

SCAN

Vol 22 Number 4 November 2003

Professional Support and Curriculum Directorate

▶ Teaching ideas

▶ Professional support

▶ District networks

▶ Scan

▶ SCIS

▶ Resources

▶ Research



Creating
Empowering
the future
learning

email
chat
forums
web publishing
netiquette
FAQs



collaboration
ISP
portals
electronic classroom

Raps and book raps

Home

Raps

Book raps

FAQs

Contacts



pedagogy
online learning
strategic directions

information literacy
Internet
ICT



NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING



PHOTOGRAPHY IN THE MEDIA

An interactive *EDUCATION RESOURCE* for teachers and students examining photography in newspapers, the media, writing styles, literacy and people. This *CDROM* includes

The NEWSPAGE software

A resource for students 8 - 18 years which introduces the world of newspapers through a guided sequence of tasks. Students shall understand media and media literacy through choosing templates, naming publications, editorial meetings, choosing and editing images, editing and writing text, creating dates, indexes and even placing advertisements.

Print Resources

Over 70 pages of Student Task sheets of outcomes based activities that shall immerse students and teachers in the dynamics of **HOW PHOTOGRAPHY IS USED IN THE MEDIA AND NEWSPAPERS.**

Containing: PDF Files of

- PhotomediaTeacher's Resource Handbook
- The Hunter and The Environmentalist Project
- Constructing a communications unit on the media.
- The Photomedia Workshop for Teachers

Each Kit comes with a ten day subscription of 15 copies of **The Daily Telegraph** for classroom research and activities. Introduce your students to media and critical literacy.

For information or to order

Contact :
 Education Resources Department
 level 4, 2 Holt Street
 Surry Hills, NSW 2010.
 Ph: 02 9288 1210
 Fax: 02 9288 2495
On-line orders:
<http://classmate.news.com.au>
www.dailytelegraph.com.au



Editor: Sally Rasarah
 Graphic Designer: BLAGDESIGN
 Review Coordinator: Elizabeth Maxwell
 Front cover: Background image: "Walking - working together", taken from Professional Support and Curriculum material designed by Connie Ah See
 Subscription enquiries:

Scan
 Fax: (02) 9886 7413
 Web: www.det.nsw.edu.au/schoollibraries

Published by the Professional Support and Curriculum Directorate, Scan is a journal that focuses on the interaction between information and effective student learning. Scan's articles and reviews explore the use of curriculum resources within the learning environment. Scan is issued four times per year and is available on subscription from the Subscription Clerk, Scan, Private Bag 3, Ryde, NSW 2112, Australia. Fax: (02) 9886 7413.

© 2003 NSW Department of Education and Training, Professional Support and Curriculum Directorate.

ISSN 0726-4127, SCIS 753744

Views expressed in Scan are not necessarily those of the editor or the Department of Education and Training. All covers are reproduced with permission of the relevant publishers. Scan accepts paid advertisements and publication of such does not imply endorsement by the NSW Government, DET or Scan. Contributions and correspondence are welcomed and should be addressed to: The Editor, Scan, Private Bag 3, Ryde, NSW 2112, Australia. Phone: (02) 9886 7501, Fax: (02) 9886 7413, Email: Sally.Rasarah@det.nsw.edu.au

RESTRICTED WAIVER OF COPYRIGHT

The printed material in Scan is subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the material contained in the publication for use within a school, subject to the conditions below:

1. All copies of the printed material shall be made without alteration or abridgement 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. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

Scan accepts advertising.
 For further information, contact
 The Editor on (02) 9886 7501

SCAN

Vol 22 No 4 November 2003 Professional Support and Curriculum Directorate

From the Editor	2
Currents	3

Teaching and Learning

Focusing teaching and learning information literacy support – Colleen Foley	4
Web and Flow – Cecilie Yates	12
Using online learning resources at Wollondilly Public School – Wendy Chapman	14
Using online resources – a secondary perspective – Ailsa Holmes-Walker	19
HSC English: Area of Study: <i>The journey</i> – Kerry Underhill and Lesley Fitzpatrick	20
An interview with Peter Skrzynecki: Area of Study: <i>The journey</i> – Lorraine Antonini	22
Literacy and technology: working together to support teachers in the Armidale District – Cathy Welsford	24
The power of collaboration – Jane Gee	27

Research columns

Research columns 4, 2003 – Dr Ross J. Todd	30
--	----

From Professional Support and Curriculum

Celebrating National Literacy and Numeracy Week—2003 – Annalies van Westenbrugge	38
2003 Annual Schools Web Design Awards – Glenn Cawthorne	39
The Aboriginal education K-12: resource guide – Bob Percival	40
NSW HSC Online – Sue Martin	41
Award winning web site for Languages – Karen White	42
Order of Academic Palms awarded to Ghislaine Barbe	43
New editions of Dewey – Anne Dowling	43

Noticeboard

Book Week celebrations at Barnier Public School	44
Winning review for student at Mulwaree High	44
Briefly...	44
Children's Book of the Year Awards 2003	45

Resources

Reviews of Internet sites	46
Literacy and Numeracy resources	63
Picture books	65
Fiction for younger readers	68
Fiction for older readers	72
Information, poetry and drama	77
Professional reading	89
Who reviews?	90

Indexes

From the Editor



This is the final issue of *Scan* for 2003, and completes your current subscription for this year. The renewal form for subscribing in 2004 was included with the August issue of *Scan* and can be returned with payment any time before the end of the year. If you do not have this renewal form, a copy can be downloaded from *School Libraries and Information Literacy* at <http://www.schools.nsw.edu.au/schoollibraries/scan/subscrbe.htm>

Scan is a great tool to support teaching and learning at your school or in your professional life. Thank you to all those subscribers who have taken the time to fill out the survey which accompanied the August issue of *Scan*. Your feedback about how you use *Scan* and the relevance to you of such sections as the articles, Research column, and the review program, inform us on how to improve and enrich this educational journal. It is not too late to take part in this; a copy of the survey can be downloaded from *School Libraries and Information Literacy*.

In this issue of *Scan*, the feature article is written by Colleen Foley, the Manager of School Libraries and Information Literacy. This article includes scaffolds for teacher-librarians to adapt and use in their teaching and provides us with food for thought when we consider our own practice in the framework of the *Quality Teaching for NSW Schools: discussion paper*.

Web and Flow workshops have been conducted across NSW this year and have provided many teachers with an innovative tool integrating ICT in the context of syllabus outcomes. In this issue of *Scan*, articles by Cecilie Yates, Wendy Chapman and Ailsa Holmes-Walker describe this program and the ways that they have used online resources in collaborative planning and teaching. Cathy Welsford continues the theme of integrating ICT, in her article about the initiatives happening to enhance literacy in the Armidale District and Jane Gee contributes a snapshot of her role at Barnier Public School, during the process of a whole school change in collaborative pedagogy.

It is inspiring to read about the various awards won by NSW schools and within the Professional Support and Curriculum Directorate for excellence in web design, literacy, numeracy, and Languages. The development of the *Aboriginal education K-12: resource guide* and the continued growth of *HSC Online* are examples of the support available to schools and are highlighted in *From Professional Support and Curriculum* in this issue.

In 2003, the School Libraries and Information Literacy Team have been involved in a range of stimulating professional development activities such as: the MANTLE conference; The Quality Teacher Program conference; and the *Island Journeys* conference in Hobart. We were also privileged to present at a number of District teacher-librarian network meetings across the state where we met many of the readers of *Scan* face to face. We look forward to meeting more of you in 2004.

We would like to thank all our reviewers, writers, advertisers, and resource publishers for their valued contributions to *Scan* and look forward to continuing our association in 2004.

I wish you all a rewarding final term for 2003.

Sally Rasaiah
sally.rasaiah@det.nsw.edu.au

Currents



Colleen Foley is
Manager, School
Libraries and
Information
Literacy
Unit (SCIS/Scan).
colleen.foley@
det.nsw.edu.au

In talking and working with teacher-librarians across the state I am constantly reminded of the enthusiasm and energy reflected in their contributions to teaching and learning in their schools. The theme of making a difference to student learning recurs in a myriad of ways, as reflected in the articles illustrating exciting collaborations presented in *Scan*.

Quality teaching

Creative approaches to integrating ICT meaningfully, supporting literacy, making the connections between syllabus outcomes, information skills and computer competencies abound. As professionals, we are continually investigating how we can build on good practice to further improve teaching and learning. The opportunities to build professional reflection are supported in a timely way by the Department's discussion paper, *Quality teaching in NSW public schools*. This paper, and related support material including related online discussion, is available at <http://www.curriculumsupport.nsw.edu.au/qualityteaching/>

This is an important space to watch for updated support material to help us reflect on and improve practice, and to consider what this might mean for our collaboration with our teacher colleagues; make sure you participate in and contribute to the discussions available there. We can use the discussion paper to reflect on and explore pedagogy with our teacher-librarian and teacher colleagues. How can the model presented inform collaborative best practice? Watch the *School Libraries and Information Literacy* unit site at www.schools.nsw.edu.au/schoollibraries for additional opportunities to explore the issues and share ideas and implications for teacher-librarians.

In *Focusing teaching and learning information literacy support* in this issue, I explore some key questions and issues which underpin our role as teacher-librarians making a difference, and providing evidence for how we contribute to student learning. We welcome your feedback and suggestions to contribute to this discussion and continue the sharing of our professional experiences in *Scan*.

The significant, ongoing work of Dr Ross Todd presented in *Research columns* this issue, once more continues to inform and enrich our understandings of the ways explicit teaching of information skills in curriculum context supports information literacy across key learning areas.

OASIS Library pilot

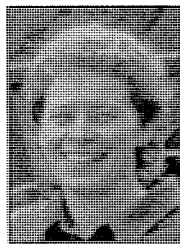
The pilot in twenty New South Wales government schools to determine the appropriate installation and training strategy for the implementation of a Windows interface for *OASIS Library* is drawing to a close. The hard work and enthusiasm of the schools involved has contributed to some rich evaluative feedback. More detail about this project is available on the DET intranet, accessed from the *School Libraries and Information Literacy* intranet version site at www.intranet.schools.nsw.edu.au/schoollibraries

It has been a pleasure to work with so many of you during this year. I wish you all the very best over the coming Christmas and New Year period. ■

The School Libraries and Information Literacy team

The unit can be found at Professional Support and Curriculum Directorate, 3a Smalls Road, RYDE NSW 2112. Contact the team on: (ph) 02 9886 7488 (fax) 02 9886 7413 Email colleen.foley@det.nsw.edu.au

Focusing teaching and learning information literacy support



Colleen Foley is Manager, School Libraries and Information Literacy Team in

Professional Support and Curriculum Directorate. In this article she considers the links between syllabus outcomes, information skills and computer competencies, the implications for programming, and the importance of reflecting on practice.

Teacher-librarians make a difference!

We know that teacher-librarians are an important part of the school's teaching team, and that school libraries are about learning for the future, and indeed, transforming knowledge into wisdom as we engage students in meaningful learning and the development of lifelong skills. There is a solid body of research (Todd, Carr, Hayes et al, White House conference papers) which supports the difference teacher-librarians and school libraries, and collaborative teaching and learning approaches make to information literacy, the use of technology in teaching and learning, and to student learning.

