawson are available in *Scan*.

Thanks to Doug for a very informative session.

Sue Buttrey M.Ed Teacher Librarian  
Dubbo West Public School

### CS5: Teaching standards - Teacher librarians and the teaching standards

June Wall, Consultant and Conference executive member, introduced this session on behalf of the Libraries Coordinator, Learning Systems. Panel members Marnie Etheridge, Teacher Librarian, Kanahooka High School, and Kim Pericles, Teacher



**June Wall-outlining the teaching standards and their relevance to teacher librarians**

Librarian and Assistant Principal, Belmore South Public School shared their teaching standards journeys.

This session outlined the Professional Standards for Teachers and identified the following issues for teacher librarians to consider, based on advice from the Department's Manager, Professional Learning:

- Reflecting on the standards in relation to your practice is a great professional learning activity that allows teacher librarians to consider how teaching and learning occurs in day to day practice.
- The process for moving from proficient to highly

accomplished or lead levels is evidenced based.

- The standards are for teaching and learning and not for library management or procedural elements of being a teacher librarian.
- Teacher librarians need to consider what elements of curriculum they are teaching and how they are involved in assessment and reporting.
- The journey to accreditation can be long, so consider forming groups or networking with other TLs who are also on the journey.
- Evidence collected should be no more than two years old if being used towards accreditation.

Key messages for this session were:

- The standards should be viewed as a growth and development process.
- The compulsory level for all teachers will be Proficient. Highly Accomplished and Lead are optional.
- Any teacher can apply. Just ask yourself: *Do I have the capacity to meet the standards in the way I practice as a teacher?*
- Teacher librarians can reflect on their practice against the Highly Accomplished level.
- Standard 5 may require teacher librarians to think about how they are involved in assessment.

Suggestion to teacher librarians for 2016:

Reflect on the Highly Accomplished level in regard to your practice and collect evidence during the year *as a trial*. At the end of 2016 (perhaps at the next conference), we can evaluate the journey and consider what would need to be done to officially start the process.

## Plenary

Participants came together after lunch to reflect on their learning and provide some strategic thoughts and practices for future learners within school libraries. The following graphic provides an overview of these discussions and focuses on the need to be agile teachers in a dynamic learning space.



**Key issues for future learners: Reflections from the libraries conference**

## Special thanks to those who helped make our conference a success:

### Trade sponsors

- Our Principal Sponsor: [Softlink](#)
- other trade sponsors
  - Sybasigns
  - World Book
  - Microsoft
  - Britannica
  - Wheelers
  - The School Magazine
  - Dymocks Children's Charities
  - Reading Australia
  - Macquarie Dictionary

### The virtual conference team

- David Foley, Distance Education Technology Infrastructure Adviser
- Leon Anderson, Media infrastructure officer, Learning Systems
- Daniel Wright, Digital Media designer, Learning Systems
- Peter McVie, Projects Officer, Arts Unit

### The Conference Advisory Committee members

- Ruth Buchanan
- Robyn Davis

- Gai Davis
- Merise Feneley
- Lolita Garcia
- Susan Hannigan
- Bronwen Loveday
- Enone Melville
- Audrey Nay

### Speakers, session facilitators and presenters (arranged alphabetically)

- Allan Booth
- Linda Boulton
- Sue Buttrey
- Rhonda Creasey
- Robyn Davis
- Gai Davis
- Marnie Etheridge
- Colleen Foley
- Merise Feneley
- Penny Galloway
- Lolita Garcia
- Julie Grazotis
- Tuneil Ivsic
- Doug Jenkins
- Cath Keane
- Bronwen Loveday
- Margaret McEwan
- Enone Melville

- Judy O'Connell
- Kim Pericles
- Dr Kylie Shaw
- Jenny Scheffers
- June Wall
- Kim Pericles
- and all the delegates who helped make the day!

*It was the best conference I have ever attended. The conference has really excited and inspired me to 'mix things up' in the library.*

### Conclusion

The Libraries for future learners conference highlighted great collaborative practice and potential for future learning in school libraries. School libraries are indeed for future learners! Teacher librarians and school libraries need to collaborate with teachers and students to provide engaging and innovative learning to support school and curriculum priorities, creatively drawing on their specialist role. Enjoy a [short capture](#) of some of the conference experience.

The enthusiastic responses and suggestions in the conference evaluations confirm the success of the conference as part of the Department's strategic support for school libraries and teacher librarians. We look forward to offering another Department conference for school libraries in early October, 2016. Watch the new [School libraries](#) support site for updates.

## References and further reading

Dawson, W 2012, '[Students create ebooks](#)', *Scan*, 31.4, pp. 15-20.

NSW Curriculum and Learning Innovation Centre, 2012, '[Ebooks for leisure and learning](#)'. (Ebooks test project report, 2012), accessed 20 November 2015.

Foley, C 2012, '[Ebooks for leisure and learning](#)', *Scan*, 31.4, pp. 6-14.

Lupton, M 2014 'Inquiry skills in the Australian Curriculum v6: A bird's-eye view', *Access*, 28(4), pp. 8-29.

Scheffers, J and Alekna, G 2015, '[Scaffolding for success: Support students' amazing journey with Guided Inquiry](#)', *Scan*, 34.1, pp. 14-19.

NSW DoE, 2015 '[School library system](#)' (intranet), accessed 19 November 2015.

Shaw, K, Holmes, K, Preston, G, Smith, M and Bourke, S 2014, '[Innovative teaching and learning: from research to practice. Part one](#)', *Scan*, 33.2, pp. 19-28.

Shaw, K, Holmes, K, Preston, G, Smith, M and Bourke, S 2014, '[Innovative teaching and learning part two: spotlight on innovative practice](#)', *Scan*, 33.3, pp. 29-38.

Turner, J 2015, '[High Possibility Classrooms: Creating iHistorians and iGeographers](#)', *Scan*, 34.3, pp. 20-27.

Wall, J and Bonanno, K 2014, '[Learning and literacy for the future](#)', *Scan*, 33.3, pp. 20-28.

Wall, J and Bonanno, K 2014, '[Learning and literacy for the future: Building capacity. Part two](#)', *Scan*, 33.4, pp. 18-30.

## ADVERTISEMENT

**Britannica**<sup>®</sup>

**K-12 Digital Resources  
Supporting Students and Teachers**

- STEM Resources
- Curriculum Aligned Products
- Differentiated Learning
- Critical Thinking – Creativity – Evaluation Skills
- Universal Access To All Products 24/7

**CONTACT US FOR TRIAL ACCESS**

**Britannica**  
Digital Learning

**02 9915 8800**  
**Contact:** School Services  
**Email:** bol@eb.com.au  
**Web:** edu.eb.com

© 2015 Encyclopaedia Britannica, Inc. | BRIT0322





In this article, Lee FitzGerald offers an overview of the context and concepts underlying inquiry learning. She also provides examples of scaffolds and teacher preparation for Guided Inquiry in practice in a Year 7 Geography classroom. Particular emphasis is given to the creation, delivery and assessment of inquiry tasks and the value of evidence gathering to ensure authentic student learning. Guidance is also given about how teacher librarians can use this evidence to meet the [Australian professional standards for teachers](#) (AITSL), which outline the requirements for teacher professional accreditation.

*In Geography, students develop critical and creative thinking as they investigate geographical information, concepts and ideas through inquiry-based learning. They develop and practise critical and creative thinking by using strategies that help them think logically when evaluating and using evidence, testing explanations, analysing arguments and making decisions, and when thinking deeply about questions that do not have straightforward answers. Students learn the value and process of developing creative questions and the importance of speculation. Students are encouraged to be curious and imaginative in investigations and fieldwork and to think creatively about the ways that the places and spaces they use might be better designed, and about possible, probable and preferable futures.*

Board of Studies,  
Teaching and Educational Standards NSW  
(BOSTES) 2015

## Introduction

Discussions about information literacy and inquiry learning frameworks are not new. As the information literacy landscape continues to evolve in an ever changing digital environment, it is timely to revisit the conversations, particularly in light of the recent implementation of the [Australian Curriculum](#) and its implementation in [NSW syllabuses](#).

The [NSW Geography K-10 syllabus](#), which many schools will begin to teach next year, emphasises the development of information skills and the formulation of creative questions through inquiry-based learning.

## Overview of context and concepts underlying inquiry learning

Information literacy is at the heart of inquiry learning. There are many definitions of information literacy and schools must choose or develop a shared understanding of the concept to enable students to become information literate. Developing attitudes and skills associated with this kind of literacy will empower them as learners in a shifting information environment.

### What is information literacy?

Information literacy is defined in the University of Sydney Library's [Information literacy policy](#) as

*... an understanding and a set of abilities enabling individuals to recognise when information is needed and have the capacity to locate, evaluate, and use effectively the needed information.*

(Information Literacy Standards 2001, p.1.)

Langford's seminal article (1998) explores changing notions of information literacy and asks the questions:

*Is it [information literacy] a concept or a process? ... or is it a new literacy that has been transformed from existing literacies to complement the emerging technologies for which Information Age students must be skilled? (p.59)*

These questions highlight the need for a revised view of information literacy to expand from a set of information skills into a more wide ranging concept that can be understood in the increasingly complex information landscape.

Debbie Abilock (2004) sees information literacy as a

*... a transformational process in which the learner needs to find, understand, evaluate and use information in various forms to create for personal, social or global purposes.*

(Abilock 2004, p.1)

Information literacy is not a static concept. Definitions of information literacy will continue to be refined as the information landscape evolves. Judy O'Connell (2012) calls for educators to consider the characteristics of the skills needed to operate effectively in the digital environment, in particular:

- search strategies
- organising information in ways facilitated by technology, especially social media
- finding connections between texts
- finding patterns
- using organisational tools
- developing the skills of deep reading

- understanding the ethics of information use.

O’Connell sees information literacy as

*... a meta-literacy of information flow through fast information transactions and social channels of engagement. It is a recursive action that translates core information literacy skills into a pedagogy of digital participation.*

(O’Connell 2012, p.6)

Carol Kuhlthau recognises the need for a

*... holistic approach to information literacy that prepares students for the reflective thinking that leads to wise information seeking and use in the dynamic global information environment.*

(Kuhlthau 2013, p.97)

These definitions of information literacy espouse the need to develop in students the attitudes and skills that empower them to be effective learners in a rapidly changing world. The onus is on schools to use or develop a framework or model to develop these skills and integrate information literacy and ICT across the curriculum.

### Information literacy models

Definitions of information literacy, at least in the K-12 environment, generally include a process that can be taught, internalised and followed whenever a student has an information need. An information literacy model describes the steps that users take in their move from ignorance to understanding, when involved in an inquiry task. Use of an inquiry learning

model allows teachers and students to use the steps of the model to break down the inquiry task into separate, though often overlapping, steps.

Mandy Lupton (2013) compares the information seeking and gathering models that are widely used in Australian schools in the following table (Figure 1).

Big6 (Eisenberg and Berkowitz, 2012)	Information Search Process (Kulthau et al)	Information Process (NSW Department of Education and Training, 2007)	Information Literacy Process (Capra and Ryan, 2001)
Define	Initiate Select	Define	Define
Search Locate	Explore Formulate Collect	Locate Select	Locate Select/ analyse
Use Synthesise	Present	Organise Present	Organise/ synthesise Create/ present
Evaluate	Assess	Assess	Evaluate

Figure 1 *Information literacy/information seeking models* (Lupton 2013, p.5)

Lupton comments that these models share similar steps and

*can be regarded as information literacy or information process models. When combined with questioning frameworks and an action research cycle, they become inquiry models.*

(Lupton 2013, p.5)

The *Information skills in the school: engaging learners in constructing knowledge* (NSW Department of Education 2015) includes The Information Process (ISP) (p.9) and provides a framework for developing student skills to enhance information literacy and, when used in conjunction with the Department’s Quality Teaching model,

*it can inform professional judgments about explicit information skills teaching support for class units of work and cross curriculum priorities, such as literacy and integrating ICT. A guided inquiry approach, and reference to other information process models, may further enrich the development of information literacy skills.*

(NSW DoE 2015, p.5)

There are strong reasons at present to employ an effective information literacy model to scaffold student information process. Christine Bruce (1997) sees the ultimate face of information literacy as the application of wisdom to information in order to use it for the benefit of others. Todd (2000) suggests that the end point of the information gathering, project based approach is *merely a celebration*

of the found. He applauds the shift that sees students using and applying relevant information. This change of approach expects students to still find and comprehend relevant information, and to then build understanding and use or apply it in some way. Through that application they will build understanding. Todd suggests that the goal of this approach is a *celebration of the understood*.

Information skills development is essential for information literacy in the contemporary environment. This includes skills concerned with locating information and skills concerned with understanding and using information. It is not a linear process but is based on a generative question framework (Wiggins 2007; Wiggins and McTighe 2005) and research cycle. Lupton (2014) and Kuhlthau (2013, p. 97) favour holistic inquiry models which *incorporate a questioning framework, information literacy/information search process and an action research cycle* (Lupton 2014, p.6).

### Inquiry learning and the Australian Curriculum

Lupton asserts that the Australian Curriculum (AC) lacks an across-the-curriculum approach to inquiry learning and sees that this as *inconsistent with a wholeschool inquiry approach that many Australian schools have implemented* (Lupton 2014). School educators need to investigate the extent of inquiry skills embedded in the AC and align them. Lupton suggests that at the school level, teacher librarians, as specialist teachers *with a bird's-eye view of the curriculum should be used as curriculum consultants, particularly in relation to inquiry learning pedagogy*

(Lupton 2014, p. 8).

Fortunately for schools, much of this investigation and analysis is occurring. Karen Bonanno's analysis of the curriculum identifies core essential inquiry skills in the AC and applies the Guided Inquiry (GI) process to these skills to create an *F-10 inquiry skills scope and sequence* (Bonanno 2015). As a taster, the first page of this scope and sequence follows (Figure 2).

Guided Inquiry Design Framework	F- Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10
Open	<b>HISTORY</b> Distinguish between the past, present and future		<b>Express interest in topic</b>	<b>Look for aspect of topic that engages</b>	<b>Consider aspects of topic that engages</b>
Invitation to inquiry	<b>SCIENCE</b> Respond to questions about familiar objects and events	<b>SCIENCE</b> With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge	<b>Identify key words and phrases</b>	<b>Identify key words, concepts and ideas</b>	<b>Identify and group key concepts and ideas</b>
Open minds			<b>Pose questions for discussion and exploration</b>	<b>Pose pertinent questions for discussion and exploration</b>	<b>Pose leading questions for discussion and exploration</b>
Stimulate curiosity	<b>Respond to and pose questions, and make predictions about familiar objects and events</b>		<b>Understand research as a process</b>	<b>Understand an information search process / framework</b>	<b>Apply an information search process / framework to breakdown tasks into components</b>

Figure 2 *F-10 inquiry skills scope and sequence, Bonanno (2015)*

How will schools set up a curriculum linked, holistic inquiry learning framework to meet the needs of developing information literate students?

The Information Search Process (ISP) lies at the heart of Guided Inquiry (GI). Because it is supported by evidence, from studies carried out by Kuhlthau (2007, p.21), Todd and others (Kuhlthau et. al. 2008), this model of information seeking and using behaviour

is very telling. Since 2012, and the publication of *Guided inquiry design: a framework for inquiry in your school* (Kuhlthau, Maniotes and Caspari 2012), a second process has been added to GI. This is the Guided Inquiry Design Process (GID). A pedagogy is emerging around GI, which is very timely in this country because of the Australian Curriculum's emphasis on inquiry learning.

### Concepts in Guided Inquiry: The two processes – ISP and GID



Figure 3 *The ISP/GID processes*

This diagram (Figure 3) shows the two GI processes. To the left is the ISP, which generally includes as its last stage, Assessment. There are two critical points about the ISP:

- There is at least one stage of confusion, frustration and doubt that arises in the research process.
- It is essential to allow students time to develop their own *take* on the curriculum topic, in order for them to engage with it, (from Initiation to Formulation). If a student does not engage with a topic, it is possible to move from Initiation to Collection. This is when the copy and paste syndrome tends to occur, which is so wasteful of student and teacher time.

To the right of the diagram (Figure 3) is the GID process. This is intended to be used by teaching teams to create, schedule, implement, and assess the inquiry unit. It also describes what the inquiry community (the class) is doing at any given point, while giving students simple verbs to describe their process. The ISP and GID processes combined underlie GI, and can be written as ISP/GID.

The ISP is what any individual will do when researching, (it is what each student does in an inquiry) and GID process is what the class, teachers and teacher librarians do in the creation and process of a GI.

### Why use the ISP/GID process?

The most important reason why a school might choose the ISP/GID process is because it covers the steps the individual researcher takes (ISP), and the creation and delivery of inquiry tasks (GID). Inquiry tasks for students are proliferating and it is of the utmost importance that students internalise an information process to apply across the curriculum. Teachers and teacher librarians are being asked to design, resource and deliver inquiry tasks. The ISP/GID caters for the design and implementation of inquiry units, while GI can be aligned

with the General Capabilities of the Australian Curriculum and technological imperatives.

### General Capabilities: skills for 21C

Even though the 21st century is well and truly underway, here is an overview of the much defined and debated 21st century skills from the Australian Institute for Teaching and School Leadership (AITSL).



[21st century education](#) by AITSL

The General Capabilities are Australia's version of 21st century skills, as can be seen in this clip from a slideshare presented by Barry McGaw, Vice-Chancellor's Fellow, University of Melbourne, Chair, ACARA (McGaw 2013). These are mapped in the table in Figure 4.

#### ATC21S

#### Australian Curriculum

Ways of thinking	
Creativity and innovation	Critical and creative thinking
Critical thinking, problem solving & decision making	
Learning to learn and metacognition	Personal capability
Ways of working	
Communication	Literacy
Collaboration and teamwork	Social capability
Tools for working	
Information literacy	ICT capability
ICT literacy	
	Numeracy
Living in the world	
Citizenship – global and local	Intercultural understanding
Life and career	Ethical understanding
Personal and social responsibility	Personal and social capability

**Figure 4 Comparison of skills: ATC21 and Australian Curriculum's General Capabilities**

It is possible to align all the General Capabilities to GI, except *Intercultural understanding* which could be covered by the topic of the GI. Apart from the ISP/GID process, these are some of the major GI concepts:

- third space: finding the intersection between school curriculum and the student's interests and ways of knowing
- inquiry community/inquiry circles: collaboration and communication drive GI, particularly in the use of inquiry community/inquiry circles
- 6Cs: collaboration, conversation, composition, choosing, charting and continuing
- culmination conversations
- journals, logs and inquiry charts – information literacy
- continuous reflection and feedback – steps in learning to learn/metacognition.

The closest General Capability to GI is *Critical and creative thinking*. Refer to the [linked table](#) to see the alignment of the *Critical and creative thinking* capability with the ISP/GID.

### The ubiquity of technological change

The Information and communication technology capability features in the Australian Curriculum across all learning areas. Currently, there is a move to student-centred learning in a context of developments in technology which favour learning as student-driven. The New Media Consortium (NMC) [Horizon report – 2015 K-12 edition](#) shows a shift to deeper learning processes and identifies inquiry based learning as *an effective pedagogical approach to deeper understanding of curriculum* (p. 33). The report recommends that school leaders encourage professional development of teachers’ own inquiry skills, so that they develop a classroom community of inquiry ... *to show students how to respect the opinion of others, and integrate technological resources to engage in new forms of communication and expression* (p. 34).

The report also states that the adoption of Bring Your Own Device (BYOD) will occur within one year. Of note is the implication that BYOD can connect in the third space for students as it *creates a classroom culture that gives students the opportunity to connect their learning in the classroom with their personal lives* (NMC, p. 37). Figure 5 shows some of the technological developments forecast by the Horizon report. This is the present and future of technology for schools.

Technology feeds inquiry learning at every stage, from its planning, to its execution, to its product. Analysis of developments in technology in the [NMC: Horizon report-2015 libraries edition](#) is organised in the same way as the K-12 edition, but focuses more on the challenges and trends in librarianship, rather than in schools.



Figure 5 Technological developments forecast by Horizon report (NMC Horizon p.33)

Jason Zagami (2015) sees technology developments as particularly relevant to school libraries. His [presentation](#) at ASLA 2015 highlights interesting challenges for teacher librarians with competition from alternative avenues of discovery, such as information visualisation, Google search and ways of searching that library catalogues need to develop. The accessibility of MOOCs and teacher and student created content are developments needing management, but it is very exciting to look at the *Blended library* of the near future. Indeed, students featured in the following video could well be working in an inquiry circle carrying out a guided inquiry on Ancient Rome. Their inquiry circle centres on Caesar and the Rubicon. The possibilities presented in this video for inquiry circles’ work is very exciting indeed.



Blended library by HCKonstanz

### Where does GI fit in the curriculum?

The GI Community, set up by Alinda Sheerman and Lee FitzGerald a few years ago, is a place where teachers and teacher librarians can share GI resources. It brings together many templates and scaffolds for each stage of the GI process. The [GI Community](#) has more than 600 subscribers and is available to join. It contains theory and practice of GI, in the form of presentations, GI units (for Year 3 – Year 11), as shown in Figure 6, and scaffolds for every stage of the ISP/GID.

Secondary	GI units	Primary	GI units
Year 7 History	Ancient Egypt Narrabeen man Ancient China	Stage 1	Australia’s threatened animals
Year 7 Geography	Exploring the World	Stage 2	British colonisation The human body The solar system Convicts
Year 8 History	Medieval Europe	Stage 3	Desert survivors Global connections Australian identity
Year 9 History	Slave, prisoner or adventurer		
Year 10 Commerce	Issues in society		
Year 11 PDHPE	Better health for individuals		
Year 11 History	Ancient Historical Investigation		

Figure 6 Examples of GI units for primary and secondary at the [GI Community](#)

## Exploring the world in Year 7 Geography

Dr Kasey Garrison and I are conducting research at Loreto Kirribilli, Sydney on students' use of the GI process, and how they can apply the process from one curriculum area to another. Students have now done a very similar GI in History on *Ancient Egypt* and in Geography on *Exploring the world*. Data is being analysed from the students' process booklets and from focus group interviews. Analysis from this project should be available at the beginning of 2016. The following discussion of GI in practice refers to the Year 7 *Exploring the world* GI.

### Inquiry circles

Students can work in inquiry circles in a GI and did in *Exploring the world*. Shown in the following video, *Above and beyond*, (Fable Vision & The Partnership for 21st Century Skills, 2011) is a story about what is possible when communication, collaboration, critical thinking and creativity take centre stage in schools and transform learning opportunities for all students.



***Above and beyond* by Fable Vision**

There are examples of the ways in which students can work together at various stages of the GI in the GI Community. For example, *Question focus formulation* is an excellent exercise that helps students understand what a higher order question is and works well in inquiry circles (Rothstein and Santana, p. 28). A way of weaving inquiry circles into a GI unit is suggested below in Year 7 Geography *Exploring the world*. Essentially, the inquiry community (class and teachers and teacher librarians) are finding out about World Heritage Sites together. There is an overarching inquiry question, *Why is it important to know about and cherish World Heritage Sites (WHS)?* The following overview of steps in the task shows that the process is to:

- search broadly on WHS
- join an inquiry circle interested in the same continent
- explore together to find WHS of interest
- explore further

- share the work of notetaking and recording bibliography
- create an inquiry question relating to the chosen WHS
- create a mind map of the answer to the inquiry circle's inquiry question.

Next the inquiry circle splits up, and each member joins a jigsaw group, to tell the group about their particular WHS, and to listen while members of other inquiry circles share their information about their WHS.

Lastly, all students answer the overarching question, *Why is it important to know about and cherish*

### Student inquiry journal and process booklets



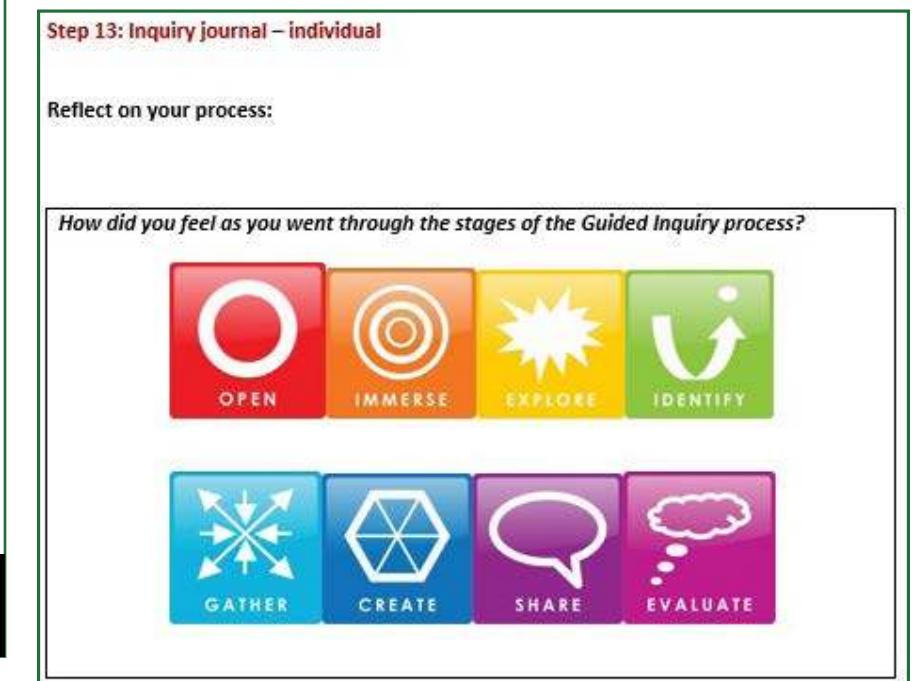
**Figure 7 Page from inquiry journal showing the question focus formulation process**

*WHS?*, in an essay, for which they have prepared, using a PEEL scaffold (Point, Evidence, Explanation, Link).

The following scaffold, *Overview of process for Exploring the world* Guided Inquiry, provides each student with an overview of their steps in the *Exploring the world* unit (Figure 9). It shows how inquiry circles and jigsaw groups can be used in a GI unit which shares the exploration of WHS as an inquiry community.

Students record their findings in their process [booklets](#).

Figure 7 shows a page from the GI, where inquiry circles carry out the question focus formulation, (Rothstein and Santana, p. 28) to identify the inquiry question they will answer together.



**Figure 8 Step 13: Inquiry journal - individual**

## OVERVIEW OF PROCESS FOR EXPLORING THE WORLD GUIDED INQUIRY. YOU WILL USE YOUR INQUIRY JOURNAL FOR ALL THE WORK OF THIS GUIDED INQUIRY!










<p>Two lessons: to Page 4</p> 	<p><b>Step 1: Your teachers will introduce you to World Heritage sites</b> Your inquiry community is going to piece together an answer to <i>the Big Question: Why is it important to know about, and cherish, World Heritage sites?</i> For now, you will jot down some thoughts, do a glossary and get some basic facts.</p>
<p>One lesson: to Page 6</p> 	<p><b>Step 2: Develop some background knowledge in class time</b> Consider what you already know. Do a broad search for World Heritage sites - <a href="http://whc.unesco.org/en/list/">http://whc.unesco.org/en/list/</a> is a great place to start. Discover interesting world heritage sites.</p>
<p>Two lessons: to Page 8</p> 	<p><b>Step 3: The Year 7 Inquiry community will pull apart the jigsaw of World Heritage. Choose a continent! Europe, Africa, Asia, Australia, South America and North America. Join your inquiry circle.</b> Each inquiry circle is a piece of <b>the jigsaw</b> that you will bring together to answer the Big Question. <b>Step 4: Working alone, explore the ideas you think are interesting. Browse and jot</b> some interesting ideas, while you visit at least <b>TWO World Heritage sites in your continent.</b></p>
<p>Two lessons: to page 11</p> 	<p><b>Step 5: Share what you've learnt in your inquiry circle.</b> Work together to choose ONE World Heritage site for your inquiry circle. <b>Develop an inquiry question using Question focus formulation activity.</b> Work together to decide how to find the answers to your inquiry questions and share the work of gathering information. <b>Step 6: Reflect</b> on your process so far.</p>
<p>Two lessons: to page 14</p> 	<p><b>Step 7: Gather important information - Go deep.</b> Take FOUR separate notes, using the format on p12 of your booklet. <b>Step 8: Gather at least FOUR images of your site,</b> for the <b>Tripline</b> presentation. The pictures must help you answer your inquiry question. <b>Take notes</b> about the pictures in your booklet.</p>
<p>Five lessons: to page 20</p>  	<p><b>Step 9: Share with your inquiry circle. Mind map</b> your answer to your inquiry question. <b>Step 10: Each inquiry circle will create and share a Tripline presentation</b> which answers the inquiry question relating to the World heritage site you've chosen. <b>Step 11: Jig saw of Tripline presentations:</b> Take notes while you are listening to help you plan your written response to the Big Question <b>Step 12: Bibliography - gather together at least four sources, using the APA format.</b> <b>Step 13: Working alone, plan your response to the</b> Use the <b>PEEL</b> structure.</p>
<p>One lessons: to page 26</p>  	<p><b>Step 14:</b> Evaluate achievement of learning goals <b>Step 15:</b> Reflect on your process - final reflection</p>

Figure 9 *Overview of process for Exploring the world* Guided Inquiry

Students reflect on their learning at two stages of this GI. Figure 8 on p. 22 shows the final reflection step.

### Assessment

The [marking criteria](#) for this project are twofold, one for process and one for content. Teacher librarians are responsible for the process marking of this project, as well as providing feedback during the process of the project. The culmination conversation is a technique for teaching team evaluation at the end of a GI (Kuhlthau, Maniotes & Caspari, 2012). It can also be used as a further assessment of students to gauge whether or not deep learning can be transferred from the inquiry question studied to the broad topic area. Students are given three minutes to think of an answer to a higher order question relating to, but not the same as, their inquiry question, and then speak for 3 minutes. This has been carried out with success at the end of GI units at Loreto Kirribilli.

### Designing, scheduling, implementing and assessing of GI units

The chart, [Planning for and implementing a Guided Inquiry unit](#) is adapted from the work of Karen

Bonanno, with permission. It is based on Bonanno's, [F-10 Inquiry skills scope and sequence and F-10 core skills and tools](#) document (2015) The chart contains information to design, schedule, implement, assess and reflect on a GI unit. It also shows what teachers, teacher librarians and students do at each stage of the GI process.

### How can teacher librarians gather evidence for AITSL accreditation?

Firstly, two recently released ASLA publications (Figure 10) assist teacher librarians in the accreditation process with AITSL. They link with the [Australian Teaching standards](#) to allow teacher librarians to consider how they will meet accreditation standards at the various levels. Each standard is listed, with an explanation, then some examples of evidence that teacher librarians might bring to bear upon achieving this level. The examples of evidence are not prescriptive, and are intended to be added to, and revised.

The rest of this article looks at *Standard 5: Assess, provide feedback and report on student learning*, in the light of evidence that might be garnered from GI. The evidence guides show examples of evidence that teacher librarians

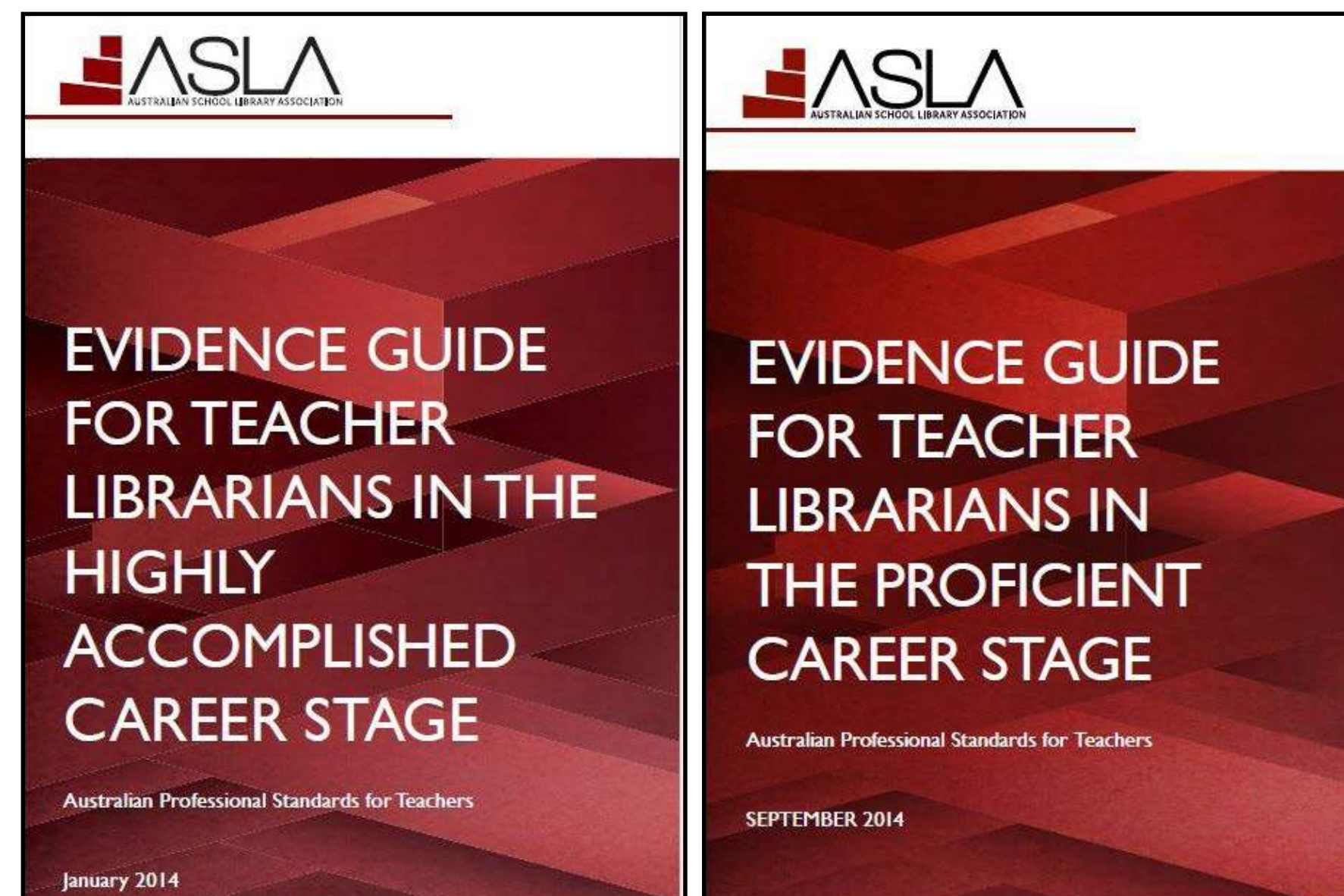


Figure 10 Evidence guide for teacher librarians in the highly accomplished career stage (ASLA 2014) and Evidence guide for teacher librarians in the proficient career stage (ASLA, 2014)

might produce to show that they provide feedback to students on their learning.

Standard 5 is broken down into

- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning

5.3 Make consistent and comparable judgements

5.4 Interpret student data

5.5. Report on student achievement.

In each case, the evidence guide expands on the standard to place it in a teacher librarian context, as well



as providing examples of evidence that might be gathered to show achievement of that standard.

Evidence from GI of meeting *Standard 5.2 - Feedback on learning* is evident in the emphasis on process in GI, and on the role of the teacher librarian in providing support and feedback for process throughout the inquiry. This can take the form of feedback on a wiki, Edmodo, in process booklets, and in person. Figure 11 is feedback from the teacher librarians and teachers in a GI on the Ancient History investigation.

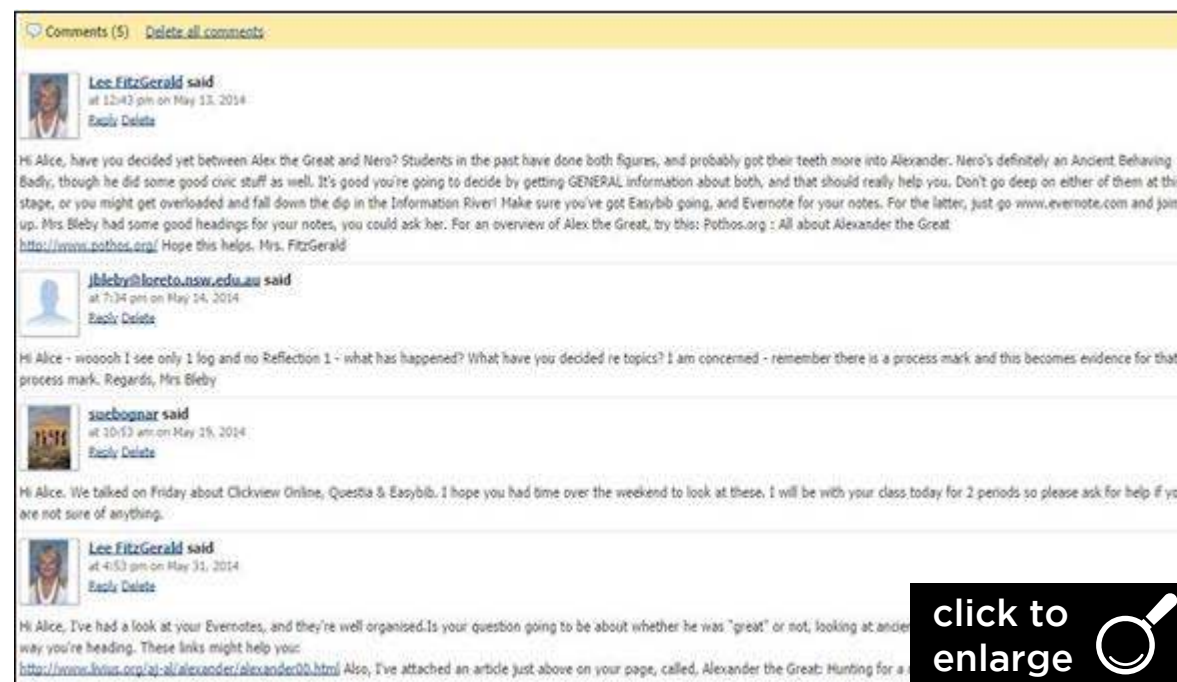


Figure 11 Feedback on learning evidence

Evidence from GI of meeting *Standard 5.3: Make consistent and comparable judgements* is very clear in the marking of the process elements of a GI, as is evident in the content and process marking criteria of the Year 11 Ancient History investigation (Figure 12). Teachers mark the content and teacher librarians mark the process.

**Year 11 Ancient History Preliminary Course 2014  
Historical Investigation Assessment Task Cover Page**  
Outcomes:  
P2.1 Identify historical factors and explain their significance in contributing to change and continuity in the ancient world.  
P3.4 Identify and account for differing perspectives and interpretations of the past  
P4.2 Communicates a knowledge and understanding of historical features and issues using well structured written form.

Marking criteria - product	Marks
<ul style="list-style-type: none"> <li>Well constructed introduction that establishes an analytical line of argument and clearly addresses the historical question</li> <li>Construction of question shows advanced synthesis of the topic studied</li> <li>Evaluates historical factors and logically explains their significance in contributing to the historical argument.</li> <li>Clear identification and linkage of a variety of sources to the argument.</li> <li>Evaluation of differing perspectives and interpretations explicitly linked with the argument</li> <li>Response is logical and well structured, competently addressing the question with a sustained argument that demonstrates both breadth and depth of historical information</li> </ul>	21 - 25 A

**Year 11 Ancient History Preliminary Course 2014  
Historical Investigation Assessment Task Cover Page**  
Criteria for the process part of this assignment relate to this outcome:  
P3.6 Plan and present the findings of historical investigations, analysing and synthesising information from a range of sources.

Marking Criteria - Process	Marks
<ul style="list-style-type: none"> <li>Highly competent management of area of interest, using all available background knowledge, and scaffolding provided on project wik_i</li> <li>High level investigative skills leading to well formulated enquiry question.</li> <li>High level skills of research for and organization of in-depth information, strongly synthesizing information from primary and secondary sources, evident in Exarnote notes.</li> <li>Strong participation in inquiry circle activities.</li> <li>Strong awareness and reflectiveness on information process, as evident in Ref sheets, which were presented on time.</li> <li>Correctly referenced bibliographic details, including a wide variety of sources. Use of footnote techniques.</li> </ul>	21 - 25 A

Figure 12 Make consistent and comparable judgements evidence

Evidence of a link between process and content can be drawn, as in the example Figure 13.

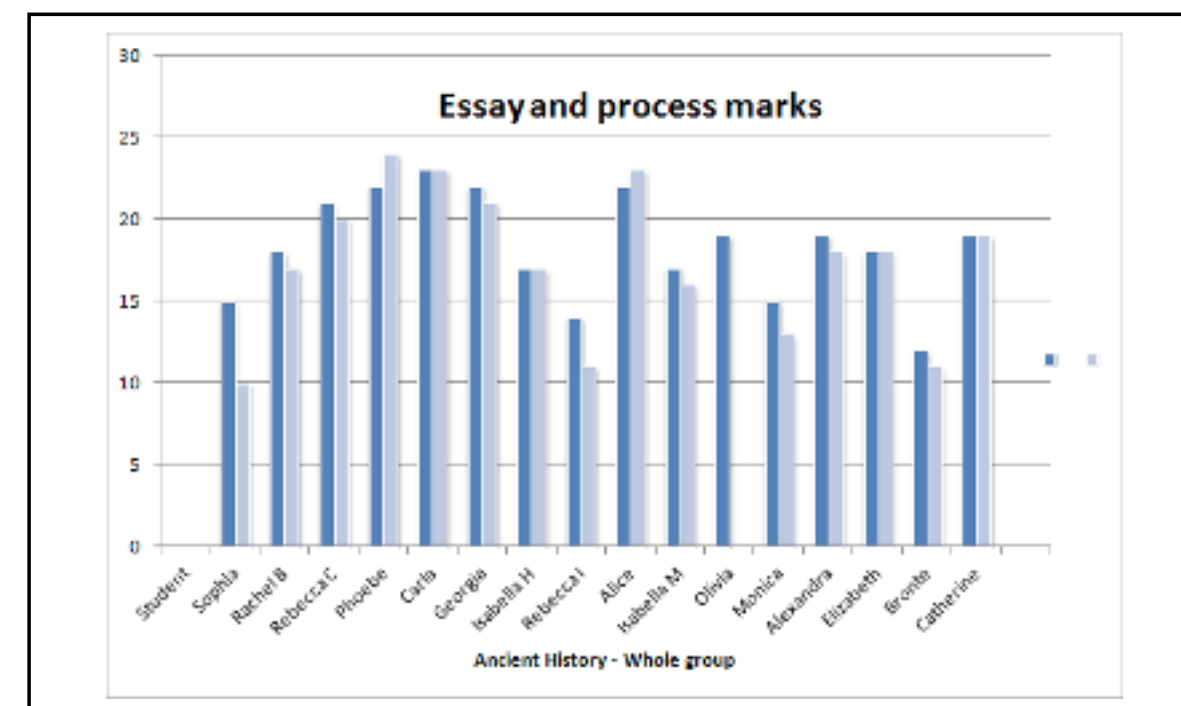


Figure 13 Evidence of a link between process and content

Evidence from GI of meeting *Standard 5.4: Interpret student data* can be gathered from using the SLIM (School Library Impact Measure) toolkit, (Todd, Kuhlthau & Heinstrom 2005), part of which appears in Figure 14. This is administered to students at Open, Explore and Assess of the GID, and can be the mechanism for feedback to and from students as well.

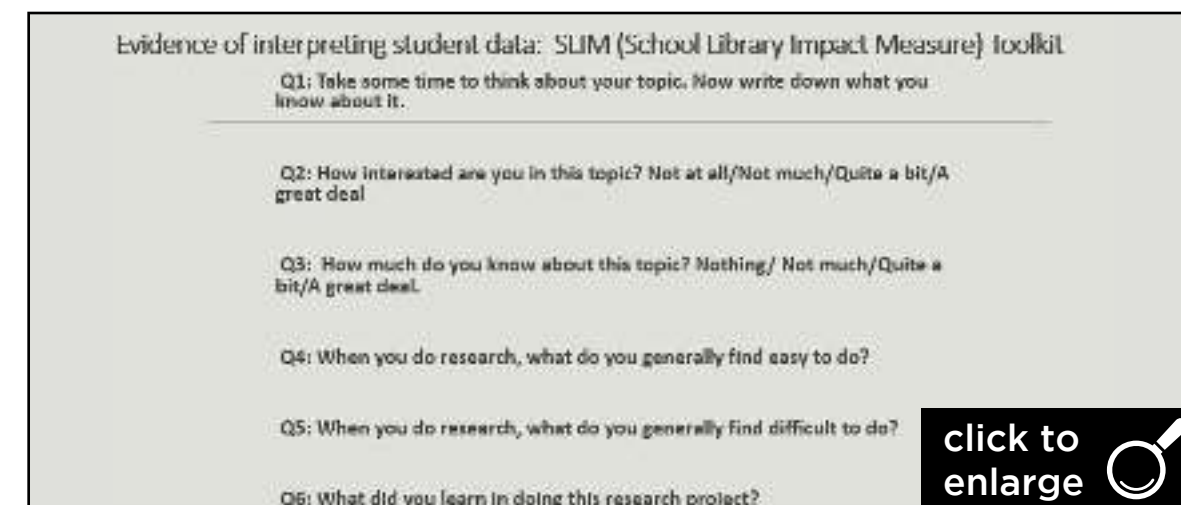


Figure 14 Interpret student data evidence

The graph (Figure 15) is an example of analysis of data from Question 1 of the SLIM toolkit. It shows students' growth from facts, through explanations to conclusions in the course of their inquiry, as an indication of the growth of knowledge.

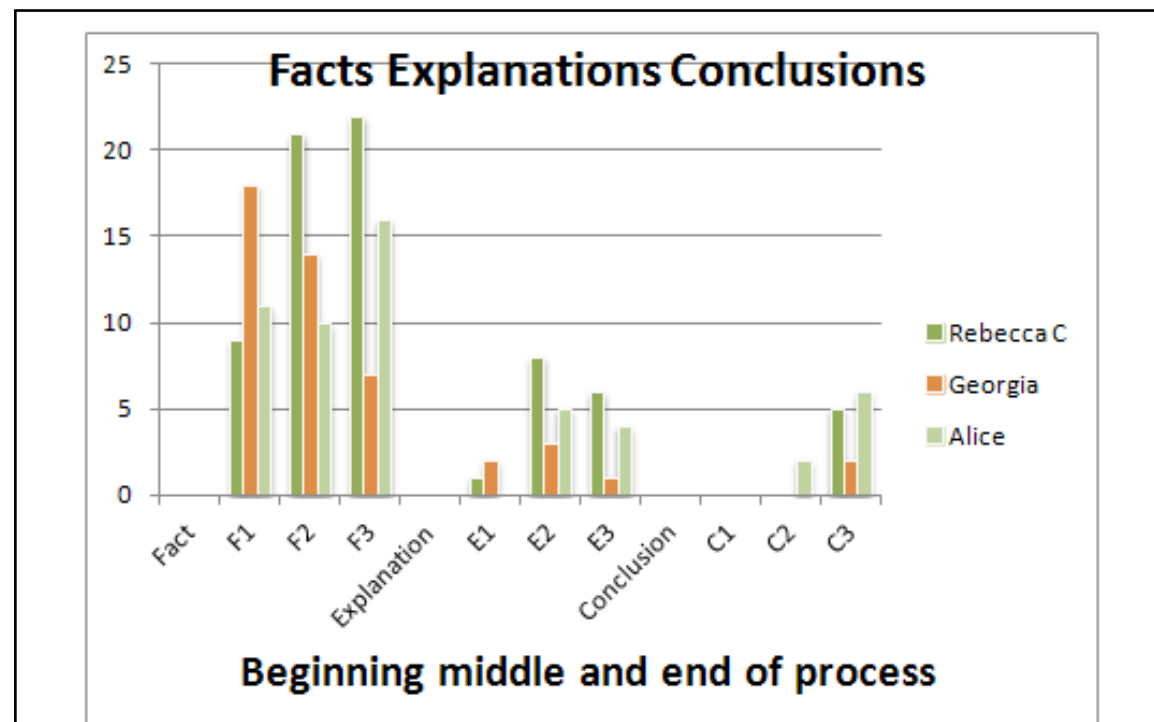


Figure 15 Analysis of facts, explanations and conclusions

The graph (Figure 16) is an example of analysis of data gathered from Question 2 of the SLIM toolkit, showing students' level of interest through their inquiry.

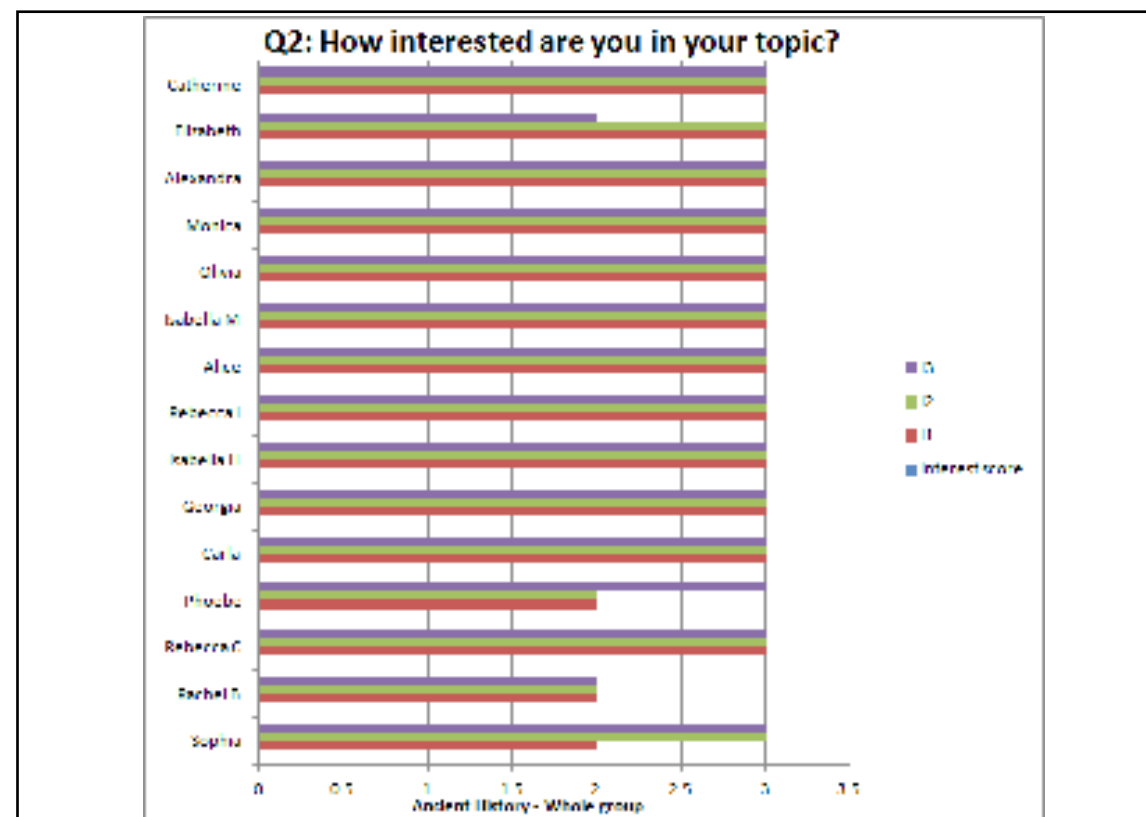


Figure 16 Q2 How interested are you in your topic?

The graph (Figure 17) is an example of analysis of data gathered from Question 5 of the SLIM toolkit, showing students' difficulties in their inquiries.

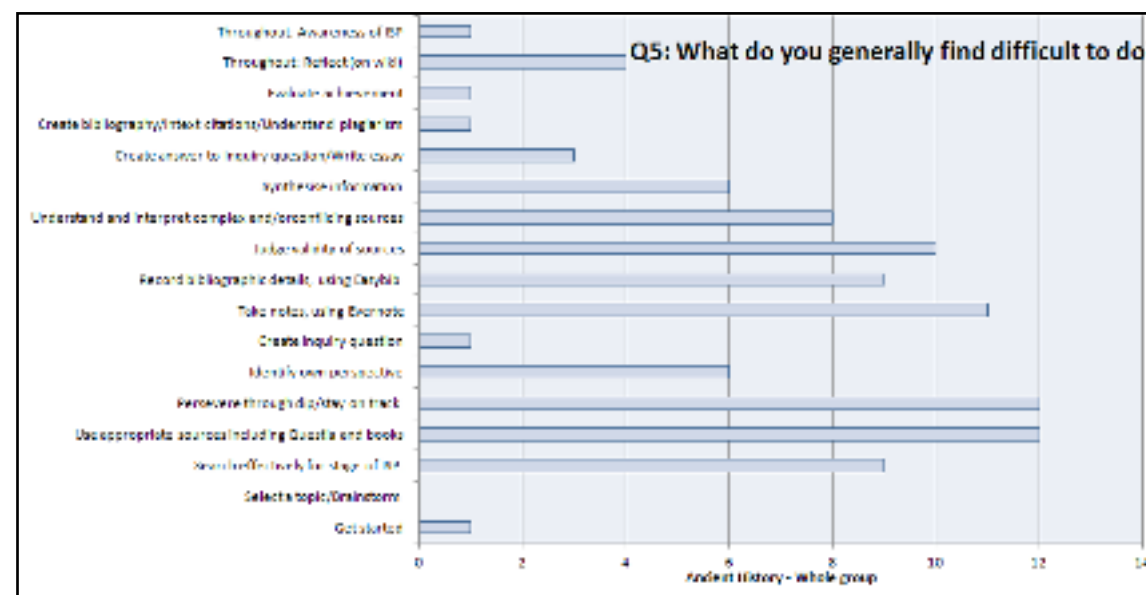


Figure 17 Q5 What do you generally find difficult to do?

## Conclusion

It is a time of great promise for teacher librarians. Kuhlthau and Maniotes suggest that now is the time to make the shift from traditional research assignments to Guided Inquiry learning (2014). The context is right. The combination of General Capabilities combined with the explicit emphasis of the Australian Curriculum on inquiry skills enable an information literacy model's use in inquiry learning in every school. Add to that the driving force of technology, which can meet every stage of the inquiry community's needs, and now is indeed the moment for inquiry learning.

## References and further reading

Abilock, D 2004, *Building blocks of research: overview of design, process and outcomes*, NoodleTools, accessed 15 September 2015.

Australian Institute for Teaching and School Leadership 2012, *21C Education*, ATSL, accessed 15 October 2015.

Australian School Library Association 2014, *Evidence guide for teacher librarians in the highly accomplished career stage*, Canberra, ACT: Australian School Library Association, accessed 12 September 2015.

Australian School Library Association 2015, *Evidence guide for teacher librarians in the proficient career stage*, Canberra, ACT: Australian School Library Association, accessed 12 September 2015.

Bonanno, K 2015, [F-10 Inquiry skills scope and sequence and F-10 core skills and tools](#), Zillmere, Qld: Eduwebinar Pty Ltd, accessed 07 September 2015.

Bruce, C 1997, [The seven faces of information literacy](#), Adelaide, SA, AUSLIB Press, accessed 9 November 2015.

Centre for International Scholarship in School Libraries (CISSL) 2015, [Guided Inquiry](#), accessed 9 November 2015.

Challenge Based Learning 2015, [Challenge based learning](#), accessed 9 November 2015.

Coatney, S 2013, 'Zeroing in on inquiry', *School Library Monthly*, 29(4), pp. 6-8.

Edutopia 2015, [Project-based learning](#), accessed 9 November 2015.

Eisenberg, M and Berkowitz, R 2012, [The Big6](#), accessed 9 November 2015.

Fable Vision and The Partnership for 21st Century Skills 2011, [Above and beyond](#), YouTube, accessed 9 November 2015.

Gourley, B 2008, 'Inquiry: the road

less travelled'. *Knowledge quest*, 37/1, pp. 18-23.

Council of Australian University Librarians, 2001, *Information literacy standards*, Canberra.

Kuhlthau, C and Maniotes, L 2014, 'Making the shift from traditional research assignments to Guided Inquiry learning', *Knowledge quest*, 43(3), pp. 9-17.

Kuhlthau, C 2004, *Seeking meaning: a process approach to library and information services*, Westport, CT: Libraries Unlimited.

Kuhlthau, C 2013, 'Rethinking the 2000 ACRL Standards - Some things to consider', *Communications in information literacy*, 7(2).

Kuhlthau, C, Maniotes, L and Caspari, A 2012, *Guided Inquiry design: a framework for inquiry in your school*, Santa Barbara, California: Libraries Unlimited.

Kuhlthau, C, Maniotes, L and Caspari, A 2007, *Guided Inquiry: learning in the 21st century*. Santa Barbara, California: Libraries Unlimited.

Langford, L 1998, '[Information literacy: a clarification](#)', *School libraries worldwide*, 4(1), pp. 59-72, accessed 07 September 2015.

Lupton, M 2013, 'Inquiry pedagogy and the Australian Curriculum', *Primary and middle years educator*, 11(2), pp. 23-29.

Lupton, M 2014 'Inquiry skills in the Australian Curriculum v6: A bird's-eye view', *Access*, 28(4), pp. 8-29.

McGaw, B 2013, [Resourcing and supporting the Australian Curriculum](#), accessed 9 November 2015.

Murdoch, K 2010, [Phases of inquiry](#), accessed 9 November 2015.

New Media Corporation 2015, [Horizon report, library edition](#), accessed 9 November 2015.

New Media Corporation 2015, [Horizon report, K-12 edition](#), accessed 9 November 2015.

NSW Department of Education 2015, [Information skills in the school: engaging learners in constructing knowledge](#), School Libraries, Learning systems, State of NSW.

O'Connell, J 2012, '[So you think they can learn?](#)', *Scan* 31.2, pp. 5-11.

Rothstein, D and Santana, L 2011, *Make just one change: Teach students to ask their own questions*. Cambridge, Mass: Harvard Education Press.

Stripling, B 2003 'Inquiry-based learning', in B Stripling and S Hughes-Hassell (eds) *Curriculum connections through the library*, Westport, CT: Libraries Unlimited.

Study Guides and Strategies n.d., [Cooperative learning series: problem-based learning](#), accessed 9 November 2015.

Todd, R J 2000, 'A theory of information literacy: in-formation and outward looking', in C. Bruce and P. Candy, (eds), *Information literacy around the world*, pp. 163-175, NSW, Centre for Information Studies, Charles Sturt University.

Todd, R J, Kuhlthau, C and Heinström, J, 2005, [School library impact measure](#), accessed 9 November 2015.

University of Konstanz 2014, '[Blended libraries](#)', YouTube, accessed 9 November 2015.

Zagami, J 2015, [Trends, challenges and developments in technologies that will influence the future of libraries](#), accessed 9 November 2015.

# Collaborative learning and technology



## Learning for the 21st century

While some educators believe that the terminology *21st century learning* is no longer current 15 years into the 21st century, it remains a useful term to describe the skills and understandings students will need to survive and thrive in the years to come. There are a number of lists of these skills and collaboration features as an important common element. Other elements in these lists include:

- self-regulation
- creativity
- critical thinking
- real world innovation and problem solving.

The importance of collaborative learning is also recognised by ACARA



Tim Gorrod, Learning Design and Development Advisor, Learning Systems, NSW public schools shares how explicit teaching of skills in collaboration can increase student engagement and promote authentic learning.

as a key component of the general capability *Personal and social capability*. To give an example of the desirability of collaborative skills as a key attribute for employees of the future, SpaceX, the private company that contracts to send rockets to the international space station and has plans to colonise Mars, actively recruits people who *ooze passion, can work well as part of a team, and have real-world experience* (Vance, 2015).

There are many approaches to collaborative learning and the most productive discussions occur when students are explicitly taught skills for effective collaboration. When explicit instruction does not occur, workload and responsibility can be unevenly distributed, and a feeling of unfairness may develop in those students who feel they have carried the load.

### Creating authentic learning

Authentic collaborative learning takes place when all group members do meaningful work that is important to the group's success. This means that the teacher needs to consider individual roles in each group. Roles will vary depending on the abilities and interests of group members and the nature of the task. If a task is to answer a discussion question, preferably an *unGoogleable*

one, the roles may be defined as:

- starter
- arguer
- supporter
- questioner
- challenger
- timer (Gu, Shaoa, Guoa and Limb, 2015).

If a task is to make a product such as a website, the roles may include writers, multimedia producers and graphic designers. Roles may change as the task unfolds, as illustrated in the table below.

Team member	Project roles	Research task	Video	Website
John	Checker, quality assurance	Topic 1	Props and sets	Main writer
Batool	Recorder, note taker, record keeping	Topic 2	Script writer	Second writer, Google Sites expert
Courtney	Leader, timekeeper	Topic 3	Video Editing	Graphic designer
Sanjeet	Spokesperson, correspondence	Topic 4	Camera and sound	Multimedia

Figure 1: Roles that may be allocated to group members at different phases of a task.

The task itself is a vital part of making collaborative learning effective. It should be real-world, relevant and intellectually rigorous. This doesn't mean that the task should overwhelm students. One of teachers' great skills is to pose questions that are in the zone of *proximal development*, or, pitched at an achievable level but just out of the comfort zone, and then scaffold for learners the path they could take to get there. Examples of such questions may include:

*Kindy's sandbox is empty – how can we get it refilled?*

*Year 4 students are nervous about moving into Year 5 next year – what can we do to improve things for them?*

Better still, some teachers are able to empower students to pose their own questions – collaboratively of course.

### 21st century learning design

This term, shortened to 21CLD, refers to a framework that can be used to determine whether 21st century learning is really happening in an activity or lesson sequence. The framework has six elements:

- collaboration
- knowledge construction
- self-regulation
- real-world innovation and problem-solving
- use of information and communication technologies (ICTs) in learning
- skilled communication.

While there are obvious links between these elements and a list of 21st century skills, this article will focus on collaboration.

One way to determine whether collaborative learning is really happening in a learning activity is to score it using a rubric, which



**Collaborative learning in action:** This image shows a lot of good practice – the role of the teacher in guiding rather than instructing; cross-stage work; the sharing of devices; the high quality learning environment and the obvious engagement of the students.

contains a hierarchy of four indicators of collaborative learning. If there is no collaboration, the activity scores zero. If there is informal collaboration, the score is 1. If there is informal collaboration and shared responsibility, the score is two. If the learners also make substantive decisions together, the score is three. If learners' work is interdependent as well, the score is four. The 21CLD framework was a result of a [Microsoft Partners in Learning \(PiL\)](#) project. Rubrics have been developed for each of the elements of 21CLD.

### Integrating technology

Collaborative ICTs in the form of Web 2 tools have been available since before most current Australian school students were born. Some education systems have moved very slowly into this space for fear that students would engage in poor digital citizenship. It's now apparent that students will move into the space whether education systems want them to or not – they simply bring their own devices to school. The NSW Department of Education (DoE) now has a [Bring Your Own Device \(BYOD\)](#) policy. This shift is being accompanied by increasing emphasis on explicit teaching of positive digital citizenship as the most effective way for students to be protected from harm on the internet.



### Cloud shifting

Recently, [cloud-based suites of software](#) such as Google Apps and Microsoft Office 365 have become available to students and staff across the NSW Department of Education and to [many schools across Australia](#). It's easy to underestimate the difference between working in these online environments and working with a desktop-based office suite. A word processing document, slideshow or spreadsheet can now be available on any device wherever there is an internet connection. A deeper implication is that the owner of a document can choose who the document is shared with and what type of access they grant – *read or edit*. Further, a number of contributors can work concurrently on a document, whether editing the main body, or providing and responding to comments. These interactions can happen in real time, but it doesn't

matter if they don't. The software allows the owner to revert to previous versions and to see who made which edits – an instant record of work done.

There is also a current explosion of websites and apps that encourage the creation of digital content or mash-ups. Microsoft Sway and [Adobe Slate](#) allow students to publish instant websites with simple, modern design that respond to the device they are being viewed on. Sway is available to all students in NSW public schools as part of Microsoft Office 365.

Polls can be created *on the fly* and student opinion can be canvassed. The creator of a poll can demand a log-in so they can see who made which response, or allow anonymous responses. The teacher or student can quickly use polling tools for formative assessment or for determining where to start before moving students where they need to go next. A simple online poll in a classroom suddenly gives every student a voice.

Simple tools such as Microsoft OneNote Class Notebook or Google Classroom can change the way assignments are handled. A learning management system such as Moodle requires students to upload an assignment, which the teacher may mark up and return. By the time the document is marked there may be three or four versions in existence. In Google Classroom and OneNote there is only ever one version of the document – all that's shared is a link and version control becomes less of an issue.

Users don't have to be experts or undertake technical training to do all this and there is a wealth of material on the internet shared by people who have already used the tools

effectively in the classroom and have documented their journey for you to follow. Try entering *How do I use Google Classroom?* or *How do I use OneNote Class Notebook?* into a search engine and be amazed at what you find.

### Collaboratus



Screenshot of the **Collaboratus: resource model** homepage



Mobile view of the **Collaboratus: resource model** homepage

This is the name of a model for creating student learning resources with a collaborative learning focus. The model is [publicly available](#) and serves two purposes:

- it models the look and feel of a series of collaborative learning resources to be published by the DoE in late 2015 and through 2016
- it provides practical advice and theoretical underpinnings for creating lesson sequences focused on collaborative learning.

#### Teachers at a Broken Hill *Collaboratus* workshop



Teachers are encouraged to use all or part of this model to create lesson sequences that are specific to the need of their students in the form of a website, a presentation, on paper or in any other form.

A Google Sites *Collaboratus* template and instruction sheet is available on the Department's intranet [Learning resources](#) page.

### Links for Inspiration

#### Links for NSW Department of Education:

- [The Learning Tools pages](#) on the intranet contain practical pedagogical and technical information as well as links to tutorials and professional learning.
- The Information Technology Directorate's [technical support pages](#) (intranet) also provide useful help.

#### Publicly available links:

- [Australian Teaching and Learning Toolkit](#) – an easy-to-approach summary of recent research
- [Graphite](#) is a website that allows users to review and collate tools for use in 21st century classrooms
- Phillippa Cleaves' [OneNote weekly tips](#) is a great source of ideas
- The [Collaboratus model](#) itself is a source of many useful links.

### References and further reading

Booth, A 2015, '[New learning tools for all NSW public schools](#)', *Scan* 34.1, pp. 10-13.

Computalec 2014, '[ICT trends in Australian non-government schools 2014](#)', accessed October 27 2015.

Gu, X, Shaoa, Y, Guoa, X, and Limb, C P, 2015, 'Designing a role structure to engage students in computer-supported collaborative learning', *The internet and higher education*, Vol. 24, January 2015 pp. 13-20.

Leung, A and L Mularczyk, L 2014, '[Enhancing learning and collaboration with BYOD](#)', *Scan* 33.3, pp. 10-15.

McLeod, S 2012, '[The zone of proximal development](#)', *Simply psychology*, accessed 27 October 2015.

NSW Department of Education, 2015 [Learning tools](#) (intranet only), accessed 30 October 2015.

NSW, Department of Education and Communities (NSWDEC) 2013, '[Student mobile device policy](#)', accessed 27 October 2015.

Stavert, B. 2013, '[Bring your own device \(BYOD\) in schools: 2013 literature review](#)' [www.det.nsw.edu.au](http://www.det.nsw.edu.au), accessed 27 October 2015.

Vance, A 2015, *Elon Musk: How the Billionaire CEO of SpaceX and Tesla is shaping our Future*, Penguin, London.

### ADVERTISEMENT

## Pattern and Structure Assessment (PASA)

An assessment program for early mathematics (F-2)



- Innovative Australian early mathematics assessment
- Developed by researchers from Macquarie University and ACER
- Investigates HOW children think about maths, rather than WHAT they can and cannot do
- Perfect for scaffolding learning

[www.acer.edu.au/pasa](http://www.acer.edu.au/pasa)

Call us to secure your inspection set today

1800 338 402

[sales@acer.edu.au](mailto:sales@acer.edu.au)

Australian Council for Educational Research







Kylie Burrett is the teacher librarian at Whitebridge High School, located in the Hunter region of NSW. In her article she shares how a lunchtime robotics and coding club has helped students to develop essential 21st century skills and engage authentically with technology.

# ROBOTICS AND CODING INSPIRING FUTURE LEARNING

## Introduction

Robotics involves a seamless mix of theoretical and practical experiences to enable learning by doing. Teaching coding and robotics in schools is developing momentum and is now seen by many educators and industry leaders as a powerful way to develop critical thinking and information and communication technology (ICT) skills. The *Imagineering* faculty, which is part of Technology and Applied Studies at Whitebridge HS, is working collaboratively with library staff to promote student interest in science, technology, engineering and maths (STEM) education and the integration of 21st century learning by developing a robotics and coding club. The club aims to help students develop their robotics and coding

skills, connect with peers and mentors and explore pathways to higher learning and career opportunities.

## Background

Whitebridge High School is a co-educational, comprehensive high school located within the city of greater Newcastle in NSW. Of the 1056 students in Years 7–12, four percent identify as Aboriginal and five percent are from language backgrounds other than English. The school strives for continual improvement and provides a broad, balanced and relevant curriculum.

In 2013 the *Imagineering* faculty, ran a series of student led engineering *Challenge Days*, focusing on creative thinking and ICT skills. The program targeted all students in years 7–10, as well as selected gifted and talented students (GATS) from partner primary schools. Approximately 20 teachers and 10 local businesses collaborated to generate the challenges and support this STEM initiative. The challenges were designed to motivate and encourage students to develop an interest and love of design and innovation. The program was highly successful and has since become a regular event in the school calendar.



**The inspiration for Whitebridge's *RoboHive*: Year 5 students from primary schools around Whitebridge HS attending a coding and robotics enrichment program in *The Hive*.**

This year, as part of the initiative, a robotics and coding enrichment program for Yr 5 students from surrounding primary schools was held in our school library (*The Hive*). During the session students actively engaged in constructing LEGO® robots and coding them to perform several tasks. What stood out most was the level of engagement. These students were no longer passive targets of learning.

Instead, they were active innovative learners, helping each other with each new discovery.

Reflecting on this amazing workshop, it was very clear that students at Whitebridge could also benefit from access to robotics and coding experiences in *The Hive*. Before the program began, students in Years 7 and 8 were only given a brief

introduction to robotics and coding through Technology (Mandatory) at school. Looking for ideas, to increase student exposure to the disciplines of technology and computer science, the idea of an online coding and robotics club was attractive. However, some expertise was needed. The *Imagineering* faculty was approached and asked if they would collaborate with library staff to develop a robotics and coding Club (*RoboHive*). When they agreed, it was very exciting. As well as benefits for students, it was a wonderful professional development opportunity to develop a learning space within *The Hive* that was accessible to everyone, regardless of their formal subject selection.

*As well as benefits for students, it was a wonderful professional development opportunity to develop a learning space within *The Hive* that was accessible to everyone, regardless of their formal subject selection.*

## Why create a robotics and coding learning space?

*STEM is everywhere. Our nourishment, our safety, our homes and neighbourhoods, our relationships with family and friends, our health, our jobs, our leisure are all profoundly shaped by technological innovation and the discoveries of science.*

*Australia's Chief Scientist 2013*

Staff at Whitebridge HS are striving to create a 21st century learning culture. What was once a traditional library is now a central, vibrant and diverse learning commons, called *The Hive*. This change reflected a global shift towards 21st century learning outcomes. As part of these changes more community connected learning spaces are emerging. In schools and libraries these spaces are often referred to as makerspaces or hack labs. Globally, these informal, inquiry based platforms, workshops and clubs are encouraging students to collaborate, develop computational thinking, test theories and play to learn.

Research indicates that inquiry based learning enhances *a way of learning new skills and knowledge for understanding and creating in the midst of rapid technological change*

(Kuhlthau, 2010). It is essential that learning opportunities are identified that reflect students interests and needs and provide them to thrive in the digital age. It was easy to see from the enrichment session that robotics provided a unique opportunity to expose students to tools and experiences that facilitate inquiry learning and computational thinking.

Today, capturing the imagination of students is challenging, but not impossible. Hands on experiences that inspire confidence in students and help them develop real world skills are essential. Teacher librarians are in an exciting position to help connect learners with technology across disciplines by providing a variety of resources and communication platforms.

### Links to the curriculum

The Australian Curriculum's focus on inquiry skills reinforces the importance of creating inquiry opportunities for student driven learning. Lupton, (2012) emphasises a teacher librarian's bird's eye view of the Australian Curriculum, which helps makes them vital partners in implementing and supporting emerging technology trends and inquiry based pedagogy.



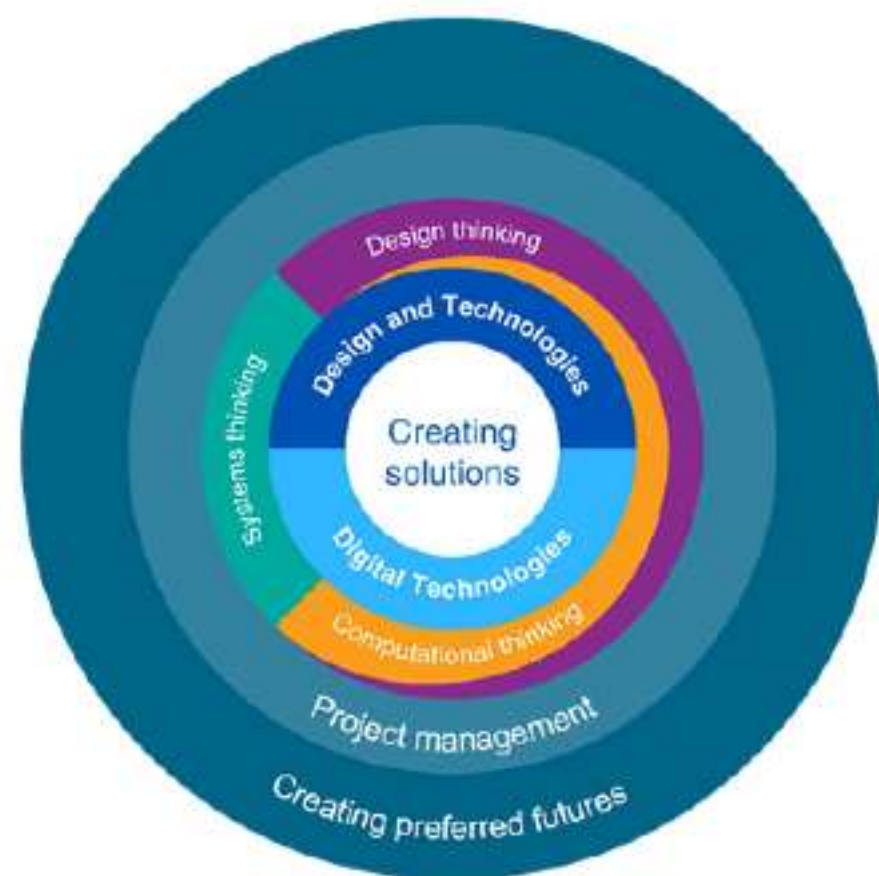
**RoboHive mindmap: Integrating fun, engagement, technology, learning and curriculum**

The inclusion of *Information and communication technology capability* and *Critical and creative thinking* as general capabilities within the Australian Curriculum (2014) demonstrates the significance of developing these skill sets for 21st

century learners. Australian Curriculum, Assessment and Reporting Authority (ACARA) advocates that educators need to identify and provide students with additional opportunities to learn and participate in evolving technologies. Highlighted within the

NSW syllabuses for the Australian curriculum in their [advice on programming](#) is the importance of including a range of ICT tools and resources to support learning. These include:

- multimedia creation tools
- game based learning opportunities
- online collaboration tools
- web 2.0 and 3.0 tools
- contextualised learning experiences including robotics, virtual learning environments and web quests.



Key ideas and relationships in Australian Curriculum Technologies

Students participating in the club are provided with multiple opportunities to extend their inquiry, ICT and critical and creative thinking skills. The club's focus on digital technologies and computational thinking links directly to the Australian Curriculum's [key ideas](#) for Technologies subjects.

### Getting started

To assess student interest before starting the club, two robotics battle sessions were held, showcasing the [LEGO® EV3 systems](#).

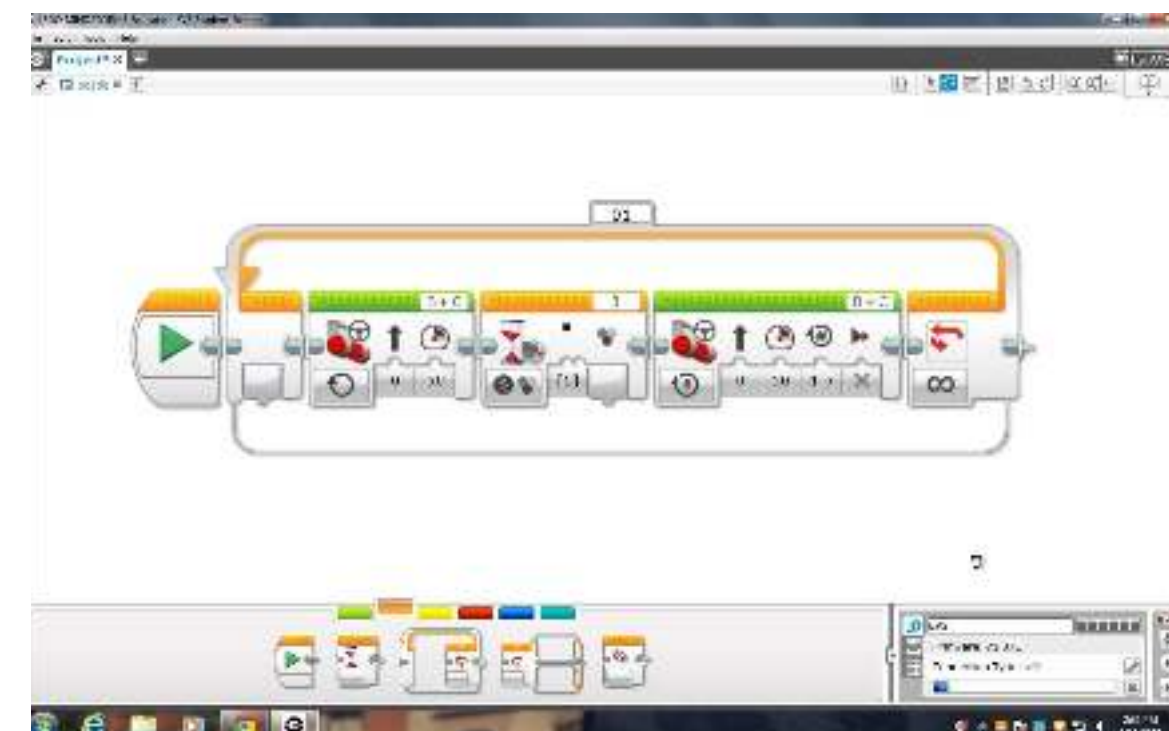


LEGO Mindstorms EV3

These sessions were held at lunch in *The Hive* and were open to all students. News of the impending battle spread amongst the students. The atmosphere during the robotics battles was electric. The robots whizzed and spun, searching for their opponent. Once they located the rival robot they charged towards each other, trying to knock their opponent out of the ring. The cheering was deafening and it was very clear

that there was a lot of interest.

To get started, LEGO® was chosen as it forms part of popular culture. In fact, Cendrowicz (2008) estimates LEGO® is so popular that there are 62 bricks for every person on earth. Garcia (2014) suggests that by integrating digital interests with peer culture learning experiences can be forged that help youth develop the ability to adapt and thrive in a 21st century context. For the club to work effectively, a fun element was needed, and LEGO® provided that hook. The LEGO® EV3 robots are programmed using a visual language where blocks are dragged and dropped into place. A beginner student is programming and downloading within 10 minutes of instruction. It really is that easy to get students started. Additionally, LEGO®'s simple visual drop and drag interface is suitable for a range of learners, including GATS and students with learning disabilities.