There has been much discussion about pedagogy in recent times. The move to an outcomes approach, the emphasis on systematic and explicit teaching, the NSW Literacy and Numeracy Plan, and teacher-librarians using the information skills process to support syllabus outcomes and the development of computer skills in context, are a logical part of this whole.

Key questions

Key questions we teacher-librarians can ask to inform our planning as we work with our colleagues are:

- What are my school's learning priorities?
- How can I contribute to my school's learning culture?

It is indeed important to reflect on our practice, how we teach and how learners learn, to continue to build on what we do well and respond to the challenge of new ideas.

- How can I show the difference I make?

We want to be able to articulate the specific learning gains that we support students to make in our schools, in the context of particular syllabus outcomes.

Teaching and learning expertise

The success of programs supporting our school's curriculum relies very much on our ability to make connections for meaningful learning, and to be able to make these connections for the teachers we work with. Systematic and explicit development of information skills is vital to successful learning and literacy across the key learning areas. Our particular teaching and learning expertise is essential to the development of information literate citizens of the future. Aspects of the expertise we bring to our school's learning program include:

- understanding and using resources to support teaching and learning

- making the connections between syllabus outcomes, information skills and computer skills
- the explicit teaching of information skills supporting syllabus outcomes and the development of computer skills in context.

In this way the ongoing discussion about pedagogy is timely.

Pedagogy: reflecting on and improving practice

The Department's discussion paper, *Quality teaching in NSW public schools*, is now in schools and is also available at www.curriculumsupport.nsw.edu.au. This offers us a great opportunity to engage in discussion about pedagogy, to reflect on our core business.

It is indeed important to reflect on our practice, how we teach and how learners learn, to continue to build on what we do well and respond to the challenge of new ideas. Integral to this is responding innovatively to the ongoing opportunity for collaboration as we explore ways the information skills framework can support computer competencies in the context of syllabus outcomes. Making these connections is a key aspect of how we contribute to our school's teaching program and learning community.

We can use the discussion paper to reflect on and explore pedagogy with our teacher-librarian and teacher colleagues. How can the model presented in the discussion paper inform collaborative best practice? How could it support evidence based practice and making a difference to teaching and learning? What would it look like in practice for teacher-librarians? What concepts in the model presented are familiar to us, for example in the information skills framework we use to support syllabus outcomes?

The discussion paper builds on research and best practice to date. It is interesting to note that much of the language that has been part of our ideals for best practice as teacher-

librarians, from the implementation of the *Information skills in the school* document, through the ongoing implementation of the NSW Literacy and Numeracy Plan, and through specified outcomes in all syllabuses now using the outcomes approach, are present in this discussion document. The use of terms and concepts related to constructivist learning principles, relevance and engagement, higher order thinking, self directed learners, lifelong learning, and collaboration, provide us with a comfortable starting point to being involved in the discussion, and thinking about what the model means for our practice.

Prioritising curriculum support

The *Quality teaching in NSW public schools* discussion paper can be used as a framework in setting our priorities for the way we support our school's teaching and learning program. How could this translate to classroom practice? It is an interesting exercise to consider the model the discussion paper offers when planning a lesson or unit of work. *Quality teaching in NSW public schools: starting the discussion*, offers some discussion points and ideas for using the discussion paper and the suggested model. In the light of the Key questions we have asked above, it could be useful to think about the following questions suggested for consideration when planning a unit of work or lesson:

- What do I want the students to learn?
- Why does it matter?
- What am I going to get the students to do?
- How well do I expect them to do it? (*Quality teaching in NSW public schools: starting the discussion*, 2003, p 10)

This readily puts us in an explicit teaching and learning mode, requiring us to plan the specific skills (including information skills) we could be teaching in order to meet a selected syllabus outcome, and to develop

particular computer competencies in that context. Inherent in the questions above, are questions which need to be embedded in our teacher psyche as part of the knowledge of our students which informs our ongoing programming and planning:

- How do I know what the students need to learn?
- How am I going to get the students to do this?
- How do I know what the students have learned?

Such questions are part of an evidence based practice approach, a framework of showing how we make a difference, and related to the ongoing learning and assessment cycle of an outcomes approach. It takes for granted that we can explicitly demonstrate what students have learned.

Making the connections

Teacher-librarians are committed to the development of information skills for information literacy. The challenge is to be explicit and systematic in our teaching and reteaching of these skills. This is only meaningful in the context of syllabus outcomes.

Just as information skills are taught in the context of syllabus outcomes, so too are computer skills, which are embedded in more recent syllabuses and will be incorporated in all 7-10 syllabuses as they are revised. As we integrate technology in teaching and learning, the development of particular computer skills is an essential part of the way the information process can support syllabus outcomes.

It is not necessary to do a complete mapping of information skills across all syllabuses. A targeted mapping for the relevant syllabus outcomes in selected units our school teaches could help us focus and prioritise our collaborative teaching support. We do need to be familiar enough with the syllabuses to be aware of what outcomes and content we can offer such support for.

For example, most syllabuses have outcomes which relate to gathering information using a range of media or have outcomes that rely on selecting, comparing, analysing and evaluating relevant information. All Stage 6 syllabuses have outcomes related to the ethical use of information. The Board of Studies *Glossary of key words* is essential reading for teacher-librarians and helpful for all teachers and teacher-librarians K-12, in supporting building students skills and understandings in a continuous way and with common understandings. While *English K-6* has specific *Information skills* outcomes, there are other outcomes in the syllabus which could be supported by an information process. Teacher-librarians in secondary schools would find much of interest and many opportunities in supporting the *English Years 7-10 syllabus*, to be implemented in 2004. Particular outcomes would benefit from strong information skills support, for example:

Outcome 7: A student thinks critically and interpretively about information, ideas and arguments to respond to and compose texts.

Students learn to:

7.1 locate, assess, select, synthesise and use information, ideas and arguments from texts

And also in relation to Outcome 11: **11.6** find, select and evaluate information from a range of sources.

In the *English Years 7-10 syllabus*, and in all forthcoming revised 7-10 syllabuses, the Cross-curriculum content statement includes, for example, requirements related to **Information and Communications Technology (ICT)**, and the embedded key competencies of **collecting, analysing and organising information, communicating ideas and information, planning and organising activities and working with others in teams ... problem-solving ... [and] using technology.** The support document for the *English Years 7-10 syllabus, Fiction,*

film and other texts, is worth noting for the requirement for students and teachers to have access to texts in a range of media formats and the suggested list included. Teacher-librarians would consider the specific skills they could be teaching in context to work towards related outcomes. Consultation and planning with English teachers would be part of the process. The document would also inform ongoing collection development.

Implications for programming

It is important for us to be explicit about making the connections between information skills, syllabus outcomes and computer skills, and to show the links and related explicit teaching strategies in our programming and planning. This will also enable us to clearly provide the evidence of the difference we make. The **Programming and planning** section of raps and book raps (at www.schools.nsw.edu.au/schoollibraries/teaching/raps/) offers some good examples of possible teaching and learning strategies supporting specific syllabus outcomes and related literacy across a range of formats. They also show strategies for developing specific computer skills, and offer a great opportunity for collaboration between teachers and teacher-librarians for developing ICT skills in students in context, for meaningful purposes and real audiences. Participating in raps and book raps can support the development of such computer skills as:

Email

Understands the general structure of an email address

Interprets features of an inbox eg. owner, date, subject, size

Retrieves and replies to an email (*Computer Skills Assessment Year 6*)

Outcome 3: A student responds to and composes texts in different technologies.

Students learn to:

3.1 use the features of information and communications technologies to compose a range of imaginative, critical and factual texts for television, the Internet, radio, email and text messaging

Students learn about:

3.8 terminology associated with responding to and composing information and communication technology (ICT) texts (*English Years 7-10 syllabus, p 22*)

What might considering linking support to these outcomes look like when working with Stage 4 and Stage 5 English teachers? What explicit teaching of skills based on collaboration could enrich support for English teachers and classes?

The sample proformas shown in this article offer one way of making the connections and using an information process to support syllabus outcomes and the development of computer skills. It should be noted that the worked examples are works in progress, and are not intended as complete units of work. They are possibilities for programming and planning one or more lessons which may support a broader unit of work. Feel free to use or adapt them for programming and planning processes in your school as you work with teacher colleagues to support your school's curriculum. They are also reflective of an evidence based practice approach and one succinct way of being able to provide evidence for the difference a teacher-librarian makes to teaching and learning in their school. In the same way, the development of these proformas reflects ongoing collaboration and consultation with curriculum consultants, teacher-librarians and teachers in a range of key learning areas, and the development of ideas for approaches to evidence based practice through a number of *Scan* articles (especially Patterson, 2002 and Sly, 2003). The response in workshops with teacher-librarians in Districts has been very positive.

Planning for making a difference

Table 1 shows a blank proforma you may wish to use or adapt. *Table 2* and *Table 3* show a draft worked example to support a primary school and secondary school unit of work respectively. How these would look in your school would depend on the nature of the unit of work you are supporting, including outcomes being addressed, appropriate information skills focuses specified, and related collaboration and planning between teacher-librarian and teachers.

For example, *Table 2* provides a possible approach to providing support for a Science and Technology unit. In a Science and Technology Stage 2 unit, students will design, make and use a database to record information about selected plants and animals. While the unit as a whole focuses on outcomes DM S2.8, LT S2.3 and INV S2.7, this information support component of the unit specifically supports LT S2.3. The purpose of the information skills support is to identify categories of information to inform the design of a database and related observations for students to use in their investigations. The class would most likely have already explored a variety of ideas about databases prior to the component suggested in *Table 2*. If students have not, there would be an additional range of questions and discussion needed to deconstruct this when identifying students' current levels of understanding. The questions suggested for gauging current understanding and the progress towards the stated outcomes are ideas for what might be a range of more explicit questions. This would depend on how the teacher and teacher-librarian have divided tasks based on the nature of the planning and collaboration, and whether or not they are team teaching.

In the proformas there are the usual sections for the name of the related unit or topic, and to list specific resources to be used by the teacher and

students. Pre unit and post unit assessment sections reflect the need to be aware of where students are at, make valid judgments about the learning requirements or our students in the lessons or part unit, and then enable us to provide explicit feedback about the learning that has taken place. This helps us to plan in an ongoing way what students need to learn in relation to a particular syllabus outcome, what they will do in order to learn, and the evidence we will have to demonstrate their learning.

The left column in the middle section of the proforma provides information about the syllabus outcome(s) being taught towards, and related information skills and computer skills competencies focuses under the appropriate headings. Note that the syllabus outcomes come first, and that the related information and computer skills focuses would be reflected in the teaching and learning strategies or activities, shown in the right column, selected to meet that outcome. It is essential to be explicit, and to systematically develop these skills. These could be prioritised for learning continuity over the two years of a Stage in relation to specific syllabus outcomes and mandatory content. The information skills focus in each unit or lesson would be clearly articulated. Using the model provided by the *Quality teaching in NSW public schools: discussion paper* as we plan, is a worthwhile reflection tool to guide our classroom implementation and the kinds of teaching strategies we will need to use, for example, to ensure opportunity for students to engage in activities which develop deep understanding and higher order thinking, and reflect high expectations in the demands placed on our learners.