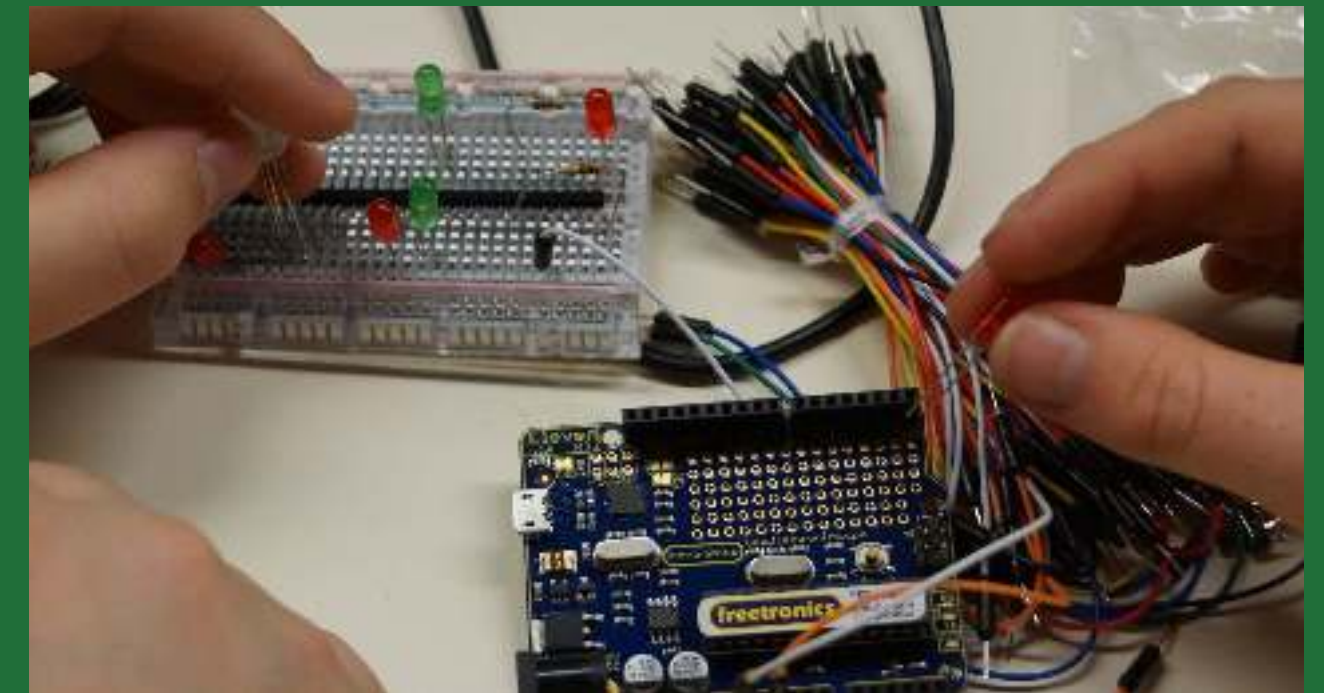
Example of a LEGO® Mindstorms project interface

The students attending the club have been able to assemble, experiment, hack and modify robots to complete missions. A mission starts with simple challenges such as navigating a course or retrieving an object. Students have been showing a drastic reduction in learning time and have quickly progressed to more open ended challenges. These missions require students to use computational thinking and complex problem solving skills. The missions and challenges also provide the students with shared goals, opportunities to collaborate or work independently, and contribute ideas and expertise.

Importantly, the club aims to immerse students in a peer supported environment. Ito et al (2013, p.62) suggests that academic opportunities in a peer supported framework will help students flourish and move towards their potential. Similar to the engineering *Challenge Days*, students are encouraged to lead discussions and participate in peer mentoring. Intuitively the students seem to know how to help each other and respond to other members of the club in a timely manner. The *Imagineering* teacher or the teacher librarian supervise, offer guidance and are responsible for managing the required equipment.



Students working together with Arduino boards



A electronic control board

### Integrating learning tools

More recently, a Google Classroom has been created to provide an online environment where students can chat, develop resources, share designs and work on coding/programming solutions. Hopefully, this virtual option will give the less confident students the opportunity to interact and investigate remotely, making it easier to *lurk* in the background and develop confidence.

One measure of success, is the increase in the number of students, selecting technology electives. David Kelly, head teacher of the *Imagineering* faculty said,

*The interest from year 7 selecting year 8 subjects has been overwhelming.*

*Our numbers are growing and we are introducing extra elective classes to cater.*

It will also be interesting to see how students generalize their learning across the curriculum.

### What next?

*Arduino is an open-source electronics prototyping platform based on flexible, easy-to-use hardware and software. It's intended for artists, designers, hobbyists, and anyone interested in creating interactive objects or environments.*

[www.arduino.cc](http://www.arduino.cc)

Beyond LEGO®, learners will be able to explore diverse challenges and real world implementation of Arduino robotics. To realise this next step a permanent hack-lab for the club is being created, where students can extend their learning by creating robot parts on a 3D printer and control them using an electronic Arduino board. Students will learn to write code in a simple version of C++ called Arduino IDE. These coding skills will enable students to program the electronic control systems used in the real world. One application being discussed with teachers is to collaborate with the schools electric bike program; which uses an Arduino based control system.



**The Whitebridge HS electric bike team**

Until now the code has been written by a parent. Next year, students from the club aim to write the code. These bikes are designed and built by students and are raced annually as part of the Hunter Valley Electric Bike Festival.

Critically, retaining of girls in the club is an ongoing issue. By creating a

conceptual design for a user friendly connected learning platform, it is hoped that the club can develop an online platform that will appeal to a wider audience, and promote broader opportunities like [Robogals](#), an international non-profit organisation that promotes female participation in engineering.

## References and further reading

Australian Curriculum and Assessment Reporting Authority (ACARA), 2014, [Australian Curriculum](#), accessed 4 November 2015.

ACARA 2014, '[Information and communication technology \(ICT\) capability](#)', *Australian Curriculum*, accessed 4 November 2015.

Australian Government Office of the Chief Scientist 2013, [STEM in the National interest: A strategic approach](#), [www.chiefscientist.gov.au](http://www.chiefscientist.gov.au), accessed 4 November 2015.

Bonanno K 2015, '[F-10 inquiry skills scope and sequence and F-10 Core skills and tools](#)', [Eduwebinar.com.au](http://Eduwebinar.com.au), accessed 4 November 2015.

BOSTES 2015, [Integrating ICT capability](#), accessed 4 November 2015.

Cendrowicz, L., 2008, '[LEGO® celebrates fifty years of building](#)', *Time* accessed 4 November 2015.

Garcia A (Ed.) 2013 *Teaching in the connected learning Cclassroom*, Irvine, CA: Digital Media and Learning Research Hub.

Ito M, Gutiérrez K, Livingstone S, Penuel B, Rhodes J, Salen K, Schor, J, Sefton-Green J and Watkins S C 2013, *Connected learning: an agenda for research and design*, Digital Media and Learning Research Hub, Irvine, CA, USA.

Kuhlthau C C 2010. '[Guided inquiry: School libraries in the 21st century](#)', *School libraries worldwide*, 16(1), pp. 1-12, accessed 4 November 2015.

Lupton, M 2012, '[Inquiry skills in the Australian curriculum](#)' *Access*, Vol. 26, No. 2, June pp. 12-18.

New Media Consortium 2015, [The NMC horizon report: 2015 library edition](#), accessed 4 November 2015.



Fran Handley, teacher librarian at Queanbeyan Public School, shares how participation in the *Great Book Swap*, fosters a love of books and an understanding of the value of sharing with others.

### Creating active citizens

Queanbeyan Public School is situated a unique rural setting in NSW, right next door to the Nation's Capital, Canberra. The school has a diverse student population, including students from many different cultures, students with intellectual and physical disabilities, Aboriginal and distance education students.

The school aims to provide opportunities for students to become *successful learners, confident and creative individuals and active and informed citizens* ([Melbourne declaration on educational goals for young Australians](#), MCEETYA, 2008). Learning is designed to develop key competencies and positive habits of mind within each student.

# Creating learning opportunities with the *Great Book Swap*

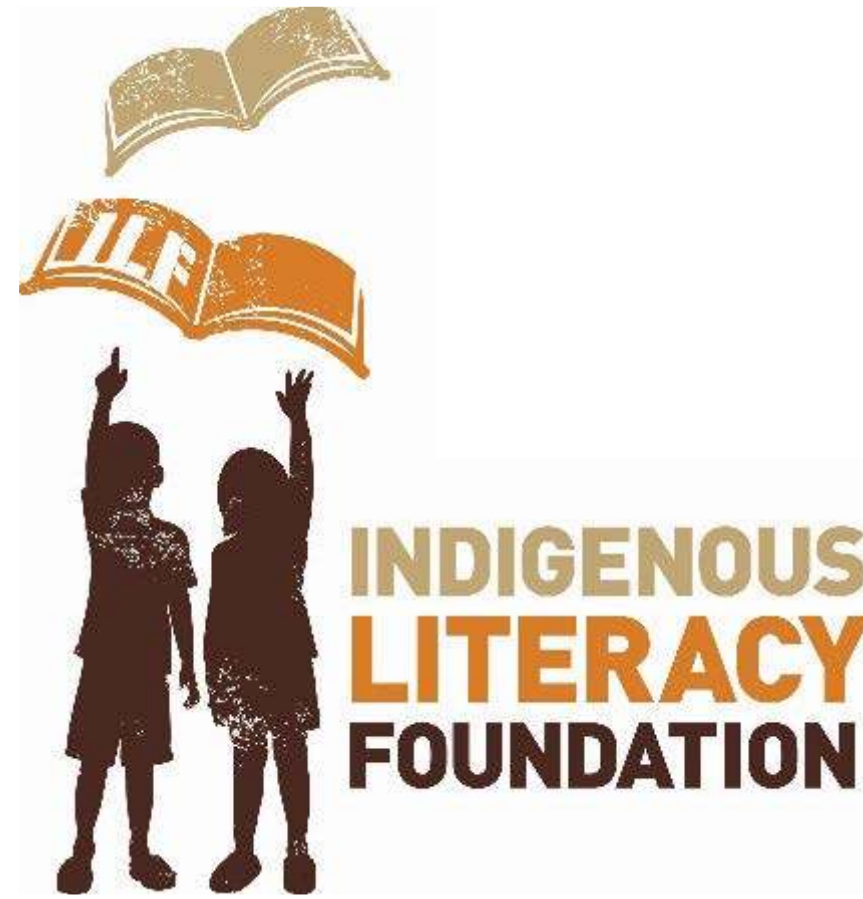
The *Great Book Swap* is one such opportunity. Through the simple act of swapping a book and donating a gold coin, students are able to see the value of helping others and learn that giving can have a positive impact on their own lives. Participating in the Book Swap allows students to see how small, individual actions can bring about positive change and how a community can come together to make a positive impact.

The Great Book Swap *brings our attention to remote Aboriginal communities across Australia. This opportunity enriches the school community. It helps students to think beyond themselves, to reach out to others, to consider differences.*

*A sense of belonging is built as students understand that they are part of something big. The learning they achieve through their actions reinforces a sense of being, as well as becoming, an active, informed citizen of Australia.*

**Kym Hawes, Principal  
Queanbeyan Public School**

## What is the *Great Book Swap*?



The *Great Book Swap* is an initiative of the [Indigenous Literacy Foundation](#) (ILF). It is a fundraising event designed to involve primary and secondary students, including staff. Participation is simple, cheap and very enjoyable. The aim of the ILF is to raise literacy levels of indigenous children in remote communities, through the provision of appropriate quality books in the home and community.

## Creating student leaders

At Queanbeyan Public School, the *Great Book Swap* has provided leadership opportunities for students at the school. In 2014, the school nominated an Aboriginal student to be a Student Indigenous Literacy Ambassador. She travelled to Sydney to meet authors and other professionals who were also ambassadors to the Foundation. Our Student Ambassador returned to promote the *Great Book Swap* throughout the school.

*No matter how data from NAPLAN is represented, or what very minimal progress has been made over the years, we cannot ignore or sugar-coat the fact that Indigenous children in remote and very remote locations are being significantly outperformed by non-Indigenous students and students living in metro locations. One clear statistic shows that between 40% and 60% of Indigenous children in very remote locations across WA, SA and NT are achieving below minimum standard in Reading in Year 3. This is certainly something as a nation we cannot ignore.*

Indigenous Literacy Foundation

This year, Library monitors took over this role, creating posters and advertising and building excitement through talks at students' Stage assemblies.

## Organising the event

Leading up to the Swap, momentum for the event was built across the school, through discussions in library visits with the librarian and in classrooms. The process and purpose was discussed so students could go home and talk to parents and carers. The School newsletter, *Isa news*, was also used to advertise the *Great Book Swap* to the school community.

Students brought in the book they were swapping and the gold coin donation before the day. The books were brought to the library for collation into stage groups and fiction/nonfiction in preparation for the event, which took place in the library. Donations were collected through the class teachers and the office. Records were kept of all students who made a donation and students were able to bring in more than one book but were restricted to choosing only one to take home on the day. It was found that students and parents happily donated additional books. The school also collected additional second hand books, through staff and library donation, so that



enough books were available and the choice was broad enough for all students.

Staff also got involved in the *Great Book Swap*. Books and donations were kept in the staff room so adult participants could make their book choice anytime throughout the day.



Students in school uniform browsing the books on offer at Queanbeyan Public School's *Great Book Swap* event

On the day of the event, students visited the library in class groups so they could access books appropriate to their reading levels. All participating students came to the library with at least one additional teacher, at a set time. The students sat down on the floor and the appropriate books were laid out on the tables. It was explained to students that they should have a good look through all the books to find a book that they believed they would enjoy. Once they had chosen a book, they sat down and enjoyed it while they waited for everyone to finish. Some students were asked to share why they enjoyed their new book with their class. Sometimes students were able to find out who donated their book, which added to the excitement of the day.

*Have you heard? Have you heard the news?  
The Great Australian Book Swap's here? Whoop! Whoop!  
It's amazing and magnificent, come down and swap a book.  
Read your life away, you get to more than look!*

**Georgia, Year 6, QPS**



### Evaluation

After the event, the success of the day was communicated to students at follow up library lessons and to the community at large through the *Isa news*. Also discussed were the potential ways that money raised could positively

change the lives of other children and how the school community had worked together for the common good.

## The Great Book Swap



On Friday at Ops we had a Great Book swap. I had one book called dragons haloween. I wrote that book because I do not use it any more. My new book is called Dora saves the snow princess. I have not read it yet but it looks like a good Book. I think it is good we are giving many to the indigenous literacy foundation because they can help people learn to read.



Student evaluation of the *Great Book Swap*

*The Great Book Swap is a perfect time to show the kindness and gratitude that we all hold inside.*

Alana, Year 6, QPS

In the lead up to the 2015 event, many students reflected on the Swap from the previous year and we were able to build on this foundation. A *tradition* feels like it is being established and a lovely atmosphere surrounds this important school event.

The 2015 event was a fabulous success with many students taking part and raising much needed funds for the ILF. Understanding the needs of others and how it is possible to help them has been life enhancing for staff and students and everyone had great fun in the process. Participating in the *Great Book Swap* in 2016 highly recommended.

*The Great Book Swap is an opportunity to address the disadvantage that so many remote communities encounter due to the lack of quality literacy resources. This event is an excellent occasion for students to make a difference in the lives of children and their families living in Aboriginal communities. Raising much needed funds to purchase books for children who are learning to read and speak in their second language, English, will lead to greater educational success.*

Rosemaree Whitehead, Aboriginal Education Community Group President and teacher at Queanbeyan Public School

*The Great Book Swap is a perfect time to show the kindness and gratitude that we all hold inside.*

Alana, Year 6, QPS



Students in school uniform browsing the books on offer at Queanbeyan Public School's *Great Book Swap* event

*I loved the Great Book Swap. It was so cool. I handed in a book I didn't want anymore and chose a new book that I could sit down and enjoy. It felt nice to help others too.*

Emily, Year 6, QPS

### References and further reading

Indigenous Literacy Foundation 2015, *Indigenous Literacy Foundation*, accessed 19 October 2015.

MYCEETYA 2008, *Melbourne declaration on educational goals for young Australians*, accessed 19 October 2015.



Stanley Yip is an Online Learning Designer at the Association of Independent Schools of NSW. His interests include instructional design, multimedia and games. In this article he shares some reflections on gamification within the context of teaching and learning.



@stanley\_yip

# Gamification: What place does it have in teaching and learning?

## What is gamification?

In 2002, a British programmer and inventor, Nick Pelling, made up the word gamification. Since 2010, the word gamification has been making its way into the mainstream vernacular. A definition of gamification is to *apply game design and game thinking to normally non-gaming activities*. It is

a fairly simple sentence but further exploration uncovers hidden complexity within the words of this definition.

In many ways gamification can be seen as a smaller subset of games-based learning (GBL). [Games-based learning](#) is a broad approach to pedagogy that combines game play with explicit learning outcomes.



Gamification as a subset of Games based learning (GBL), diagram Stanley Yip 2014

### Concrete examples of gamification

One useful concrete example is a child's reward chart like the one pictured here. Children happily complete the goals, like *Tidy my room* and *Read my book*, to earn stars and aim to achieve the weekly target of stars to earn the agreed upon rewards. The reward chart can be kept in a highly visible area to motivate children to complete the activities.



Reward chart, photograph by Stanley Yip 2014

Shopper loyalty rewards cards, like *Flybuys* and Woolworths *Everyday Rewards* cards, also use a gamification approach. They use basic gamification components, for example, participation in the

non-gaming activities of grocery shopping or general purchasing of items earns points that can be redeemed for rewards, such as other items or discounts. Every now and then there are specials. These are temporary additional rules to the gamification system. For example, by purchasing certain items within a fixed period of time, the shopper may earn rewards points faster.



Shopper loyalty rewards cards, photograph by Stanley Yip 2014

Two examples of online gamification systems are the [Adobe Education Exchange](#) and [Edmodo](#) websites. They both utilise the gamification components of points, badges and leaderboards.



Adobe Education Exchange website, photograph Stanley Yip 2014

By now, it is clear that gamification is not entirely new. Some of these techniques are used in teaching and learning, and also experienced in day-to-day life. Gamification systems, however, are more than just points, badges and leaderboards. They include details that are below the surface.

**How does gamification work?**

Good game design and game thinking are at the heart of successful games and is characterized by well-crafted game elements and game mechanics, not just points, badges and leaderboards. This is true also for well-designed gamification systems. Gamification works by choosing and implementing a few carefully designed and deliberate game elements and game mechanics. The following table shows some game elements and games related ideas and what they could be akin to in terms of teaching and learning.

Game element / idea	Teaching and learning element / idea
Goals and objectives in a game	Learning objectives
Achievements and progression	Gaining knowledge and applying knowledge
Constant and visual feedback	Formative assessment
Game difficulty levels	Differentiation
Obstacles in the game	Inquiry based learning and problem solving
Autonomy in the game	Learner controlling the learning
Multiplayer tasks	Project based learning
Replay-ability of the game	Hypothesizing and doing
Rewards and badges	School/class certificates, award ceremonies
End of level boss fight	Summative assessment
Using up a life in the game	Failing, learning and trying again
Focused playing of the game	A sustained learning moment

Game elements linked to teaching and learning-Stanley Yip

These are just some examples of game elements and games-related ideas. There are many more game elements and ideas. Explore [Jesse Schell's](#) website for more teaching ideas and a range of game related content.



*Schell in a handbasket*, Jesse Schell

Game mechanics are the interactions that happen in the game, based on the game elements. A possible parallel to this could be the interaction of students in a classroom, based on the lesson parameters. Game thinking involves a diverse range of thinking. Two good areas to start on are exploring what it means to play and what is fun?

## Why does gamification work?

The game elements are the nuts and bolts of a gamification system. The other significant part of the gamification system is the player. Games and gamification systems are inherently focused on the player. When gamification is applied to teaching and learning, the *player* is the learner. Gamification can aid in personalising learning for students.

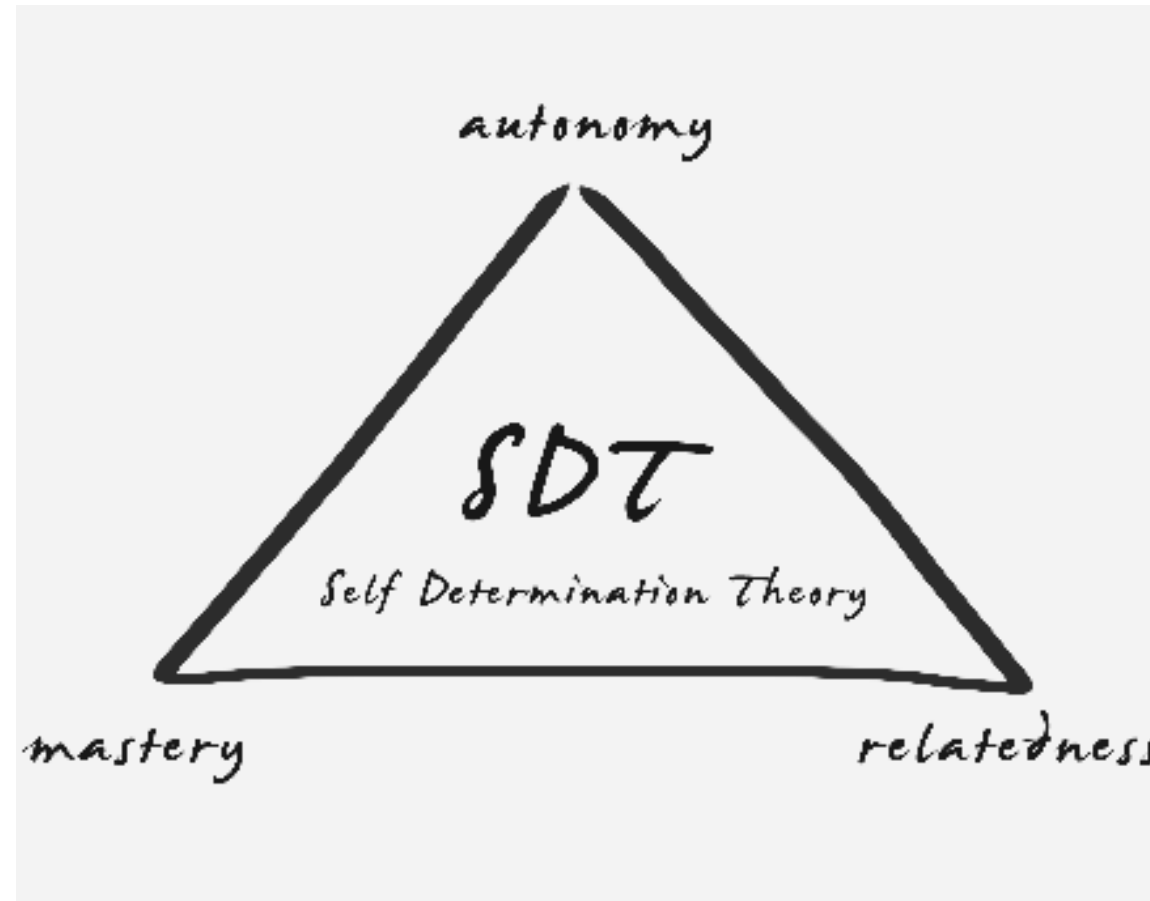
The player's interaction with these game elements in the gamification system can result in repeatedly doing certain tasks. This could be the start of the pathway to potentially transforming their behaviour. So, what motivation is there for someone to repeatedly complete a task?

Human beings are driven by varying degrees of extrinsic and intrinsic motivations. In a gamification system extrinsic motivations can be things like points and badges. These can be virtual and tangible objects external to the player's thoughts and emotions. Being paid money to do a job is an extrinsic motivator.

Intrinsic motivation can be explained by looking at the psychology of motivation. Self Determination Theory (Deci and Ryan 2002) explains how human beings are intrinsically motivated because they:

- are *challenged*; they are problem solving and gaining competency and mastery
- have *autonomy*; they have control and make decisions
- feel a sense of *relatedness*; they are part of something bigger, a community.

Gamification can greatly enhance student engagement.



**Self Determination Theory (SDT), diagram by Stanley Yip 2014**

## Where do I start?

Readers have now dipped their toes into the world of gamification and have been introduced, or re-introduced, to exploring game design and game thinking further. Games are happening in and around us and become more evident as familiarity with the gaming vocabulary, game elements and game mechanics increases.

The word *gamification* is used often. In a teaching and learning environment, this term could easily be replaced with *games thinking* and *games thinking based systems*.



**Where do I start? Photograph by Stanley Yip 2014**

Start with a simple approach when using games thinking in the classroom for the first time. Use one or two game elements and gradually build on these. Game elements with extrinsic motivators are usually easier to implement than game elements with intrinsic motivators. However, it is better to only use extrinsic motivators in the short term and with the goal of turning these into intrinsic motivators.

If the games thinking based system design starts to become bigger than the learning design, it is time to pull back on the game elements. Using the previously mentioned reward chart as an example, if a child

becomes more focused on collecting stars than focusing on the actual reading and developing a love of reading, it is time to discontinue or significantly reduce using the system.

Always start with the learning outcomes. A games thinking based system should enhance and complement the learning and good teaching. It is there to amplify the student's pathway to achieving the learning outcomes. A games thinking based system can also be implemented with no technology, 100% technology and any percentage in between. The

games thinking design can only be as good as the learning design that underpins it.

Having experienced successful games thinking based systems in classrooms, the key to success is the imagination and creativity of teachers and students in the classroom. Karl Kapp's TEDx Talk (2014) reinforces the benefits of playing games for learning.

Finally, to understand games better, play more games.



[Life lessons ... from video games: Karl Kapp at TEDxNavesink](#)

## References and further reading

Booth, K. 2014, '[Virtual worlds in action](#)', *Scan* 33.1, pp. 6-13.

Deci, E. and Ryan, R. 2002, *Handbook of self-determination research*, Rochester, USA: University of Rochester Press.

[Edmodo](#), Batavia, USA: Edmodo, accessed 20 October 2015.

[Gamification](#), Wikipedia, accessed 20 October 2015.

Hughes, M. 2014, '[Adventures in the virtual world](#)', *Scan* 33.1, pp. 15-17.

Jensen, M. 2014, '[Virtual worlds in education](#)', *Scan* 33.1, pp. 18-20.

Kapp, K.M. 2012, *The gamification of learning and instruction: game-based methods and strategies for training and education*, San Francisco, USA: Pfeiffer.

Kapp, K.M. 2014, '[Life lessons ... from video games: Karl Kapp at TEDxNavesink](#)', TEDx Talks, accessed 20 October 2015.

Kapp, K.M., Blair, L. and Mesch, R. 2014, *The gamification of learning and instruction fieldbook: ideas into practice*, San Francisco, USA: Wiley.

[Karl M. Kapp](#), accessed 20 October

2015.

McGonigal, J. 2011, *Reality is broken: why games make us better and how they can change the world*, New York, USA: Penguin Books.

Milton, S. 2015, *Minecraft: beginner's handbook*, London, UK: Egmont UK Limited.

New Media Institute 2014, '[Game-based learning: what it is, why it works and where it's going](#)', accessed 4 November 2015.

Salen Tekinbas, K. and Zimmerman, E. 2003, *Rules of play: games design fundamentals*, Cambridge, USA: The MIT Press.

Schell, J. 2008, *The art of game design: a book of lenses*, Boca Raton, USA: CRC Press.

Schell, J., '[Schell in a handbasket](#)', Pittsburgh, USA: Jesse Schell, accessed 20 October 2015.

[Self-determination theory](#), Wikipedia, accessed 20 October 2015.

Sheldon, L. 2012, *The multiplayer classroom: designing coursework as a game*, Boston, USA: Cengage Learning.

Stuckey, B. 2014, '[Desire paths to learning](#)', *Scan* 33.2, pp. 34-38.

# Share this

## Great school libraries



FAIR stands for Freedom of Access to Information and Resources. This organisation are currently seeking to identify great Australian school libraries as a way of recognising the contribution of school libraries and their dedicated staff to the learning, engagement and wellbeing of students in Australian schools.

Go to <https://fair.alia.org.au/greatschoolibraries> for more information about criteria and to nominate a great school library you know.

Nominations close 18 December 2015 and the list will be published in Term 1, 2016.

## Reading Australia

In the last issue of *Scan*, a [short article](#) about the launch of the [Reading Australia](#) was published. Created by the not-for-profit Copyright Agency, it seeks to highlight the work of Australian writers and illustrators. Every month, [new content](#) including teaching resources and essays are added, making this site a must see for teacher librarians and anyone passionate about reading.



## TaLe is closing

*TaLe* and *TaLe4Students* will be decommissioned on 1 February 2016.



Teachers can use *Scootle* to discover learning and teaching resources. *Scootle* provides Australian teachers with access to digital resources aligned to the Australian Curriculum.

*TaLe* users who are using *Lists and Saved searches* may like to explore [Learning Paths](#) in *Scootle*. Learning Paths allow teachers to select resources to use with learning activities. These can then be shared with students using a student PIN.

Future DoE produced resources will be published to *Scootle*. NSW DoE teachers access via the Staff Portal. Teachers in other school log in with details provided by their educational jurisdiction.



# resource reviews

## Contents

<a href="#">Curriculum springboard resources</a>	50
<a href="#">Eresources</a>	55
<a href="#">Professional reading</a>	59
<a href="#">Picture books</a>	62
<a href="#">Fiction for younger readers</a>	73
<a href="#">Fiction for older readers</a>	84
<a href="#">Information, poetry and drama</a>	98
<a href="#">Who reviews?</a>	103
<a href="#">Multicultural education resources</a>	104

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 (NSW DoE).

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 DoE schools should note that these resources are accessible only by staff.

Copyright for reviews is held by the NSW Department of Education. Permission for reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact [editor.scan@det.nsw.edu.au](mailto:editor.scan@det.nsw.edu.au).

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

## Access to reviews and resources

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

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

Use *Scan* to select resources for learning, teaching and leisure. For example, use the barcodes of eresources to scan your selections into a SCIS order or go to the SCIS *Special order files* for the *Scan* Primary, Secondary and Professional website compilations. NSW DoE 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
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





# Examine the aftermath of conflict through historical fiction: *Soon*

Australian curriculum springboard

English  
and History  
Stages 4–5 Years  
7–10



## Review: *Soon*

GLEITZMAN, Morris  
Viking, VIC, 2015  
ISBN 9780670078875

Although fifth in the family of books about the Holocaust, chronologically *Soon* precedes *Now* and follows *Felix* as he struggles to survive in Soviet controlled Poland at the conclusion of the Second World War. Forever hopeful, he and Galbriek must battle the reality of trying to find basic necessities such as shelter, food and safety both from the gangs of youths intent upon ridding Poland of the destitute Jews and Slovaks who have come to seek refuge, and the strict Soviet regime. He must question his own values and instincts, discovering that he has misplaced trust leading to almost fatal results, and learns to trust one who he had dismissed as a criminal. Black market trading, racism, theft of treasures from Holocaust victims, Nazi medical experimentation and the desperation of refugees seeking relocation all feature. Touched upon also is rape by Russian soldiers and the drowning death of a young baby. Throughout Felix perseveres, his moral compass spurring him on, always looking for the light at the end of the very dark tunnel and for justice to prevail. *Soon* supports the requirement for students to have experience of a wide range of literary texts from other countries and times, of texts written about intercultural experiences and the Learning across the curriculum aspects of ethical understanding and diversity. Listen to an excerpt from the Bolinda audio book *Soon*, read by Morris Gleitzman, or read the first chapter.

**USER LEVEL:** Stage 4 Stage 5

**KLA:** AC; English; History

**SYLLABUS:** English K-10; History K-10

**SCIS 1715792** Paper \$19.99

## Programming:

### Perspective

*Once, Then* and *After* had as their focus the Jewish victims of the Nazi regime. *Soon* identifies the lawlessness in Poland that followed the war, and the struggle to survive pitting people against other ethnic groups.

### Narrative viewpoint

Felix, as a thirteen year old, presents the reader with his perceptions of both people and situations that are contrasted with those of Anya, Gogol and Dr Lipzyk.

### Context

The lawlessness and struggle for survival has been repeated around the world over the ensuing decades, with millions seeking refuge in other countries. Conflicting attitudes to immigration and asylum seekers have been written about by many Australian authors.

### Values and Attitudes

Empathetic understanding, Ethical understanding and Intercultural understanding as well as Difference and Diversity are fundamental to all syllabuses.

## Teaching and learning opportunities:

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

- Selecting from other similar titles eg *Through My Eyes* series edited by Lyn White (individual titles include: *Shahana*, *Amina*, *Naveed*, *Emilio*, *Malini*, and *Zafir*) students recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts [EN4-8D \(ACELT1807\)](#)
- Consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference [EN5-2A](#)
- [Immigrant chronicle by Peter Skrzynecki a rap](#) Peter Skrzynecki's collection of poems, *Immigrant chronicle*, offers a personal perspective on the experience of Australian migrants. [HT4-7](#), [HT5-7](#)
- Do a comparative study of Australia and at least one other country showing how the thousands of displaced people are regarded and resettled.
- Reflect upon the standpoints taken by the participants in the SBS program [Go back to where you came from](#)

Advice, implementation support and resources for NSW DoE teachers: [AC - NSW syllabuses for the Australian Curriculum](#) (NSW DoE intranet)





# Perspective and context: *A river*

Australian curriculum springboard

English  
Stage 2  
Years 3 & 4



Marc Martin makes picture books

## Review:

### *A River*

MARTIN, Marc  
Viking Penguin, VIC, 2015  
ISBN 9780670077441



A river flows through this book, through each double page, through cities and jungles and always on the river is a small silver boat, a boat imagined by the author who sits by a window watching the river flow through the city below. That part of the

story is told on the end papers which show the character of the author in the morning and at the end, at night.

Very young students may not recognise that the author is describing an imagined journey but there are clues in both the visual and verbal text, as well as in the end papers. The illustrations are busy, colourful, textured and striking and, on each double page, they provide a unique representation of that part of the verbal text. Older students might also realise that this text describes the creative process in which authors and illustrators engage. It is a day of imagining and representing in which the reader is privileged to share. K. Rushton

**USER LEVEL:** Stage 1 Stage 2

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1700385** \$24.99

## Programming:

### Perspective and context

Help students to identify the sub-text of this imaginative journey by examining the author's intent. In modelled reading, compare the two end pages and then discuss them in relation to the events which unfold in the story. Focus on the character of the author as it appears in the text.

### Thinking imaginatively, creatively, interpretively and critically

The girl's room, shown in the endpapers, contains a range of artworks, objects and patterns that appear in scenes through which the river meanders on its way from the city to the sea. Students will recognise how imagination and creativity combine to create this story of adventure. Students can identify the most engaging page and then represent it using another medium.

### Writing and Representing:

Support students to create texts which adapt features and patterns identified from this story. Small groups can use two double page spreads to show how the author creates movement in the words and pictures.

## Teaching and learning opportunities:

### NSW syllabus for the Australian curriculum English K-10 syllabus

- After modelled reading go through the text, including the end pages, and ask students to identify which pages and images represent the imaginative journey and which represent the reality of the character of the author within the story. [EN2-4A](#)
- Small groups choose their favourite double page and then defend their choice to the class by discussing the elements of the visual or verbal text which they particularly liked. [EN2-10C](#)
- In small groups, ask students to choose another medium to represent their favourite double page and then choose a second double page that follows it. Represent that page as well to show movement between the images and words. [EN2-2A](#)

### Related reading

*And red galoshes: a story about a rainy day* by Glenda Millard

*Are we there yet?* by Alison Lester

*There's a sea in my bedroom* by Margaret Wild

*Vanilla ice cream* by Bob Graham

Advice, implementation support and resources for NSW DoE teachers: [AC - NSW syllabuses for the Australian Curriculum](#) (NSW DoE intranet)



# Perspective and point of view: *My Hiroshima*

## Curriculum springboard

English

Stage 3  
Years 5–6



*Junko Morimoto: remembering Hiroshima*  
by Australian Red Cross

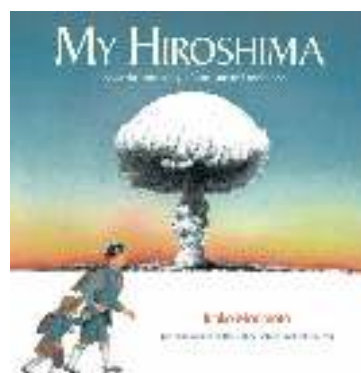
### Review:

#### *My Hiroshima*

MORIMOTO, Junko

Hachette Australia, NSW, 2014

ISBN 9780734416025 [952]



The cover proclaims this as a *powerful true story of war, survival and hope*. It is Junko Morimoto's story, beginning with her happy childhood growing up in Hiroshima, the changes that occurred during the war, the devastation of the atomic bomb and its aftermath. *My Hiroshima* is a dichotomy of style and content. The opening pages are

peaceful, showing glimpses of daily life playing with friends, celebrating with family, attending school and drawing. Nine colourful vignettes show the people of Hiroshima participating in their usual activities on the fateful morning of 6 August 1945. Junko was unwell, so was not going to school. She and her sister were talking when the sirens wailed. The next page is bright blue with an aeroplane, a small speck near the top. The facing page is stark white, the viewer looks down on the chatting girls, as distanced from them as the aeroplane. Brown swirls then engulf the sisters. A double page spread follows with a layer of blue sky punctured by a white mushroom cloud, framed top and bottom by banners of brown. A closer inspection shows bodies with clawed hands reaching out. Burnt bodies, burnt landscape, ragged and disoriented survivors and a photograph of the destruction are emotive images, offering lasting impressions about the horrors of war. Morimoto's message is clear – this should never happen again. This picture book and [supportive video](#) are powerful reminders. C. Keane

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1695674** Paper \$15.99

### Programming:

#### Perspective and context

Junko Morimoto is a survivor of the atomic bomb that was dropped on Hiroshima in 1945. Told in the first person, this is her personal account of her life, a life shaped by such a horrific experience that she is driven to retell it through words, illustrations, photographs and video. The text has three distinct sections: the author's childhood experiences; her terror after the atomic bomb was dropped; and her return as an adult to a rebuilt, peaceful Hiroshima. Morimoto's emotive text positions the reader to make value judgements. Some students may have experienced conflict and may construct different meanings to their classmates. Students may challenge the effectiveness of this text to promote peace in the world, yet will gain an understanding of the horror and suffering experienced and empathise with the author.

#### Point of view

The author is the narrator and we are invited to align ourselves with her point of view. Do we connect to Morimoto's character in different ways? The reader is positioned to relate to Morimoto's character and the historical events explicitly through words and images – *I heard people screaming and moaning in pain*. Elsewhere, ideas are inferred such as the Enola Gay, the aeroplane that dropped the atomic bomb, is an insignificant speck high in the sky. It is distanced from the action. It is not mentioned. The author's message of hope for peace is evident from the cover and the endnotes. Her [video](#) supports this message with a direct plea to the viewer.

Eleanor Coerr's picture book version of *Sadako and the thousand paper cranes* tells the story of Sadako, who survived the atomic bombing of Hiroshima only to die at the age of 12 from radiation-induced leukaemia. Explore the composer's use of symbolism and imagery to position the viewer. Consider also the impact of colour, light and shadow, salience, foregrounding and framing along with the written text.

Explore other ways composers have used this historical event to express their point of view and discuss how the camera shots, audio, and tone control what we see and influence how we feel.

### Teaching and learning opportunities:

*NSW syllabus for the Australian curriculum English K-10 syllabus*

- Discuss the purpose, intended audience and structure of the book. [EN3-3A](#)
- What techniques has Morimoto used to connect us with her story and influence our point of view? [EN3-5B](#)
- How effective is the use of language, e.g. *I saw a girl with skin hanging from her nails*? Does the image provoke a greater response? [EN3-6B](#)
- Explain the meaning that the images contribute. Consider the use of colour, light and dark size, line and angle, and photographs to create atmosphere and emotion. [EN3-7C](#)
- Explore and compare similar content from a variety of textual sources including media and digital texts. How effective are these in promoting messages of peace? [EN3-3A](#)
- Discuss the traditions of peace symbols, monuments and good luck charms from other cultures and make connections between their own experiences and the different historical, social and cultural context of this book. [EN3-8D](#)
- Compose a digital text to communicate a message of peace and hope. Edit and share. [EN3-2A](#)

Advice, implementation support and resources for NSW DoE teachers: [AC - NSW syllabuses for the Australian Curriculum](#) (NSW DoE intranet)

### Resources:

- [Children's peace monument](#), Hiroshima photograph
- [Hiroshima](#) (4.17 min) YouTube video by docraygen
- [Junko Morimoto: remembering Hiroshima](#), Australian Red Cross
- [Junko's story: surviving Hiroshima's atomic bomb](#), SBS
- [Sadako and the thousand paper cranes](#) (30 min) movie (1991)



# Representing and making connections: *The very noisy bear*

Australian curriculum springboard

English

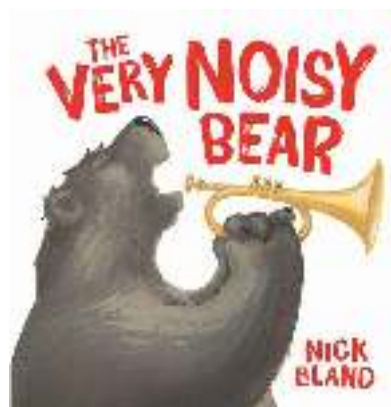
Stage 1  
Years 1-2



## Review:

### *The very noisy bear*

BLAND, Nick  
Scholastic Press, NSW, 2015  
ISBN 9781743627853 [A821]



Nick Bland will delight fans again with another very cranky Bear tale. Bear's cranky expression at being woken by loud noises soon changes to one of delight, concentration and disappointment as he tests his skills with a variety of musical instruments. His friends support his efforts, endeavouring to find an instrument that will survive Bear's huge paws and giant

breath. Eventually, it is Bear's harmonious roar that has the animals calling for more as they celebrate their enjoyment of music in the *jingle, jangle, jungle*. The textured layering of paint and detail ensure that Bear is the standout with a background of jungle in a muted wash of greens and browns. Best read aloud to share the rhythm and rhyme, occasional large font, and illustrations, capture the onomatopoeic words, boom, bang, bash and crash. The incongruous collection of animal friends – lion, zebra, moose, sheep and more – offer a message of accepting difference and living in harmony. The final page is a wonderful twist in this very enjoyable picture book. C. Keane

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1720788** \$16.99

See other *Scan* reviews of cranky bear books by Nick Bland  
[The very cranky bear](#); [The very hungry bear](#); [The very itchy bear](#)

## Programming:

### Engaging personally

Stage 1 students will be familiar with texts that use anthropomorphic animals to tell the story. When reading *The very noisy bear*, they will identify with Bear when:

- he tries something new
- he is frustrated by failed attempts
- he accepts help from his friends
- he discovers that he has talent.

Identifying visual representations of the characters' actions and the language features will add meaning and enhance students' enjoyment of the text.

Students have experience with friendships. How are friendships represented in texts? Read a range of texts about unusual animal friendships and adventures for students to understand representations and connections of ideas.

### Making connections

Read *The very noisy bear* and *Bear and Chook*. Both texts concentrate on friendships and Bear trying something new. Explore and discuss the similarities and differences of the characters, the language features, the visuals and the humour:

- both bears are trying something new with the help of friends
- both are large and clumsy in comparison to their friends
- the friendships are, in reality, ridiculous, which adds to the enjoyment
- compare humorous illustrations – cranky Bear balancing precariously on a wobbly log with the other Bear wobbling on top of a sandcastle.

Share other cranky Bear stories by Nick Bland. In these, Bear is cranky, hungry, itchy, noisy and brave. Often Bear looks cranky until ... Explore other texts on similar topics *The gruffalo* looks cranky, *Mr McGee* (*Mr McGee and the biting flea*) is itchy, *Lily* (*Too loud Lily*) is noisy and Bear (*Bear and Chook by the sea*) is adventurous and supposedly brave.

## Teaching and learning opportunities:

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

- Respond to the text and discuss purpose and audience. [EN1-8B](#)
- How do we know that the characters are friends? What makes a good friend? How do you spend your time together? [EN1-11D](#)
- Observe the illustrative techniques of Nick Bland and Emma Quay. Compare the size of the bears, their positioning on the page, colours used, humorous poses, expressions and interactions with other characters. [EN1-4A](#)
- Explore the use rhyme, alliteration, onomatopoeia and repetition to add to the enjoyment of the reading experience. [EN1-9B](#)
- Read *The very brave bear* and *Bear and Chook by the sea*. How are the representations of the characters different or similar? Why have they been portrayed in this way? [EN1-10C](#)
- Explore, connect with and respond to a range of texts on similar topics. [EN1-10C](#)

## Resources:

*Bear and Chook* by Lisa Shanahan and Emma Quay  
*Bear and Chook by the sea* by Lisa Shanahan and Emma Quay

[Bear and Chook books rap](#)

[The gruffalo](#) (film 2009)

*Mr McGee and the biting flea* by Pamela Allen  
Nick Bland's very cranky Bear books  
*Too loud Lily* by Sofie Laguna and Kerry Argent

Advice, implementation support and resources for NSW DoE teachers: [AC - NSW syllabuses for the Australian Curriculum](#) (NSW DoE intranet)



# Vocabulary that creates layers of mood: *Withering-By-Sea*

Australian curriculum springboard

English

Stage 3

Year 6



Scene from the book

## Review: *Withering-by-Sea*

ROSSELL, Judith  
ABC Books, NSW, 2014 (A Stella Montgomery intrigue; v 1)  
ISBN 9780733333002



A fine example of how language can construct layers of mood, this Victorian fantasy grips the reader with its tightly woven plot and well-crafted characters. The protagonist, 11 year old Stella, lives in a historic hotel with her three dour aunts. The windswept, damp town of Withering-by-Sea provides a perfect backdrop for the magic and mystery in which Stella becomes embroiled. Protecting a package from a devious magician lands Stella in an ancient world of selkies where the seal people could

predict the future and where those who were fey had special powers. The authentic vocabulary and descriptions of activities from the era adds potency to the atmosphere as the reader is led from the familiar to the challenging. The introduction of supporting characters with their varying quests and intrigues points towards further adventures for Stella and her new friends. S. Rasaiah

**USER LEVEL:** Stage 3

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1688798** \$19.99

## Programming:

### Language forms and features

Identify the ways in which language use in imaginative texts, including the use of figurative language, character development, events and setting, creates interest for the reader or viewer.

Following a discussion of a descriptive passage in a text, identify the verbs, adverbs, adjectives and noun groups that make it atmospheric and descriptive. Use these words to create a word cloud with an appropriate shape ([Tagxedo](#)). Delete these words from the passage leaving only the subject and object. Analyse the effect of this.

Identify music and/or artworks that symbolise the mood of a story as referenced by the vocabulary.

Match vocabulary to a scene or a [soundscape](#) to enhance the mood or meaning for the intended audience. Create a word wall of language appropriate to a range of moods. Use in own story writing.

## Teaching and learning opportunities:

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

- [EN3-5B](#) discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts

Advice, implementation support and resources for NSW DoE teachers:

[AC - NSW syllabuses for the Australian Curriculum](#) (NSW DoE intranet)

## Resources



- [Raps and book raps](#)

- [Tagxedo](#)

## Related reading

- *Tensy Farlow and the home for mislaid children* by Jennifer Storer
- *The truth about Verity Sparks* by Susan Green

# eresources

Resources are listed in Dewey order

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

## Icons used:



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



digital authoring tool; learning  
platform software



ebook; ejournal; online database



interactive; 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](#).

## Top secret! (Grades 6–8)

Teaching students about the pros and cons of sharing information online is the focus of this interactive game which begins with a message alert: *Think you don't have any personal info worth protecting? Read on ...* Chris, Dad, Mariah, Sue and Tyler are the characters in the game and appear in a graphic novel style story about sharing information online. In the first scenario, Chris is composing a message about taking Mariah to the beach. Students are asked consider which status setting Chris should choose to publish this on social media: Everyone, All MyFriends users or MyFriends contacts. Once players choose an option, a pop up speech bubble explains how private and safe this setting is. A back arrow allows players to change their chosen setting. The scenarios continue and each one ensures students think carefully about the settings they use to post photographs, to create an account to purchase music, and to create a profile for a multiplayer game site. Feedback is provided as the story unfolds. This interactive game offers sensible advice about cybersafety and encourages students to think critically about the choices they make when publishing personal information online. C. Keane

**USER LEVEL:** Stage 3 Stage 4  
Community

**PUBLISHER:** MediaSmarts, Canada

**REVIEW DATE:** 12/10/2015 [323.44]

**SCIS 1736954**



## Immigrant stories

Published by Immigration Museum, an affiliation of Museum Victoria, this Discovery section showcases *moving stories of people from all over the world who have migrated to Australia*. Six stories are featured, including that of three generations of the Gung family who migrated to Australia in 1890 and German born Karl Muffler who migrated from Germany in 1930 and was interned in an enemy alien camp in Victoria for six years before eventually becoming an Australian citizen in 1947. Each story is unique and contributes to an understanding of the diverse journeys that Australian emigrants have experienced and their role in making Australia a multicultural nation. Links to photographs and memorabilia on display at the museum bring their stories to life, while the timeline exhibition adds perspective. This easily navigated website will support students studying

History Stage 3 Topic: [Australia as a nation](#) and Stage 5 Depth Study: Topic 2A: [Making a nation](#). C. Keane

**USER LEVEL:** Stage 3 Stage 5

**KLA:** AC; HSIE

**SYLLABUS:** History K–10

**PUBLISHER:** Immigration Museum,  
VIC

**REVIEW DATE:** 12/10/2015 [325.94]

**SCIS 1736870**



## Migration stories

*Migration stories* is part of the NSW Migration Heritage Centre's website. It is a virtual museum of stories collected and preserved for current and future generations to provide different perspectives on migration and settlement in NSW since 1788 to the present. Introductory chapters to thirty stories appear on the page, each can be opened with a simple click for the full story, and earlier posts are available from a link at the bottom of the page. From nine year old Hoang Yen Nhi's story of moving to Wollongong from Vietnam at the age of one to Italian born Angelina Gonano's story of arriving in Australia

in 1953, each story is one of hope and making a successful, peaceful life in a new country. Stories of people who have migrated as children or adults from countries such as Hungary, Lebanon, Greece, Turkey, Ukraine and Poland build a remarkable social history for students to understand Australia's journey as a multicultural nation. This resource will support student investigations of the contribution of individuals and groups to the development of Australian society for History Stage 3 Topic: [Australia as a nation](#) and Stage 5 Depth Study: Topic 2A: [Making a nation](#). C. Keane

**USER LEVEL:** Stage 3 Stage 5

**KLA:** AC; HSIE

**SYLLABUS:** History K-10

**PUBLISHER:** NSW Migration Heritage Centre, NSW

**REVIEW DATE:** 12/10/2015 [325.94]

**SCIS 1736864**



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



**'Sweet harvests' link by Tweed River Regional Museum and NSW Migration Heritage Centre**

### [Kid's playroom](#)



Inviting children to learn new skills through a huge collection of fun activities this app features games divided into five packages, *Animals, Vehicles, Colours, Food* and *At home*. Each activity is designed to discover and practise a specific ability, including spelling, counting, pattern matching, phonics, and colour recognition. Examples of activities are memory games, musical puzzles, pattern sequences, spell the vehicle, dot-to-dot and recognise the sound. The app is a useful resource for early learning where children use the skills of logic, memory, fine motor skills and creativity. The overall design is comprised of vibrant

colours, engaging graphics, and funny animations. The free version provides eight games. M. Sutera

**USER LEVEL:** Early Stage 1

**KLA:** English

**SYLLABUS:** English K-10

**PUBLISHER:** Inbal tal, Canada

**REVIEW DATE:** 05/09/2015 [371.33]

**SCIS 1737751**



### [Simple strategies for supporting children with pathological demand avoidance at school](#)



Students who obsessively resist doing what they are asked in a classroom may be diagnosed with Pathological Demand Avoidance Syndrome (PDA), a neurological condition akin to autism spectrum disorder. These students often spend longer working to avoid the demand than they would have done by just accepting it! Pushing a child with PDA to obey demands will often lead to overwhelming anxiety and uncontrollable behavior. At this stage the child needs reassurance. The booklet on this website

gives teachers many evidence based tips for managing these situations such as providing limited choices or using sentence starters such as *Shall we see if we can beat the clock...* and *Maybe we could investigate...* It also points out the importance of supporting the student in the playground. This condition is not rare but it is hard to manage, so many teachers and school counsellors will find the booklet and the [Teachers' guide](#) very helpful. A. Soutter

**USER LEVEL:** Community Professional

**PUBLISHER:** PDA Society, UK

**REVIEW DATE:** 12/10/2015 [371.94]

**SCIS 1737737**



A CHILD WITH PDA LOOKS LIKE ANY OTHER.

They can come from any background, class or race.

PDA is a problem to do with development not upbringing.

**#6 Pathological Demand Avoidance- Education and handling (part1)**  
by **bluemillicent**



**Zoola animals**



Providing over 400 delightful photographs, this free app allows pre-school children to associate the mother, father and baby animals of a species. By tapping on an icon, users can hear the sound that the animal makes and view a photograph of the family members. The heart icon shows a cute photo of the animal family or the animal with a human friend. The start-up page provides choices of *Farm*, *Safari*, *Forest* and *Water*, each containing an array of birds, fish and animals that live in that habitat. Clear and easy to use, this free app is suitable for very young children just beginning to learn about selecting and tapping on a tablet device and an iPhone. S. Rasaiah

**USER LEVEL:** Community  
**PUBLISHER:** INBAL Tal, Canada  
**REVIEW DATE:** 12/10/2015 [590]

**SCIS 1736085**



**Zoola - iphone app demo**

**Zoola animals. Deluxe**



Moving on from the original Zoola animals app, this enhanced version brings the animals alive with the option to drag clothing, costume items and food onto the selected animals. Three icons show each variety of funny objects such as a dummy for a puppy and hats for other animals. Music and animal noises are included. Depending on whether the user chooses a cat, elephant or deer, the range of animals is revealed from domestic, jungle or forest habitats. There are no native Australian animals displayed. This app has the potential to introduce the concept of categories to very young children. S. Rasaiah

**USER LEVEL:** Community  
**PUBLISHER:** INBAL Tal, Canada  
**REVIEW DATE:** 12/10/2015 [590]

**SCIS 1736860**



**Zoola animals deluxe - animal game for babies and toddlers**

**MineFlix free - safe YouTube videos for kids Minecraft edition**



Containing over 100 hours of *Minecraft* videos this app enables players to build constructions out of textured cubes in a 3D procedurally generated world. Other activities in the game include

exploration, resource gathering, crafting, and combat. The crafting system can help in teaching basic mathematics as some games require users to read and understand directions such as *I need three sugar canes for paper* which then can be transitioned to multiplication and division. Adult controls include setting time limits where what and how much content is watched, applying a curfew which determines what hours of the day video watching is permitted, monitoring data usage and restricting what channels or episodes are deemed appropriate. M. Sutera

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** AC; Mathematics  
**SYLLABUS:** Mathematics K-10  
**PUBLISHER:** Safe Fun Kids LLC, USA  
**REVIEW DATE:** 05/09/2015 [794.8]

**SCIS 1737753**



**How to build stories**



In this digibook, spread over six short chapters, Matt from the Sydney Story Factory demonstrates how to build stories, tricks to create exciting characters, plots, settings, genres and



Scan the SCIS barcodes to select eresources for your collection.

language. Using humour to engage the viewer, the series begins with an explanation of *What is a story* (fiction, nonfiction, a comic, a poem, a song, an article, a radio segment, a television episode) and what it does – instruct, educate, emote and entertain. *Creating character* follows and examines detailing appearance, actions, thoughts and feelings and focusing on reader relatability. *Understanding story plots*, *Exploring the genre and setting*, *Using language to flavour your story* and *Giving your story a heart* follow. Supporting English K-10 *Objective C* and *Objective D*, these videos may provide discussion starting points in the classroom. A similar ABC Splash video series by author Morris Gleitzman reinforces these concepts – [Talking about feelings with Morris Gleitzman](#), [Creative thinking with Morris Gleitzman](#), [Characters as friends](#) and [Problem-solving with Morris Gleitzman](#).  
S. Morton

**USER LEVEL:** Stage 2 Stage 3  
Stage 4 Professional

**KLA:** AC; English

**SYLLABUS:** English K-10

**PUBLISHER:** ABC, NSW

**REVIEW DATE:** 12/10/2015 [808]

**SCIS 1737169**



[What is a story?](#) by Sydney Story Factory

### [Qatar Digital Library](#)

#### ABSTRACT

[Qatar Foundation](#), the [Qatar National Library](#) and [The British Library partnership](#) have assembled this free bilingual online resource of over 500,000 images, including archival files from the [India Office Records](#) and Arabic scientific manuscripts. For the first time a resource provides extensive insights into the Arabic cultural heritage, modern history of the Gulf and the history of science in the Arabic-speaking world. It includes personal and official archives, maps, manuscripts, sound recordings, music, photographs, newspapers,

and much more, all complete with explanatory notes and links. Many items are labelled with their primary and secondary sources, copyright information and referencing specifics. Many items also include easy to use information for links and embedding materials. Users will need to ensure that they abide by the appropriate country's copyright restrictions as there is information from many countries. This is a fascinating website that is preserving history and provides users with resources to explore social and cultural changes over time.

**USER LEVEL:** Stage 4 Stage 5  
Stage 6 Professional

**KLA:** AC; HSIE; Languages

**SYLLABUS:** Arabic Extension Stage 6; History K-10; Modern History Stage 6

**PUBLISHER:** Qatar National Library, Qatar

**REVIEW DATE:** 02/09/2015 [909]

**SCIS 1737744**



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 British Library Qatar Foundation Partnership: perspective from the Gulf](#)  
by The British Library

# professional reading

Resources are listed in Dewey order.

## *Reconciliation and Australian social work: past and current experiences informing future practice*

Edited by Christine Fejo-King & Jan Poona

Magpie Goose Publishing, Australia, 2015  
ISBN 9780992281427 [361.3]



A knowledgeable group of authors have contributed to this volume that promotes reconciliation through advancing understanding of the injustices inflicted on our First Australians. With a focus drawn from personal experience in either social work or medical practice each author provides insights into the impact of colonialism, dispossession, racism and various government policies and

practices. The book has a clear structure: first setting the scene about the importance of understanding personal histories and experiences as a pathway to reconciliation; second documents the interactions of social workers with Aboriginal and Torres Strait Islander peoples; and third relates a number of engaging and insightful stories of non-Aboriginal social workers including a story from one NSW public school teacher librarian's engagement with reconciliation. Pieces of beautiful artwork and reflective questions enhance the personal narratives that balance the theoretical underpinning for a pathway to reconciliation. F. Whalan

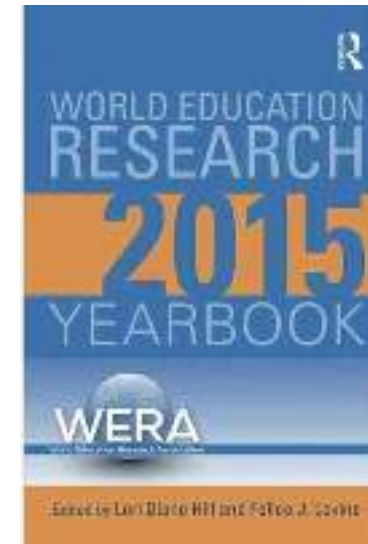
**USER LEVEL:** Professional  
**SCIS 1709292** Paper \$49.95

## *World education research yearbook. 2015*

Edited by Lori Dianne Hill & Felice J. Devine

Routledge, USA, 2015  
ISBN 97811387971238 [370.7]

As the inaugural volume, this yearbook contains regional, national and international education research examining critical issues of global significance. Yin Cheong Cheng, in his presidential address, traces in detail



three waves of reform that represent paradigm shifts in education from knowledge delivery to service delivery, and, as the third wave, facilitation of multiple and sustainable forms of development. Research themes include social inclusion, student wellbeing, equity comparison between Canada and Australia, measures of quality education, measuring student learning processes, educational leadership and teacher effectiveness. The student survey items provided in the chapter on teacher effectiveness may provide some instructive insights for practising teachers as both a guide to practice and as a form of student feedback on teacher practice. F. Whalan

**USER LEVEL:** Professional  
**SCIS 1718640** \$125

## *Learning.21stCentury. Snapshot*

Packed with resources, *Learning.21stCentury.Snapshot* is a Weebly website with a very wide range of materials and links uploaded

by teachers. The home page provides a notice board of current information of relevance to teachers, and links to apps and web tools that make this a comprehensive site. Links to other weebly sites containing units of work in all subject areas, curriculum planning documents, and teaching resources made and shared by teachers will save classroom teachers an enormous amount of time. Although a very busy and distracting interface, with a search function at the bottom of the page, the site has great breadth and depth in the information and materials it provides and could be a great asset for teachers. G. Braiding

**USER LEVEL:** Professional  
**KLA:** AC; Creative Arts; English; HSIE; Mathematics; PDHPE; Science

**SYLLABUS:** Creative Arts K-6; Geography K-10; History K-10; Mathematics K-10; PDHPE K-6; Science K-10 (SciTech K-6)

**PUBLISHER:** Shellie Tancred, Australia

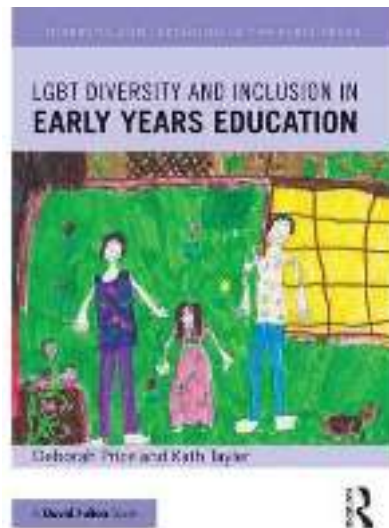
**REVIEW DATE:** 12/10/2015[371.33]

**SCIS 1736064**



## ***LGBT diversity and inclusion in early years education***

PRICE, Deborah & TAYLER, Kath  
Routledge, UK, 2015  
ISBN 9781138814103 [371.826]



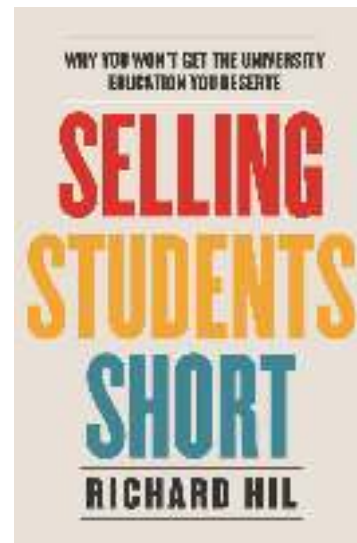
With an avowed aim of ensuring that all children, families and staff feel valued and welcomed in early years settings, this UK book provides realistic and practical advice. There is little published

material that addresses LGBT (lesbian, gay, bisexual and transgender) issues in the early years, so this book is a valuable addition to a school library and a resource for staff meetings and staff development days. It begins by looking at the way staff view children so as to tease out what children know about differences between people and families. It raises questions such as the way children use the dress up box and other role play materials. There are many interesting case studies to examine what good practice would look like in many areas, including communication and discrimination. This is a valuable resource for addressing diversity and inclusion schools. A. Soutter

**USER LEVEL:** Community;  
Professional  
**SCIS 1721189** Paper \$46.99

## ***Selling students short: why you won't get the university education you deserve***

HIL, Richard  
Allen & Unwin, NSW, 2015  
ISBN 9781743318898 [378]



With the tertiary education sector under renewed scrutiny, the research reported sheds light on contemporary issues experienced by tertiary students and the institutions in which they study. The author

takes a pragmatic stance on the relentless emphasis of issues such as job readiness and career focus, deregulation of fees and defraying public costs. Hil's conversations with students produced some interesting insights into the personal and social relevance of a university experience in a contemporary context of branding and market share designed to counter

the pressures of financially challenged universities. The real life university experiences of students delves into their dis/satisfaction in terms of value for money. For example, Fiona talks about the differences in the quality of her experiences of on-campus and online learning while Tina reflects on her perceived disconnection between the theory and opportunities to put her learning into practice. F. Whalan

**USER LEVEL:** Professional  
**SCIS 1716015** Paper \$29.99

## ***Transforming reading skills in the secondary school: simple strategies for improving literacy***

GUY, Pat  
Routledge, UK, 2015  
ISBN 9781138892729 [428.407]



The aim of this text is to support teachers and parents in promoting and improving reading for secondary students. The first part of this text is aimed at teachers and provides practical

strategies on aspects of reading. The second part contains advice sheets for parents and students as well as teachers. The advice sheets range from support for students to improve their comprehension to games and activities and support for parents in reading with their children. Support is provided on recognising barriers to reading as well as developing vocabulary, comprehension and good reading habits in a range of contexts, from withdrawal lessons to the classroom, and to whole school events. Breakaway boxes are also used throughout to provide instructions, strategies and suggestions as well as concise summaries of key points. The organisation of this text provides easy access to well supported strategies for all aspects of reading development with older students. K. Rushton  
**USER LEVEL:** Community Professional  
**KLA:** AC; English  
**SYLLABUS:** English K-10  
**SCIS 1721179** Paper \$35.95

## ***Scientists and mathematicians in schools***

**ABSTRACT**

A national program creating and supporting long-term partnerships

between primary and secondary schools and scientists and mathematicians is outlined on this website. [Showcase](#) describes some of the projects in which the partnerships have been involved.

[Presentations and demonstrations](#) provides further detail about inspiring activities and experiments in Mathematics and Science across many schools. A [map](#) shows the extent and participation of these partnerships including Mathematicians in Schools, Scientists in Schools and ICT in Schools. This program supports the three interrelated strands of the [Australian Science Curriculum](#); Science Understanding, Science Inquiry Skills and Science as Human Behaviour. The descriptions of the activities and results of this program should spark ideas and questions amongst teachers and students implementing the new [NSW Science K-10 syllabus](#). S. Rasaiah

**USER LEVEL:** Professional

**KLA:** AC; Mathematics; Science

**SYLLABUS:** Mathematics K-10; Science K-10

**PUBLISHER:** CSIRO, VIC

**REVIEW DATE:** 12/10/2015 [507]

**SCIS 1507991**



[We asked CSIRO: scientists in schools](#)  
by CSIRO

### [Seeds of Science: Roots of reading Teacher resources](#)

Utilising a Do-it, Talk-it, Read-it, Write-it approach, this American curriculum has much to offer Science teachers implementing the new [NSW Science K-10 syllabus](#). [Explore the units](#) lists topics designed to combine Science and literacy, separated into categories such as [Soil habitats](#), [Light energy](#), and [Models of matter](#). [Multimedia resources](#) links to videos, still images and sounds used in the units of work. Although the curriculum content is based on the books developed primarily for this program, the [Strategy guides](#) link closely to the literacy skills required in the [NSW Science K-10 syllabus](#) and would support teachers and students in communicating

and explaining, posing questions, documenting findings and designing and planning strategies in Working Scientifically (Skills). Please note that although the resources are available for free, the program is not available for Australian IP addresses. S. Rasaiah

**USER LEVEL:** Professional

**KLA:** AC; English; Science

**SYLLABUS:** English K-10; Science K-10 (SciTech K-6)

**PUBLISHER:** Lawrence Hall of Science, University of California, USA

**REVIEW DATE:** 12/10/2015 [507.1]

**SCIS 1736851**



[Dr. P. David Pearson talks about Seeds of science/Roots of reading](#) by Seeds/Roots.

### [Challenging and controversial picture books: creative and critical responses to visual texts](#)

Edited by Janet Evans

Routledge, UK, 2015

ISBN 9781138797772 [741.5]



There are more and more picture books designed to appeal to readers beyond Kindergarten. Some cover more controversial subjects such as the recently reviewed Jessica's box by Peter Carnavas where the main

character has a disability. This book is a collection of essays demonstrating that picture books need to be taken more seriously, and showing great respect for the readers which include hard to engage students who find reading a challenge. The essays look more closely at Grimm's Fairy Tales pointing out that they are stories for everyone not just for children and also at humorous picture books such as *The story of the little mole who knew it was none of his business* (Holzwarth & Ehrlbruch, 1989). The resource includes interesting insights based on children's opinions of a range

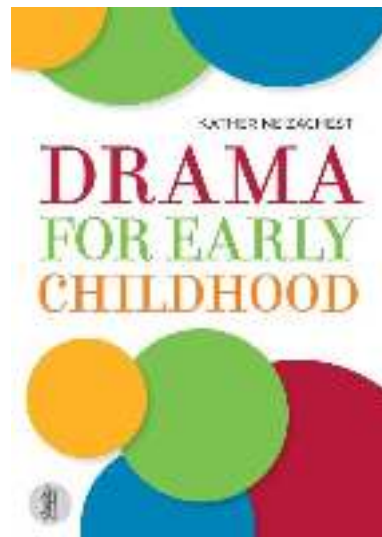
of picture books. This book will help teachers look again at picture books as a resource throughout primary and middle school. A. Soutter

**USER LEVEL:** Community  
Professional

**SCIS 1721186** Paper \$53.95

### *Drama for early childhood*

ZACHEST, Katherine  
Currency Press, NSW, 2015  
ISBN 9781925005318 [792.071]



Offering step by step guidance to help children grow their dramatic confidence, this book imparts a wealth of practical activities for teaching drama in early childhood. There are 40 experiential and experimental lesson

plans suitable for children aged three to eight in this drama resource. The book is written for beginning and experienced teachers, with detailed information on warm-ups, building children's imaginative capacities, dramatic play, working with texts and the importance of the teacher in role. Topics include

*Places and animals* and *The seasons*. Nursery rhymes and books such as *The very hungry caterpillar* by Eric Carle are explored dramatically. The delight of this text is that a teacher can pick it up and adapt the ideas for their own environment or teach the lessons as programmed. There are many extension exercises for more advanced students as well as extracurricular activities for lessons outside the drama classroom. S. Lovesy

**USER LEVEL:** Professional

**KLA:** CA

**SYLLABUS:** Creative Arts K-6

**SCIS 1711812** Paper \$49.99

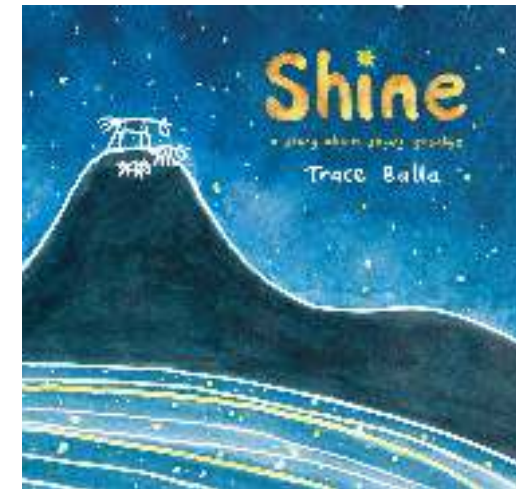
## picture books

Resources are arranged alphabetically by author.

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

### *Shine*

BALLA, Trace  
Allen & Unwin, NSW, 2015  
ISBN 9781743316344



Because this story was written to help two children cope with the sudden death of their father, there is a depth to its simplicity.

It tells *how we all come from the stars and we all go back to the stars* as the author's grandmother told her. At the same time, it shows that love never dies through the story of a young horse, Shine, who lives on a beautiful planet and falls in love with Glitter. Together they have two sparkles, Shimmer and

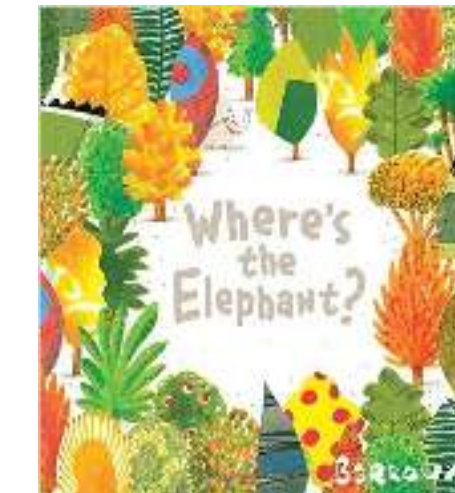
Sparky. They live happily together until one day Shine has to go back to the stars. Glitter and the sparkles cry an ocean of golden tears and then go to a high place where they can see Shine, the brightest star of all. Every school library needs books like this to help young grieving students. It is a good buy for a team of school counsellors. A. Soutter

**USER LEVEL:** Early Stage 1 Stage 1

**SCIS 1711369** \$19.99

### *Where's the elephant?*

BARROUX  
Egmont, UK, 2015  
ISBN 9781405276481 [793.73]



The introduction to this visual narrative challenges the reader to find an elephant, a snake and a parrot in the following pages. This hide-and-seek adventure

is a *Where's Wally?* experience with a twist. Double page spreads feature densely packed and colourfully fanciful vegetation that tease the viewer to

find each animal. With each turn of the page, this challenge becomes easier as land clearing decreases the forest, more and more, until a forest of low and high density housing fills the landscape. This is a picture book with an environmental message; the illustrations ably tell a story about the implications of deforestation. The author positions the reader to evaluate and respond to the issue of endangered animals and land clearing. Sharing this tale would develop students' understanding of purpose, audience and content to achieve English outcomes [ENe-8B](#) and [EN1-8B](#). C. Keane

**USER LEVEL:** Early Stage 1 Stage 1

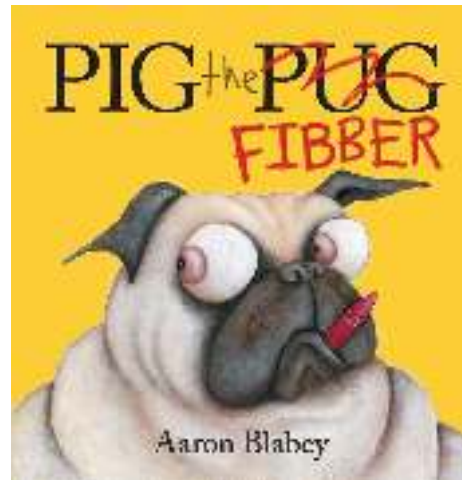
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1716792** \$19.95

### *Pig the fibber*

BLABEY, Aaron  
Scholastic Australia, NSW, 2015  
ISBN 9781743629062 [A821]  
Irrepressible Pig the pug is back, creating mayhem wherever he goes, but always having a story ready proclaiming his innocence. Invariably he blames Trevor for whatever mishap has occurred, leaving Trevor bewildered as



to why his friend should treat him this way. Pig's latest devious plan goes awry and he learns a very painful lesson. Only time will tell if it is enough to stop his lying. Students will relate to similar interactions with siblings or classmates and discussions regarding friendships, lying and taking responsibility for actions could ensue to support the PDHPE *Interpersonal Relationships* strand. Blabey's trademark rhyming text and emotive illustrations will appeal, while the themes could be used as a springboard for discussion on philosophy and ethics. [Teacher notes](#) are available for this picture book. Older students may appreciate watching Blabey speaking about his [writing process](#). S. Morton

**USER LEVEL:** Early Stage 1 Stage 1  
Stage 2

**KLA:** AC; English; PDHPE

**SYLLABUS:** English K-10; PDHPE  
K-6

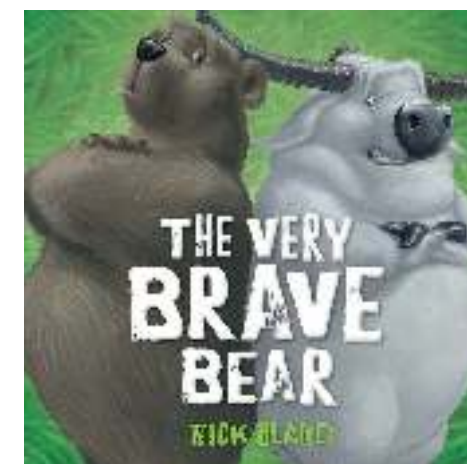
**SCIS 1712123** \$16.99



[Aaron Blabey - picture book maker](#) by Story Box Library

### *The very brave bear*

BLAND, Nick  
Scholastic Press, NSW, 2015  
ISBN 9781743626030 [A821]



red berries, set the scene for another amusing, rhythmic adventure with Bear. Those familiar with Bear from previous stories will notice that he is no longer very cranky. On the contrary,

The opening phrase, *In the Jingle Jangle Jungle*, and the image of a large brown bear balancing precariously on a wobbly log to reach

the reader now observes another side of Bear's character – he is extremely competitive as he dares Boris Buffalo to a challenge to prove who is the bravest. Superlatives, alliteration and similes abound in this tale of one-upmanship. Responding to this text read aloud, students will be eager to predict each page turning event in this delightfully constructed picture book. Each page is filled with amusing, colourful illustrations to support the flowing rhyme and rhythm that is ideal for choral reading when revisiting the text. C. Keane

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1712509** Paper \$14.99



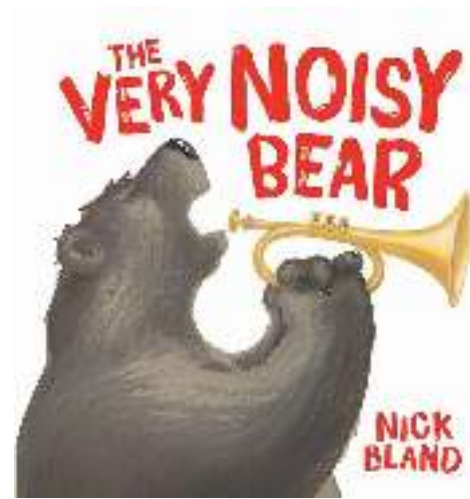
[The big brave bear](#) by storytimeanytime

## The very noisy bear

BLAND, Nick

Scholastic Press, NSW, 2015

ISBN 9781743627853 [A821]



Nick Bland will delight fans again with another very cranky Bear tale. Bear's cranky expression at being woken by loud noises soon changes

to one of delight, concentration and disappointment as he tests his skills with a variety of musical instruments. His friends support his efforts, endeavouring to find an instrument that will survive Bear's huge paws and giant breath. Eventually, it is Bear's harmonious roar that has the animals calling for more as they celebrate their enjoyment of music in the *jingle*, *jangle*, *jungle*. The textured layering of paint and detail ensure that Bear is the standout with a background of jungle in a muted wash of greens and browns. Best read aloud to share the rhythm and rhyme, occasional large font, and illustrations, capture the onomatopoeic words, boom, bang, bash and crash. The incongruous collection of animal friends – lion, zebra, moose, sheep and

more – offer a message of accepting difference and living in harmony. The final page is a wonderful twist in this very enjoyable picture book. C. Keane

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

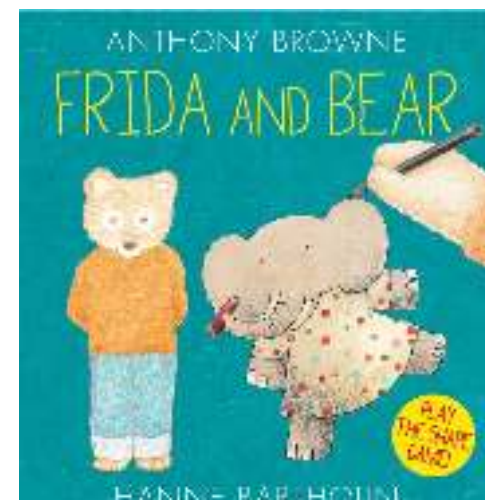
**SCIS 1720788** \$16.99

## Frida and Bear

BROWNE, Anthony & BARTHOLIN, Hanne

Walker, UK, 2015

ISBN 9781406353990



Remember Mr Squiggle? This picture book is a version of the Mr Squiggle game using bits of bark and shells and other objects gathered from nature, as well as squiggles, to make drawings. The two characters who play the game are a bear and an elephant. Bartholin's illustrations will have a wide appeal, yet the level of skill needed to play the game and

come up with drawings incorporating an object is more suited to Stage 2 students. The book could inspire some innovative post excursion lessons, especially following up a nature walk. Comparisons with Browne's earlier picture book, *The shape game*, will provide interesting discussion and opportunities for more imaginative communication. A. Soutter