Where to from here?
Reflecting on making the connections between syllabus outcomes, informa-

tion skills and computer skills, and related workshops mapping information and computer skills in syllabuses, and addressing programming implications with teacher-librarians in a number of Districts has been very exciting. Using an evidence based practice approach has informed the discussion and development.

The *Quality teaching in NSW public schools* discussion paper and the framework it provides will continue to enrich the process as we reflect on our practice, and constantly strive to be more effective. If you would like to part of focused discussion and exploration of how this model might look for teacher-librarians working with teachers on collaborative programming, planning and teaching please contact me by phone or email.

Watch the *School Libraries and Information Literacy* site at www.schools.nsw.edu.au/schoollibraries for additional opportunities to explore the issues and share ideas and implications for teacher-librarians. A virtual conference will shortly be available to enrich the discussion and

further explore the issues and practical examples of what the quality teaching framework looks like for teacher-librarians supporting teaching and learning.

Scan will continue

to contribute ideas and discussion points related to quality teaching and best practice. In forthcoming issues we will also capture some of the learning gained by teacher-librarians who have participated with teacher colleagues in our Quality Teacher Program (QTP) online course, *Linking syllabus outcomes and information skills*. These QTP courses have been available to NSW government schools for Stage 6 Biology, Stage 6 Community and Family Studies, and PDHPE K-6. In the future, one is likely to be available for the new *English 7-10 syllabus*.

Scan will continue to contribute

ideas and discussion points

related to quality teaching and

best practice.

Table 1: Sample proforma

Focusing teaching and learning information literacy support: programming ideas	
Topic/Unit support:	
Resources:	
Pre unit assessment to gauge current level of understanding: (in terms of unit/topic/focus) eg pre test, teacher judgment, brainstorm, discussion questions prior to unit study	
Syllabus Outcomes:	Suggested teaching and learning activities/strategies (be explicit)
Related computer competencies focus:	
Related information skills focus area: eg, Selecting: By the end of this unit students will be able to take effective notes from a variety of sources (or Internet sites)	
Post unit assessment to determine progress towards stated outcomes eg post test, guided evaluation sheet, skills achieved in context of outcomes (indicators)	

Proforma provided by C. Foley, School Libraries and Information Literacy Unit 2003.

References and further reading

Patterson, T. 'Reading the pictures: connecting visual literacy and evidence based practice.' *Scan* 21(3) August 2002 pp 4-11.
Sly, C. 'Harry Potter and the chamber of secrets: page to screen.' *Scan* 22(1) February 2003 pp 13-15.

Table 2: Sample proforma: Primary school example

Focusing teaching and learning information literacy support: programming ideas	
Topic/Unit support: Task: Using the information framework to support student research in a Science and Technology Stage 2 unit where students will design, make and use a database to record information on selected plants and animals.	
Resources: Cadbury – Yowie http://www.cadbury.com.au/yowie	
The sea http://www.seasky.org/sea.html	
Pre unit support assessment to gauge current level of understanding: (in terms of unit/topic/focus) eg pre test, teacher judgment, brainstorm, discussion questions prior to unit study Through class discussion gauge class understanding of required concepts and skills, sample questions: <ul style="list-style-type: none"> • What is the purpose of a database? • What does our database need to do to be successful for this topic? • How can our database help us observe and record interactions between living things and their environments? • What plants or animals depend on other plant and/or animals? 	
Syllabus outcomes: Stage 2 Science & Technology A student: LT2.3 Identifies and describes the structure and function of living things and ways in which living things interact with other living things and their environment. The Big ideas*: – Plants and animals depend on each other in their environments – Environments for living things need to provide basic requirements for the life of those living things. Related computer competencies focus: <ul style="list-style-type: none"> • Opens a bookmarked site • Creates a simple database Related information skills focus area: Locating: by the end of this unit students will be able to: <ul style="list-style-type: none"> • identify keywords • use OASIS Library to search for potential resources using keywords • use previously organised bookmarks for relevant sites Selecting: by the end of this unit students will be able to: <ul style="list-style-type: none"> • use keywords to locate potentially useful information within sources • make simple comparisons of information from different sources Organising: by the end of this unit students will be able to: <ul style="list-style-type: none"> • brainstorm headings for sorting/storing information using keywords • combine the information into a structure 	Suggested teaching and learning activities/strategies (be explicit) <ul style="list-style-type: none"> • Bookmark relevant sites for students to use during research • Define key terms in task • Brainstorm and record on blackboard specific animals and plants to research • Brainstorm keywords for animals and plants to investigate, for key relationships eg. animals that eat animals, and to inform categories • Model navigation of one of the sites (perhaps the most difficult) to enhance ability to locate relevant information eg skimming for relevant headings/links and not selecting non relevant ones • Model/structure using a handout developed for the activity, simple notetaking from the site; use own words in notes; selected quotes; a table in Word may be helpful • Handout would incorporate process for using notes to select relevant information • Select categories to use for organising information into database fields • Model designing a simple database using agreed fields, based on previous exploration of databases • Model selecting relevant information for database fields • Students complete partially completed database created during modelling
Post unit support assessment to determine progress towards stated outcomes eg post test, guided evaluation sheet, skills achieved in context of outcomes (indicators) Post test or post unit discussion addressing the following (sample questions): <ul style="list-style-type: none"> • Now we have the database fields identified and started to build the database, how can we use it in our investigations? • What animal are you going to investigate? • For this animal, what fields will you use? • What observations would you need to make to record information in your database? 	

Proforma provided by C. Foley, School Libraries and Information Literacy Unit 2003.

References and further reading

Patterson, T. 'Reading the pictures: connecting visual literacy and evidence based practice.' *Scan* 21(3) August 2002 pp 4-11.
Sly, C. 'Harry Potter and the chamber of secrets: page to screen.' *Scan* 22(1) February 2003 pp 13-15.

* *Supporting SciTech in the primary classroom* [electronic resource] (QTP 5.1), NSW Department of Education and Training, 2003.

Table 3: Sample proforma: Secondary school example

Focusing teaching and learning information literacy support: programming ideas	
<p>Topic/Unit support: See teaching unit: <i>Using the web to support HSC Aboriginal Studies in Curriculum Support</i> HSIE 2001 No 1</p>	
<p>Resources: <i>Using the web to support HSC Aboriginal Studies in Curriculum Support</i> HSIE 2001 No 1. NSW HSC online: Aboriginal Studies http://hsc.csu.edu.au/ab_studies/index.htm New Internationalist magazine http://www.newint.org/index4.html</p> <p>Researching on the Internet for Aboriginal Studies students http://www.oten.edu.au/access/aboriginalres How to use the Internet for Aboriginal Studies students http://www.oten.edu.au/access/aboriginalhowto/</p>	
<p>Pre unit support assessment to gauge current level of understanding: (in terms of unit/topic/focus) <i>eg pre test, teacher judgment, brainstorm, discussion questions prior to unit study</i></p> <p>Through class discussion gauge class understanding of required concepts and skills; sample questions:</p> <ul style="list-style-type: none"> • What is ethical research? • How would you analyse and synthesise information? • How would you observe copyright issues when researching? When presenting information? • What might be some key social justice issues relevant to Aboriginal peoples? Other indigenous people? 	
<p>Syllabus Outcomes: Stage 6 Aboriginal Studies Social justice and human rights issues: a global perspective <i>Outcomes: Skills</i> A student: H4.1 investigates, analyses and synthesises information from Aboriginal and other perspectives H4.4 applies ethical research practices</p> <p>Related computer competencies focus:</p> <ul style="list-style-type: none"> • Locate and use at least 3 relevant web sites • Discriminates between different web sites <p>Related information skills focus area: Locating: <i>by the end of this unit students will be able to:</i></p> <ul style="list-style-type: none"> • Limit an investigation to a manageable size • Identify possible sources (sites, people etc) • Recognise the relative worth of sources <p>Selecting: <i>by the end of this unit students will be able to:</i></p> <ul style="list-style-type: none"> • Use keywords to locate potentially useful information within sources • Identify information that links with the task • Assess and respect privacy and ownership of information • Identify inconsistencies and bias in sources • Devise a system for recording their own information • Summarise information • Record quotations and sources <p>Organising: <i>by the end of this unit students will be able to:</i></p> <ul style="list-style-type: none"> • Combine the information into larger units of information (eg synthesise with own judgments, knowledge, and that gained from a range of sources) • Combine the information into a structure 	<p>Suggested teaching and learning activities/strategies (be explicit)</p> <ul style="list-style-type: none"> • Guided introduction to section on <i>HSC Online</i> site • Book mark relevant sites for students to use during research • Model navigation of one of these sites (perhaps the most difficult) to enhance ability to locate relevant information eg skimming for relevant headings/links and not selecting non relevant ones • Model/structure using a handout developed for the activity, notetaking from the site to avoid simply printing all; use own words in notes; selected quotes; a table in Word may be helpful • Handout would incorporate process for using notes to select relevant information • Model analysing information for authority, bias etc; pose questions about sources eg is it from an Aboriginal perspective or have Aboriginal people been consulted in developing the source; what difference does it make? etc. • Model comparing and combining information/discarding unwanted information eg. by constructing a paragraph on one aspect for or with students • Teach appropriate bibliographic style (some schools have one or a graded one from 7-12 starting with a simpler version)
<p>Post unit support assessment to determine progress towards stated outcomes <i>eg post test, guided evaluation sheet, skills achieved in context of outcomes (indicators)</i> Post test or post unit discussion addressing the following (sample questions):</p> <ul style="list-style-type: none"> • Describe one social justice issue you explored and its implications for Aboriginal and other indigenous peoples. • Have the students referenced their sources? Provided more than one perspective/viewpoint? Used their own words? 	

Proforma provided by C. Foley, School Libraries and Information Literacy Unit 2003.

References and further reading

Patterson, T. 'Reading the pictures: connecting visual literacy and evidence based practice.' *Scan* 21(3) August 2002 pp 4-11.
Sly, C. 'Harry Potter and the chamber of secrets: page to screen.' *Scan* 22(1) February 2003 pp 13-15.