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

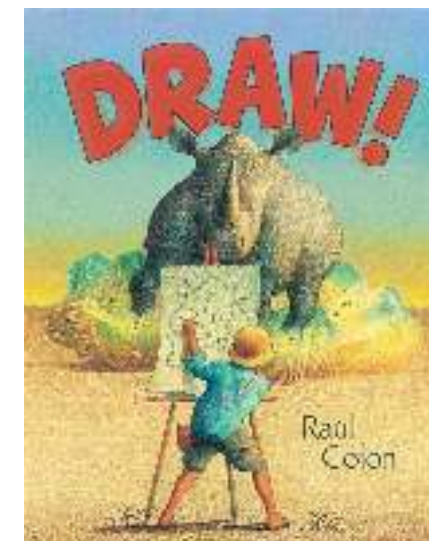
**SCIS 1703142** \$24.95

## Draw!

COLÓN, Raúl

Simon & Schuster Books for Young Readers, USA, 2014

ISBN 9781442494923



Wordless, yet bursting with sound and action, this glorious picture book begins with a boy setting his imagination free as he draws African animals. His interaction with these wild animals draws the reader into his artistic travels, which range

from the comical to the precarious. Discussion points about the visual literacy devices used abound on every vibrant page. Rich examples of vectors, shapes, direction, perspective and colour will inspire students to read the pictures. The artist's intention is clear, from the start of the boy's imaginative safari to its conclusion as he packs up his easel and waves goodbye with his pith helmet. Teachers of Visual Art may find that this book develops the appreciation of art, artworks, audience and the world. S. Rasaiah

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

**KLA:** AC; CA; English

**SYLLABUS:** Creative Arts K-6;  
English K-10

**SCIS 1701154** \$19.99

## Tim and Ed

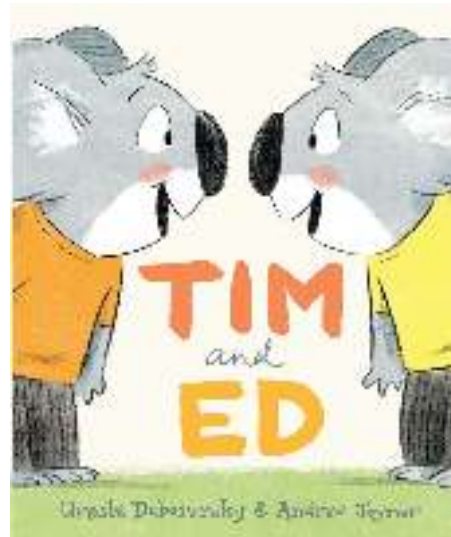
DUBOSARSKY, Ursula & JOYNER, Andrew

Penguin Group, VIC, 2014

ISBN 9780670074631

Identical twin koalas Tim and Ed want to do everything together. In a subtle effort to show the twins that they are individuals and do not have to be the





same as each other, Dad sends Ed to Auntie Pim for an overnight visit. It doesn't take long for Tim to overcome his unhappiness at having to stay home, as he and Dad have

a wonderful time playing games. Ed and Auntie Pim are shown to have an equally enjoyable time, although with different games and food. Written in humorous rhyming text, this picture book explores similarities and differences, identity, independence and family, and lends itself beautifully to being read aloud. Andrew Joyner's [downloadable colouring-in sheets](#) are in a similar style to the book's illustrations and could be a stimulus for students to compose more Tim and Ed adventures. S. Morton

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** PDHPE

**SYLLABUS:** PDHPE K-6

**SCIS 1676342** Paper \$24.99



**Ursula Dubosarsky and Andrew Joyner**  
by TheKidsBookshop

## Home

ELLIS, Carson  
Walker Books, London, 2015  
ISBN 9781406359428



Large format with full-page illustrations, this picture book shows the wide variety of people's homes in both real and imaginary contexts. Showing a broad range of dwellings across the globe, the illustrations provide a variety of viewpoints: looking at, looking in and looking out. On close examination the illustrations are packed with details that

can generate discussions on stories of families and cultural diversity. As there is an assortment of different shelters depicted in the book, it can also be used to reinforce science understandings on the basic needs of living things. The book supports the History Early Stage 1 topic: *Personal and family histories* and the across curriculum capabilities of *Intercultural understanding* and *Difference and diversity*. [Classroom ideas](#) are available. G. Braiding

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; HSIE; Science

**SYLLABUS:** History K-10; Science K-10 (SciTech K-6)

**SCIS 1704158** \$24.95

## Suri's wall

ESTELA, Lucy & OTTLEY, Matt  
Penguin Viking, VIC, 2015  
ISBN 9780670077755



Suri lives in a walled city, both metaphorically and literally. Her lanky height sets her apart from the other girls in the single-sex orphanage she lives

in. Parents and authority figures are unseen in her almost-monochromatic existence, where readers are left to surmise as to the circumstances. One day, colour enters her life in the form of a friend. Eva's sunny disposition changes Suri. Suddenly her height is an advantage and her perceptions of herself change as she realises her imagination can colour the lives of the other girls, who are hungry for visions of other worlds. Matt Ottley's work complements the changes Suri undergoes and the concord between words and pictures is a delight for the reader's own imagination, and inferential and interpretive reading skills. S. Bremner

**USER LEVEL:** Stage 1 Stage 2  
Stage 3

**KLA:** AC; English

**SYLLABUS:** English K-10

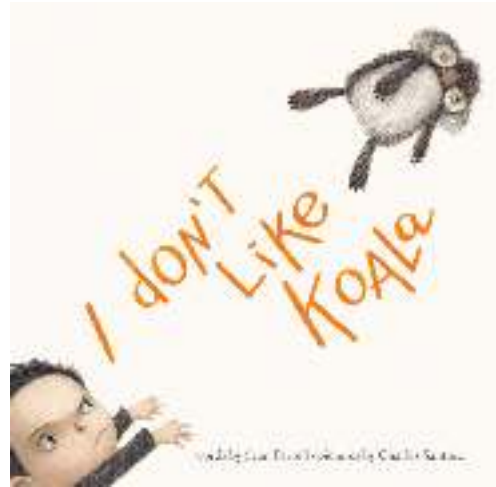
**SCIS 1722384** \$24.95



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

## *I don't like Koala*

FERRELL, Sean & SANTOSO, Charles  
Scholastic Australia, 2015  
ISBN 9781742761497



The essence of this picture book is its dark humour. When Adam receives a gift he anticipates something fabulous but the reality is

the opposite. The stuffed koala toy has oddly shaped eyes that seem to follow Adam everywhere. He tries to tell his parents that he just does not like Koala but they ignore his protests. Adam's efforts to rid himself of this *terrible terrible* are fruitless, and the toy appears to be indestructible and almost surreal. The twists in the conclusion calm the situation and leave the reader with another conundrum. The lack of parental understanding and the scary nature of this toy could make some students uneasy. S. Rasaiah

**USER LEVEL:** Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1705211** \$24.99



*I don't like Koala* by Sean Ferrell

## *How to grow a friend*

GILLINGHAM, Sara  
Random House Children's Books, USA,  
2015  
ISBN 9780385376693



*How to grow a friend* uses a gardening metaphor to teach readers that friendships are lovingly grown and nurtured. It shows how a friend takes patience, care, and room to bloom—just like growing a flower. As well, it shows how in friendship tolerance and inclusiveness is needed. The parallels between growing things and making new friends are illustrated with simple instructions. This picture book would be a useful

resource when discussing interpersonal relationships for PDHPE. Students can explore different types of relationships and describe the skills needed to develop and maintain positive relationships, like managing conflict and how to communicate, cooperate and care for others. M. Sutera

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English; PDHPE

**SYLLABUS:** English K-10; PDHPE K-6

**SCIS 1716842** \$29.99

## *Mum goes to work*

GLEESON, Libby & RUDGE, Leila  
Walker Books Australia Pty Ltd, NSW,  
2015  
ISBN 9781921529825

The original 1992 text has been reprinted with the addition of Leila Rudge's watercolour illustrations to reflect daily activities for mothers who go to work and their children in day care in a contemporary 21st century settings. In this picture book, the juxtaposition



of Mum's workplace and her children on adjoining pages reflects the core activities throughout the work day that children can easily identify. The illustrations, while supporting the delightful text, have the potential to stimulate children's imagination and play activity. The creativity in the text married with the illustrations that portray unexpected catastrophes open opportunities for children to become story tellers and achieve English outcomes [ENe-1A](#) and [EN1-1A](#). F. Whalan

**USER LEVEL:** Early Stage 1; Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1704716** \$29.99

## *How big is too small?*

GODWIN, Jane & JOYNER, Andrew  
Penguin Group (Australia), 2015  
ISBN 9780670070756[A821]



Sharing selected books in a classroom can be a springboard to understanding curriculum concepts. In this picture book, the concept of [comparative mathematical language](#)

can be taught through the illustrations, vocabulary, plot and setting. Younger brother, Sam, compares himself to the size of a flea and a flea to a mouse as he ponders *How big is too small?* when his older brother bars him from a game on the grounds of his size. Throughout Sam's quest to discover the relationships between objects and the importance of a single unit to the overall collective, we see a friendship develop where size is not an issue. Every lively picture tells a story and the rhythmic rhyming verse makes this a quality text on many levels. S. Rasaiah

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English; Mathematics

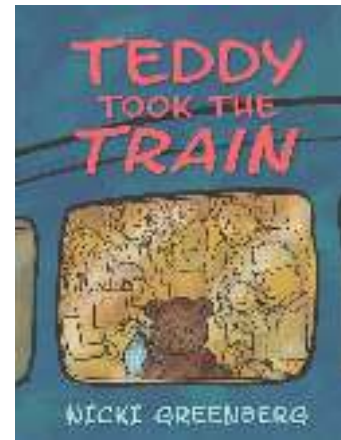
**SYLLABUS:** English K-10; Mathematics K-10

**SCIS 1705404** \$24.99

### ***Teddy took the train***

GREENBERG, Nicki  
Allen & Unwin, NSW, 2015  
ISBN 9781760112134 [A821]

Cleverly written, this picture book in rhyming verse can be enjoyed as a narrative about losing a treasured toy and the impact of this on an anxious



child, or understood as a resource about courage and resilience. Dot allays her fears that the train has taken Teddy by simply rearranging this to understand that ...no, Teddy took the train.

Each distressing possibility is turned into a positive adventure, bolstered by the appearance of a uniformed character and cheerful rainbow colours. The representation of Dot's mother in a wheelchair is not alluded to in the story. Students may realise that this is deliberate and designed to display disability as a part of life. This text could support issues of [anxiety in students](#) and assist with teaching personal and social skills in young children. S. Rasaiah

**USER LEVEL:** Early Stage 1 Stage 1

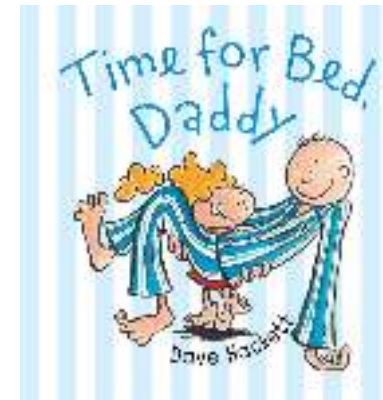
**KLA:** AC; English; PDHPE

**SYLLABUS:** English K-10; PDHPE K-6

**SCIS 1704060** \$19.99

### ***Time for bed, Daddy***

HACKETT, Dave  
UQP, QLD, 2015  
ISBN 9780702253812



*Time for bed, Daddy* flips the roles between parent and child completely. It is a funny, entertaining read and shows the special relationship

that fathers share with their children. The dialogue and narration is simple and realistic, with key words highlighted and enlarged to make for expressive reading. Themes included are: father and child – the story shares this unique bond; humour – the narrative and exaggerated cartoon illustrations abound with humour; and bedtime – the routine of bedtime is a special time between parents and their children. For English, students could write a letter to their dad, telling him all of the things they love doing with him and what they love about him. This amusing picture book will support the exploration of perspective and stereotyping. [Teachers' notes](#) can be found on the publisher's website. M. Sutera

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1716888** \$24.95

### ***Hop up! Wriggle over!***

HONEY, Elizabeth  
Allen & Unwin, NSW, 2015  
ISBN 9781743319987



One word exclamations in this happy picture book describe a day in the busy life of a family of nine

bush animals and their kangaroo and koala parents. Action words, onomatopoeia, punctuation and Australian colloquialisms comprise the language choices and provide ample teaching opportunities for teaching English. Students may realise that the likelihood of this collection of native animals enjoying a day out together is doubtful. Inherent knowledge of nocturnal animals, habitats and prey can be discussed as a side issue to the enjoyment of this book. Soft watercolour and pencil illustrations add to the warm atmosphere and show the usual daily family activities, albeit with animal characters. This personification

will be appreciated by younger readers. The illustrations and gentle joyfulness make this story very appropriate for pre-school children. S. Rasaiah

**USER LEVEL:** Early Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1704070** \$19.99

### **The hush treasure book**

Hush Music Foundation  
Allen & Unwin, NSW, 2015  
ISBN 9781760112790



Thirty well-known Australian authors and illustrators are featured in this collection of heart-warming, illustrated short stories and poems. Accompanied by a CD, this literary

collection is an expansion of the Hush Music Foundation's previous project – producing music albums featuring Australian musicians and composers to reduce distress and promote an atmosphere of healing and peace for young patients in hospital. The contents

of the picture book are diverse. Readers will be uplifted by Jacqui Grantford's *Recipe to catch a wish* and Bruce Whatley's *Free to fly*. They will be amused by Nick Bland's *Oliver's town* and by Ann James and Karen Tayleur's *Dot the tot*. The quiriness of Tohby Riddle's *The elephant bird* and Bob Graham's *The long shadow* will evoke feelings about what is important in life. There are too many contributions to mention. Teachers can dip into this resource for content to suit a variety of age groups and to promote discussions about purpose and audience.

C. Keane

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

**KLA:** AC; English; PDHPE

**SYLLABUS:** English K-10; PDHPE  
K-6

**SCIS 1721826** \$29.99

### **Snail and Turtle are friends**

KING, Stephen Michael  
Scholastic Australia, NSW, 2014  
ISBN 9781743620243

Despite their differences, Snail and Turtle are friends who do almost



everything together.

Colourfully, quirky illustrations support this picture book's gentle story about friendship, acceptance and

finding common ground. The title can be a useful discussion starter about friendship and individual differences for PDHPE's *Interpersonal relationships* strand. Students can explore different types of relationships and describe the skills needed to develop and maintain positive friendships. For English, students can discuss how the author uses words and pictures to portray friendship, and then find and compare other examples of unlikely friendships in picture books, such as *Bear and Chook* by Lisa Shanahan and Emma Quay. [Teachers' notes](#) are included on the publisher's website. M. Sutera

**USER LEVEL:** Early Stage 1 Stage 1

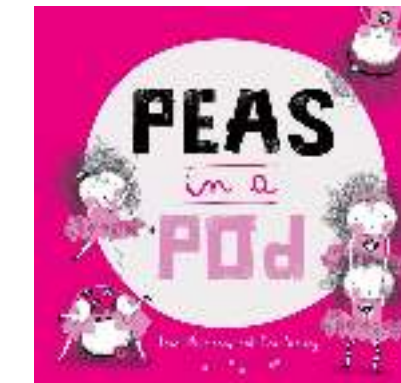
**KLA:** AC; English; PDHPE

**SYLLABUS:** English K- 10; PDHPE  
K-6

**SCIS 1660446** Paper \$24.99

### **Peas in a pod**

McCARTNEY, Tania & SNERLING, Tina  
EK Books, NSW, 2015  
ISBN 9781921966712



Pippa, Pia, Poppy, Polly and Peg are quintuplets. They are like peas in a pod and their loving parents seem determined to prolong their

sameness. However, children grow and change. Despite parental interference, each sister develops her own personality and sense of self. Minimal written text and cartoon style illustrations combine seamlessly to tell this journey. Small changes will excite the observant reader as forlorn expressions and single colour pages make way for exuberance in a world of colour that celebrates diversity. Ideal for investigating [PDHPE K-6 syllabus](#) outcomes GDES1.9 and GDS1.9, this amusing and fancifully illustrated picture book may also lead to a study of idioms and alliteration in familiar picture books. C. Keane

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English; PDHPE

**SYLLABUS:** English K-10; PDHPE  
K-6

**SCIS 1715244** \$24.99

## Lara of Newtown

McKIMMIE, Christopher  
Allen & Unwin, NSW, 2015  
ISBN 9781760112325



Child-like drawings and text using a multitude of styles might deceive the reader into classifying this book as a simple early childhood read, however each page requires

closer examination to reveal added detail, humour and complexity. We follow a cat's search for a loving family and home, beginning when her life as Misty ends at a cat shelter as her elderly owner can no longer look after her. Her new home as a Christmas pet present named Nigella is short lived due to an unfortunate incident with a budgie and she finds herself abandoned in an unfamiliar location, scrounging for food and shelter. Fortunately she is rescued once more to begin life as Lara. Discussions might focus around exploring the needs of animals and humans and pet ownership responsibilities. Older students might examine the stereotyping of wealthy people from Pymble and less affluent Newtown people, homelessness, in

addition to intertextual references such as the rewording of the lyrics of *Blowing in the wind* and colloquialisms such as *happy as Larry*. Teacher notes are available from the [Allen & Unwin website](#). S. Morton

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1716047** \$29.95

## A tale of two beasts

ROBERTON, Fiona  
Hodder Children's Books, UK, 2015  
ISBN 9781444916720



between man and animals. Robertson has cleverly created a two in one picture book. Readers are treated

This gorgeous and unique picture book has been designed in a two dimensional way, allowing readers to explore the differences in perception

to the perspective of the human protagonist who finds a strange animal in the dark woods whom she takes home with her and treats like a pet. The animal's story indicates his perception of the situation, which is that of being stolen from his woodland home by the human and treated in a ghastly way. The connotation of the word beast is extremely interesting, as the human character automatically considers the strange creature a beast while the creature considers the treatment he receives from the human as beastly; therefore considering her a beast. This concept is entertainingly explored, especially when the creature escapes from the human protagonist only to return for a piece of clothing the human provided him with. The hat symbolically represents the creature's sudden domesticity and the fact that now he realises the human was only trying to look after him the best way she knew how. This text would work well for studying perspective. J. Duvall

**USER LEVEL:** Stage 3 Stage 4 Stage 5

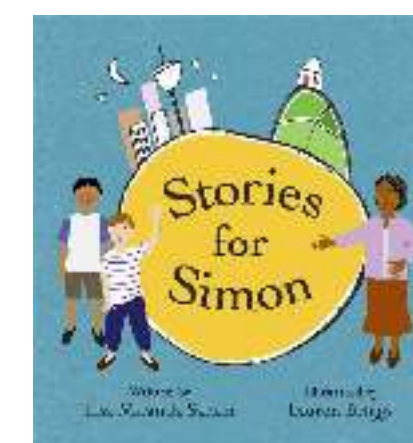
**KLA:** AC; English

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

**SCIS 1695382** \$24.99

## Stories for Simon

SARZIN, Lisa Miranda & BRIGGS, Lauren  
Random House, NSW, 2015  
ISBN 9780857987440



There are not enough imaginative storybooks which teach primary students about the Stolen Generation. This excellent book follows on from Kevin Rudd's

2008 formal apology to explore what happened to Indigenous people and what it means to us today. Endorsed by Michael O'Loughlin, Adam Goodes and Uncle Vic Simms, this story is about Simon who lives at Bondi and loves to collect things. His uncle sends him a boomerang wrapped in a newspaper which has an article on the Apology. He takes it to school and then discusses it with his friend while walking home and they visit local Elder, Aunty Betty, who tells them many stories. The picture book is well illustrated with a mixture of the red ochre and black of the Aboriginal flag, the blues and greens of the sea and the leaves, and the rainbow serpent that winds across Aunty Betty's stories. There are excellent [teaching resources on the publisher's website](#). A. Soutter

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1707085** \$24.99

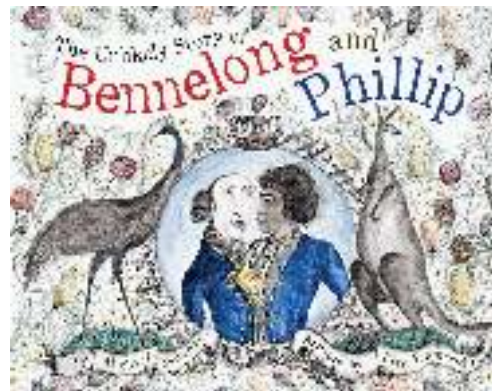


***Stories for Simon* author Lisa Miranda Sarzin and illustrator Lauren Briggs by Random House Australia**

### ***The unlikely story of Bennelong and Phillip***

SEDUNARY, Michael & EMMERICHS, Bern

Berbay Publishing, VIC, 2015  
ISBN 9780980671186



Detailing the relationship between Governor Phillip and Eora man, Bennelong, in the early days of British colonisation, this picture book skillfully

combines text and illustrations to explain the first contacts between Aboriginal people and the British. For a picture book, the text is dense but provides detailed information on the arrival of the First Fleet, the interactions between the British and Aboriginal population, and aspects of Bennelong's and Phillip's lives. The illustrative style is evocative in representing the places, interactions and events of the time. Based on historical sources, these are not referenced, but primarily British. As such, the perspective of the author should be considered when reading the text and other perspectives explored using a range of sources such as *Finding Bennelong*. The book supports the History Stage 2 topic: *First contacts* and historical concepts and skills of *perspectives and interpretations*. G. Braiding

**LEVEL:** Stage 2 Stage 3

**KLA:** AC; English; HSIE

**SYLLABUS:** AC; English K-10; History K-10

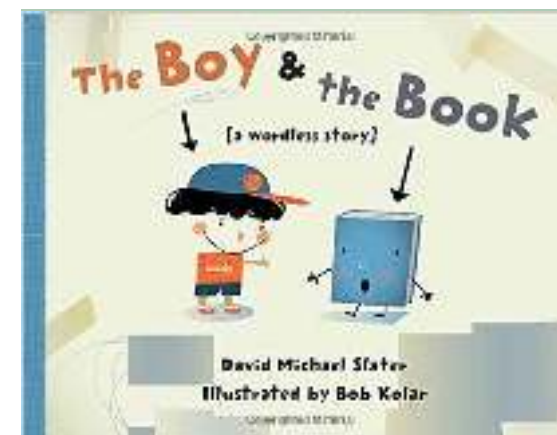
**SCIS 1698767** \$29.95



***Understanding Bennelong - perspectives* by CityofRydeCouncil**

### ***The boy and the book***

SLATER, David Michael & KOLAR, Bob  
Charlesbridge, USA, 2015  
ISBN 9781580895620



The setting of this wordless picture book story is a library, with books depicted as having

human emotions, complete with facial expressions. They are reminiscent of the toys in the first *Toy story* movie – the toys who dread the visitations of destructive neighbourhood children. Is

the energetic little boy depicted in this story unclear as to the role books can play in his life? Was he not inducted into library-like behaviour? He happily rips apart books, chucks them aside when his mother indicates it is time to leave, but Sellotape comes to the rescue, repairing the books. Open to interpretation, of course, one wonders if his sensibility coincides with him learning to read, and gaining insights into new worlds that books can offer. S. Bremner

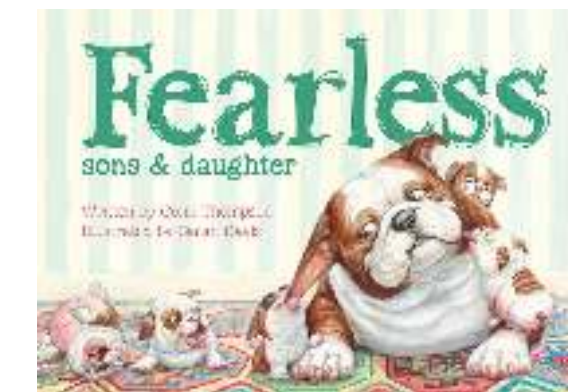
**USER LEVEL:** Early Stage 1 Stage 1

**SCIS 1707927** \$29.95

### ***Fearless: sons and daughter***

THOMPSON, Colin & DAVIS, Sarah  
HarperCollins Children's Books, NSW, 2015

ISBN 9870733330872



Beautifully illustrated, in a most appealing style, Fearless is a happy but confused dog.

Fearless takes his role of fatherhood seriously when he discovers that

he is father to five small wriggly puppies. He falls in love with them, cares for them and teaches them everything he knows, even if some of his interpretations of objects in his yard are slightly unconventional, such as the goldfish *sharks* in the pond. Filled with rich representations of emotions in the characters' faces, this picture book supports the PDHPE strand *Interpersonal relationships*. The use of everyday language will connect to young readers as they make associations with their own families and lives. [Teachers' notes](#) are available. G. Braiding

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2

**KLA:** PDHPE

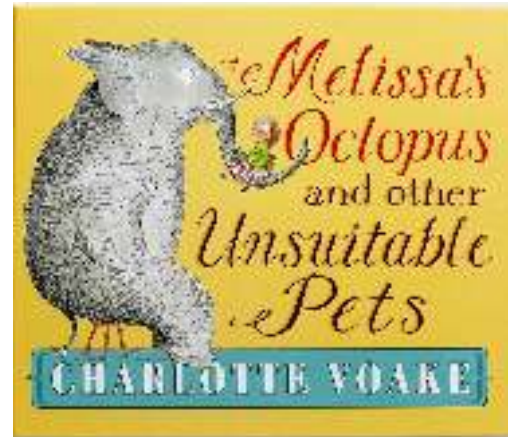
**SYLLABUS:** PDHPE K-6

**SCIS 1699521** \$24.99

### ***Melissa's octopus and other unsuitable pets***

VOAKE, Charlotte  
Candlewick Press, USA, 2015  
ISBN 9780763674816

Pets come in all shapes and sizes, with most people favouring the common types. Voake introduces us to a group



of children with most unconventional pets ranging from moles to elephants. A double page spread shows an owner and its pet in a favourable light, with the following double page highlighting the negatives or unsuitability of the animal as a pet. Children will enjoy predicting the disadvantages before viewing the author's interpretation. Suspense builds as the final large, green and very toothy pet is revealed, but with the children nowhere to be seen, thankfully not for long. Amusing illustrations add to this picture book's appeal. Children might like to create further pages on unsuitable animals as pets. This title might lead to discussions on responsible pet ownership and the needs of animals. Voake has provided a [step-by-step guide](#) on how to draw a most unsuitable pet, which might also be used as an exercise in following instructions. S. Morton

**USER LEVEL:** Early Stage 1 Stage 1

**SCIS 1714484** \$24.99

### ***Mr Huff***

WALKER, Anna  
Penguin Viking, VIC, 2015  
ISBN 9780670078042



Set in an inner city neighbourhood, this beautifully drawn picture book, tells the story of Bill who wakes up feeling grumpy and things go from bad to worse with an expanding cloud (the eponymous Mr Huff) following him around most of the day. Readers will be amused when Mr Huff averts his eyes and whistles when he follows Bill to the toilet and the bath. Eventually Bill tells Mr Huff to go away and that gradually changes his mood, so Mr Huff slowly shrinks through the next few pages and the sun comes out on Bill's life. It is a good book for discussion about how you can carry a bad mood around all day. A. Soutter

**USER LEVEL:** Early Stage 1 Stage 1

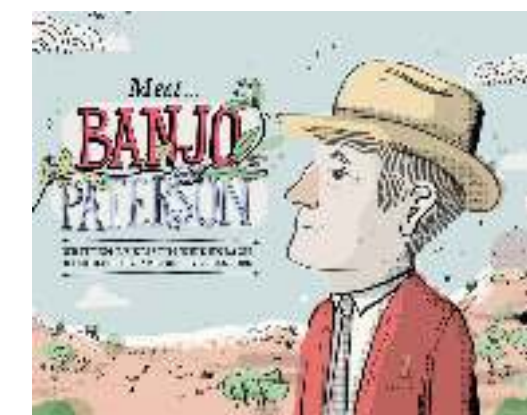
**SCIS 1715797** \$24.99



***Mr Huff by Anna Walker - book trailer***  
by Anna Walker

### ***Meet Banjo Paterson***

WEIDENBACH, Kristin & HANCOCK, James Gulliver  
Random House Australia, NSW, 2015  
(Meet)  
ISBN 9780857980083 [A821]



The latest instalment of the *Meet* series of picture books looks at Banjo as a person who has shaped Australia's

history and how he came to write his most famous poems and stories. Weidenbach's descriptive narrative begins with Banjo's early life on a rural property surrounded by, and reliant on,

horses. Practising as a lawyer in Sydney, he fondly remembers his life in the bush and stanzas from *Clancy of the overflow*, *Mulga Bill's bicycle*, *The man from Snowy River* and *Waltzing Matilda* are cleverly merged with the narrative, an author's technique that could be discussed in English. The muted colour of the illustrations support this writing style, evoking life in the 19th century. There is a timeline at the back of the book with facts about Banjo life and career; the language can be compared to the rest of the book. In History, the advancement in transport can be studied, as well as comparing town and country life in Banjo's time and in the present day, and entertainment, belongings and hobbies of the past. [Teachers' notes](#) can be found on the publisher's website. M. Sutera

**USER LEVEL:** Stage 1 Stage 2  
Stage 3

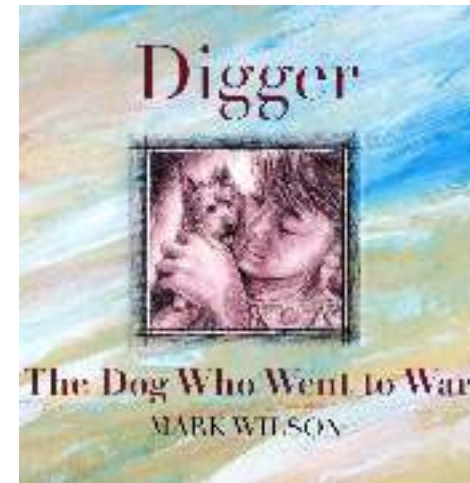
**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1705219** \$24.99

### *Digger: the dog who went to war*

WILSON, Mark  
Hatchett Australia, NSW, 2015  
ISBN 9780734415745



Set in WW1, this evocatively illustrated picture book provides a personal account of the war.

Having grown up together in rural Victoria, Digger, a small wiry pup, frets when his owner, Matthew, leaves to enlist at 16 years of age. When the family farewell him, Matthew smuggles the pup into his pack and their adventure begins. Digger proves to be a great asset at the Front, catching rats in the trenches, comforting the wounded and finally saving Matthew's life. Communicated through a series of handwritten letters and haunting sketches and paintings showing the horrors of the war, Matthew's and Digger's story is told. With themes of loyalty, devotion and resilience, the book supports the History Stage 2 topic: *Community and remembrance* and Stage 5 depth study: *Australians at war: World Wars I and II*. G. Braiding

**USER LEVEL:** Stage 2 Stage 3  
Stage 5

**KLA:** AC; History

**SYLLABUS:** History K-10

**SCIS 1700019** \$24.99

### *Teacup*

YOUNG, Rebecca & OTTLEY, Matt  
Scholastic Australia, NSW, 2015  
ISBN 9781743623855



Teacup is poetic story about a young boy who has to leave his home and find a new one. He leaves on a boat and carries in his bag only a book, a bottle, a blanket and a teacup full of dirt. His journey across the sea takes him through dangerous and dark times, and periods of calm with amazing sights, while always looking to the horizon for a place to stay. As he comes closer to his new home, a tree starts to bloom in his coveted teacup. Stunning illustrations relate the stages in the journey, delicately portraying reflected images,

light and dark, unusual perspectives and challenging times, in harmony with the sparse written text that describes beautifully the eventful journey of an immigrant overcoming obstacles and adversity, and the adventures and new friends he encounters when exploring his new home. This emotive and multi-layered picture book could be useful for exploring perspective, dislocation, refugees, journeys, discovery, home and family. [Teachers' notes](#) are available. L. Pfister

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

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1704152** \$24.99



# fiction for younger readers

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

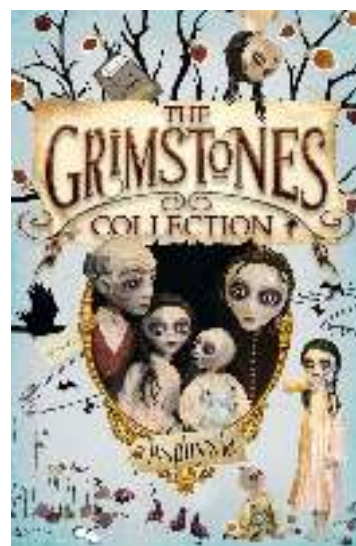
Some of these books are also suitable for lower secondary students.

## *The Grimstones collection*

ASPHYXIA

Allen & Unwin, NSW, 2015 (Bind-up edition)

ISBN 9781760113919



Four individual previously published titles have been combined in this edition. Described on its [website](#) as Gothic fairytales, the series had its genesis as a touring puppetry performance with these puppets

featuring in the illustrations throughout the book. Martha belongs to a most unusual family living in a crumbling

mansion, with each family member having a special skill. Her grandfather is the master of magic, creating incantations to protect the village from devastating storms. Martha yearns to learn magic and it is only later in the series that we learn why her grandfather refuses to teach her. Martha's stubbornness to learn about her father's untimely death and her own special talent lead to some unexpected incidents. She also shows an understanding of those around her and a desire to work for the greater good. [Teacher resources](#) are available for the first two titles, as is a [translated podcast](#) by the deaf author and an [app](#) for ipads. Individual titles are *Hatched*, *Mortimer Revealed*, *Music School* and *Whirlwind*. S. Morton

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1714452** Paper \$24.99



[Grimstones app trailer](#) by The Grimstones

## *A week without Tuesday*

BANKS, Angelica

Allen & Unwin, NSW, 2015 (A Tuesday McGillycuddy adventure)

ISBN 9781760110376



The intrigue which surrounds the world of story, *the place where writers go*, will engage young readers who will be both charmed and puzzled by the way a story comes to get its author and what happens when worlds collide. The characters in this story are whimsical creations, like winged dogs, yet they share similarities and emotions with their readers. Nothing is at it seems as in these worlds librarians and gardeners undertake very different tasks from our world. This is a book full of fantasy and adventure but, more importantly, it is a book about creativity, a book about writing and writers. Without being at all didactic, this is a book which will inspire young readers to want to create their own worlds that they will want to visit and people with characters of their own invention. This is a wonderful book for a teacher to read aloud. K. Rushton

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1707615** Paper \$15.99

## *The bad guys. Episode one*

BLABEY, Aaron

Scholastic Press, NSW, 2015

ISBN 9781760150426



A misunderstood wolf instructs the reader to re-examine three other much maligned characters, a snake, a piranha and a shark in this busy, comical book. Black and white cartoons

adorn every page as the words leap and shout across the outlandish activities of the newly formed *Good guys club*. The first person dialogue is colloquial and witty as each of the characters lives up to its reputation and refutes the wolf's desire to make up for perceived wrongs by doing good deeds. The writing degenerates into slang and unnecessary crass humour which detracts from the book's potential to be considered part of the

fractured fairytale genre. Students needing support to sustain their reading may find that this graphic novel format suits them. S. Rasaiah

**USER LEVEL:** Stage 2

**SCIS 1721232** Paper \$9.99

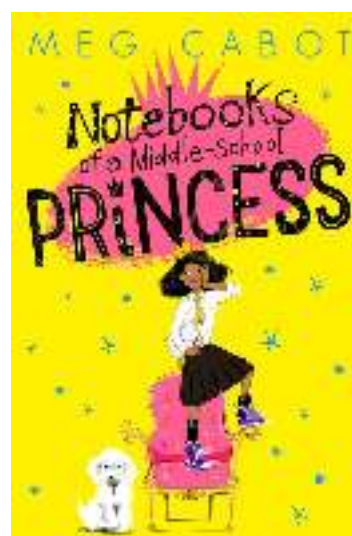


***The bad guys: Episode one***  
by Aaron Blabey

### ***Notebooks of a middle-school princess***

CABOT, Meg  
Macmillan Children's Books, UK, 2015  
ISBN 9781447280651

At 12 years of age, Olivia considers herself to be totally average. There are, however, a couple of indications that this is not so. Firstly, her name includes three middle names, two of which by



coincidence are also names of famous princesses. Secondly, she lives with her aunt and cousins following her mother's death and has never met her father, although she has received letters from him. When Olivia's world is turned upside down, she is saved in the nick of time by a real princess in a limousine who turns out to be her sister Mia Thermopolis of Genovia (who features in *The Princess Diaries* series by the same author). Olivia describes the stereotypical opulent lifestyle of a royal or celebrity but in a few off the cuff comments shows that she is not bedazzled by it all. The author's message that family is worth more than money could promote reflection and discussion. S. Morton

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1714169** Paper \$14.99

coincidence are also names of famous princesses. Secondly, she lives with her aunt and cousins following her mother's death and has never met her father, although she has received letters from him.

When Olivia's world

is turned upside down, she is saved in the nick of time by a real princess in a limousine who turns out to be her sister Mia Thermopolis of Genovia (who features in *The Princess Diaries* series by the same author). Olivia describes the stereotypical opulent lifestyle of a royal or celebrity but in a few off the cuff comments shows that she is not bedazzled by it all. The author's message that family is worth more than money could promote reflection and discussion. S. Morton

### ***Flora & Ulysses: the illuminated adventures***

DiCAMILLO, Kate  
Candlewick Press, USA, 2015  
ISBN 9780763676711



Following her parents' divorce, ten-year-old Flora has retreated to the familiar, beloved, larger than life world of the *Amazing Incandesto* superhero comic book she used to read with her father. Incandesto's stories become her source of inspiration in dealing with the world, but particularly whenever difficulties arise. When her neighbour's vacuum cleaner sucks up a squirrel, Flora jumps to its rescue. The near death experience has a dramatic effect upon the squirrel with it now having super strength and the ability to communicate with Flora by writing poetry. As with any superhero, the squirrel, now named Ulysses, has an arch nemesis. Slapstick style humour and interesting vocabulary (malfeasance, mundane, positing, preternaturally) combine with the visual impact of the transformation from plain text to comic format whenever Ulysses undertakes a super-heroic act, to create an enriched reading experience. for the reader. A [teachers' guide](#) and [interview](#)

[with the author](#) are available. S. Morton

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1705881** Paper \$14.95



***Flora & Ulysses: the illuminated adventures***  
- [book trailer](#) by Candlewick Press

### ***A million ways home***

DORISI-WINGET, Dianna  
Scholastic Press, USA, 2014  
ISBN 9780545667067



When Poppy's Grandma Beth suffers a stroke and has to be confined to a nursing home, Poppy sneaks out of the North Shore Children's Centre to be with her. This leads to a chain of events that results in Poppy

being placed in witness protection. Characters, key to Poppy's future, are gradually introduced into this crime story with a sensitivity that reveals an array of emotions. Readers will empathise with Poppy's life as the story discloses Grandma Beth's wisdom, tough Lizzie's softer side, Detective Trey's understanding and Poppy's hope for a German Shepherd dog. Appropriate dialogue is used to develop the characters. This device could be explained to students as a way of revealing aspects such as age, background, profession, mood or feelings in characterisation. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

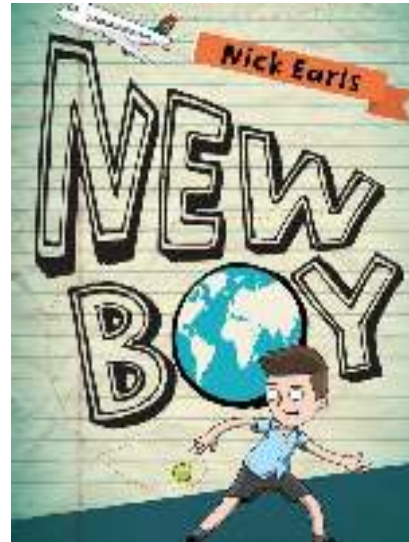
**SYLLABUS:** English K-10

**SCIS 1692158** \$15.99

### *New boy*

EARLS, Nick  
Puffin Books, VIC, 2015  
ISBN 9780143308393

Nick Earls had a tough time settling in when he arrived in Australia. His experiences provide a realistic context for *New boy*. The main character is Herscelle, newly arrived from



South Africa and starting high school. Although English speaking, he has difficulty understanding Australian colloquialisms, adjusting to a different lifestyle and being

accepted. He must confront school cliques, racism, bullying and his own past in South Africa before Australia begins to feel like home. Earls deals with the issues of racism and bullying realistically and with humour. He positions the reader to feel empathy for Herscelle, whose character is well drawn. Readers may even be persuaded to show more friendliness to new arrivals at their schools. Owing to its unappealing cover, some readers may dismiss the novel. This would be a shame as it is a well written, entertaining novel by a popular Australian author. C. Emin

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1703283** Paper \$14.99



*Nick Earls* by TheKidsBookshop

### *Archie Greene and the magician's secret*

EVEREST, D.D.  
Faber & Faber, UK, 2014  
ISBN 9780571309054



Archie lives with his grandmother following the death of his parents and older sister when he was a baby. His uneventful life takes a sudden twist on his twelfth birthday when a mysterious 400 year old gift is delivered to him catapulting him into a world of magical books. Sent to live with previously

unknown cousins, he joins them as apprentices at the Museum of Magical Miscellany where magical books are being gathered in the search for the missing titles of the Terrible Tomes. Should the seven come together their dark magic would be magnified and cause havoc if unleashed by the evil Greadders. Archie becomes aware that it is his role to overcome the evil that abounds. Readers not yet ready for the bulky Harry Potter series will find Archie Greene a pleasant and easier introduction to the genre. The [author's website](#) and an [interview](#) provide background information. S. Morton

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1681149** \$16.99

### *Better Nate than ever*

FEDERLE, Tim  
Walker Books, UK, 2015  
ISBN 9781406361537

Thirteen year old Nate Foster does not enjoy his life in the small Pennsylvanian town of Jankburg. He is nothing like his athletic, sporty older brother, his strict parents seem to be on the verge of divorcing and he is constantly bullied at school about both his weight and sexuality (although Nate states that



on that topic he is currently undecided). With a love of Broadway musicals, shared by his one friend Libby, Nate grabs at what he considers his one chance to escape, when he learns of an open casting for a musical version of ET.

His naive plan of an overnight bus trip to New York, Libby as his alibi, quickly disintegrates. Nate experiences the highs and lows of a big city and the audition circuit. An estranged family member unexpectedly comes to his rescue and through her Nate gains a greater understanding of his family. The light-hearted and pacy writing style does not overwhelm the more serious thematic undercurrents. Comparison might be made to the film *Billy Elliot*. An [interview](#) with the author reveals the story's genesis from his own life experience and his disappointment at the banning of the book in some school libraries. A sequel, *Five, Six, Seven, Nate!* has been published. S. Morton

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1708329** Paper \$12.95

### *Birrung the secret friend*

FRENCH, Jackie & WILSON, Mark  
Angus & Robertson, NSW, 2015 (Secret  
histories)

ISBN 9780732299439



Ten year-old orphan Barney along with mute Elsie are barely surviving in 1790s Sydney. The clergyman Richard Johnson, who has been led to their derelict shelter by Birrung, rescues them. Through Barney's eyes,

we learn of the deprivations of the colony, the contrast between the work ethic and generosity of the Johnson household with that of both soldiers and convicts, and the horror of the arrival of the disease and death ridden Second Fleet. The general derisive attitude to the Aboriginal population is initially also held by Barney, although this changes to admiration as Birrung demonstrates her food gathering skills and medicinal expertise. Touched upon is the inner turmoil created for those Aboriginal people brought into the white way of life, with Birrung eventually electing to return to her people. Author's notes identify the

factual and fictional aspects of the story and highlight how personalities can influence the way history is portrayed. With a [Teaching guide](#), *Birrung the secret friend* supports the History K-10 topics: [First contacts](#), and [The Australian colonies](#). S. Morton

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1698931** Paper \$12.99

### *Dragon rider*

FUNKE, Cornelia  
Chicken House, UK, 2014  
ISBN 9781910002056



This is a tenth anniversary edition of Funke's classic story of magic and adventure. It has stood up quite well in a post-Harry Potter world. Firedrake, the dragon, sets off from his mountain home to find the place

where silver dragons can live forever. He is accompanied by a brownie and, later, a boy named Ben. Funke takes the reader on a journey across the world as the protagonists search for the ultimate home for each of them. This is a story as much about courage and acceptance, as it is about magic. Each character must learn important lessons about themselves and others; however the antagonist remains a literary trope for evil, a terrible, soulless monster. In working together the evil is defeated, once again reinforcing the central message inherent within fantasy that through collaboration and teamwork malevolence can be beaten. S. Pollard

**USER LEVEL:** Stage 3 Stage 4

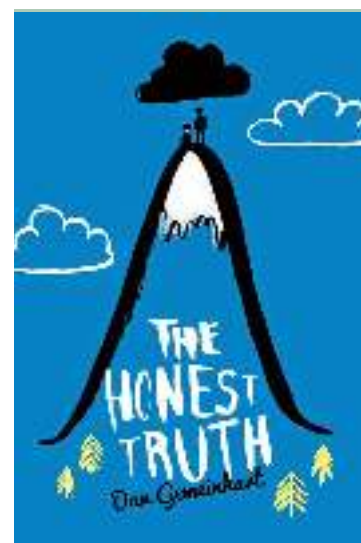
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1700890** Paper \$15.99

## The honest truth

GEMEINHART, Dan  
Chicken House, UK, 2015  
ISBN 9781910002131



A simple, yet compelling novel that traces the journey of a young boy struggling to come to terms with his illness. The reader is engrossed in finding out the reasons behind the boy's overt anger and to witness the close, developing

relationship the boy has with his fiercely loyal pet dog. Not only is the reader excited by this relationship between humans and animals, but also by what each character learns from the other. The physical, mental and emotional journey of Mark, the protagonist, is not the only journey observed by the reader, which gives Gemeinhart's novel a multi-dimensional feel to it. The reader is treated to the insightful perspectives of the minor characters in this novel, to enhance their understanding of Mark and his battle with himself and nature. This novel would work well in an English classroom for students being introduced to the concept of ethical dilemmas. The novel also works well with the following general capabilities – *Critical and creative*

*thinking, Ethical understanding and Literacy.* J. Duvall

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1699083** Paper \$15.99



[The honest truth, video #1: Chapter 1](#)  
by Dan Gemeinhart

## Chance of a lifetime

HARDING, David  
Random House Australia, NSW, 2015  
(Izzy Folau)  
ISBN 9780857986610

The *Chance of a lifetime* is Sione's chance to play with more privileged students from independent rugby playing schools as they try out for a junior team coached by Izzy Folau. The



sub-text deals with the cultural and social distance between Sione and the other boys, so students from Pacific Island communities may make a connection with Sione and his feelings. However, there is a happy ending when Daniel and Sione are both picked as representatives. While the language choices and subject matter will make this text accessible to younger readers or those struggling with literacy, the themes and their treatment are worthy of exploration as is the development of the characters and their relationships. *Reality check*, from the same series, continues Daniel's and Sione's story. They play rugby with a team coached by Izzy Folau and as these characters learn more about each other, they also learn about the game of rugby. These books are accessible for students who are beginning to read novels independently and will engage those interested in football. They may also introduce some older readers into the pleasure of independent reading. K. Rushton

**USER LEVEL:** Stage 2 Stage 3  
Stage 4

**KLA:** AC; English  
**SYLLABUS:** English K-10  
**SCIS 1710733** Paper \$14.99

Other reviewed title in this series:

*Reality check*

**SCIS 1719738**

## Dropping in

HAVEL, Geoff  
Fremantle Press, WA, 2015  
ISBN 9781925162219



Havel introduces us to his central characters through their interests in skateboarding and PlayStation, a surefire winner with younger readers. Ian and Warren are fairly typical friends, quite different from each other, but drawn

together by common interests. However, what this story does really well is address issues which confront young people, in creative and innovative ways. Warren struggles with school and managing his behaviour, although he is not a bad kid. There are issues with violence too,

which are implied, and consequences are represented fairly. When James arrives in the neighbourhood and school the boys are confronted by his cerebral palsy, but eventually discover his sense of humour and willingness to participate in their lives. Three friends face challenges with humour and loyalty in this book that invites readers to understand that differences can be overcome. S. Pollard

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1700801** Paper \$14.99

### *Kerenza: a new Australian*

HAWKE, Rosanne  
Omnibus Books, SA, 2015  
ISBN 9781742990606



Set in the untamed mallee country in the pioneering days of South Australia, young Kerenza and her family arrive from Cornwall to make a new life for themselves. Camped under canvas as they clear the scrub, cut tracks and build a dwelling, Kerenza's family's struggle to survive in their new land. We follow Kerenza's migration story as she finds time between her daily chores to explore

the forbidding bushland that is now her home. Written through the perspective of Kerenza, readers will empathise with her and her family and understand the challenges 1900s migrants faced in outback Australia. Published in large font, the novel suits Stage 2 recreational reading. It also supports the Stage 3 History topic: *Australia as a nation*, in particular the contribution of migrant groups to Australian society. [Teachers' notes](#) are available. G. Braiding

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; HSIE

**SYLLABUS:** History K-10

**SCIS 1705215** Paper \$15.99

### *The cut out*

HEATH, Jack  
Allen & Unwin, NSW, 2015  
ISBN 9781760111984



Fourteen year old Fero Dremovich thought he was just going to a peaceful protest, but he quickly finds himself embroiled in a Cold War spy adventure – a conflict between fictitious former-Soviet nations

Kamau and Besmar. Mistaken for a known terrorist, our naive hero ends up on a nerve wracking mission behind enemy lines, fighting to save millions of Kamau lives. Fero finds himself in many situations in which a regular teen might struggle, but he surprisingly adapts and copes with agility and dexterity. Fero discovers that the propaganda his government has peddled about Besmar is false. Readers may think about the author's purpose to make them question messages put out by their own government, and the thin line that sometimes separates truth and lies, good and evil. The plot has a few unexpected twists and turns, and this fast paced thriller is well suited to recreational reading. Interesting [teaching notes](#). L. Pfister

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1721800** Paper \$14.99



*The cut out - a young adult espionage thriller*  
by Jack Heath

### *You choose ... [series]*

IVANOFF, George  
Random House Australia, 2015



Written in the second person, this series of choose-your-own-ending stories follows the format that appeals to readers who find it difficult to sustain their reading throughout an entire novel.

The 156 page book may appear daunting to some readers yet, by reading short chapters and selecting the next page to explore, the conclusion can be reached in record time. The reader is then free to re-read the choices and arrive at a different conclusion. Action-packed, short, snappy sentences move the story sequences along at a fast pace. The characters and plots contribute to the adventurous nature of the books set in exciting times and situations. This style of writing could lead students to tackling a different type of novel in which the plot is teased out throughout the whole book. S. Rasaiah

**USER LEVEL:** Stage 2 Stage 3

**Paper** \$14.99 each

Titles reviewed in this series:

*Alien invaders from beyond the stars*  
**SCIS 1711805**

*Night of the creepy carnival*  
**SCIS 1711807**



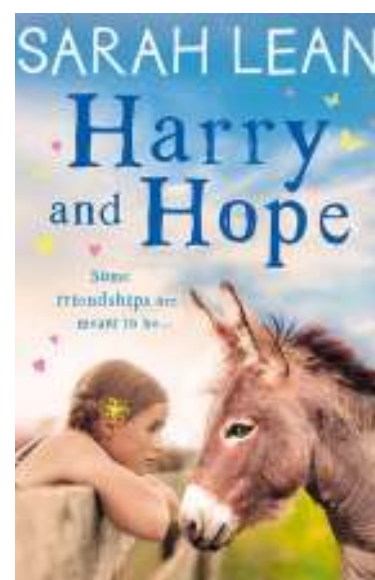
**Michael Pryor launches George Ivanoff's *YOU CHOOSE* series by George Ivanoff**

## *Harry and Hope*

LEAN, Sarah  
HarperCollins Children's Books, UK,  
2015

ISBN 9780007512263

Animal-human relationships are often the subject of novels for Middle School students. This sensitive story explores just such a relationship against a backdrop of family sentiments and poignant animal behaviour. Frank, Hope's mother's boyfriend means a lot to Hope as a friend and confidant. Frank's rescue donkey, Harry, is very



needy and relies totally on Frank. When Hope is charged with the task of caring for Harry she learns the power of friendship and loyalty. The characters develop slowly through their dealings with the donkey, the focal point in the story. Students may be encouraged to also portray their own stories through a third party, using this as a catalyst for the protagonist and supporting characters. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

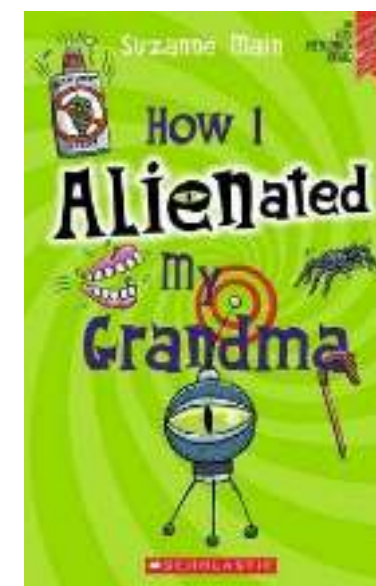
**SYLLABUS:** English K-10

**SCIS 1707304** Paper \$14.99

## *How I alienated my grandma*

MAIN, Suzanne  
Scholastic, NZ, 2015  
ISBN 9781775433064

Using the word *alienated* in the title demonstrates the opportunities for exploring language provided within this book. Here both definitions are evident



– Michael's Gran becomes alienated when Michael inadvertently causes her to become inhabited by an alien after discovering a long buried, mysterious device in his back yard. With his best friend and neighbour Elvis, he sets out to remedy the situation, only to discover the future of the Earth is at stake. While Elvis is the expert in science fiction and technology, it is Michael's quick thinking and ability to scheme his way out of trouble as quickly as he gets into it, that help save the day. [Teacher notes](#) suggest discussion ideas about the colloquial expressions, puns and similes found throughout this humorous adventure. Space exploration searching for other forms of life, wormholes, cover-ups of alien landings on earth are all avenues for discussion. S. Morton

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1706214** Paper \$14.99

## *Zafir*

MASON, Prue  
Allen & Unwin, NSW, 2015 (Through my eyes)  
ISBN 9781743312544



Zafir is a 13 year old boy happily growing up with his family in Homs, Syria. His world is shattered when civil war breaks out and he finds himself alone. How will he survive? Will his family be reunited? The storyline

begins at the start of the Syrian conflict to enable upper primary school readers to understand why the war started and its impact on ordinary people. *Zafir* is a useful English resource for classroom activities on context, perspective, character, inferential questioning and modality. It is a gripping story that will have wide appeal, especially for readers interested in current world conflicts and multicultural texts. [Teaching notes are available](#). C. Emin

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1700020** Paper \$15.99



**Zafir: through my eyes by Prue Mason - book trailer** by Allen & Unwin

### The summer lion

McALLISTER, Margi  
Scholastic, UK, 2015  
ISBN 9781407145570



*The summer lion* is a heart-warming, fun-filled animal story featuring a circus under threat from a wicked land developer. Drina loves nothing more than spending time with the old retired lion from her family's circus. When Drina takes her lion to the village of Twidings for the summer, she discovers a plan to turn the ruined

castle into a hotel, with a theme park attached. It will ruin the community and the landscape. Even worse, the evil Mr Cravat has his eye on Drina's lion to be one of the main attractions. Full of adventure and with an appealing heroine, this will delight all animal and story lovers. Interesting words, real and made up, can be a catalyst for a discussion with students. During English lessons, the effect the words have on the story can be discussed along with what makes it part of the fantasy genre. M. Sutera

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1706995** Paper \$19.95

### A single stone

McKINLAY, Meg  
Walker Books, NSW, 2015  
ISBN 9781925081701

Many years previously, rock falls within the surrounding mountains isolated Jena's village from any outside influences. The community survived, becoming a matriarchal society as it is only the slender and flexible bodies of the female children who are able to



enter the mountains' fissures to gather the precious mica which fuels the village's existence. Each family prays for the birth of a small female child as it is rewarded with an increased allocation of mica. These small babies are bound from an early age to ensure smaller growth, in a similar practice of the Chinese for many centuries. The elder Mothers control through superstition and secrecy and have resorted to herbal interventions to ensure the birth of small babies. Jena discovers that her mother's death during the birth of her sister may have been the result of such a tonic and agonises about the consequences of exposing these practices. Jena's leadership and unsettling past result in her questioning the community and its assumptions. This novel would be useful for studying character, perspective and literary techniques. [Download classroom ideas](#) and read an [interview](#). S. Morton

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1711753** \$16.95

### Chasing the valley [series]

MELKI-WEGNER, Skye  
Random House, NSW, 2014



Aspects of other dystopian fantasy series can be seen within this series' characters, settings and plot, to create a new and enjoyable read. *Rowan of Rin* readers will appreciate the incredible journey undertaken by Danika and her fellow refugees to save their country from war. The magical abilities of those in the *Ranger's apprentice* series are echoed here with characters discovering their individual proclivities in their mid teens, while the deadly fight against evil, although not quite as vicious as *The hunger games*, takes many twists and turns. The country of Taladia is ruled by a king who wishes to crush his neighbours and requires all 18 year olds to be conscripted to fight his wars. To control dissent he bombs within his own lands creating a vast underclass fighting for survival. Individual self-belief, resilience and not making impulsive, stereotypical conclusions about people are central recurring themes. [Comprehensive teacher notes](#) discuss and provide



activities examining writing style, literary devices and symbols and characterisation. S. Morton

**USER LEVEL:** Stage 3 Stage 4 Stage 5

**KLA:** AC; English

**SYLLABUS:** English K-10

**Paper** \$17.99 each

Reviewed titles in this series:

*Chasing the valley*

**SCIS 1603553**

*Borderlands*

**SCIS 1643480**

*Skyfire*

**SCIS 1669116**



*Chasing the valley* by Skye Melki-Wegner  
official trailer by Random House Books AU

## Angel of fire

MILTON, Wendy  
PawPrint Publishing, NSW, 2014 (Zach's story)  
ISBN 9780646900322



Eleven year old Zach Brinkley's life is in danger. Someone wants him dead. With the help of Astra, twins Milly and Billy and the annoying Sophie, Zach is determined to find out who wants him dead and why.

The scenario seems familiar but the setting and plot is innovative. Zach is in hospital. He is clinically dead. He is in a coma, kept alive by life support equipment after being hit by a truck. He is stranded between two worlds, unable to communicate with his worried parents. His helpers are a seraph and twin ghosts who communicate Zach's messages through his classmate, *know-it-all* Sophie, who is a channeler. Described as an independent, prickly character, Zach learns to accept help from his new friends and together they solve the mystery and save Zach's life. Suitable for wide reading, it will appeal to lovers of mystery and the spirit world. C. Keane

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1662008** Paper \$10.50

## Bridget: a new Australian

MOLONEY, James  
Omnibus Books, SA, 2015 (A new Australian series)  
ISBN 9781742990989



Bridget's family has been turned out of their home during the Irish potato famine and their only refuge is the workhouse where living conditions are hard and freezing and the food sparse. There is one chance for 11 year old Bridget and her sister - to take a ship to a new country and become Australians. Bridget, the boldest of her mother's children, finds she has a gift with horses and manages to make a niche for herself in Northern Australia. This is a narrative, told in the first person, with great characters and an interesting plot, that is hard to leave alone. It is written in a beautiful prose style and is the first of a series about immigrant girls. [Teaching notes](#) offer interesting suggestions for exploring concepts such as context,

point of view and character for English, and for exploring immigration to Australia. C. Emin

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1699301** Paper \$15.99

## Cyclone fever

MORGAN, Sally & NORLING, Beth  
Omnibus Books, SA, 2015  
ISBN 9781742991030



Cleverly illustrated to represent the effects of a cyclone, this junior novel describes the approach of a cyclone and preparations for it in coastal northern Australia. Young Danny and his parents do not think the predicted cyclone will cause damage but Gran knows better; she remembers. Gran gently cajoles the family to prepare, despite much opposition. Then it strikes, reeking turmoil and disaster. With themes of preparedness, working together, resilience and community

spirit, this novel has a quintessentially Australian feel to it. The colourful illustrations bring the characters and cyclonic winds to life as do the words highlighted through a variety of fonts. Although written in chapter book format for younger readers, the novel supports the Stage 3 Science strand: *Earth and space*, in particular extreme weather conditions. G. Braiding

**USER LEVEL:** Stage 1 Stage 2  
Stage 3

**KLA:** AC; Science

**SYLLABUS:** Science K-10 (SciTech K-6)

**SCIS 1715346** Paper \$12.99

### *Ship of dolls*

PARENTEAU, Shirley  
Candlewick Press, USA, 2014  
ISBN 9780763670030



It is 1926 and tensions are rising between Japan and the USA. In an effort to diffuse the situation, schools and communities around America are encouraged to each send a doll to Japan to participate in the

Hinamatsuri festival. Eleven-year-old Lexie has been sent to live with her grandparents following the death of her father, their son. Feeling unloved by her strict grandmother and friendless at school, Lexie seizes the chance to be reunited with her nightclub singer mother by writing the best letter to accompany her school's doll to San Francisco, where it will join the thousands of others travelling to Japan. Although her determination leads to poor decisions, her developing maturity and perceptiveness becomes apparent as she strives to atone for her mistakes and deepens the relationship between herself and her grandmother. This text supports the *English K-10 syllabus* requirements to give students experience of a wide range of literary texts from other countries and times. An author's note provides information on the Ship of Dolls program as does the [Friendship dolls: children's page](#). S. Morton

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1694595** \$19.95



***Culture of Japan Hina dolls #1***  
by Culture Japan

### *Helix and the Arrival*

POSNER, Damean  
Random House Australia, 2015  
ISBN 9780857986535



Told with contemporary overtones, this prehistoric story makes for humorous reading. Helix, a 13 year old caveboy, is dreading the Arrival, the initiation he must undertake to become a true caveman. Forbidden to cross the river to where the river people live, Helix, his friend Ug and fierce feminist, Saleeka, venture to the Dark Side to fetch herbal medicine for Ug's father. As the story unfolds with Stone

Age drawings illustrating the primitive lifestyle of the Rockfall people, issues relating to rebellious teenagers and families replicate those of a modern era. Suggestions of racism can be detected as the bigger picture emerges and Helix shames the tribe into admitting that they have never even met a river person and that their suspicion is based on hearsay. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1710750** Paper \$15.99

### *Percy Jackson and the Titans curse: the graphic novel*

RIORDAN, Rick  
Puffin Books, UK, 2014 (Percy Jackson)  
ISBN 9780141338262



*Percy Jackson and the Titan's curse* has an engaging plot. Percy, the son of a god, is the protagonist. Upon receiving an urgent distress call from Grover, he immediately prepares for battle against a half-lion, half-human monster. He knows he will need his trusty bronze sword and powerful demigod allies, Annabeth and Thalia, at his side. This is a graphic

novel adaptation of the third book in the Percy Jackson series. Subjective interpretation is always a factor in these graphic novel-spin offs, the dialogue is almost secondary to the images in a graphic novel. This is certainly true for this adaptation which may disappoint avid readers of the Percy Jackson books. However, this graphic adaptation will suit readers needing support who find adventure stories and visual literature appealing. C. Emin

**USER LEVEL:** Stage 3 Stage 4  
Stage 5

**SCIS 1674159** Paper \$19.99

### *Withering-by-Sea*

ROSSELL, Judith  
ABC Books, NSW, 2014 (A Stella Montgomery intrigue)  
ISBN 9780733333002



A fine example of how language can construct layers of mood, this Victorian fantasy grips the reader with its tightly woven plot and well-crafted characters. The protagonist, 11 year old Stella, lives in a historic hotel with her

three dour aunts. The windswept, damp town of Withering-by-Sea provides a perfect backdrop for the magic and mystery in which Stella becomes embroiled. Protecting a package from a devious magician lands Stella in an ancient world of selkies, where the seal people could predict the future and where those who were fey had special powers. The authentic vocabulary and descriptions of activities from the era adds potency to the atmosphere as the reader is led from the familiar to the challenging. The introduction of supporting characters with their varying quests and intrigues points towards further adventures for Stella and her new friends. S. Rasaiah

**USER LEVEL:** Stage 3

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1688798** \$19.99

### *Big game*

SMITH, Dan  
Chicken House Ltd, UK, 2015  
ISBN 9781909489943  
Oskari lives in a remote mountainous village in Finland. He is about to turn 13 and is worried about the rite of passage that he must undergo. Small for his age,



he must rely on his wits and years of training by his father to survive almost two days on his own in rugged terrain. Armed with the huge, traditional hunting bow and arrows, a knife and fire kit, he must find the strength and courage to prove himself a man by returning with a hunting trophy. Oskari discovers the biggest game of all, the American President, trapped in his escape pod after Air Force One has been shot down by terrorists. The hunter becomes the hunted, pursued by a relentless, heavily armed group of men. This well-constructed, fast-pace adventure is narrated by Oskari, allowing the reader to join his quest to save the President. We share his fear, decision making, longing to please his father, and determination to survive. His character develops along with his belief in his own ability. After all, *he has the blood of hunters in his veins*. C. Keane

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1697329** Paper \$15.99



*Big game* by Dan Smith

### *The dogs*

STRATTON, Allan  
Penguin Group (Australia), VIC, 2015  
ISBN 9780143572596



Cameron is used to moving, and having too many first days at new schools. His mother, in pursuit of a happier life away from her violent estranged husband, is hyper-vigilant, living in fear of being found by Cameron's father. The prose is simple, pared back, with Cameron as the eyes and ears, with both senses mistrusted by him. With zombie-ridden computer games juxtaposed with the first person narrator's eerily authentic new abode

(aptly named Wolf Hollow), school bullies, and an anxious mother, one is drawn into Cameron's world of angst and concern. Not surprisingly, the authenticity of the setting and circumstances have roots in the author's lived experience. This would be suitable for mature Stage 3 students, and Stage 4, and would be a good novel to explore one's sense of belonging and embarking on journeys. S. Bremner

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1699448** Paper \$17.99



*The dogs by Allan Stratton* by Scholastic



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

## *Trickstars* [series]

WOOD, Karen  
Allen & Unwin, NSW, 2015



The Trickstars series title has a double meaning; it is a play on the word tricksters, a folkloric term for people who used their talent and wit to triumph over villains, and it refers to the trick-riding talents of the three main characters. *Triple magic* introduces triplets Lexie, Ruby and Kit, who help out in the family orchard after school and secretly practise riding tricks at an abandoned farm. They learn that Featherfoot, Kismet and Tinker are more than working horses and that their grandparents were trick-riding performers. *Summer spell* uncovers a bit more of the Trickett family's past. On their ninth birthday, the girls learn about their gypsy ancestry and receive golden amulets with special powers from their grandfather. Bravery, comradeship and talent prevail when a rival family try to steal Lexie's belt buckle. Each title focuses on a triplet and her horse, and a troubling event that needs to be resolved by the combined efforts of this feisty trio.

It is pleasing to have strong female characters and well-constructed narratives for a young audience. C. Keane

**USER LEVEL:** Stage 2

**Paper** \$9.99 each

Reviewed titles in this series:

*Chasing dreams*  
**SCIS 1721719**

*Princess of the sands*  
**SCIS 1721715**

*Saving Destiny*  
**SCIS 1716897**

*Second chance*  
**SCIS 1716896**

*Summer spell*  
**SCIS 1716895**

*Triple magic*  
**SCIS 1716893**

# fiction for older readers

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

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

## *A week without Tuesday*

BANKS, Angelica  
Allen & Unwin, NSW, 2015 (A Tuesday McGillycuddy adventure)  
ISBN 9781760110376



The intrigue which surrounds the world of story, *the place where writers go*, will engage young readers who will be both charmed and puzzled by the way a story comes to get its author and what happens when worlds collide. The characters in this story are whimsical creations, like winged dogs, yet they share similarities and emotions with

their readers. Nothing is at it seems as in these worlds librarians and gardeners undertake very different tasks from our world. This is a book full of fantasy and adventure but, more importantly, it is a book about creativity, a book about writing and writers. Without being at all didactic, this is a book which will inspire young readers to want to create their own worlds that they will want to visit and people with characters of their own invention. This is a wonderful book for a teacher to read aloud. K. Rushton

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

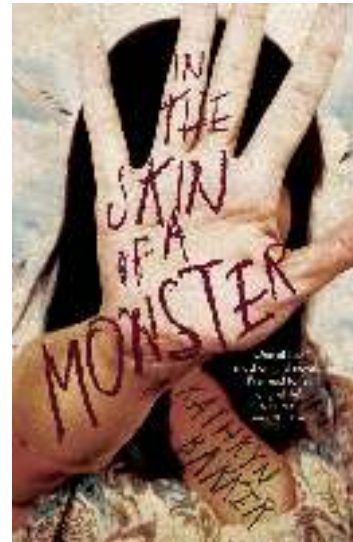
**SYLLABUS:** English K-10

**SCIS 1707615** Paper \$15.99

### *In the skin of a monster*

BARKER, Kathryn  
Allen & Unwin, NSW, 2015  
ISBN 9781760111717

The combination of contemporary realism and the paranormal makes this novel an original, unpredictable story with many hidden secrets and mysteries. The main character, Alice, struggles with the aftermath of an act of extreme violence. Three years earlier, her identical twin sister massacred



this one is filled with the nightmares of everyone in her community. The skin of a monster is original and unpredictable, with many hidden secrets and mysteries. Written in a journal format with two narrators, this narrative deals with themes of murder, loss, suicide, violence, betrayal, grief, identity, and ultimately forgiveness and moving on. Detailed [teaching notes](#) are available but, as the novel contains a violent school massacre and sexual references, teachers must be aware of its suitability for students in the English classroom. L. Pfister

**USER LEVEL:** Stage 5 Stage 6

**KLA:** AC; English

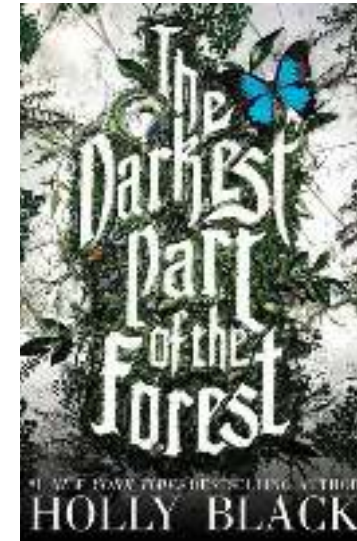
**SYLLABUS:** English K-10; English Stage 6

**SCIS 1721795** Paper \$17.99

innocent students. Alice now wears the face of that monster and struggles to understand whether she, too, is capable of the same sort of atrocity. Like Alice in Wonderland, she is thrust into a fantasy dream world, except

### *The darkest part of the forest*

BLACK, Holly  
Indigo, UK, 2015  
ISBN 9781780621739



Drawing on a representation of Erlking, the king of the fairies from Danish and German folklore, the author created the character of Alderking in this novel of faeries, knights and monsters. Written as a modern fairy tale, the characters come from the ordinary world yet are imbued with the magic of the fae. The central concept of this novel is courage. The setting is a small tourist town and a forest that is inhabited by the Folk of the Air with strange creatures that infiltrate homes and the high school. Siblings, Hazel and Ben, exhibit all the emotions of young adults with romance clouding the powerful and terrifying events in which they are thrust. Occasional strong language and same sex relationships are integral to the relevance of this tale. The inclusion of the boy in the glass coffin harks back to fairy tales such as *Snow White*, which may lead students to compare this novel with familiar traditional tales. A comprehensive

[Reading guide](#) is available. S. Rasaiah

**USER LEVEL:** Stage 6

**KLA:** English

**SYLLABUS:** English Stage 6

**SCIS 1700275** \$22.99

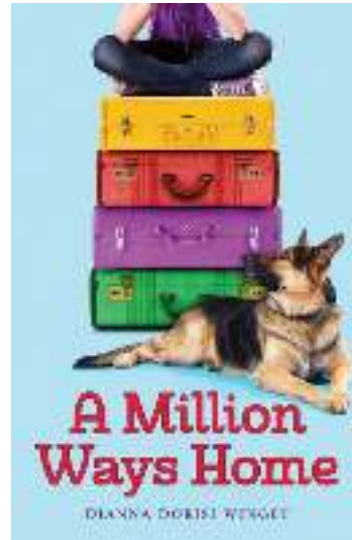


[The darkest part of the forest by Holly Black](#)  
by Little, Brown Books for Young Readers

### *A million ways home*

DORISI-WINGET, Dianna  
Scholastic Press, USA, 2014  
ISBN 9780545667067

When Poppy's Grandma Beth suffers a stroke and has to be confined to a nursing home, Poppy sneaks out of the North Shore Children's Centre to be



with her. This leads to a chain of events that results in Poppy being placed in witness protection. Characters, key to Poppy's future, are gradually introduced into this crime story with a sensitivity that reveals an array of emotions.

Readers will empathise with Poppy's life as the story discloses Grandma Beth's wisdom, tough Lizzie's softer side, Detective Trey's understanding and Poppy's hope for a German Shepherd dog. Appropriate dialogue is used to develop the characters. This device could be explained to students as a way of revealing aspects such as age, background, profession, mood or feelings in characterisation. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4

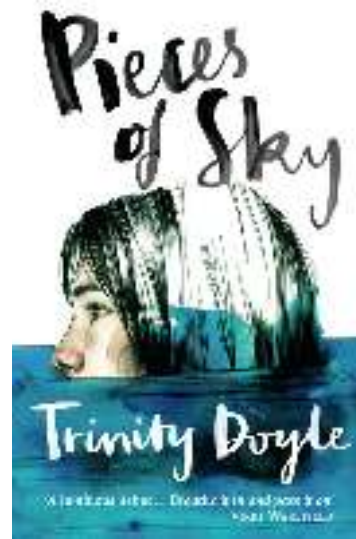
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1692158** \$15.99

### *Pieces of sky*

DOYLE, Trinity  
Allen & Unwin, NSW, 2014  
ISBN 9781760112486



Trinity Doyle has attempted a rather grand teen drama in this novel, and while her writing style can be appreciated the story has a tendency to repeat itself. The core issue, of a young girl whose brother has died while surfing and

the ongoing effects of this trauma, is a valid enough exploration. Unfortunately, the cast of characters never take on enough life of their own to expand the work beyond Lucy's story of coming to terms with her family falling apart. In many ways this central concern will be enough for younger readers, but the whole lacked a heart with a message about life to lift it beyond the middle school market. While the premise that we never really know others, even those closest to us, is worth exploring, Doyle too often leaves the hard questions and opts for easy answers. S. Pollard

**USER LEVEL:** Stage 4 Stage 5

**SCIS 1713712** Paper \$16.99

### *New boy*

EARLS, Nick  
Puffin Books, VIC, 2015  
ISBN 9780143308393



Nick Earls had a tough time settling in when he arrived in Australia. His experiences provide a realistic context for New boy. The main character is Herscelle, newly arrived from South Africa and starting high school.