References and further reading

A glossary of key words, Board of Studies NSW. Available online at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html
Bonner, C. 'The Learning Online Project: New South Wales Secondary Principals' Council', *Scan* 21(2), 2002, pp 25-27.
Carr, J. 'Project pillars: foundations for success in online curriculum projects', (2002). Available online at <http://production.edna.edu.au/sibling/pillars/default.htm>
Computer Skills Assessment Year 6. Available online at <http://detwww.det.nsw.edu.au/directories/schorepo/csa/whatsnew.htm>
Computer Skills Assessment Year 10. Available online at http://www.boardofstudies.nsw.edu.au/syllabus_sc/computingskills_assessment.html
English K-6 syllabus, Board of Studies NSW, 1998.
English Years 7-10 syllabus, Board of Studies NSW, 2002.
Fiction film and other texts: a support document for the English years 7-10 syllabus, Board of Studies NSW, 2003.
Hayes et al. 'Net gain? The integration of computer-based learning in six NSW government schools, 2000', commissioned by DET. Available online at <http://www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm?u=2&i=8>
Information skills in the school, NSW Department of Education, [1989].
Jakes, et al 'Using the Internet to promote inquiry-based learning', 2002. Available online at <http://www.biopoint.com/inquiry/ibr.html>
Patterson, T. 'Reading the pictures: connecting visual literacy and evidence based practice,' *Scan* 21(3) 2002, pp 4-11.
'Quality teaching in NSW public schools' [kit] includes:
Quality teaching in NSW public schools: a video introduction
Quality teaching in NSW public schools: discussion paper
Quality teaching in NSW public schools: starting the discussion: ideas for using the discussion paper, the video and the annotated bibliography [kit] ISBN 0731382552 SCIS 1131553
Selected components are available at <http://www.curriculumsupport.nsw.edu.au/qualityTeaching/index.cfm>
Sly, C. 'Harry Potter and the chamber of secrets: page to screen', *Scan* 22(1), 2003, pp13-15.
Sly, C. 'Reading a variety of texts', *Scan* 22(3), 2003, pp 11-14.
Todd, R. 'Evidence based practice: the sustainable future for teacher-librarians', *Scan* 21(1), 2002, pp 30-37.
Todd, R. 'Evidence based practice: getting into the action', *Scan* 21(2), 2002, pp 34-41.
White House conference on school libraries papers. Available online at http://www.teacherlibrarian.com/pages/30_1_supplement.html

Proposed raps and book raps for 2004

Book raps and raps

hosted on the New South Wales Department of Education and Training's web site feature collaborative planning and units of work written by teachers.

These raps support literacy, the integration of ICT (information and communication technologies), and achievement of syllabus outcomes. The reflection sheets available could be used or adapted to support evidence based practice, to provide feedback on the difference made to student learning gains for particular syllabus outcomes.

Term 1, 2004

- *The Binna Binna man*, by Boori Pryor and Meme McDonald. New Stage 4 English syllabus.

Term 2, 2004

- *Papunya School book of country and history*. New Stage 4 English syllabus.

Term 3, 2004

- *Athens Olympic Games*. PDHPE, Stages TBA.
- *Book Week*. Stage and sections to TBA.
- *The rabbits*, by John Marsden Shaun Tan. New Stage 5 English syllabus with a component to support Visual Arts.

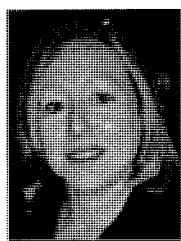
Further proposed raps and book raps, including for the primary school stages, will be advertised on the **School Libraries and Information Literacy site**.

The raps and book raps are jointly managed and supported by teams from Professional Support and Curriculum Directorate, including the Library and Information Literacy team, e-Learning unit, and relevant Key Learning Area (KLA) teams.

Raps and book raps can be viewed at: www.schools.nsw.edu.au/schoollibraries/teaching/raps/

or go to **School Libraries and Information Literacy** at: www.schools.nsw.edu.au/schoollibraries (Click on **Teaching ideas** from this home page, and then select **Raps** or **Book raps** and then the rap of your choice). When visiting the site remember to hold down the **Shift** key and select **Refresh** or **Reload** from your browser to view the latest version of each web page.

Web and Flow



Cecilie Yates
is the teacher-librarian at Engadine High School and is

the Vice President ASLA NSW, (Professional Development). Here, Cecilie provides the philosophy behind the Web and Flow program. The Department's Professional Support and Curriculum Directorate, the Professional Teachers' Council NSW and Australian School Library Association (NSW Inc) cooperatively support the Web and Flow program.

Background to Web and Flow program

In 2001, the Professional Teachers Council (PTC), in promoting the professional development of teachers, decided to investigate a project using the Web and Flow software to enhance the online learning skills of teachers, with an emphasis on the pedagogical implications.

As a result, June Wall from Australian School Library Association (ASLA) (NSW Inc), together with PTC Director Ailsa Holmes-Walker proposed that ASLA (NSW Inc) should conduct workshops on behalf

The Web and Flow program was designed by Tom March to make life easier for teachers to integrate the use of the Internet into teaching and learning and to create effective Internet learning activities.

of all member associations, starting with four days training in January 2003 for workshop presenters. A grant to support the program was received from the NSW Department of Education and Trainings' Professional Teachers' Association Support Program. Presenters were trained, and Web and Flow workshops were organised throughout regional and metropolitan NSW. PTC hosts the web site which provides examples of the resources developed by workshop participants.

What is Web and Flow?

The Web and Flow program was designed by Tom March to make life easier for teachers to integrate the use of the Internet into teaching and learning and to create effective Internet learning activities. By providing six different activity formats, teachers can choose the Custom design that best suits their learning goals for students, for example, knowledge acquisition, concept attainment, or problem solving. Scaffolds help teachers and teacher-librarians to develop Web and Flow activities which support the curriculum. The site offers easy entry points for beginning Internet users as

well as sophisticated activities for the more advanced user. Once the scaffolds are completed, the online unit is immediately published to the Internet with a click of a button. There is no need to learn any web publishing skills. Scaffolds can be used to develop online learning activities for students in Kindergarten to Year 12, developing information and computer skills in the context of syllabus outcomes.

The workshop introduced me to new ways of making online resources which challenged me to adjust my thinking about creating activities and the purpose of them. A comment from a participant of one of the workshops.

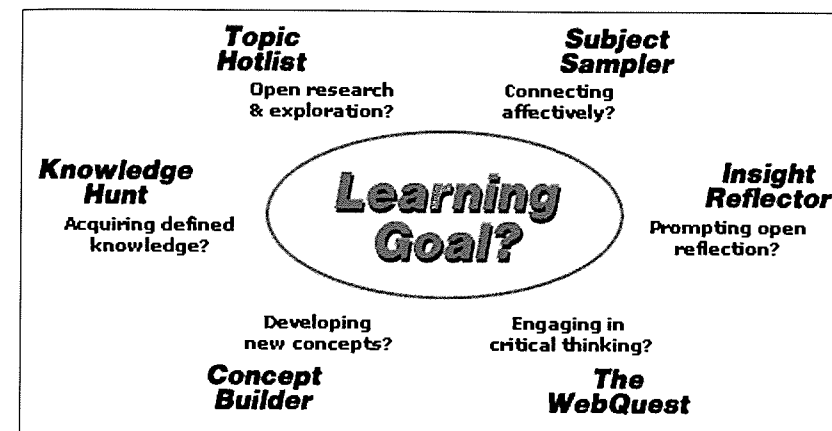
The creative brief

This is the first interactive phase of Web and Flow. Teachers are asked to clarify outcomes, the needs of learners, special resources required and to list any constraints involved in the learning activity. The scaffolds suggest appropriate places to gather links, including a link to the Board of Studies syllabus documents. Once the links are gathered, a recommendation is generated which suggests the most appropriate activity format suited to your goals. This information also automatically generates a teacher's guide, which is a handy reference for sharing activities. An assessment rubric scaffold is available for each activity format criteria.

The activity formats

There are six learning centred scaffolds to meet the different learning needs of students.

The six activity formats are explained as follows:



from Web and Flow at <http://www.web-and-flow.com/>

Topic Hotlist: for open exploration

A hotlist is a collection of the most useful Internet sites that relate to a topic. The aim is to save students spending most of their lesson time searching for a useful site. The hotlist can be made available to teachers throughout New South Wales from the Web and Flow site. Developing a hotlist is an excellent strategy to use to integrate web resources in an already prepared learning activity.

Knowledge Hunt: for acquiring defined knowledge

This style of activity helps students acquire knowledge on a subject. A knowledge hunt contains links to Internet sites that hold essential information to the understanding of the topic. A key question is posed for each link. The activity ends with a "big picture" question, which allows students to synthesise the knowledge acquired into a broader meaning related to a teaching and learning unit context. The Department has Internet scavenger hunts available at <http://www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm?u=2&i=11>

Subject Sampler: for connecting emotively or affectively to a topic

A Subject Sampler is designed to motivate and connect the students to

the topic by providing them with a number of interesting and intriguing web sites. Questions are created for each site, which require a personal response and which allow comparisons with the students' own experiences.

Insight Reflector: for prompting open reflection

The Insight reflector format encourages creative and analytical thinking. Web sites which give a positive viewpoint on a topic are used in the opening occasion. A second reflection relates to sites which offer opposing viewpoints. Students then reflect on a universal truth and finally draw their own conclusions. The essay answer is also scaffolded online and submitted and published immediately as a web page. As reflective writing and thinking are required to answer the set questions, this scaffold could be applied across a range of key learning areas.

Concept Builder: for developing and refining new concepts

Here, students are offered selected sites which provide examples of the concept they need to define and then offered a series of short questions that prompt them to look for specific details and compare and contrast the information within each site. Students then build or construct the concept for themselves. When students reach a

conclusion, the answer can be emailed online to the teacher. If online visual information is utilised as a stimulus, this type of activity can be used to promote higher order thinking strategies in pre reading students.

What's next ? WebQuests for engaging in critical thinking

ASLA (NSW Inc.) has received Quality Teacher Program funding to run ten WebQuest workshops throughout New South Wales in 2004. A scaffold for creating WebQuests is available at *Ozline.com* at <http://www.ozline.com/learning/>

The Department also provides significant support for creating WebQuests available at e-learning <http://www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm>

WebQuests <http://www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm?u=2&i=7>

To view examples of online learning activities created at the ASLA (NSW Inc.) Web and Flow workshops, and to register for a free trial, visit <http://ptc.nsw.edu.au/>

For more information about Web and Flow courses access <http://www.asla.nsw.edu.au> ■

References and further reading

Australian School Library Association (NSW Inc.) [website] at <http://www.asla.nsw.edu.au>

e-learning [website] at <http://www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm>

Information skills in the school, NSW Department of Education, [1989].

Ozline.com [website] at <http://www.ozline.com/learning/>

Professional teachers' Council [website] at <http://ptc.nsw.edu.au/>

Web and flow [website] at <http://www.web-and-flow.com/>

WebQuests [website] at <http://www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm?u=2&i=7>

Using online resources at Wollondilly Public School



Wendy Chapman,
teacher-librarian
at Wollondilly
Public School, has
been instrumental

in creating online projects, namely raps and book raps. Wendy has been inspired to use *Web and Flow*, an online learning resource, which offers exciting teaching and learning possibilities.

When I heard Tom March, the author and creator of *Web and Flow*, speak about this resource in 2002, he referred to the massive potential of online learning, and how controlling a mouse seems to have a magical capacity to engage students in learning, and keep them engaged. Tom's presentation clearly exposed some of issues that can arise when there is a plethora of information confronting students on a daily basis, including: plagiarism; inaccurate information; quantity not quality; and data, not knowledge. As Tom explained the scaffolds that he and others have devised to minimise these difficulties, I saw the potential for this tool to help make learning from the Internet meaningful and valuable at Wollondilly Public School. After an introduction to the *Web and Flow* learning centred scaffolds and activity

It was immediately clear that these scaffolds could not be developed in a vacuum and that clear content and a focus on syllabus outcomes were essential.

formats, I returned home to familiarise myself further with a *Topic Hotlist*, a *Knowledge Hunt* and a *Subject Sampler*.