Although English speaking, he has difficulty understanding Australian colloquialisms, adjusting to a different lifestyle and being accepted. He must confront school cliques, racism, bullying and his own past in South Africa before Australia begins to feel like home. Earls deals with the issues of racism and bullying realistically and with humour. He positions the reader to feel empathy for Herschelle, whose character is well drawn. Readers may even be persuaded to show more friendliness to new arrivals at their schools. Owing to its unappealing cover, some readers may dismiss the novel. This would be a shame as it is a well written, entertaining novel by a popular Australian author. C. Emin

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1703283** Paper \$14.99



*Nick Earls* by TheKidsBookshop

### *Vengeance*

FALKNER, Brian  
Walker Books Australia, NSW, 2014  
(Recon team angel)  
ISBN 9781921720574



While this is referenced as the final stage of a series the ending implies more to come. As part of the Recon Team Angel series, *Vengeance* incorporates returning characters and mentions events from previous books. In

spite of this, the novel is enjoyable as events move quickly and Falkner has avoided the trap of offering readers a recap of previous books, which can be quite annoying. As the series reaches its conclusion, the participants find themselves in challenging situations which test loyalties. The characters, whilst referred to as young, rarely seem so, taking risks to support their teammates. Well written for young adult readers, this novel combines action adventure and speculative fiction into an appealing package. S. Pollard

**USER LEVEL:** Stage 4 Stage 5

**SCIS 1683746** Paper \$19.95

### *Better Nate than ever*

FEDERLE, Tim  
Walker Books, UK, 2015  
ISBN 9781406361537



Thirteen year old Nate Foster does not enjoy his life in the small Pennsylvanian town of Jankburg. He is nothing like his athletic, sporty older brother, his strict parents seem to be on the verge of divorcing and he is constantly

bullied at school about both his weight and sexuality (although Nate states that on that topic he is currently undecided). With a love of Broadway musicals, shared by his one friend Libby, Nate grabs at what he considers his one chance to escape, when he learns of an open casting for a musical version of ET. His naive plan of an overnight bus trip to New York, Libby as his alibi, quickly disintegrates. Nate experiences the highs and lows of a big city and the audition circuit. An estranged family member unexpectedly comes to his rescue and through her Nate gains a greater understanding of his family. The light-hearted and pacy writing style does not overwhelm the more serious thematic undercurrents. Comparison might be made to the film Billy Elliot. An [interview](#) with the author reveals the story's genesis from his own life experience and his disappointment at the banning of the book in some school libraries. A sequel, *Five, Six, Seven, Nate!* has been published. S. Morton

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1708329** Paper \$12.95

### *Dragon rider*

FUNKE, Cornelia  
Chicken House, UK, 2014  
ISBN 9781910002056



This is a tenth anniversary edition of Funke's classic story of magic and adventure. It has stood up quite well in a post-Harry Potter world. Firedrake, the dragon, sets off from his mountain home to find the place where silver dragons can live forever. He is accompanied by a brownie and, later, a boy named Ben. Funke takes the reader on a journey across the world as the protagonists search for the ultimate home for each of them. This is a story as much about courage and acceptance, as it is about magic. Each character must learn important lessons about themselves and others; however the antagonist remains a literary trope for evil, a terrible, soulless monster. In working together the evil is defeated, once again reinforcing the central message inherent within fantasy that through collaboration and teamwork malevolence can be beaten. S. Pollard

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1700890** Paper \$15.99

### *The honest truth*

GEMEINHART, Dan  
Chicken House, UK, 2015  
ISBN 9781910002131



A simple, yet compelling novel that traces the journey of a young boy struggling to come to terms with his illness. The reader is engrossed in finding out the reasons behind the boy's overt anger and to witness the close, developing relationship the boy has with his fiercely loyal pet dog. Not only is the reader excited by this relationship between humans and animals, but also by what each character learns from the other. The physical, mental and emotional journey of Mark, the protagonist, is not the only journey observed by the reader, which gives Gemeinhart's novel a multi-dimensional feel to it. The reader is treated to the insightful perspectives of the minor characters in this novel, to enhance their understanding of

Mark and his battle with himself and nature. This novel would work well in an English classroom for students being introduced to the concept of ethical dilemmas. The novel also works well with the following general capabilities – *Critical and creative thinking, Ethical understanding* and *Literacy*. J. Duvall

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1699083** Paper \$15.99



**[The honest truth, video #1: Chapter 1](#)**  
by Dan Gemeinhart

## Soon

GLEITZMAN, Morris  
Viking, VIC, 2015  
ISBN 9780670078875



Although fifth in the family of books about the Holocaust, chronologically *Soon* precedes *Now* and follows *Felix* as he struggles to survive in Soviet controlled Poland at the conclusion of World War II. Forever hopeful, he and Galbriek must battle the reality of trying to find basic necessities such as shelter and food, and safety from the gangs and the strict Soviet regime. Felix questions his own values and instincts, and learns to trust someone who he had dismissed as a criminal. Black market trading, racism, theft of treasures from Holocaust victims, Nazi medical experimentation and the desperation of refugees seeking relocation all feature. Touched upon also is rape by Russian soldiers and the drowning death of a young baby. Throughout Felix perseveres, his moral compass spurring him on. *Soon* supports the requirement for students to have experience of a wide range of literary texts from other countries and times, and aspects of

ethical understanding and diversity. Listen to Morris Gleitzman reading an [excerpt from \*Soon\*](#). S. Morton

**USER LEVEL:** Stage 4 Stage 5

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1715792** Paper \$19.99



**[Morris Gleitzman on his new novel 'Soon'](#)**  
by Penguin Books Australia

## Chance of a lifetime

HARDING, David  
Random House Australia, NSW, 2015  
(Izzy Folau)  
ISBN 9780857986610  
The *Chance of a lifetime* is Sione's chance to play with more privileged



students from independent rugby playing schools as they try out for a junior team coached by Izzy Folau. The sub-text deals with the cultural and social distance between Sione and the other boys, so students from Pacific Island communities may make a connection with Sione and his feelings. However, there is a happy ending when Daniel and Sione are both picked as representatives. While the language choices and subject matter will make this text accessible to younger readers or those struggling with literacy, the themes and their treatment are worthy of exploration as is the development of the characters and their relationships. *Reality check*, from the same series, continues Daniel's and Sione's story. They play rugby with a team coached by Izzy Folau and as these characters learn more about each other, they also learn about the game of rugby. These books are accessible for students who are beginning to read novels independently and will engage those interested in football. They may also introduce some older readers into the pleasure of independent reading. K. Rushton



**USER LEVEL:** Stage 2 Stage 3  
Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1710733** Paper \$14.99

Other reviewed title in this series:

*Reality check*

**SCIS 1719738**

### *Dropping in*

HAVEL, Geoff

Fremantle Press, WA, 2015

ISBN 9781925162219



Havel introduces us to his central characters through their interests in skateboarding and PlayStation, a surefire winner with younger readers. Ian and Warren are fairly typical friends, quite different from each other, but drawn

together by common interests. However, what this story does really well is address issues which confront young people, in creative and innovative ways. Warren struggles with school and managing

his behaviour, although he is not a *bad* kid. There are issues with violence too, which are implied, and consequences are represented fairly. When James arrives in the neighbourhood and school the boys are confronted by his cerebral palsy, but eventually discover his sense of humour and willingness to participate in their lives. Three friends face challenges with humour and loyalty in this book that invites readers to understand that differences can be overcome. S. Pollard

**USER LEVEL:** Stage 3 Stage 4

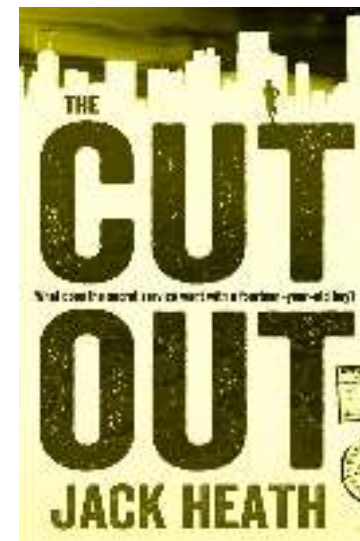
**SCIS 1700801** Paper \$14.99

### *The cut out*

HEATH, Jack

Allen & Unwin, NSW, 2015

ISBN 9781760111984



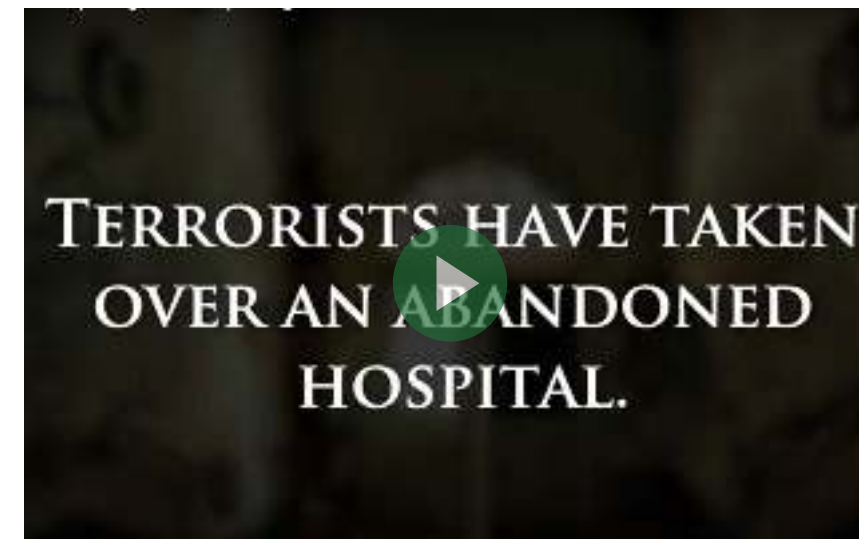
and Besmar. Mistaken for a known

Fourteen year old Fero Dremovich thought he was just going to a peaceful protest, but he quickly finds himself embroiled in a Cold War spy adventure, a conflict between fictitious former-Soviet nations Kamau

terrorist, our naive hero ends up on a nerve wracking mission behind enemy lines, fighting to save millions of Kamau lives. Fero finds himself in many situations in which a regular teen might struggle, but he surprisingly adapts and copes with agility and dexterity. Fero discovers that the propaganda his government has peddled about Besmar is false. Readers may think about the author's purpose to make them question messages put out by their own government, and the thin line that sometimes separates truth and lies, good and evil. The plot has a few unexpected twists and turns, and this fast paced thriller is well suited to recreational reading. Interesting [teaching notes](#) are available. L. Pfister

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1721800** Paper \$14.99



*The cut out - a young adult espionage thriller*  
by Jack Heath

### *Reckoning*

JONSBURG, Barry

Allen & Unwin, NSW, 2015 (Pandora Jones)

ISBN 9781743318133



Jonsberg has written an interesting adventure, where a group of young people have been drawn into a conspiracy to depopulate the world. Intriguing, at least in part, because his villain is no standard modern terrorist but

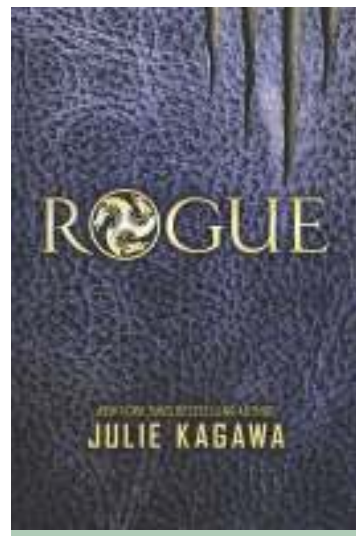
a highly successful psychopath who truly believes the world deserves a new start, so she has planned a viral attack to wipe out the world population. Pandora must convince her team to resist, in order to save, not only her own family, but theirs too. As the team throws their ingenuity and limited resources at trying to escape, Jonsberg invites his audience to consider forgiveness as well as vengeance as emotions which can drive us to achieve. While the conclusion may seem cliché, it is another, in a long line of narratives, where young people must fight adults to save humanity. Nonetheless it draws the reader into its world and leaves us believing they must succeed. S. Pollard

**USER LEVEL:** Stage 5

**SCIS 1707611** Paper \$17.99

## Rogue

KAGAWA, Julie  
Harlequin Teen, NSW, 2015 (Talon saga)  
ISBN 9781743690888



In this, the second book of The Talon Saga, Kagawa continues to exploit the teen adventure/romance/fantasy genre. Rather than vampires or werewolves, Kagawa draws on the St George and the

dragon mythology to imagine a world inhabited by dragons in human form, with a secret organisation hunting them down. At this point, Ember and Garret, who met in Book 1, are drawn together through attraction and need as they seek a way to escape the clutches of their controlling organisations. With Cobalt, as the dragon seeking to protect our heroine and a brother intent on progression, Ember is surrounded by males who either want to kill her or protect her; this is, of course, the rich stuff of teen fantasy. This will appeal

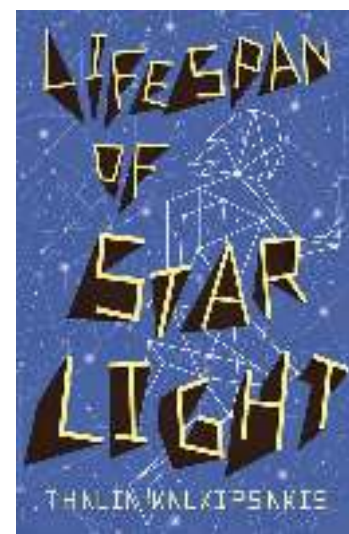
to many readers who enjoy Cassandra Clare and her ilk. This book is a perfect blend of violence, romance and fantasy. S. Pollard

**USER LEVEL:** Stage 5

**SCIS 1711444** Paper \$19.99

## Lifespan of starlight

KALKIPSAKIS, Thalia  
Hardie Grant Egmont, VIC, 2015  
ISBN 9781742978710



Sitting firmly in the genre of dystopian future, we find Big Brother most definitely watching and controlling. Set in 2084, all residents are micro chipped. Their location is constantly tracked and wages, graded upon each person's usefulness to the state, are credited to the chip. As resources become scarce, all transactions require the chip to be swiped. The society's non-contributors (elderly, unwell or illegals) must survive as best they can. Fourteen year-old Coutlyn is a strong female character. She is an illegal living with her mother who refused to abort

her. Despite not being able to attend school, she has become an expert computer hacker using technology as best she can to avoid being caught. After witnessing a strange event, and despite its inherent dangers, Coutlyn attains mastery of how to time travel. [Teacher notes](#) are available. S. Morton

**USER LEVEL:** Stage 4 Stage 5

**SCIS 1704425** \$19.95

## The incredible adventures of Cinnamon Girl

KEIL, Melissa  
Hardie Grant Egmont, VIC, 2014  
ISBN 9781742978307



Set in the small town of Eden Valley in rural Victoria, Alba and her friends have completed Year 12 and are spending the summer holidays together as they always have, before the upheaval of the coming year. Some, like Caroline cannot wait to escape to the big smoke, or Grady who has been set on his path of becoming a lawyer since he was six years old. Others have

no wish to leave. And then there is Alba, who is unsure of where her talented artistic comic drawing skills might take her, even if this means separation from her best friend Grady. Alba's grief at her father's death when she was a young child is central to her hesitancy. The town's easy pace, reflected in the novel's writing style, is upended when it is identified in a YouTube prediction as the only place in the world to survive a New Year's Day apocalypse. Told in first person narrative using a contemporary young Australian voice, Alba is quite perceptive about herself and others, although is oblivious to Grady's wish to progress their relationship beyond its current platonic state. Coming of age, relationships and search for identity are at the core of this novel with grief and body image also touched upon. Publisher created [Teaching notes](#) available. S. Morton

**USER LEVEL:** Stage 4 Stage 5  
Stage 6

**KLA:** AC; English

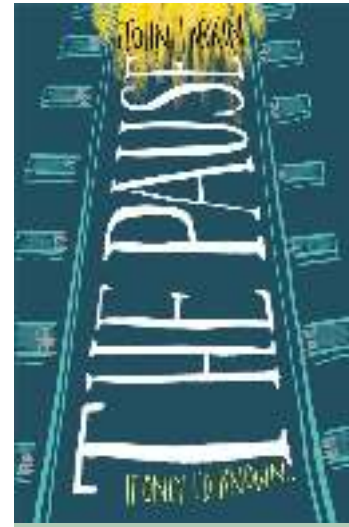
**SYLLABUS:** English K-10

**SCIS 1675367** Paper \$18.95

## The pause

LARKIN, John

Random House Australia, NSW, 2015  
ISBN 9780857981707



Larkin's empathetic novel about youth suicide shows his understanding of anxiety and depression in a positive and easily accessible manner. Declan is a studious and slightly introverted Year 11 student who appears

to have a great life although there is a sinister incident when he was six which has been buried by all his family and which surfaces as a trigger for what is to follow. He falls heavily for Lisa, a student at another school, with a very controlling mother and an unsettling and violent family history of her own. When Lisa is sent back to Hong Kong Declan spirals into the depths of despair. It is at this point that Larkin uses his own experiences of depression to encourage both Declan and the reader to pause. Using chapters titled Non space, he describes the consequences on others of Declan's suicide. These are counter balanced with lengthier and more comprehensive chapters, composed in an authentic

adolescent voice, detailing Declan's future after that all-powerful pause. Years later, Lisa needs Declan to assist her healing. Larkin's repeated message about the necessity for seeking outside help is linked with the powerful idea that although life can throw up many obstacles, all can be overcome given just a pause. The pause may support [English K-10 syllabus](#) outcomes [EN4-7D](#) and [EN5-7D](#), and [Personal Development, Health and Physical Education Years 7-10 syllabus](#) outcomes 4.6 and 5.2. Comprehensive [teachers' notes](#) are available. S. Morton

**USER LEVEL:** Stage 4 Stage 5  
Stage 6

**KLA:** AC; English; PDHPE

**SYLLABUS:** English K-10, English  
Stage 6; PDHPE 7-10

**SCIS 1704421** Paper \$19.99



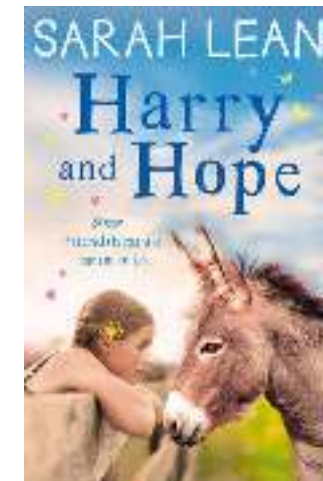
[The pause book trailer](#) by Stephan Wellink

## Harry and Hope

LEAN, Sarah

HarperCollins Children's Books, UK,  
2015

ISBN 9780007512263



Animal-human relationships are often the subject of novels for Middle School students. This sensitive story explores just such a relationship against a backdrop of family sentiments and poignant animal behaviour. Frank, Hope's mother's boyfriend means a lot to Hope as a friend and confidant. Frank's rescue donkey, Harry, is very needy and relies totally on Frank. When Hope is charged with the task of caring for Harry she learns the power of friendship and loyalty. The characters develop slowly through their dealings with the donkey, the focal point in the story. Students may be encouraged to also portray their own stories through a third party, using this as a catalyst for the protagonist and supporting characters. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1707304** Paper \$14.99

## Every move

MARNEY, Ellie

Allen & Unwin, NSW, 2015 (Every series)  
ISBN 9781743318539



Sherlock Holmes has been such a milestone in crime fiction, ever since Conan Doyle's most famous literary creation deduced, inferred and solved his first crime: this book opens with a Conan Doyle quote. It is the third book featuring

Rachel Watts and her boyfriend James Mycroft – a Watson is a requirement so that readers can following the reasoning as a worthy opponent is dealt with. The two are bruised and reeling from a previous adventure, alluded to regularly to help a reader unfamiliar with the backstory. There is low-level swearing, the suggestion of sex without anything explicit, and the language is pacy Australian colloquialisms. Rachel's narratorial voice enables less confident readers to follow the storyline with relative ease. S. Bremner

**USER LEVEL:** Stage 4 Stage 5

**SCIS 1699642** Paper \$18.99

## Zafir

MASON, Prue  
Allen & Unwin, NSW, 2015 (Through my eyes)  
ISBN 9781743312544



Zafir is a 13 year old boy happily growing up with his family in Homs, Syria. His world is shattered when civil war breaks out and he finds himself alone. How will he survive? Will his family be reunited? The storyline

begins at the start of the Syrian conflict to enable upper primary school readers to understand why the war started and its impact on ordinary people. *Zafir* is a useful English resource for classroom activities on context, perspective, character, inferential questioning and modality. It is a gripping story that will have wide appeal, especially for readers interested in current world conflicts and multicultural texts. [Teaching notes are available](#). C. Emin

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1700020** Paper \$15.99



**Zafir: through my eyes by Prue Mason - book trailer by Allen & Unwin**

## Stay with me

McCARTHY, Maureen  
Allen & Unwin, NSW, 2015  
ISBN 9781743316887



Subtitled, *When leaving is the most dangerous thing she will ever do*, this powerful and sympathetic tale of escape from domestic violence is a real page turner. It is the story of Tess who, with her three-year-old daughter,

Nellie, runs away from her violent partner in Byron Bay. There is a parallel story of Tess's namesake, her great grandmother who was put away in Kew

Asylum for melancholia, probably as a result of abuse, and died never seeing her five children and her husband again. Domestic violence is a hidden problem in the community and many students, who have never disclosed it, will relate to this novel and the hope it offers. It is a story about valuing yourself and not accepting the denigration of others that can render you powerless, told as a thriller.

A. Soutter

**USER LEVEL:** Stage 5 Stage 6

**SCIS 1707579** Paper \$22.99

## A single stone

McKINLAY, Meg  
Walker Books, NSW, 2015  
ISBN 9781925081701



Many years previously, rock falls within the surrounding mountains isolated Jena's village from any outside influences. The community survived, becoming a matriarchal society as it is only the slender and flexible bodies of the female children who are able to enter the mountains' fissures to gather

the precious mica which fuels the village's existence. Each family prays for the birth of a small female child as it is rewarded with an increased allocation of mica. These small babies are bound from an early age to ensure smaller growth, in a similar practice of the Chinese for many centuries. The elder Mothers control through superstition and secrecy and have resorted to herbal interventions to ensure the birth of small babies. Jena discovers that her mother's death during the birth of her sister may have been the result of such a tonic and agonises about the consequences of exposing these practices. Jena's leadership and unsettling past result in her questioning the community and its assumptions. This novel would be useful for studying character, perspective and literary techniques. [Download classroom ideas](#) and read an [interview](#) with the author. S. Morton

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

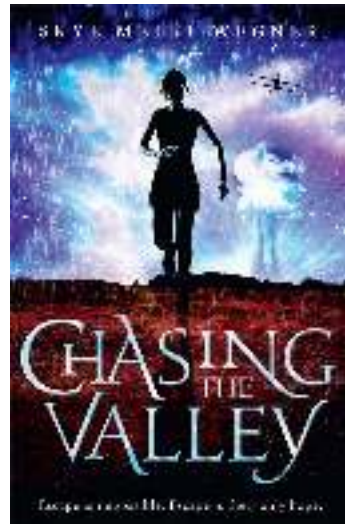
**SYLLABUS:** English K-10

**SCIS 1711753** \$16.95

## Chasing the valley [series]

MELKI-WEGNER, Skye

Random House, NSW, 2014



Aspects of other dystopian fantasy series can be seen within this series' characters, settings and plot, to create a new and enjoyable read. *Rowan of Rin* readers will appreciate the incredible journey undertaken by Danika

and her fellow refugees to save their country from war. The magical abilities of those in the *Ranger's Apprentice* series are echoed here with characters discovering their individual proclivities in their mid teens, while the deadly fight against evil, although not quite as vicious as *The Hunger Games*, takes many twists and turns. The country of Taladia is ruled by a king who wishes to crush his neighbours and requires all 18 year olds to be conscripted to fight his wars. To control dissent he bombs within his own lands creating a vast underclass fighting for survival. Individual self-belief, resilience and not making impulsive, stereotypical conclusions about people are central recurring themes. [Comprehensive teacher notes](#) discuss and provide

activities examining writing style, literary devices and symbols and characterisation. S. Morton

**USER LEVEL:** Stage 3 Stage 4 Stage 5

**KLA:** AC; English

**SYLLABUS:** English K-10

**Paper** \$17.99 each

Reviewed titles in this series:

*Chasing the valley*

**SCIS 1603553**

*Borderlands*

**SCIS 1643480**

*Skyfire*

**SCIS 1669116**



[Chasing the valley by Skye Melki-Wegner official trailer](#) by Random House Books AU

## Angel of fire

MILTON, Wendy

PawPrint Publishing, NSW, 2014 (Zach's story)

ISBN 9780646900322



Eleven year old Zach Brinkley's life is in danger. Someone wants him dead. With the help of Astra, twins Milly and Billy and the annoying Sophie, Zach is determined to find out who wants him dead and why.

The scenario seems familiar but the setting and plot is innovative. Zach is in hospital. He is clinically dead. He is in a coma, kept alive by life support equipment after being hit by a truck. He is stranded between two worlds, unable to communicate with his worried parents. His helpers are a seraph and twin ghosts who communicate Zach's messages through his classmate, *know-it-all* Sophie, who is a channeler. Described as an independent, prickly character, Zach learns to accept help from his new friends and together they solve the mystery and save Zach's life. Suitable for wide reading, it will appeal to lovers of mystery and the spirit world. C. Keane

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1662008** Paper \$10.50

## Off the page

PICOULT, Jodi & van LEER, Samantha Allen & Unwin, NSW, 2015

ISBN 9781743439982



This novel explores an interesting concept of literally bringing characters to life from a story, which challenges the notion that a reader metaphorically brings the characters to life in their imagination. The story of Oliver

and Delilah is told through each one's perspective and through the perspective of the other characters. Readers will understand how the actions of one character have far reaching effects on other characters in the novel and how changing one element of being alters everything for all involved. The authors have highlighted the fact that context is extremely important for all; readers and characters alike, owing to the fact that British characters from a fantasy setting have been transported from the

page into real life in an American city. References to modern day technology like Instagram are made, which clearly indicates the void for certain characters until they learn to comprehend such societal advances and amalgamate into their new setting. This novel would work well with a Year 9 English class who are learning to create challenging narratives that embody complex characters and sequence of events. J. Duvall

**USER LEVEL:** Stage 5

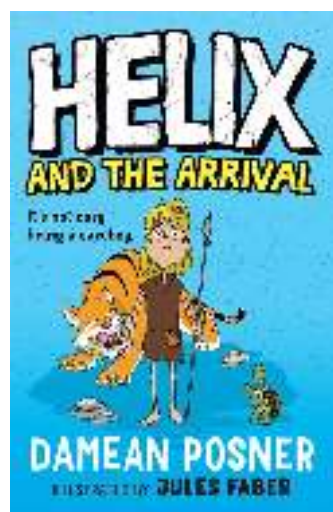
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1712254** Paper \$24.99

### *Helix and the Arrival*

POSNER, Damean  
Random House Australia, 2015  
ISBN 9780857986535



Told with contemporary overtones, this prehistoric story makes for humorous reading. Helix, a 13 year old caveboy, is dreading the Arrival, the initiation he must undertake to become a true caveman.

Forbidden to cross the river to where the river people live, Helix, his friend Ug and fierce feminist, Saleeka, venture to the Dark Side to fetch herbal medicine for Ug's father. As the story unfolds with Stone Age drawings illustrating the primitive lifestyle of the Rockfall people, issues relating to rebellious teenagers and families replicate those of a modern era. Suggestions of racism can be detected as the bigger picture emerges and Helix shames the tribe into admitting that they have never even met a river person and that their suspicion is based on hearsay. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1710750** Paper \$15.99

### *Percy Jackson and the Titans curse: the graphic novel*

RIORDAN, Rick  
Puffin Books, UK, 2014 (Percy Jackson)  
ISBN 9780141338262  
Percy Jackson and the Titan's curse has an engaging plot. Percy, the son of a god, is the protagonist. Upon receiving an urgent distress call from Grover, he immediately prepares for battle against a half-lion, half-human monster. He



knows he will need his trusty bronze sword and powerful demigod allies, Annabeth and Thalia, at his side. This is a graphic novel adaptation of the third book in the Percy Jackson series. Subjective interpretation is always a factor in these graphic novel-spin offs, the dialogue is almost secondary to the images in a graphic novel. This is certainly true for this adaptation which may disappoint avid readers of the Percy Jackson books. However, this graphic adaptation will suit readers needing support who find adventure stories and visual literature appealing. C. Emin

**USER LEVEL:** Stage 3 Stage 4  
Stage 5

**SCIS 1674159** Paper \$19.99

### *Carousel*

RITCHIE, Brendan  
Fremantle Press, WA, 2015  
ISBN 9781925162141

Some people may enjoy stories in which little happens or changes; if so, this is the book for you. Ritchie has



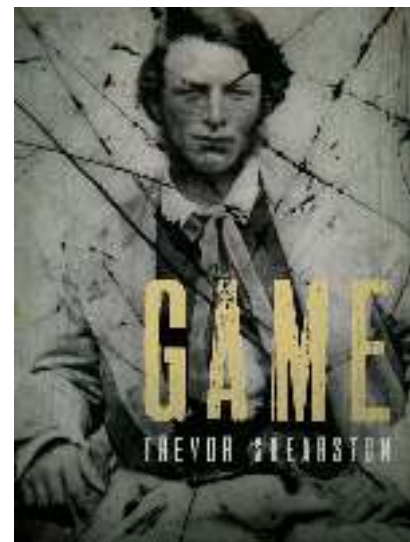
composed a narrative set within a shopping centre which has mysteriously locked itself. Four people are trapped inside, for no apparent reason. They create a sort of life within the world of the centre and eventually find a way out. It is never made clear why these particular people are there, nor is the reason for the centre being locked ever revealed. They do attempt to escape at various times, to no avail; but ultimately they discover a key card which enables them to exit. That is it. The sisters compose and record an album, Nox writes a story and a young Target employee dies after weeks of illness. Unfortunately, the author has missed an opportunity for composing an intriguing mystery. S. Pollard

**USER LEVEL:** Stage 5

**SCIS 1705487** Paper \$19.99

## Game

SHEARSTON, Trevor  
Allen & Unwin, NSW, 2013  
ISBN 9781743315217



It is refreshing to read an Australian bushranger story that is not centred on Ned Kelly and his gang. This riveting book gives an insight into what life might have been like for Ben Hall and his

mates Jack Gilbert and John Dunn. It gives an account of their life on the run and their interactions with the farmers and squatters they encountered. It also shows the harshness of life in 19th century Australia. Shearston does not shy away from the fact that he is writing about criminals, however, he does attempt to show a more personal side to their life, especially the perceived relationship between Hall and his son. It is a compelling read with the piquancy of knowing the ultimate outcome of the story. Shearston's use of descriptive language and text structure helps to demonstrate that Australia has a history that is exciting and varied, and should be valued just as much as frontier stories from other

countries. This resource would support English Stage 4 and Stage 5 outcomes 1, 3, 4 and 5. A. Ellis

**USER LEVEL:** Stage 4 Stage 5

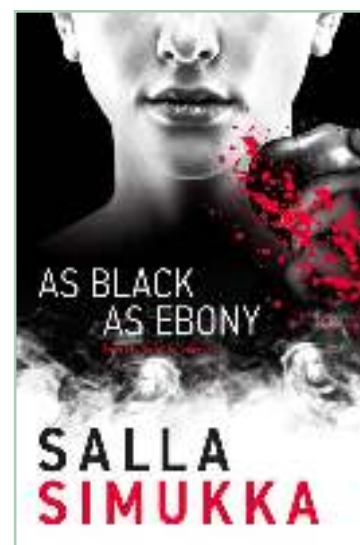
**KLA:** AC; English

**SYLLABUS:** English 7-10

**SCIS 1628096** \$29.99

## Snow White trilogy [series]

SIMUKKA, Salla  
Hot Key Books, UK, 2015



Salla Simukka is a well-known young adult author and screenwriter in Finland and, this *Scandinavian Noir* trilogy for young adults, skilfully translated by Owen E. Witesman, is an exciting read.

The sometimes slightly unbelievable adventures of the 17 year old central character, Lumikki (Snow White) Andersson, are cleverly interspersed with allusions to folk lore and fable. Like so many examples of the genre, the setting, either the relentless Scandinavian winter in *As red as*

*blood* and *As black as ebony* or the oppressive Czech summer in *As white as snow*, is pivotal to the action of the story. Apart from the central crime thread, the books address several other social and personal issues, including drug taking, gender identity and working out where you belong. As part of a broad study of crime fiction, extracts could provide an excellent opportunity for students to explore and evaluate the representation of individuals within a cultural context for [EN5-7D](#) and [EN5-8D](#). Unsurprisingly, these books contain some explicit sex and violence but, for mature readers, they could be an excellent introduction to this popular and compelling sub-genre of crime fiction. M. McEwan.

**USER LEVEL:** Stage 5 Stage 6

**KLA:** AC; English

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

**Paper** \$16.95 each

Reviewed titles in this series:

*As red as blood*  
**SCIS 1674758**

*As white as snow*  
**SCIS 1707359**

*As black as ebony*  
**SCIS 1728285**



*Salla Simukka / Snow White-trilogy*  
by Jukka Mantere

## Big game

SMITH, Dan  
Chicken House Ltd, UK, 2015  
ISBN 9781909489943



Oskari lives in a remote mountainous village in Finland. He is about to turn 13 and is worried about the rite of passage that he must undergo. Small for his age, he must rely on his wits and years of training by his father to survive

almost two days on his own in rugged terrain. Armed with the huge, traditional hunting bow and arrows, a knife and fire kit, he must find the strength

and courage to prove himself a man by returning with a hunting trophy. Oskari discovers the biggest game of all, the American President, trapped in his escape pod after Air Force One has been shot down by terrorists. The hunter becomes the hunted, pursued by a relentless, heavily armed group of men. This well-constructed, fast-paced adventure is narrated by Oskari, allowing the reader to join his quest to save the President. We share his fear, decision making, longing to please his father, and determination to survive. His character develops along with his belief in his own ability. After all, *he has the blood of hunters in his veins*. C. Keane

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1697329** Paper \$15.99



***Big game*** by Dan Smith

## ***The dogs***

STRATTON, Allan  
Penguin Group (Australia), VIC, 2015  
ISBN 9780143572596



Cameron is used to moving, and having too many first days at new schools. His mother, in pursuit of a happier life away from her violent estranged husband, is hyper-vigilant, living in fear of being found by Cameron's father. The prose is simple, pared back, with Cameron as the eyes and ears, with both senses mistrusted by him. With zombie-ridden computer games juxtaposed with the first person narrator's eerily authentic new abode (aptly named Wolf Hollow), school bullies, and an anxious mother, one is drawn into Cameron's world of angst and concern. Not surprisingly, the authenticity of the setting and circumstances have roots in the author's lived experience. This would be suitable for mature Stage 3 students, and Stage 4, and would be a good novel to explore one's sense of belonging and embarking on journeys. S. Bremner

**USER LEVEL:** Stage 3 Stage 4

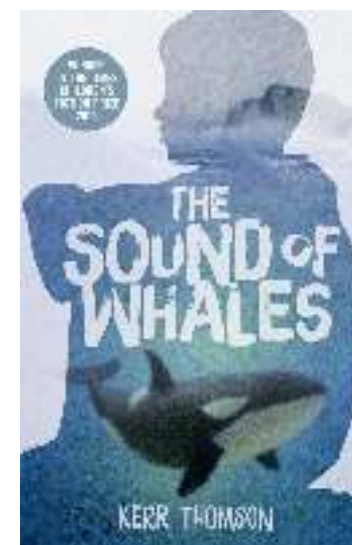
**SCIS 1699448** Paper \$17.99



***The dogs*** by Allan Stratton by Scholastic

## ***The sound of whales***

THOMSON, Kerr  
Chicken House, UK, 2015  
ISBN 9781910002278



Kerr has ensured that audiences feel at ease with the characters by creating a fascinating novel that explores the intricacies of the teenager through the perspective of both a male and female protagonist. The developing plutonic relationship that the two main characters, Fraser and Hayley, share is rare and, at times, abandoned in the

novel while each struggles to solve their inner conflicts. Several complex and mysterious characters help to propel the reader's interest through the connection and understanding they share with each other and with the whales. Set in Scotland, the audience is treated to a unique way that three different cultures are brought together and positively interact with one another, with the main concern being that of the safety of each character. Useful for studying the elements of a novel, this text also offers opportunities to see the importance of language techniques, like metaphors and similes, in successful prose fiction pieces. The following general capabilities that this narrative utilises are *Ethical understanding*, *Intercultural understanding* and *Personal and social capability*. J. Duvall

**USER LEVEL:** Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1708293** Paper \$15.12



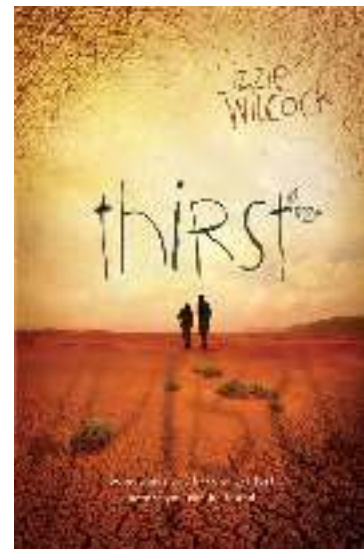
## Thirst

WILCOCK, Lizzie

Scholastic Australia, NSW, 2015

ISBN 9781742839660

Teenagers Karanda and Solomon were



abandoned by their biological families and forced into the foster care system at a young age. The two protagonists try to grapple with their understanding of what has happened to them and find unique ways to deal with their trials and

tribulations of the past and the current events. They are forced to lean on one another for support as they are lost in the desert after a tragic accident. The desert becomes symbolic of the way the characters view their lives and allows them to comprehend how resilient they have become as the product of their circumstances. A slow reveal of the character's intricacies helps the reader to connect with the multilayered characters that Wilcock has presented in this narrative. This would be an excellent text for exploring the concept of survival and its impact on the individual and their surroundings. It easily works with the cross curriculum

priority of sustainability, elements of the Aboriginal and Torres Strait Islander histories and cultures, and the personal and social capability components of the English syllabus. J. Duvall

**USER LEVEL:** Stage 4 Stage 5

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1712302** Paper \$16.99

## Green valentine

WILKINSON, Lili

Allen & Unwin, NSW, 2015

ISBN 9781760110277



Although this is a classic romance of the *opposites attract* variety, it is still unique as the two characters are bonded by environmentalism and a burning desire to make the world a better place. Astrid is very passionate about the environment and down on consumerism, processed foods, plastic and excessive packaging. She also

happens to be part of the popular clique at school, and detested by the likes of Hiro an Asian-Italian *lame-stoner*. Disguised as a lobster, Astrid forms a bond with Hiro which develops into romance as he teaches her the gardening skills passed down from his Nonna. Throughout the novel, footnotes add funny asides as Astrid explains things such as carbon emissions, pollution and other environmental issues. This fascinating tale has unusual romantic twists and comical exploits sprinkled throughout. L. Pfister

**USER LEVEL:** Stage 4 Stage 5  
Stage 6

**SCIS 1721745** Paper \$16.99

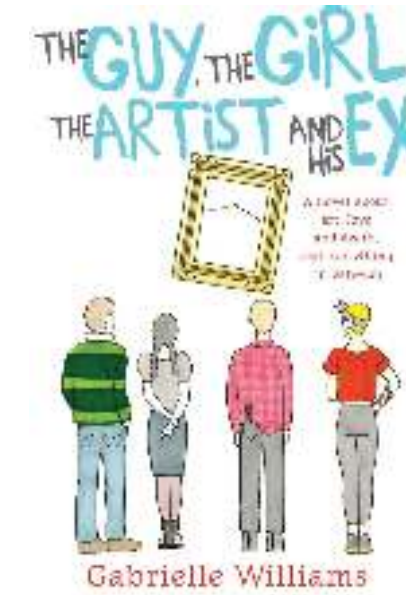
## The guy, the girl, the artist and his ex

WILLIAMS, Gabrielle

Allen & Unwin, NSW, 2015

ISBN 9781743319550

Pay attention to this one, as there are four stories to keep hold of here, and trust that the skilled work of Gabrielle Williams will tie the events and characters together. Readers must exercise patience that the seemingly disparate bits will all fit. Each life, along



with a backstory, is believable, and well-drawn, with swearing and Australian colloquialisms used liberally but not gratuitously. The abortion and sexual references and drinking might preclude a Stage

4 audience, but the writing style and story about the four complex characters, and the backdrop of an artsy 80s Melbourne can be enjoyed by young adults and adults as well. This might well incite an interest in art and the events that inspired the story. S. Bremner

**USER LEVEL:** Stage 4 Stage 5

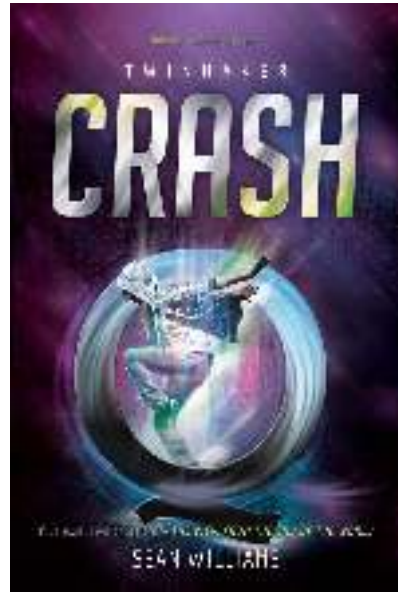
**SCIS 1702722** Paper \$21.95

## Crash

WILLIAMS, Sean

Allen & Unwin, NSW, 2014 (Twinmaker)  
ISBN 9781743316474

Volume 2 of the Twinmaker trilogy, this science fiction thriller excites from the first page. Williams has created a future, post Water Wars, where the majority



utilise a network to transport themselves and goods around the world. The network was manipulated and hijacked but Clair saved her friends and crashed it. She is on the run, pursued by clones, and desperate to find

a solution. The story reminds younger readers why sci-fi is so exciting, as the factions take sides and seem determined to take advantage for themselves. With a blend of established tropes from dystopic fiction, Williams extrapolates from our current dependence on technology to a world divided by those who use the systems daily and without much thought, to those who long to manipulate it and those who would see it destroyed. At heart a political drama, the Twinmaker Trilogy pursues a relentless and exciting path through some dark possibilities of the future. S. Pollard

**USER LEVEL:** Stage 4 Stage 5  
Stage 6

**KLA:** AC; English

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

**SCIS 1683404** Paper \$18.99

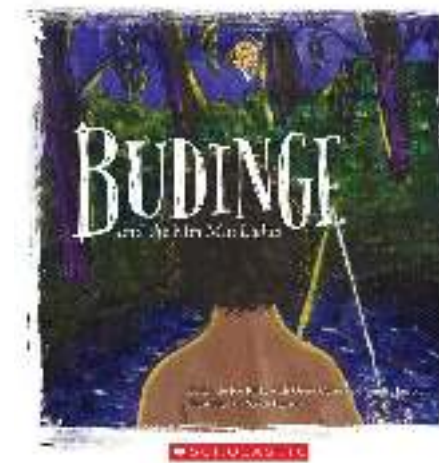
## information, poetry and drama

Resources are in Dewey order.

### *Budinge and the Min Min lights*

KIRK, Uncle Joe, CASEY, Greer & HARROLD, Sandi  
Scholastic Australia, NSW, 2015 (Wakka Wakka)

ISBN 9781743628577 [298]



Narrated by Uncle Joe Kirk, a Brisbane Wakka Wakka elder, this is a Dreaming story about an unusual light phenomenon that occurs in outback Australia.

Budinge, who lives with his grandmother, notices a bright light twinkling through the trees when he is night fishing at his local waterhole. Budinge is afraid as the light multiplies and seems to be following him, and he remembers his grandmother's

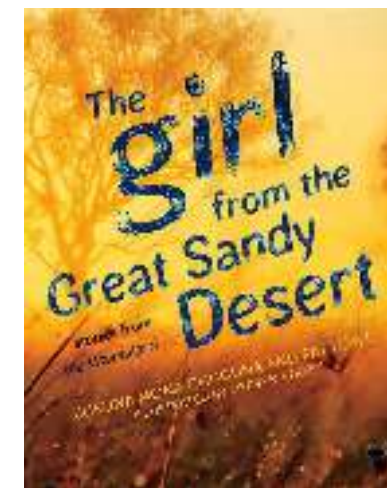
warning about the Min Min. The text is illustrated with textured patterning of dots and lines using primary and secondary colour palettes. The final pages offer brief background notes and provide a context for the story to support students developing an awareness of Aboriginal culture. This delightful picture book will complement indigenous culture collections. C. Emin

**USER LEVEL:** Early Stage 1 Stage 1  
Stage 2

**SCIS 1694594** Paper \$15.99

### *The girl from the Great Sandy Desert*

CHUGUNA, Jukuna Mona  
Magabala Books, WA, 2015  
ISBN 9781922142054 [305.89]



In the introduction, Pat Lowe, a nonAboriginal person, clearly models her respect for Aboriginal culture and language and the protocols she followed in supporting the author. She also gives a recount of

the author's life and language and provides a recognisable context and, therefore, a bridge for the reader in connecting with the stories. The author and illustrator are Aboriginal people and the author's Walmajarri language is explained and supported by a glossary and pronunciation guide. Cultural information is also provided in a breakaway box at the end of each story. These are exceptional stories as the author has memories of a life lived in the desert almost without contact to the outside world and she tells her stories with the authority of one who knows her language, culture and country. The reader is offered the rare opportunity of sharing in her memories and experiences. K. Rushton

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History  
K-10

**SCIS 1699832** Paper \$16.95

## Stories around the world [series]

GUNDERSON, Jessica  
Picture Window Books, USA, 2015  
[398.2]



So many versions of *Snow White* and *Little Red Riding Hood* abound, but the multicultural versions provided in these volumes challenge any Disney-esque re-tellings, leaving the

underlying message about the ugliness of envy intact for *Snow White* and deceit in *Little Red Riding Hood*. There is a cheekiness in the versions, making them unsuitable for Kindergarten. While the stories themselves might be for a young readership, the critical reading skills, comparisons and interrogation of the depictions would make the texts suitable for addressing outcomes for Objectives C and D in English. This small compilation in each volume clearly lends itself to comparisons within the proffered stories but teachers will have their own versions, including film, cartoons and graphic novels to add to the mix. The illustrations are stylishly suited to each tale, enhancing the meanings. S. Bremner

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10  
\$18.95 each

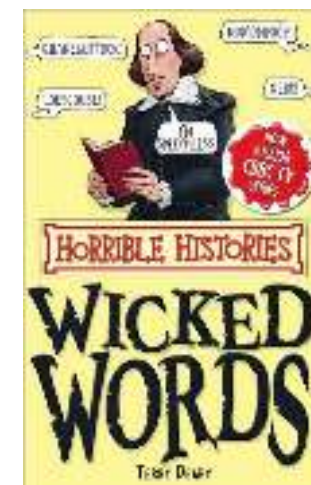
Reviewed titles in this series:

*Snow White: 4 beloved tales*  
**SCIS 1707252**

*Little Red Riding Hood: 3 beloved tales*  
**SCIS 1707269**

## Wicked words

DEARY, Terry & REEVE, Philip  
Scholastic, UK, 2011 (Horrible histories)  
ISBN 9781407111933 [428.1]



Taking a light-hearted look at the history of the English language from AD 43 until the present day, this title entertains readers with historic facts and little known trivia. Students may learn grammatical facts and spelling mores

in chapters including *Farcical figures of speech*, *Gruesome grammar* and *Jolly jargon*. Quizzes with answers are provided to test students' knowledge

of word meanings, derivations, syntax and euphemisms. Black and white cartoons that add extra humour are littered throughout this accessible book. Teachers may choose extracts from appropriate chapters to inspire students to investigate the nuances and peculiarities of the English language. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1530434** Paper \$23.99

## How to be a space explorer: your out-of-this-world adventure

BRAKE, Mark  
Lonely Planet Kids, UK, 2014  
ISBN 9781743603901 [520]



Packed with information on planets, space travel and data collection in space, this informative text combines facts, photographs, cartoons and graphics in a very appealing format.