Strategic planning and reconnaissance

It was immediately clear that these scaffolds could not be developed in a vacuum and that clear content and a focus on syllabus outcomes were essential. I consulted an innovative and enthusiastic member of staff, Carol O'Connell, explaining my new learning, and my desire to put this into practice. Carol was excited by the prospect and suggested collaborating with me on the integration of *Web and Flow* scaffolds. We met several times for planning sessions, during which Carol explained her intention to focus on particular English, HSIE and Science and Technology syllabus outcomes, including:

- Science and Technology ES S3.6 Recognises that the Earth is the source of most materials and resources, and describes phenomena and processes, both natural and human, that form and change the Earth over time.

After further consultation, we decided the content area would focus on

significant landmarks which were associated with the Australian image, and an investigation of the geological processes which formed them. With my brief clear, I constructed a *Topic Hotlist*, a *Knowledge Hunt* and a *Subject Sampler* covering this content, checking back with Carol after each stage of construction. This allowed us to clarify our teaching strategies to achieve the learning outcomes further, and introduced Carol to the *Web and Flow* opportunities for online learning, integrating the development of computer and information skills in the context of the syllabus outcomes.

Combined task force

Carol's composite 5/6 class contained students with a wide range of ICT experiences. Some students were familiar only with word processing, many had participated in book raps, and others had experienced synchronous online Literature Circles. Using *Web and Flow* scaffolds was a different online learning experience requiring students to:

- work individually, in pairs or in groups, depending on their learning style and the facilities available
- read the screen instructions while responding and recording their learning progress elsewhere.

To enable all students to engage in the tasks, Carol and I planned several flexible sessions in the library to explain the processes involved and inspire the students to engage in their own learning journey. In the classroom prior to their visit, the concept of 'images of Australia' had

been introduced, so we began our first session in the library brainstorming places that were icons of Australia. The list of places that the students offered were also those included in the *Topic Hotlist*. Sorting icons into two lists, *Natural* and *Built*, led to teaching how to use a hotlist. I had previously linked the URLs for the scaffolds I had prepared in *Web and Flow* to the library Intranet pages, so it was easy now in our first session to use the data projector and demonstrate the access route to this URL, and demonstrate the structure of the scaffolds. Students were also informed about our expectations for their learning at the completion of this strand of their unit.

The Topic Hotlist

The *Topic Hotlist*, our first focus, is a list of relevant web sites collected to save students hours of aimless web searching. When the hotlist is saved on the *Web and Flow* site, it is available from any computer within the school or at home. The *Topic Hotlist* does not include the exact learning students are to achieve, so Carol and I used our first session to help students define the information they would need to gather and assist them to create note taking scaffolds in their work books.

During our observations prior to the commencement of this unit we had noticed that, despite frequent exposure to a variety of web sites, some students still expected the answers to their particular questions to appear in the middle of the screen. As we opened the first link on the hotlist, we demonstrated that web pages contain a multitude of distractions and that industrious mouse clicking, or "WOW"ing at graphics



Students enjoying the challenge of using online resources in a cooperatively planned and taught lesson at Wollondilly Public School.

was not always helpful in constructing new knowledge.

We modelled the process of accessing the web site, explicitly teaching the skills: recognising web page layout; scrolling to use headings; scanning a paragraph; and using topic sentences to locate keywords. These skills, explicitly taught, were practised and consolidated as students worked through the hotlist at computer stations in the

These skills, explicitly taught, were practised and consolidated as students worked through the Topic Hotlist at computer stations in the library, in the computer lab or classroom.

library, in the computer lab or classroom.

The Knowledge Hunt

In the next flexible library session, Carol and I took a similar approach, introducing students to the *Knowledge Hunt* scaffold, revisiting overtly the skills of accessing information from a web page. The *Knowledge Hunt* is structured to ensure students acquire a specific body of knowledge which, in our case, was an understanding of the physical processes

which formed some Australian landmarks. A key question for each web page link in the *Knowledge Hunt* served to direct students to particular information and therefore to develop understandings about physical processes. There was some technical language included in some of the web sites which students then needed to clarify from other resources. This emerged as a valuable opportunity to demonstrate to students that information must be understood before it is recorded, and to encourage the use of multiple information sources when appropriate.

As before, students worked through the *Knowledge Hunt* at their own pace, and Carol and I were available to troubleshoot problems with individual students. This is where online learning comes into its own: students are totally engaged in their own learning process (computers seem to engender this) and teachers are freed to monitor student progress and offer just in time advice and assistance to ensure success. To this point, the scaffolds I had created in *Web and Flow* centred on information and knowledge, locating facts and establishing understandings.

The Subject Sampler

To maintain student interest, it was time to introduce a *Subject Sampler*, designed to allow students to connect emotively to the topic. Building on their developing field knowledge, and drawing on the skills previously practised, students were invited to browse the links to Australian landmark sites and choose one location they would like to visit. They were required to explain why they would like to go to this place, and to write a brief postcard from this spot to their class, describing mode of travel, and what it was like to really be there. This activity was slightly less structured than the others but required higher order thinking skills and some affective and creative involvement for students in response to their learning.

This activity was slightly less structured than the others but required higher order thinking skills and some affective and creative involvement for students in response to their learning.

The Concept Builder and WebQuest

Engagement with these three learning scaffolds had taken longer than first anticipated and Carol and I decided that, despite our enthusiasm, there was not time to construct a *Concept Builder* or other online learning opportunities such as a *WebQuest* for this topic. Maybe next time!

First phase: mission accomplished

So what *had* we accomplished? Referring to our syllabus outcomes and assessing students' work, suggested we had come some way in

By directly observing students using the Internet, it was evident that scrolling and scanning for keywords was happening frequently and that students were being less distracted and were usually focused on the task at hand.

working towards our identified outcomes. By directly observing students using the Internet, it was evident that scrolling and scanning for keywords was happening frequently and that students were being less distracted and were usually focused on

Step in the information process	W.I.L.P.O. (information literacy) skills
Defining	<ul style="list-style-type: none"> draws on prior knowledge to brainstorm and cluster ideas with teachers and peers
Locating	<ul style="list-style-type: none"> identifies and locates book and non-book resources including: searching for information using given internet addresses identifies appropriate resources by: using skimming and scanning techniques is aware of web page structures
Selecting/Analysing	<ul style="list-style-type: none"> selects resources using modelled techniques by: skimming and scanning identifies and records relevant information from a resource compares information from different sources using modelled techniques (in this case, technical terms)
Organising/Synthesising	<ul style="list-style-type: none"> synthesises selected information connecting similar ideas organises ideas and information logically makes simple generalisations and draws simple conclusions
Presenting/Creating	<ul style="list-style-type: none"> presents a solution to a problem using simple oral and written reports
Evaluating	<ul style="list-style-type: none"> considers the quantity, quality and relevance of information assesses the student's own involvement with the topic or problem

Figure 1 Wollondilly's Information Literacy Planning Overview.

the task at hand. A quick knowledge test showed that students had gained considerable understanding of physical processes that shape our world (*Science and Technology K-6 syllabus* outcome ES S3.6) while a reflection session suggested that, in conjunction with other classroom activities, students were on their way to understanding more about Australia's significant landmarks.

Information literacy skills

This online venture also allowed students to work towards satisfying several information literacy skills identified in our school's scope and sequence document, *Wollondilly's Information Literacy Planning Overview (W.I.L.P.O.)*. (see Figure 1) In particular, students were developing these skills:

CSA6 ICT Skills - Draft

Using computer-based technologies to locate, access, evaluate, store and retrieve information and to express ideas and communicate with others	ENGLISH	HSIE	SCIENCE & TECHNOLOGY	MATHEMATICS	PDHPE	CPA
Understands purpose of a browser	RS2.6, RS3.5, RS3.6		BE S2.1-UT S2.9, BE S3.1-UT S3.9			
Understands the general structure of a web address	RS2.6, RS3.5, RS3.6		BE S2.1-UT S2.9, BE S3.1-UT S3.9			
Equates URL with web address	RS2.6, RS3.5, RS3.6		BE S2.1-UT S2.9, BE S3.1-UT S3.9			
Uses prepared bookmarks	RS2.6, RS3.5	EN S2.5	PS S1.5-UT S1.9, BE S3.1-UT S3.9			
Uses and understands the features of a browser (back, forward, stop, search, refresh, history, home buttons, address bar, loading status)	RS2.5, RS2.6, RS3.5	EN S2.5	BE S2.1-UT S2.9, BE S3.1-UT S3.9			
Understands and uses key words in a simple search	RS3.5	ENES1, ENS1.5, CCS3.1	BE S2.1-UT S2.9, BE S3.1-UT S3.9, IC S3.2-INV3.7			PH S3.12
Understands key features of a web page (links, site map, feedback, email)	RS2.6, RS3.5, RS3.6	CCS3.1	PS S1.5-UT S1.9, BE S3.1-UT S3.9			
Bookmarks a location	RS3.5					
Uses and understands hyperlinks/navigation buttons	RS2.8	CCS3.1, ENS2.5	BE S2.1-UT S2.9, BE S3.1-UT S3.9			
Chooses appropriate sites from a search	RS2.5, RS2.6, RS3.6	CCS3.1	IC S3.2-INV3.7			
Interprets information from a website	RS2.6, RS3.6, RS3.7	CCS3.1	BE S2.1-UT S2.9, BE S3.1-UT S3.9			PH S3.12
Cites any electronic references to information used	RS2.5, RS2.6, RS3.6	CCS3.1				
Contributes to the creation of a basic web-page - text, graphics, hyperlinks	WS2.9, WS2.12, WS3.12		IC S1.2-UT S1.9			
Determines whether information is current, accurate and reliable	RS3.6		IC S3.2-INV3.7			PH S3.12

Figure 2 CSA6 ICT Skills.

Similarly, embedded in the online tasks were these computer competencies from the *List of computer skills addressed by the Year 6 Computer Skills Assessment (CSA6)* draft at http://www.schools.nsw.edu.au/media/downloads/schoolslearning/k_6assessments/computerskills.xls (see Figure 2).

Internet

Using computer based technologies to locate, access, evaluate, store and retrieve information and to express ideas and communicate with others:

- uses prepared bookmarks
- uses and understands the features of a browser (back, forward, stop, search, refresh, home buttons)
- uses and understands hyperlinks/navigation buttons
- interprets information from a website

As is often the case with well planned sorties, some unanticipated profits were also gathered. It was evident that students were working towards the achievement of such outcomes as:

English

- RS3.6 Uses a comprehensive range of strategies and skills appropriate to the type of text being read

As often happens when units are collaboratively planned and taught, Carol and I learnt much from each other.

Students had gained considerable skills in using Internet sites to access specific information.

- WS3.9 Produces a wide range of well structured and well presented literary and factual texts for a wide variety of purposes and audiences

Students selected and organised the information effectively, as evidenced in their postcards.

Collaboration

Our students were not the only ones to capture new insights. As often happens when units are collaboratively planned and taught, Carol and I learnt much from each other. New ideas and new possibilities emerged frequently as we discussed and observed student learning. Together we saw new potential for integrating these online learning modules into units of work and sharing the work load energised us both.

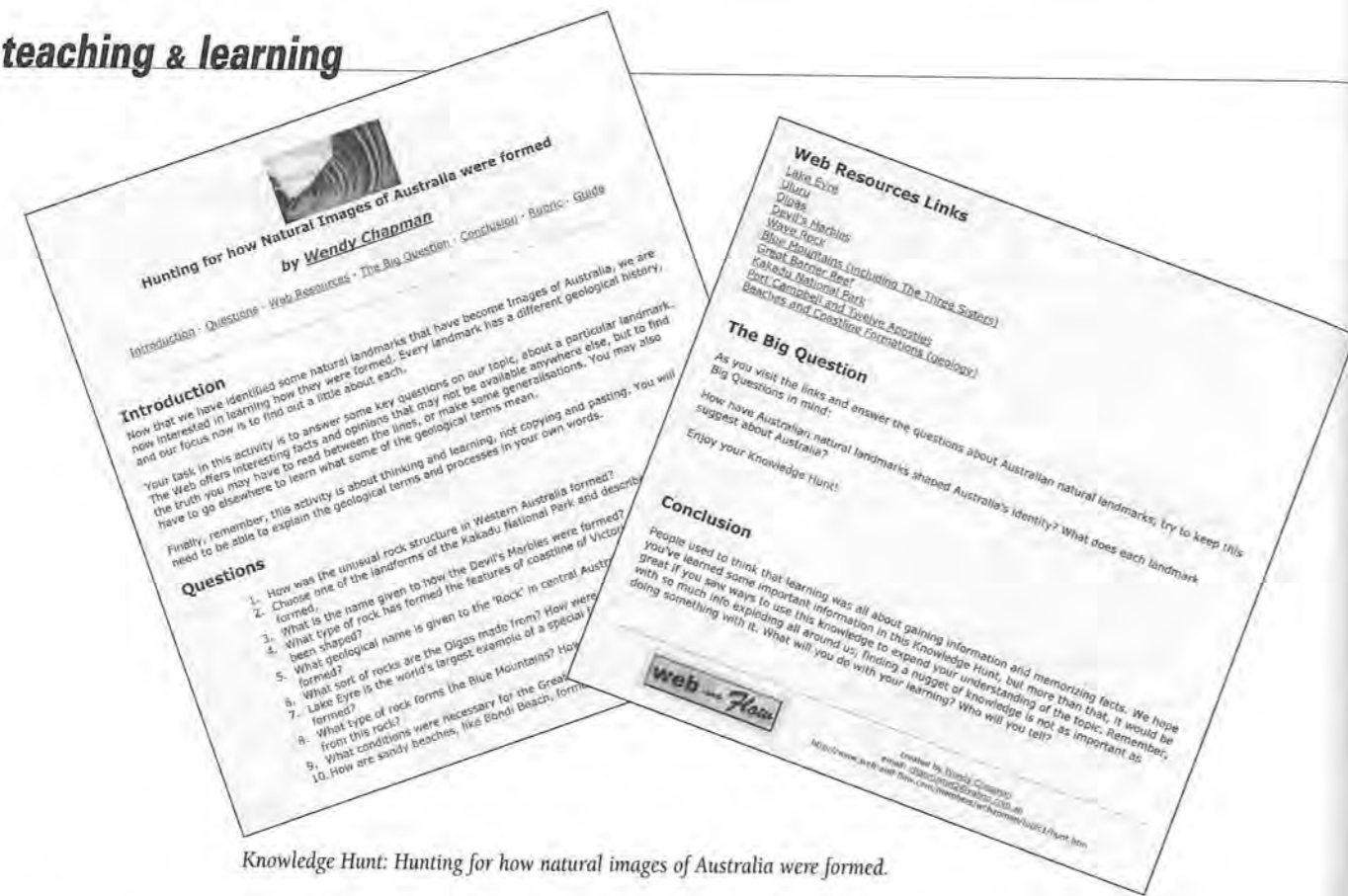
Future forays

This initial experimentation had proved successful, but future forays would need considerable planning if *Web and Flow* scaffolds were to be integrated meaningfully into future units. Our next task is to identify which units, and which syllabus outcomes are best suited to this method of learning. It will also be necessary to investigate other scaffolds available, such as the *Insight Reflector* and the *Concept Builder*, and choose which scaffolds would be most appropriate for achieving particular outcomes.

Conclusion

The development of online modules of work takes considerable time and effort. Fortunately, the combined contributions of *Web and Flow* participants can be harnessed at <http://ptc.nsw.edu.au/>, minimising the time spent searching for relevant links and web sites. The web site, *Filamentality*, linked to the *Web and Flow* site, is another timesaver. If you have not yet ventured into this new territory, now is the time to begin your strategic planning into the exciting possibilities of these online learning scaffolds. I am sure you will find the foray fulfilling! ■

Using online resources — a secondary perspective



Knowledge Hunt: Hunting for how natural images of Australia were formed.

Professional Teachers' Council

<http://hsc.csu.edu.au/pta/>

ABSTRACT

Hosted by Charles Sturt University, this site promotes teacher professionalism with Professional development, Online training, and Education links being of particular interest to educators from early childhood to tertiary level. This organisation supports the professional development of all teachers in New South Wales and provides an independent and non partisan forum for the discussion of issues pertaining to education. Professional development leads to Building online learning resources and PTC Web and Flow online, which includes a 30 day trial opportunity. This section of the main site contains examples of online resources from Web and Flow workshops. Papers/handouts from 2000-2001 activities include a PDF document on The review of teacher education in NSW conducted by Dr Gregor Ramsey. S. Rasaiah

USER LEVEL: Professional
SCIS SUBJECTS: Professional Teachers' Council; Teachers' associations; Teaching
PUBLISHER: Professional Teachers' Council NSW
REVIEW DATE: 21/8/03 [371.7] SCIS 1143854

Hunting for how natural images of Australia were formed

<http://www.web-and-flow.com/members/wchapman/topic1/hunt.htm>

ABSTRACT

Using the Web and Flow framework, this Knowledge Hunt was constructed to support a Stage 3 unit of work about images of Australia. Designed for self paced learning, this online activity ensures that students are supported with key questions and appropriate Internet resources from which information can be accessed to answer those questions. A list of web resources includes sites such as: Blue Mountains (including The Three Sisters); Kakadu

National Park; Olgas; and Wave rock. The big question requires higher order thinking skills and in Conclusion, 'What will you do with your learning' extends the concept to the realm of independent, lifelong learning. S. Rasaiah

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Geology – Australia
AUTHOR: Wendy Chapman
REVIEW DATE: 21/8/03 [559.4] SCIS 1143886

Science fiction reflections

<http://ptc.nsw.edu.au/members/tarcher/folder1/reflector.htm>

ABSTRACT

The Professional Teachers' Council listing of examples from Building Online Learning Resources workshops, leads users to this Insight reflector. Written by an English teacher, the tasks in this online activity support the reading and responding objectives of the new English 7-10 syllabus and also HSC Extension 1 Module A: Genre Elective 3: Speculative Fiction. Students are required to visit sites such as Science fiction-what if? and reflect on the way that these sites influenced their perception of the science fiction genre and how it is portrayed on the Internet. Deep understanding is tested in the students' responses, which can be placed directly into the frames online. The elements of student direction and student self regulation are evident in the Second reflection and high expectations are communicated to students through the Rubric. S. Rasaiah

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: Extension 1
SCIS SUBJECTS: Science fiction – History and criticism; Science fiction films – History and criticism
AUTHOR: T. Archer
REVIEW DATE: 21/8/03 [809.3] SCIS 1143900



Ailsa Holmes-Walker is the teacher-librarian at Muirfield High School in the

Hornsby District. Ailsa has used integrated online resources as a strategy to support the achievement of literacy outcomes at Muirfield High.

My first attempt at using a Web and Flow format was to support an assignment for Year 11 Preliminary English on Persecution in The merchant of Venice. This was a collaboratively planned unit between the teacher-librarian and the English teacher. The circumstances were favourable for this trial as the teacher was concerned about the students' limited background knowledge of the politics and religion in Elizabethan England. Other issues were the lack of print resources on this topic and the limited amount of teaching time available. Concern was also expressed at the random nature of student's techniques when conducting Internet searches.

Knowledge hunt

I suggested using a Knowledge Hunt where the learning goal is acquiring defined knowledge, with questions designed around the Preliminary English (Standard) outcomes for this topic. These asked the student to:

- identify and describe relationships among texts
- engage with a wide range of texts to develop a considered and informed personal response
- to assess the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.

The questions in the Knowledge Hunt asked students to analyse and synthesise information about how Jews were treated in Elizabethan England, how the concept of usury has evolved into the banking and finance industry today and what different types of persecution appear in "The merchant of Venice". The educational outcome was extremely productive. The students were immediately engaged, as the questions from the assignment were in front of them in the Knowledge Hunt format. A variety of relevant sites, which had been carefully selected to promote critical thinking, were presented to the students. The teacher-librarian and teacher were able to assist the students in negotiating the information on the selected web sites when difficulties arose.

Success for all stakeholders

Evaluation of this topic with the teacher showed that the students were engaged in their learning, and had achieved the goal of acquiring defined knowledge in a time frame that was considerably shorter than originally planned. The students appreciated the structured format of the online learning assignment and felt a real sense of achievement from their use of

the Internet, which they previously had not experienced. The English syllabuses demand that students be engaged in reading authentic texts.

The success of this topic lead the teacher to collaborate in another Knowledge Hunt on "The crucible", relating aspects of persecution in that play to "The merchant of Venice". The English faculty at Muirfield is now exploring ways of using the different formats of Web and Flow in their subject area and their teachers are eager to enrol in a Web and Flow workshop.

Hotlists

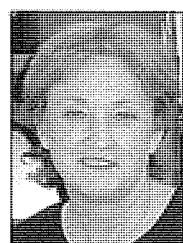
Hotlists have been developed for teaching the Year 10 Sports Science (Board Endorsed Course) topic Sport and Society. In the outcomes of the assessment task a student will:

- develop an appreciation of the value and attitudes of all individuals toward sport
- accept that individual's value and engage in physical activity for specific purposes.

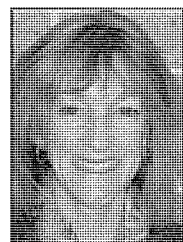
The task asks students to write a report discussing: the philosophy of the Olympic Games; the Sydney Olympic Games; why Sydney's bid was successful; and its impact on future bids. The success of the hotlist format with these students was even more pronounced than with the Preliminary English group. The students like the way the Topic Hotlist is set out. The format allows students to access relevant sites and gives them a sense of achievement when they complete the assignment in the given time, without experiencing the frustration that can result from unstructured and unsuccessful Internet searching. ■

HSC English Area of Study: *The journey*

This overview of the Area of Study: *The journey, from the English Stage 6 syllabus (2004 and 2005), provides a*



context for this second part of the interview with Peter Skrzynecki (see part one in



Scan vol 22 no 2). The overview was written by **Kerry Underhill**, Senior Curriculum Adviser,

English K-12, and **Lesley Fitzpatrick**, ESL District Support, Multicultural Programs Unit.

Different focuses within the Area of Study for HSC English courses

The Area of Study is common content to the HSC Standard and Advanced English courses. Students undertaking the HSC English as a second language (ESL) course, study Language Study within an Area of Study with different prescribed texts. The Area of Study focuses for the Standard and Advanced courses are different from the ESL course.