Directed at the reader as a potential space traveller, the book is structured in chapters containing essential information and knowledge a traveller needs before launching into space. Accompanied by a wide assortment of illustrations, the information is presented in paragraphs in a variety of styles and text boxes making it accessible to the reader and ideal for browsing. Including features of the planets and important contributions made by people to advancing scientific understanding of the solar system, the book supports the Science Stage 3 strand: *Earth and space*. G. Braiding

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; Science

**SYLLABUS:** Science K-10 (SciTech K-6)

**SCIS 1684767** \$24.99



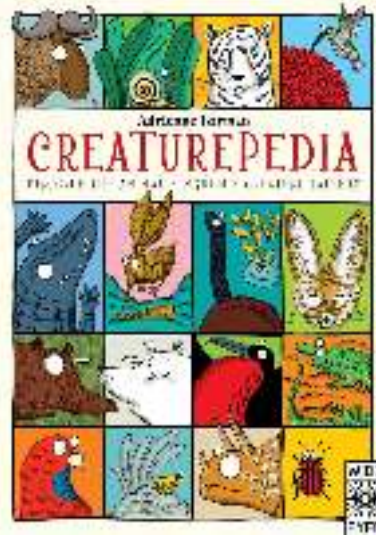
*How to be a space explorer - Lonely Planet Kids* by Lonely Planet

## ***Creaturepedia: welcome to the greatest show on Earth***

BARMAN, Adrienne

Wide Eyed Editions, UK, 2015

ISBN 9781847806345 [591]



Over 600 creatures are presented in this densely illustrated resource. Each is labelled by name and occasional bite-sized facts provide more information. An illustrated contents page and comprehensive

index enable easy navigation to chapters that categorise animals by often obscure similarities. Sorted by quirky categories like *The fierce*, *The poisonous* and *The show-offs*, about 12 animals are featured over two double pages in each chapter. Colourful, cartoonish illustrations often exaggerate the focused characteristic, and Barman's sense of humour and drama is evident in *The boundaries* chapter, in which the animals are leaping beyond the page frame, and in *The endangered*, in which the animals have eyes filled with tears. Filled with interesting creatures, yet lacking information about their life, needs and habitat, this resource will appeal to students who enjoy books

about animals. Flicking through the pages, a student's attention may be grabbed by certain characteristics and could lead to a search for further information. The author's choice of format, and her purpose and intended audience could be interesting discussion topics. C. Keane

**USER LEVEL:** Early Stage 1 Stage 1  
Stage 2

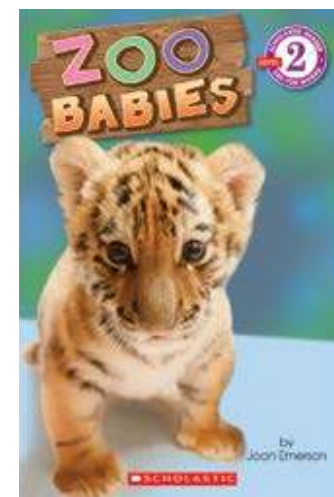
**SCIS 1705654** \$22.99

## ***Zoo babies***

EMERSON, Joan

Scholastic Inc., USA, 2014 (Scholastic reader. Level 2, Developing reader)

ISBN 9780545801409 [591.3]



Using the cuteness factor in animal babies as the stimulus for developing readers, this series is levelled at Grades 1-2 and contains 250-450 words with longer sentences than the previous two levels. Bolded words are listed in a brief glossary and each coloured photograph of the 14 babies is accompanied by a short report about their zoological whereabouts.

Apart from the fascinating facts and the appealing pictures, there is not much that would excite a reader in this short, designated reader series. In order to progress in literacy, a student needs real books, books with quality writing and supportive illustrations that lead to inquiry learning. This book could be used as a quick reference for a comparative fictional text about endangered or abandoned animals. S. Rasaiah

**USER LEVEL:** Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1721862** Paper \$11.99

## ***The school of art***

TRIGGS, Teal

Wide Eyes Editions, UK, 2015

ISBN 9781847806116 [702.8]



The school of art includes forty lessons introducing readers to basic principles in art and design, accompanied by practical activities and illustrations.

The concepts are explained by five professors, such as the Professor of Form. It is a very useful resource to be used in Visual Arts as it explores the basic principles of art for students. It presents a series of basic lessons in drawing lines, curves, surfaces and 3D objects before moving on to colour, patterns, shading and texture. Readers are also introduced to key principles from grids to composition, perspectives, proportion, balance and hierarchy. Other sections include a look at how design thinking can be applied to different mediums, including maps, posters and infographics. The book is divided into three terms where readers can build a portfolio and finally display their work in the final exhibition. M. Sutera

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; CA

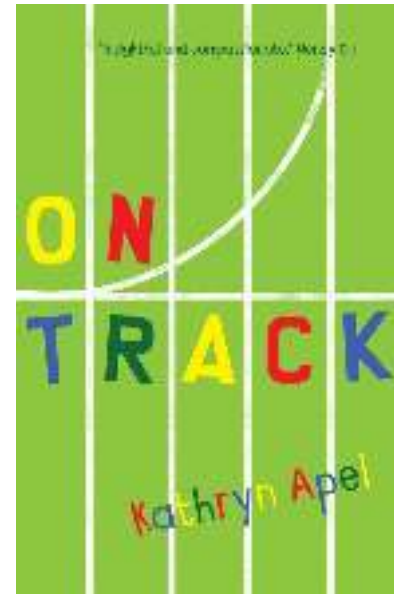
**SYLLABUS:** Creative Arts K-6

**SCIS 1720776** \$29.99

## On track

APEL, Kathryn  
UQP, QLD, 2015

ISBN 9780702253737 [A821]



Two brothers could not be more different. Shaun excels at everything he does while Toby cannot seem to do anything well. Shaun mistakenly feels immense pressure from his parents and teachers to constantly achieve

and is resentful and dismissive of his brother's apparent lack of aptitude. Toby is a little jealous of his brother's seemingly easy success, but more disappointed in himself, his self-esteem at rock bottom. Gradually, sibling rivalry is overshadowed by a grudging admiration and finally pride as Toby proves his tenacity, resilience and loyalty for Shaun when disaster strikes. Written as a verse novel allows readers of all abilities to readily engage with the authentic voice of the text which provides exploration of shape poetry, acrostic poems, figurative language and points of view, thereby supporting [EN2-11D](#) and [EN3-8D](#) of the *English K-10 syllabus*. Extensive [teachers' notes](#) are

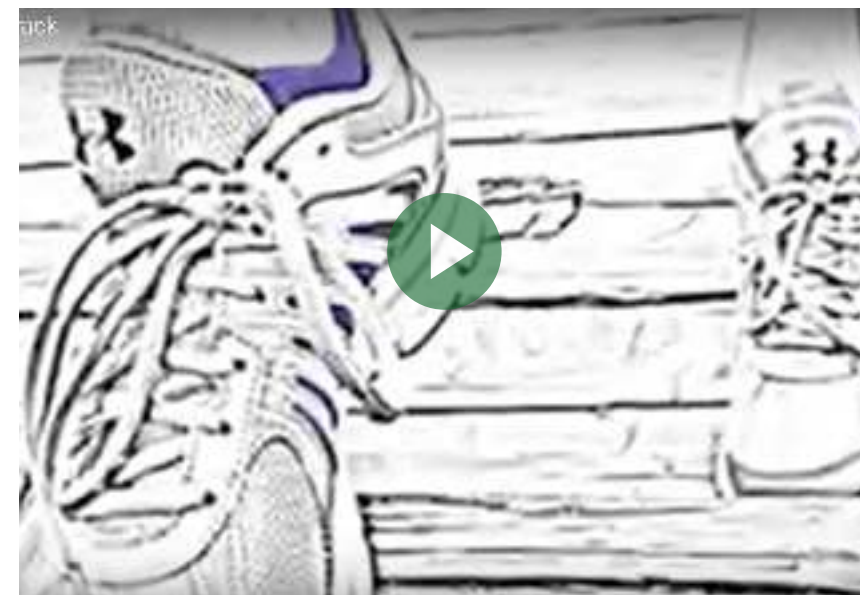
available. S. Morton

**USER LEVEL:** Stage 1 Stage 2  
Stage 3

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1711332** Paper \$16.95



[KatApel On track](#) by Kat Apel

## One girl, one dream

DEKKER, Laura  
HarperCollinsPublishers, NZ, 2014  
ISBN 9781775540458 [910.4]

While younger students may enjoy this book, it will really engage other 16 year olds to read this account of Laura Dekker, who at 16 years of age was the



youngest solo sailor to circumnavigate the world. The story unfolds over the legs of the trip as a diary that Laura dates as she traces her voyage across the globe. There are full colour photographs in a central section of the book showing Laura at different exotic places. This is an inspiring story and Laura's age is apparent in her words and appearance even though she approaches her challenges in a very mature and practical way. Older readers will also enjoy this account but, as a way to learn about the world and especially life at sea, this is a perfect book for a Stage 5 reader who can see the world through Laura's eyes. K. Rushton

**USER LEVEL:** Stage 5

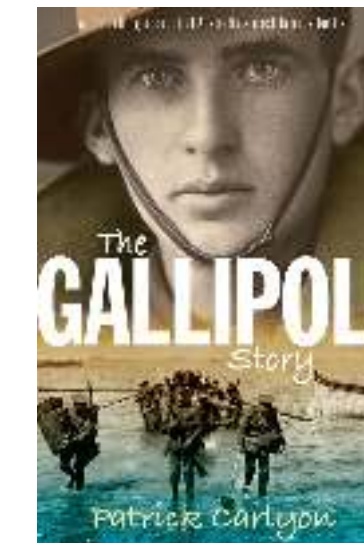
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1688647** Paper \$24.99

## The Gallipoli story

CARLYON, Patrick  
Allen & Unwin, NSW, 2015  
ISBN 9781760112479 [940.4]



The author has composed a moving, yet realistic recount of Gallipoli and the men who served there. Carlyon catches the horror of the campaign alongside the heart wrenching mateship of all the combatants, and treats the men who fought with respect and dignity, no matter what flag they represented. He does not sugar coat life in the trenches and paints a vivid picture of the hardship and ordeals the soldiers faced. He is also willing to look at the inexperience of the men in charge and to illustrate their culpability in the overall outcome of the campaign. As a resource it encourages teachers to throw away the traditional way of narrating this story and allows students to engage with the experiences of these soldiers in a more personal and cohesive style. It is written in a language that students will relate to, and the individual stories, told throughout it, drive home the futility and waste that war produces.

This poignant and moving explanation supports History Stage 5 Topic 3: *Australians at war*. A. Ellis

**USER LEVEL:** Stage 5

**KLA:** AC; HSIE

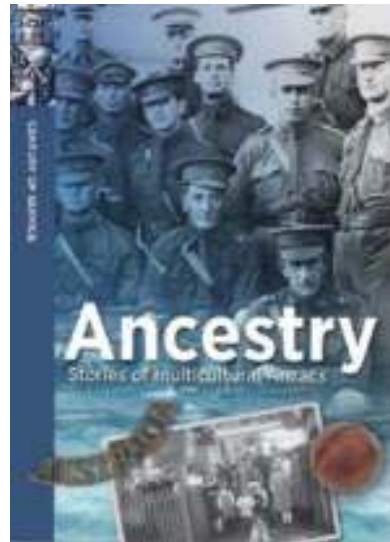
**SYLLABUS:** History 7-10

**SCIS 1695458** Paper \$17.99

### **Ancestry: stories of multicultural Anzacs**

SIERS, Robyn & WALKER, Carlie  
Department of Veterans' Affairs, ACT, 2015

ISBN 9780992583927 [940.4]



Ancestry is the third book in the *Century of service* collection. It tells the stories of individuals and families from a range of cultural backgrounds who served with Australian units during the First

World War. *Ancestry* is an image-rich publication which draws on the Australian War Memorial's extensive and diverse collections including

private records, personal photographs, and conscription photographs. Used in conjunction with the [Anzac diversity](#) section of the Australian War Memorial's education site, this resource will be useful for exploring and understanding the context and ethnic diversity of the people who served Australia in this conflict. It will also support students to be involved in the *Centenary of the Commemoration of the First World War*, and be engaged with the concept of [Bringing communities together](#). C Emin

**USER LEVEL:** Stage 3 Stage 4  
Stage 5

**KLA:** AC; HSIE

**SYLLABUS:** History K-10

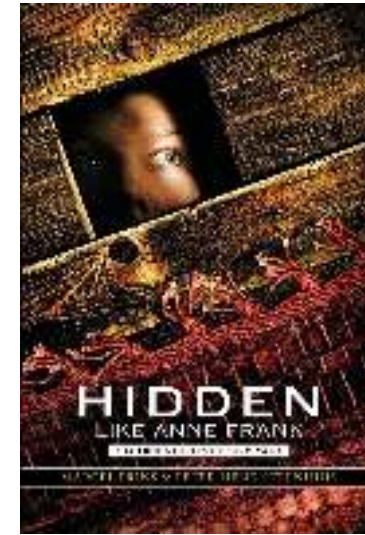
**SCIS 1706165** Paper \$17.95

### **Hidden like Anne Frank: fourteen true stories of survival**

PRINS, Marcel & STEENHUIS, Peter  
Henk

Arthur A. Levine Books, USA, 2014  
ISBN 9780545543620 [940.53]

In considering the Holocaust and in telling the stories associated with it, we tend to focus on the German Jews and



their plight. This book offers a refreshing change to that story, with the focus being on the children of the Netherlands, who went into hiding to escape the horrors that were waiting for them in the camps. Their stories are

poignant and moving as each of these children face a journey that sees them create a life away from their parents and one of uncertainty, but success. They demonstrate the full gambit of human behaviour and emotions, and show that the impact of the Nazi racial policies lasted much longer than the end of the war, with many of these children being dislocated from their parents for the rest of their lives. This book is important as it acknowledges that not everyone who came under Nazi control believed in or accepted the idea of one race being superior to another. It is refreshing to read of the heroism of the people who were willing to stand against such oppression and to hold true to their own ideologies. A. Ellis

**USER LEVEL:** Stage 6

**KLA:** AC; English; HSIE

**SYLLABUS:** English Stage 6;  
Modern History

Stage 6

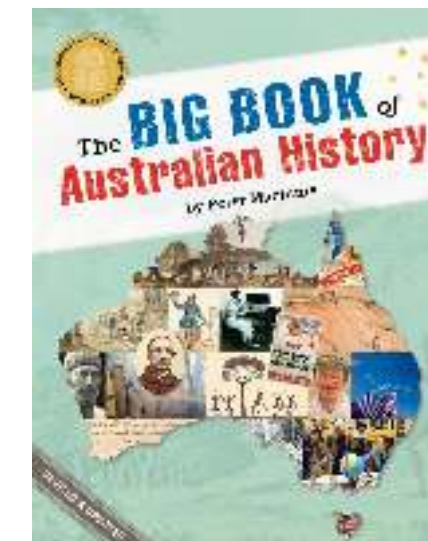
**SCIS 1668783** \$24.99



[Hidden, like Anne Frank](#) by TheKbeal

### **The big book of Australian history**

MACINNIS, Peter  
National Library of Australia, ACT, 2015  
ISBN 9780642278722 [994]  
Large format, glossy and brimming full of information and historical



images from the National Library of Australia's collection, this soft cover second edition provides a comprehensive coverage of Australian history. Through the formation of the

continent, through the Aboriginal Dreaming, to Australian culture today, a breadth of topics is covered. The wide range of high quality reproductions of images and artefacts provides valuable primary source materials for students' historical inquiries. Paintings, photographs, maps, newspaper clippings, cartoons and posters bring people and events to life. The book supports the History Stage 3 topics: *The Australian colonies* and *Australia as a nation* and History Stage 5 depth study: *Making a nation*. G. Braiding

**USER LEVEL:** Stage 2 Stage 3  
Stage 5

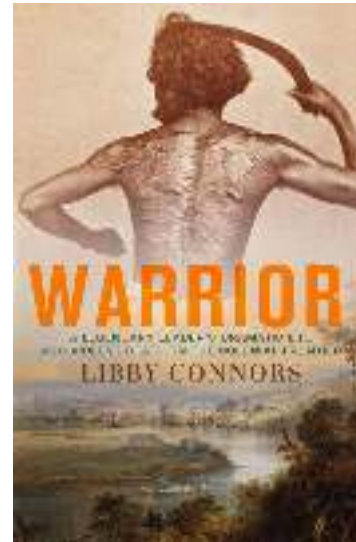
**KLA:** AC; HSIE

**SYLLABUS:** History K-10

**SCIS 1709265** Paper \$39.99

### ***Warrior: a legendary leader's dramatic life and violent death on the colonial frontier***

CONNORS, Libby  
Allen & Unwin, NSW, 2015  
ISBN 9781760110482 [994.302]  
Many stories of Aboriginal heroes who died protecting their Country have been buried in biased recounts of history. The



story of Dundalli is an exception. Recognised as a great warrior renowned for his size and strength, Dundalli was hung in 1855. His story, told through engaging narrative, exposes the violent truth behind early colonisation in south east Queensland by white settlers. The story begins with a recount of the young Dundalli growing up as a negotiator, and his leadership skills with missionaries that were respected by his elders. The well-researched text provides detailed insights into the attempts at conciliatory settlements between white and Aboriginal people, and the harshness and injustice of the judicial and custodian treatment of Aboriginals. Rare photos and drawings supplement the images of racial tension, and in particular of Aboriginal tribal custom and cultures in their protective attempts of their Land. This resource could support [Topic 2a: Making a nation](#) in Stage 5 History Depth Study 2. F. Whalan

**USER LEVEL:** Stage 5

**KLA:** AC; HSIE

**SYLLABUS:** History K-10

**SCIS 1712156** Paper \$32.99

# looking for more reviews?

Search the comprehensive [Resource reviews database](#)

## ***Who reviews?***

Gaye Braiding, Epping North PS  
Sue Bremner, Association of Independent Schools  
Cheryl Emin, Port Kembla PS  
Jake Henzler, Killara HS  
Cath Keane, teacher librarian  
Dr. Sarah Lovesy, Drama Education Consultant  
Margaret McEwan, Editor Learning Systems  
Ian McLean, Penrith PS  
Sue Morton, teacher librarian  
Liane Pfister, Wollongong HS of the Performing Arts  
Shauna Pollard, Rooty Hill HS  
Sally Rasaiah, Cammeray PS  
Kathy Rushton, consultant  
Alison Soutter, Project Officer, FACS  
Maria Sutera, Orange Grove PS  
Helen Yip, Asquith Girls HS



Artistohok/Shutterstock.com

# MULTICULTURAL EDUCATION RESOURCES VOLUME 2

The resources in this reviews supplement include both teacher professional learning and classroom resources in five key multicultural education program areas. They may support the implementation of multicultural education in NSW schools.



## Areas of multicultural education

-  **Anti-racism education and community harmony**

---

-  **Community engagement and communication**

---

-  **Culturally inclusive curriculum and pedagogy**

---

-  **English as an Additional Language/ Dialect education (EAL/D)**

---

-  **Refugee student support programs.**

Resources in the multicultural education resource reviews supplement are arranged using the same categories as *Scan* resource reviews.

Coloured icons, in the table above, are used to indicate the area of multicultural education the resource best supports. Sometimes a resource may have more than one icon .



# eresources

Resources are listed in Dewey order

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

## Icons used:



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



digital authoring tool; learning  
platform software



ebook; ejournal; online database



interactive; 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](#).

## The boat



Huynh, Matt

A visual marvel adapted by Matt Huynh showcases the journey of Mai, a young Vietnamese refugee travelling by boat to escape communist Vietnam. The story dives straight into the terrible living conditions of the boat and then backtracks as to why Mai has left her family and the struggles she has faced. The audio, strong descriptive and emotive language, black and white images contrasted with real life images and the interactive movement of the story makes this a highly engaging e-book. Various [activities](#) for this graphic novel may develop the skills of empathy, cultural understanding and recognising historical significance. Prior to showing *The boat* to students, teachers should consult the viewing [recommendations](#) as the content may be confronting to some students with refugee backgrounds. Teachers should be aware of strong language used in some chapters. L. Hasna

**USER LEVEL:** Stage 6 Professional

**KLA:** English

**SYLLABUS:** English Stage 6

**PUBLISHER:** SBS, NSW

**REVIEW DATE:** 10/10/2015

**SCIS 1712694**



# professional reading

Resources are listed in Dewey order.

## Racism. It stops with me



Within 12 months, over 160 organisations pledged support to the advertising campaign launched by the Australian Human Rights Commission (AHRC) in 2012. These organisations implemented strategies outlined by the AHRC to raise awareness of all forms of racism. It is made clear throughout the website, and the available literature that this campaign was a direct response to a need identified within the community. A strength of this website is that it provides concise and informative answers to questions such as, *What is the impact of racism?* and *What can you do about it?* [Resources](#) presents a step-by-step guide that assists organisations to identify, educate and implement strategies such as training days and cultural diversity policies. The posters and information sheets provide strategies and prompts that can be used when people encounter racism in the community. This website would be an

excellent starting place for any topic that requires a study of human rights, community issues or social activism. It is also relevant for whole school initiatives and school welfare teams. M. Dawes

**USER LEVEL:** Community  
Professional

**PUBLISHER:** Australian Human  
Rights Commission,  
NSW

**REVIEW DATE:** 10/10/2015 [303.3]

**SCIS 171334**



***What you say matters. Racism. It stops with me. Feat. Brothablack*** by Australian Human Rights Commission

## Go back to where you came from. (Series 2) [videorecording]

Cordell Jigsaw Productions,  
Australia, 2012

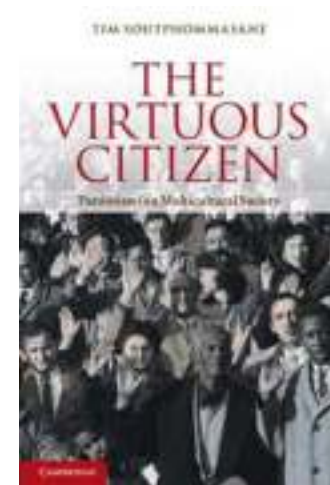
ISBN none [305.9]

This SBS series features a number of prominent Australians with a range of strongly held views whose understandings of refugees and asylum-seekers are changed after the experiences of the experiment. Covering sensitive topics such as despair, death and freedom, this series can be considered uncomfortable viewing for many audiences. The most interesting aspect of this series is the nature of the discussions as the participants begin to see the painful and emotional motivations behind a refugee's decision to *jump the queue*. As one reflects: ... *it ceases to be an intellectual exercise*. Whether or not it takes the discussion to a whole new level depends on how this text is utilised within the classroom, whether to demonstrate the power of perspective or experience, or to promote empathetic understanding amongst citizens. Teachers should be aware that this series could be confronting for younger students or students from refugee backgrounds and regularly features explicit language. Additional teacher resources can be found on the [SBS website](#). M. Dawes

**USER LEVEL:** Professional  
**KLA:** HSIE  
**SYLLABUS:** Modern History  
Stage 6  
**SCIS 1574670**

## The virtuous citizen: patriotism in a multicultural society

SOUTPHOMMASANE, Tim  
Cambridge University Press, UK, 2012  
ISBN 9781107690516 [323.6]



Dr Tim Soutphommasane, Australia's Race Discrimination Commissioner (2013–2018), poses and presents lucid arguments in this book for the questions, *What does it mean to be a citizen in a multicultural society?* and *What role must patriotism play in defining our relationship with our country and fellow citizens?* With reference to issues of multiculturalism, national history, civic education and immigration from Europe, North America and Australia, he argues that a liberal form of patriotism can provide the basis for

common citizenship and political stability in a multicultural state. The author provides teachers in a multicultural Australia with well-reasoned and accessible arguments for an optimistic and inclusive future. M. Nuttall-Smith

**USER LEVEL:** Professional  
**KLA:** AC; HSIE  
**SYLLABUS:** Modern History Stage 6; Society and Culture Stage 6  
**SCIS 1661851** Paper \$39.95

## Critical multicultural pavilion

An American site for teachers, there is some merit in the resources appropriate for Stage 4 and Stage 5 students to explore ideas about culture and race from the American experience of diversity and multiculturalism. Check lists, access to song lyrics and speeches which focus on social justice in America would be a rich resource for developing intercultural understanding. The site is regularly updated and is supported by professional reading from the American context. It is simple to use and many of the resources could be modified for teaching and learning in Australia. There are further links to groups such

as Amnesty International and the site promotes equity of access to education for all students. A. Young

**USER LEVEL:** Professional  
**KLA:** AC; English  
**SYLLABUS:** English K–10; History K–10  
**PUBLISHER:** Paul C. Gorski, USA  
**REVIEW DATE:** 10/10/2015 [370.117]  
**SCIS 1729268**



## Rethinking Multiculturalism, Reassessing Multicultural Education. Project report number 2. Perspectives on multicultural education

NOBLE, Greg & WATKINS, Megan  
University of Western Sydney,  
NSW, 2014  
ISBN 9781741083309 [370.117]



**ABSTRACT**  
An extensive report, the second in a series of three reports detailing the findings of a joint Department of Education, University of Western Sydney, BOSTES and Australian

Research Council, investigates the concept of multiculturalism in NSW public schools. The project surveyed 42 focus groups including parents, teachers and secondary schools, revealing a complex array of cultural backgrounds and forms of identification in public schools. The views represented in the report challenge conventional understandings and conceptions of multiculturalism and call for greater professional development in multicultural education. The conclusion of the report offers a convincing case for the reassessment of the language of multicultural education to develop a critical language more suited to the complexities of multicultural communities. The depth of the data makes this a timely resource for those looking to refresh, reinform and reinvigorate their approach to multicultural education and intercultural understanding. A [free PDF of this report](#) is available online.

**USER LEVEL:** Professional

**SCIS 1706472**

### [Parental involvement to a parental engagement: a continuum](#)



An article tracing a continuum between parental involvement with schools and parental engagement with children's learning begins by clearly stating key terms such as engagement, agency and parental engagement before it outlines the three phases of the continuum. This is helpful as it addresses the reasons why they are important by using supporting evidence and pointing out issues of concern. Each phase is clearly set out, highlighting and providing key actions performed by the parent and the school. There are some areas that schools need to be conscious of if they are going to implement this continuum to maintain student privacy but still provide information to staff. Overall, this piece provides strong advocacy for the growth mindset to enable our future students to develop. L. Hasna

**USER LEVEL:** Professional

**PUBLISHER:** Taylor & Francis Online, UK

**REVIEW DATE:** 10/10/2015 [371.12]

**SCIS 1740922**



### [Beyond the bake sale: the essential guide to family school partnerships](#)



HENDERSON, Anne T. et al.  
New Press, USA, 2007  
ISBN 9781565848887 [371.19]



In its ninth edition, this book has a proven record as a practical, research based guide assisting schools and families develop sustained, dynamic partnerships which [research](#) shows enhances student learning. It provides readers with innovative strategies, tools, assessments and checklists that can be used immediately by any school to start connecting with families. Although American in context, scenarios are pertinent to Australian school communities. There are four sections. *Section I* explores why school-family partnerships are so important. *Section II* focuses on how to start building relationships. *Section III* gives guidelines for action, based on relevant research. *Section IV* describes the many resources available to schools and families with a final chapter of supportive tools. These begin with an attitude test designed to explore and discuss staff and parent attitudes

towards working together and sharing responsibility for the best possible outcomes for their students. Supportive Australian resources including [videos](#) can be found at [The Family - School & Community Partnerships Bureau School assessment toolkit \(Reflection matrix\)](#). M. Nuttall-Smith

**USER LEVEL:** Community  
Professional

**SCIS 1564922** Paper \$39.95

### [Opening the school gate: engaging migrant and refugee families: a resource for NSW public schools](#)



Centre for Multicultural Youth Issues  
CMY, VIC, 2015

ISBN 9780646907758 [371.19]

Addressing an issue that is of immediate concern to schools and communities, this resource provides suggestions and strategies for engaging migrant and refugee families in dialogue about their child's educational experience in NSW public schools. The transition to life in Australia for students and their families can be daunting and confusing. The NSW Department of Education has released this document for schools as

a guide to accommodate and promote an inclusive school community. The level of detail the document provides is exceptionally helpful for educators or community workers – one chapter outlines how to run an effective parent meeting, from the seating plan to preparing an interpreter. Designed for classroom teachers and other school staff, this e-book, [available in PDF](#), offers helpful and practical strategies that would supplement a school's welfare program or help establish positive parent engagement within the school community. M. Dawes

**USER LEVEL:** Community  
Professional

**SCIS 1724285**



## **Schools, communities and social inclusion**



BOTTRELL, D. and GOODWIN, S.  
Palgrave Macmillan, VIC, 2011  
ISBN 9781420256451 [371.19]

Assessing the importance of engaging the wider community in the education of young people and creating a cohesive social environment in which student and community can thrive, this book brings to light the enormous



benefits of regular and meaningful dialogue between community groups. Each chapter is grouped under a particular theme: reframing social inclusion, refocusing on communities, revising practice frameworks, recentring participation, restructuring opportunities and rethinking partnerships. This collection of articles focuses on strengthening existing ties with community leaders to encourage young citizens to actively participate in the decision-making process for the community, as well as providing an outline of programs in Australia that have assisted disengaged students. Too often community inclusion has been code for parental involvement, or raising the expectations placed upon individual teachers to involve the stakeholders outside the classroom. This text aims to help Australia's young people gain the experience and knowledge to make informed decisions about their own future. M. Dawes

**USER LEVEL:** Community  
Professional

**SCIS 1566435** Paper \$68.95

## **The transition of refugee students from Intensive English Centres to mainstream high schools: current practices and future possibilities**



HAMMOND, Jennifer  
NSW Department of Education and Communities, 2014

ISBN 9780731387342 [371.826]

**ABSTRACT**

This document reports on the findings of a research project carried out by the University of Technology Sydney, investigating the experiences of refugee students during transition from Intensive English Centres (IECs) to mainstream high schools. The report details data collected from interviews with teachers and students, and lesson observations. The most useful sections of the report for teachers are Chapter Four: *Project outcomes and findings* and Chapter Five: *Recommendations*. These chapters evaluate current practices and then gives practical recommendations as to how the transition experience of refugees can be improved. Teachers and executive involved in transition programs or teaching recent refugee students may find the report useful in evaluating the strengths and weaknesses of their current programs and benefit from

the evidence based recommendations. The report also includes a reference list of current resources on this topic for teachers wanting professional development in refugee education.

**USER LEVEL:** Professional

**SCIS 1691020**

## **Global words: English for global education**



An impressive joint project between the [Primary English Teaching Association Australia](#) and [World Vision](#), this resource aims to integrate the teaching and learning of English with global citizenship. The website features 15 quality teaching and learning programs designed to address the three strands of language, literature and literacy of [Australian Curriculum English](#). Cross curriculum priorities and capabilities are embedded in all units of work through the creation of authentic learning experiences and the inclusion of thought provoking and intelligent core texts. Each unit contains a wealth of easily accessible resources for use in the classroom and additional resources designed to provide teachers with professional learning in the delivery of global citizenship education. Covering

topics including refugees, migration, Indigenous peoples, sustainability and the Asia Pacific region, the project presents contemporary and relevant content for teachers and students. S. Korman

**USER LEVEL:** Professional

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**PUBLISHER:** World Vision Australia, VIC

**REVIEW DATE:** 05/10/2015 [428.007]

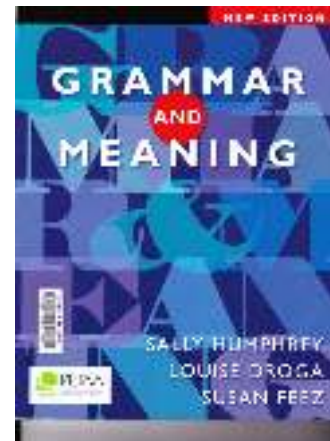
**SCIS 15555886**



***Global Words: English for global education-webinar with Dr. Lorraine McDonald*** by PETAA Primary English

## Grammar and meaning

HUMPHREY, Sally, DROGA, Louise & FEEZ, Susan  
PETAA, NSW, 2012  
ISBN 9781875622917 [428.207]



Intended as a teacher reference, this valuable text offers a comprehensive course in grammar and English usage. Carefully sequenced exercises, with suggested answers support teachers as they build knowledge about language, literature and literacy. Devices, including register, nominalisation, modality and evaluation are explained in depth. Many of the activities for teachers could easily be adapted for all students, including EAL/D students, to support language acquisition. Each chapter of this book corresponds to Beverley Derewianka's *A new grammar companion for teachers*.

The focus of *Grammar and meaning* is closely linked to the [Australian Curriculum English](#) and the new [NSW English K-10 syllabus](#). A. Young

**USER LEVEL:** Professional

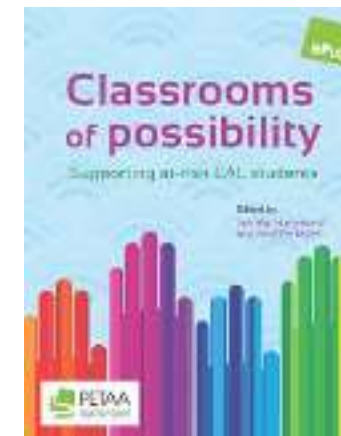
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1545833** Paper \$40.00

## Classrooms of possibility: supporting at-risk EAL students

Edited by Jennifer HAMMOND & Jennifer MILLER  
PETAA, NSW, 2015  
ISBN 9781925132199 [428.2]



Including methods for teachers to design and implement programs in mainstream classrooms where at-risk EAL/D students can be challenged, this book also provides useful websites for all teachers to support their practice. Discourse from researchers, alongside educational pedagogies, are deliberated through the successes, needs and challenges that EAL/D students may face. Each chapter addresses a different area of concern for students as well as providing many classroom strategies to support them such as how to scaffold, modify work, create visual stimulus and meaningful and physical activities which link to experience. This resource is suitable for teachers of both primary and secondary students. L. Hasna

**USER LEVEL:** Professional

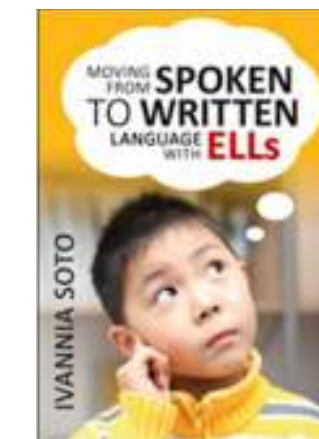
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1708073** Paper \$39.95

## Moving from spoken to written language with ELLS

SOTO, Ivannia  
Hawker Brownlow Education, VIC, 2014  
ISBN 9781760013547 [428.0071]



Acquisition of academic writing skills for EAL/D students is the focus for Soto's guide. The text offers strategies for moving EAL/D students from spoken to written texts. While research and teaching tools are based in the United States system the pedagogy is still relevant to an Australian context across Mathematics, English, HSIE and Science in Stages 3, 4 and 5. The text provides effective models for teaching skills including think-pair-share scaffolds, questioning, active listening and group work organisers. Soto references ways to apply EAL/D learners' background cultural knowledge as a way to develop student skills. She offers practical ideas for implementing teaching and learning strategies in classrooms. Textually dense, it is structured developmentally and includes narrative, essay and

informational writing in separate chapters. A. Young

**USER LEVEL:** Professional

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1740934** Paper \$36.00

## picture books

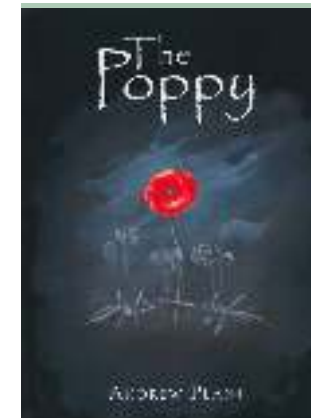
Resources are arranged alphabetically by author.

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

### *The poppy*



PLANT, Andrew  
Hybrid Publishers, VIC, 2014  
ISBN 9781925000313



Sympathetically addressing the battle of Villers-Bretonneux, one of Australia's greatest victories in the battles of World War I, this picture book takes the reader through an historical journey of the event with beautifully detailed illustrations. Symbols of war and remembrance are used to build upon the reader's empathetic understanding of war and develop a sense of collective unity during troubled times. The use of short prose and dramatic pictures surrounded in black allows facilitators

to lead discussions about the significance of symbols such as a poppy to represent remembrance. [Teacher notes](#) are available. A short summary of the battle, and the connection that this French village still has with Australia, can be found on the last page of the book. L. Hasna

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10

**SCIS 1642308** Paper \$14.50

## information, poetry and drama

Resources are in Dewey order.

### *Coming of age: growing up Muslim in Australia*



Edited by Amra PAJALIC & Demet DIVAREN  
Allen & Unwin, NSW, 2014  
ISBN 9781743312926 [305.6]



Muslim Australians come from a multitude of countries with diverse cultures and young Muslim Australians and other young Australians share most of the challenges of growing up. These are the two messages of this anthology of honest and heartfelt accounts of young Muslims growing up in Australia. The writers, famous and not so famous, male and female, come from a wide range of ethnic backgrounds and a variety of lifestyles.

Their stories, told with humour and pathos, break through the oft perceived negative stereotypes. Issues including family, faith, friendship, peer pressure, bullying, self-esteem, body image, sexuality, gender and relationships are shared with candour and will resonate across cultures. The anthology provides a valuable resource to enhance cross-cultural understanding and to stimulate discussions of identity and belonging. Useful teachers' [notes](#) around the themes of religion, friendship, romance, stereotypes, identity, education, culture, media, hijab, and migration are available. M. Nuttall-Smith

**USER LEVEL:** Stage 6 Professional

**KLA:** AC; HSIE

**SYLLABUS:** Society & Culture  
Stage 6

**SCIS 1641868** Paper \$18.99



*[Coming of age: growing up Muslim in Australia](#)* by WheelerCentre

## looking for more reviews?

Search the comprehensive [Resource reviews database](#)



Janine Agzarian, consultant

Madelaine Dawes, Chatswood HS

Lauren Hasna, Punchbowl Boys HS

Sara Korman, teacher

Mary Nutall-Smith, project officer

Ann Young, Hurlstone Agricultural HS