HSC English ESL course

The ESL course requires students to explore the ways in which the concept of the journey is considered and

ESL students must study two prescribed texts from the following list, with each one being a different type of text, for example, prose fiction and film. They also consider texts in the stimulus booklet *Journeys* (Board of Studies, 2003 available at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/journey_stimulus_04_05.pdf Cited 8.9.03), as well as exploring additional texts from a variety of sources, in a range of genres and media.

Prose Fiction

- Baillie, Allan, *The China coin*, Puffin Books, 1992, ISBN 0140347534 SCIS 721632
- Caswell, Brian & Chiem, David Phu An, *Only the heart*, University of Queensland Press, 1997, ISBN 070222927X SCIS 905163
- Goldsworthy, Peter, *Maestra*, HarperCollins, 2001, ISBN 0207197741 SCIS 1119273

Drama

- Clark, Brian, *Whose life is it anyway?*, Amber Lane Press, 1978, ISBN 0906399009 SCIS 855895
- Rankin, Scott & Purcell, Leah, *Box the pony*, Hodder Headline, 1999, ISBN 0733610692 SCIS 855895

Poetry

- Watson, Ken (ed), *Imagined corners*, St Clair Press, 1999, ISBN 0949898937 SCIS 984022
- Sujata Bhatt, 'The one who goes away'; Ivan Lalic, 'Of Eurydice'; Gwyneth Lewis, 'Fax X'; Mudrooroo, 'A righteous day'; János Pilinszky, 'The French prisoner'; Vittorio Sereni, 'A dream'; Xuan Quynh, 'Worried over the days past'
- Skrzynecki, Peter *Immigrant Chronicle*, University of Queensland Press, 1975, ISBN 0702210528 SCIS 1119708
- 'Immigrants at Central Station, 1951', 'Feliks Skrzynecki', 'Crossing the Red Sea', 'Leaving home', 'Migrant hostel', 'A drive in the country', 'Post card'

Media

- Fitzwater, William, *Through Australian eyes*, SBS Educational Videos Marcom Projects, 1983. Students are to study China, India and Greece:
 - Ellen Youie in China* SCIS 481566
 - Jessie Thandi in India* SCIS 946548
 - Angela Sarantis in Greece* SCIS 946528

Film

- Noyce, Phillip, *Rabbit-proof fence*, Magnum Pacific, 2002 SCIS 1104141

expressed in and through texts. In this section of the course:

...students explore the ways different types of journeys provide opportunities for people to extend and challenge themselves physically, emotionally and

intellectually. Physical and inner journeys can result in people gaining new insights and understanding of themselves and the world around them. Students will explore through close language study, and by experimenting

with different language choices, the ways language can shape and express their perceptions of the different types of journeys and their understanding of the world and themselves." (English Stage 6, Prescriptions, HSC 2004 and 2005, p 23)

HSC English Standard and Advanced

English Stage 6, Prescriptions, HSC 2004 and 2005, contains this paragraph about the Area of Study: *The journey:*

In the 2004 2005 HSC, the Area of Study for the Standard and Advanced courses requires students to explore the ways in which the concept of the journey is considered and expressed in and through texts.

In their responses and compositions students examine, question and reflect on:

- their observation and understanding of the portrayed events, people, ideas and societies that they encounter in and through the prescribed texts and texts of their own choosing related to the Area of Study
 - the assumptions underlying the representations of journeys
 - the ways in which they perceive the world through texts and speculate about it
 - the ways they consider and express their own journey experiences.
- They consider texts contained in the prescribed stimulus booklet *Journeys* (Board of Studies, 2003), which offers various points of view from which the Area of Study can be introduced. They also consider at least one of the texts prescribed for study and additional texts of their own choosing.

(Note: This can be from a variety of sources, in a range of genre and media.)

Students explore the concept of the journey through one of three focuses: Physical journeys; Imaginative journeys; or Inner journeys. Peter Skrzynecki's poems are set in the Physical journeys focus.

Focus: Physical journeys:

Through this focus, students explore the ways in which texts depict physical journeys and their impact. Physical journeys involve different types of obstacles and movement to new places. They provide opportunities for travellers to extend themselves physically, intellectually and emotionally as they respond to challenges and learn more about themselves and the world around them. Students examine the underlying assumptions about these physical journeys and consider the power of the physical journey to challenge their thinking. In their responding and composing, students reflect on the ways these physical journeys broaden their understanding of the world and themselves. (English Stage 6, Prescriptions, HSC 2004 and 2005, p 9)

The poems set for study in Peter Skrzynecki's, *Immigrant chronicle*, are 'Immigrants at Central Station, 1951', 'Feliks Skrzynecki', 'Crossing the Red

Sea', 'Leaving home', 'Migrant hostel', 'A drive in the country' and 'Post card'. ■

[Editor's note: see reviews of Internet sites supporting the Area of Study: *The journey* on pp 57-58 of this issue]

Other prescribed texts in the **Physical journeys** focus are:

Prose fiction

- Twain, Mark, *The adventures of Huckleberry Finn*, Penguin Classics, 1986, ISBN 0140430180 SCIS 188601

Drama

- Gow, Michael, *Away*, Currency Press, ISBN 0868192112 SCIS 438320

Non fiction

- Martin, Jesse, *Lionheart*, Allen & Unwin, ISBN 1865085707 SCIS 1064631

Film

- Noyce, Phillip, *Rabbit-proof fence*, Magnum Pacific SCIS 1104141



Shearer's Children's Bookshop
INTERNET INNOVATION

Shearer's are proud to announce their new Internet service for Australian schools.

Now you can order over the Internet and be invoiced directly—you do not need to pay in advance or use a credit card.

For more details contact
Shearer's Children's Bookshop
(02) 9498 3433 or email us at
childrens@shearersbookshop.com.au

And please do visit our website.
www.shearersbookshop.com.au



An interview with Peter Skrzynecki

Author Peter Skrzynecki lectures in Australian and American literature in the School of Humanities, University of Western Sydney and was a teacher with the New South Wales Department of Education and Training. Lorraine Antonini, recently retired from Willoughby Girls High School where she taught HSC English (ESL), spoke to Peter about his writing and how the selected poems from *Immigrant chronicle* can support the Area of Study: *The journey*, set for HSC English in 2004 and 2005.

Area of Study: *The journey*

Lorraine: *Immigrant chronicle* has been set again for the next two years of the HSC, 2004 and 2005. Again, seven of your poems are set for study but with three different poems included, namely 'Immigrants at Central Station 1951', 'A drive in the country', and 'Leaving home'. As well, the Area of Study has changed to *The journey*, with a focus on physical journeys, for students studying Standard and Advanced English, and on both physical and inner journeys for students of the English (ESL) course. What do you think of the selection?

Peter: Excellent, couldn't be happier.

Lorraine: Do any of them have a special place for you?

Peter: Probably 'A drive in the country'. It's set outside Armidale in New England. It's a visit to a place called Blue Hole which is a camping area, a tourist area, and it's a poem I wrote while I was in a residential school up there doing my Bachelor of Arts. I love the poem. It deals with nature, a confrontation with death and in the end choosing life over death, just walking away. I love it because of the swallows and the wild ducks. I just love the imagery.

I also love 'Immigrants at Central Station, 1951' but I can't say which is the favourite. They have never been included in the HSC before. 'Immigrants at Central Station, 1951' is about when we came from Parkes on the train and Dad met us at Central Station to welcome us and then we got the suburban train out to Regents Park. I remember that and it was very special. I've since done some research on the electromagnetic signals used in those days and found out that there is still an old signal box with the big manual levers that moved the signals up and down near Strathfield Station and another one on the Liverpool line. A friend of

mine, who is into railways and has written books on them, tells me that in some country areas they are still used.

There is a word in that poem, 'benevolence', "the benevolence of empty streets". I don't know why, maybe because as a kid we used to walk along empty streets and look in shop windows, but I've always thought of empty streets as comforting, whether it's Bob Dylan walking up an empty street or James Dean walking with his hands in his pockets, it's like the individual walking into eternity between these canyons of highrise buildings; there's solitude, the place is not busy, it's just you.

'Leaving home' has been set before, it's a hard poem. It's a surrealistic poem which happened exactly like it says. It came in a dream and I just got up and wrote it. That was 300 miles up the New England Highway, I stopped at Tamworth. I had appealed against going, as my father was very sick in hospital with cancer of the foot, and they kept me waiting in corridors for hours and then the interview was over like that! The official ignored me, not even looking me in the face, hiding behind papers. In the end he said "you must go". You can't be interviewed like that today. It was very cold, like being treated as a piece of furniture, and I was hurt, as I had been brought up to do things properly and raised to be respectful. I have never forgotten that. But it's a poem which goes beyond that, it looks at family relationships, at history and a young person starting out. And to answer your question, my favourite one is 'A drive in the country'.

Lorraine: What kinds of journeys do you see these particular poems exploring? That's very hard, isn't it? It is very personal but, as a writer, I guess you must have to lay yourself bare. When you write things, does that bother you that you are giving everybody everything that's really you?

Peter: Yes but I've learned to hold back a bit now. I'm not as open as I used to be.

Lorraine: How do you feel about having your poems dissected for the HSC?

Peter: Well, I had never thought about why I had a lot of birds in my poetry but I have always loved birds. I find them a great comfort, they represent freedom, beauty.

Lorraine: Do students ask you about following a literary path?

Peter: Sometimes and I tell them to go for it though they will never make much money out of it, and I advise them to read, read, read. The more you read, the more you know; the more you know, the more you grow, so, read, read, read. Writing for me and for anyone else is a form of self expression, coming to terms with whatever.

Lorraine: Do you see yourself having journeyed as a poet? How is this reflected in the set poems?

Peter: Yes, I can say I've journeyed, whatever that means. We all journey. My journey is reflected in the poems. 'Leaving home' is about my first job. 'A drive in the country' is about a twenty kilometre drive into the country, a picnic area near Armidale, that became something else, a metaphorical journey. I love that poem simply because, at the end, he walks away from this imagined hanging and he sees the swallows and the

wild ducks. I just love birds. I can see them now through the bullrushes. The other one, 'Immigrants at Central Station, 1951', is about leaving Parkes, which my parents swore never to return to, though my mother did in 1989 for the migrant camp reunion. Both my parents rarely looked back and I think, now as I get older, I don't look back either. Sometimes there's nothing to look back to. I look ahead. I actually plan my life more now than I once did. I resigned from teaching in schools twenty years to the day after beginning. ■

References and further reading

- Coburn, J. *John Coburn: prints 1959-2000*, compiled by Julianna Kolenberg; with an essay by Skrzynecki, P., Australian galleries, Collingwood, 2000.
- Kesey, K. *One flew over the cuckoo's nest*, Pan, London, 1976.
- Peter Skrzynecki's web site** [website] at <http://www.users.bigpond.com/peterskrzynecki/index.htm> (Cited 8. 9.03).
- Skrzynecki, P. *Immigrant chronicle*, University of Qld. Press, 1975.
- Skrzynecki, P. *The Polish immigrant: migrant poems, 1972-82*. Phoenix, Brisbane, 1982.
- Skrzynecki, P. (ed.) *Joseph's coat: an anthology of multicultural writing*, Hale and Iremonger, Sydney, 1985.
- Skrzynecki, P. *The wild dogs*, University of Qld. Press, 1987.
- Skrzynecki, P. *Night swim: poems (1978-1988)*, Hale and Iremonger, Sydney, 1989.
- Skrzynecki, P. *Rock 'n' roll heroes*, Hale and Iremonger, Sydney, 1992.
- Skrzynecki, P. *Easter Sunday*, Angus & Robertson, Pymble, 1993.
- Skrzynecki, P. *The cry of the goldfinch*, Anchor, Sydney, 1996.
- Skrzynecki, P. (ed.) *Influence: Australian voices*, Anchor, Sydney, 1997.
- Skrzynecki, P. *Time's revenge*, Brandt & Schlesinger, Rose Bay, 1999.

Athena + Marigold

New for schools in 2003!

Marigold gives Athena Teacher-Librarians easy cataloguing designed to Australian standards.

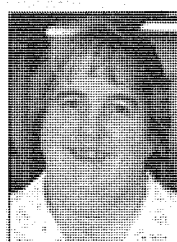
Athena is the respected world class library system which is known for its comprehensive functionality.

Now you can have the best of both worlds. Skaha brings you Australian standards along with international quality and at a very reasonable price.

Skaha Pty Ltd
 ABN 32 071 518 422
 Tel 02 9232 1277
 fax 02 9232 1266
 sales@skaha.com.au

Literacy and technology:

working together to support teachers in the Armidale District



Cathy Welsford,
Literacy Consultant
for the Armidale
District, embraces
new and develop-
ing technology as a way of enriching
literacy support for teachers and
students in her District.

In the project, students were involved in face to face initial development sessions at an orientation day which set the scene for the project and provided students with experiences in all three writing areas as well as practice in accessing the District web site and email. After selecting one of the three areas to explore, students followed a web based writing contract and interacted online with a volunteer writing mentor about the work they were doing. At the final face to face workshop and presentation day, students and writing mentors discussed

the work completed and shared some of their writing with each other. The success of projects can be measured through a variety of quantitative and qualitative ways such as the number of interactions between mentors and mentees and the quality of the writing produced. For those involved in this project the success is seen daily as, almost nine months after the conclusion of the project, the young writers continue to contact their writing mentors and seek feedback for their efforts.

As District Literacy Consultant, I see ways in which ICT can facilitate students' and teachers' literacy learning. Some of the programs described in this article grew out of my vision for innovative and time efficient teaching and learning ideas. Using technology intelligently enabled the following projects to occur:

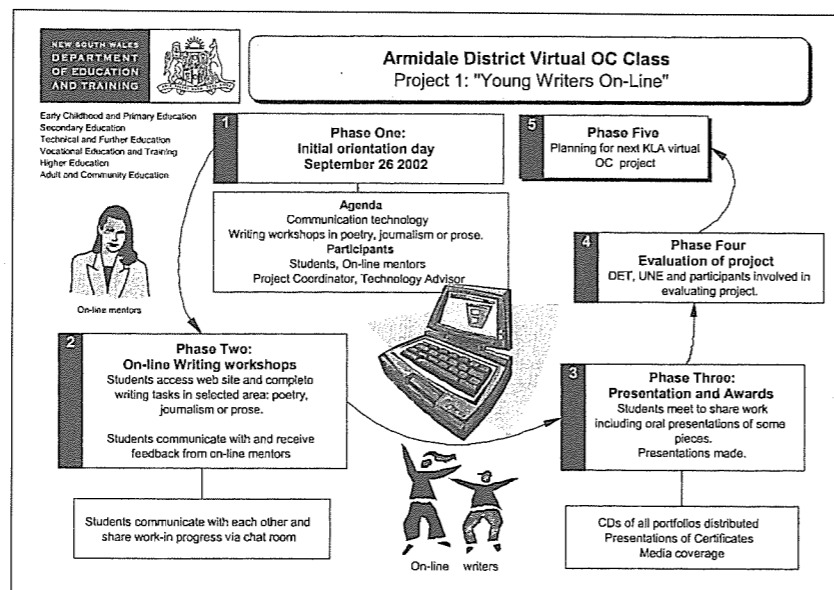
- *Young writers online*
- National Literacy and Numeracy Week Challenges 2003
- English and Technology: programming for Stage 4
- Networking: collegial support in the bush

Armidale District virtual gifted and talented class: *Young writers online*

This project was the first in a series of programs in the Armidale District that identified gifted and talented Year 5 students and provided them with extension learning experiences in specific areas. The project provides students with access to a virtual gifted and talented class. The initial program was based around three areas of writing: poetry, journalism, and prose, using ICT to communicate ideas and publish writing.

Poetry	Journalism	Prose
You will read many poems and collect five favourite poems, identifying the type of writing used. You will write poems in a variety of styles and make a poetry portfolio of your own and others' poems.	You will investigate how to write for newspapers, write a fictitious story from a funny headline, and write a true story about a local event including quotes from an actual interview.	You will explore the techniques that writers use to develop the characters. You will use a web site to begin a fictional tale and use the techniques identified to develop your characters.

Description of the tasks for each section.



The project can be accessed at <http://www.armidaled.det.nsw.edu.au/>

National Literacy and Numeracy Week 2001 – 2003

Following the successes of the last two years, Armidale District again decided to work online to provide literary challenges for the students of the District. This year's challenge was designed for whole classes to enter and to submit electronically, an anthology of poetry or prose. The poetry anthology had to include examples of the following styles: a personal poem; a humorous poem; a poem jointly constructed by the class; a poem that compares one thing to another; a rhyming poem; and a poem based on the structure of an existing work. The web site gave examples of all these styles and because of *Young writers online*, the examples were sometimes the work of other students from the District.

Despite having the option to write prose, all entrants in this year's challenge chose to work with poetry. These were to be presented as either a web page or a *PowerPoint* presentation. Prizes were awarded for an upper division from a small school, a Stage 3 and a Stage 4 class.

In previous years we have had literacy expos. and visiting authors but not all of the outlying District schools can attend those sorts of events. The web based literary challenges provide isolated schools with both access and support.

Many Districts across NSW are now developing Literacy challenges and

displaying them on the District web sites. Although National Literacy and Numeracy Week concludes in third term each year, the challenges are still displayed online for anyone to use. In Armidale District, the National Literacy and Numeracy Week Challenge awards are presented at a public event at the Education Week reception to honour outstanding student achievement.

Samples of students' work can be accessed via the Armidale District site at National Literacy and Numeracy Week Challenges.

English and Technology: programming for Stage 4

The incorporation of ICT is an important issue for secondary English teachers with the implementation of the *English Years 7-10 syllabus*. Training and development sessions have been run across the District to work through the technology demands of the English syllabus and the correlation of the core computing skills in the *Computing Skills Assessment Year 10*. Two key issues were identified. Firstly, the wide variation in skills and understanding of the teachers needed to be addressed. Secondly, the full integration of ICT into classroom practice is still dependent on the school context and the hardware. Realistic access to computer labs is the main concern for many English teachers.

Professional development for secondary English teachers addressing the integration of ICT has developed into two levels of support: those ready to work with fully integrated English and technology units; and those needing to develop through smaller steps. Below is a section of programming from the middle of a teaching sequence on a close study of a film. This particular format is designed to show how ICT can be integrated and how that relates to the *Computing Skills Assessment Year 10*.

The following program shows possibilities for working towards outcomes in the new *English Years 7-10 syllabus* (for implementation in 2004). For example:

Outcome 1: A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure.

Students learn to:

- 1.3 compose imaginative, factual and critical texts for different purposes, audiences and contexts
- 1.7 respond to and compose texts beyond the literal level.

Outcome 3: A student responds to and composes texts in different technologies.

Students learn about:

- 3.10 technologies, software and their functions appropriate for particular tasks in English.

TEACHING/LEARNING SEQUENCE			
REG	Teaching/learning activities	ICT integration	Computing Skills Assessment Year 10
	Class breaks into two groups and students work in pairs: Group 1: Using the computers, design a video cover for a chosen film genre which satisfies specific, preset criteria. (Teacher revises graphic insertion and manipulation skills as well as <i>Wordart</i> insertion and formatting)	Teacher provides students with a hard copy of the <i>Analysing Visual Images</i> worksheet to use for this activity. Teacher provides students with an electronic template and folder of images to use for their video cover design	Perform basic operations within computer software packages: Work with an existing document template Save a document in a specified location Perform core tasks common to software applications Insert a graphic image from an external file

Section of programming to show ICT integration, Justine Abell Computer Skills Assessment Consultant, Armidale District.

This level of complexity does not suit all teachers at this stage. Designing an approach that is time efficient, achievable and developmental was the goal. The less technologically experienced teachers identified that they mainly needed support in basic graphics skills to create, work with and modify images. They were offered the opportunity to belong to an email network that would receive a weekly suggestion to try. Each week the network mentor sends out a suggestion. The teachers can email responses or suggestions to the mentor or to the whole group. One very popular hint is the creative use of the *Insert comment* tool in *Microsoft Word*. This is very useful in a variety of ways. Teachers can create a worksheet electronically and instead of printing it out, students can work on the computer and respond to the comments inserted by the teacher or insert comments/responses of their own in the appropriate places. For example, in the work below, the student reads the text, identifies the figurative language used, highlights the text and then selects *Comment* from the *Insert* menu and types in 'metaphor.' After completing the rest of the assigned work, the file is

sent electronically to the teacher's folder. When the teachers runs the cursor over the highlighted text, they are able to see what comment/response the student has written and can also add comments of her own. Hints for English teachers will be posted on the District web site at Technology and English.

Networking: collegial support in the bush

In late 2002, a number of Armidale and Moree District schools applied for and received a National Schools Network grant to support a project entitled *Using technology and networking to support sustained pedagogical change*. With the recent inclusion of a school in the Lismore District, the physical spread of schools stretches in a triangle from Goolooga in the west to Armidale and up to Woodenbong in the northeast: a distance approximately 800 kilometres from east to west.

An important aspect of the project is the building of a collegial network of more and less experienced teachers (both in years of experience and in knowledge of the pedagogy) and providing opportuni-

ties for teachers in small schools to collaboratively plan and program with teachers of the same Stage. English teachers in small and isolated central schools are linked with teachers in larger high schools. Beginning teachers are linked to teachers with many years of experience in Stage groupings. Practical teaching advice is sought and suggestions are made.

Through the development of the network, it is anticipated that some of the issues of staff mobility in some Moree schools may be addressed. Although staff may be involved initially and then move out of the District, other members of the network and other school coordinators will always be there online to support new staff members.

In ongoing development and implementation of this program, it will be interesting to think about our approach using the *Quality teaching in NSW public schools* framework, as we continue to reflect on and improve pedagogy integrating ICT.

It has been suggested that one vital component in making electronic networks work effectively is at least one face to face meeting in the initial stages.

Identify and label the type of figurative language used in these poems by inserting a comment over the relevant text.

<p>Spill the wind scatters a flock of sparrows – a handful of change spilled suddenly from the cloud's pocket</p>	<p>Spill the wind scatters a flock of sparrows – a handful of change spilled suddenly from the cloud's pocket</p>	<p>Metaphor</p>
<p>Comment: metaphor</p>		
<p>Identify the simile in this poem by highlighting and using Insert comment and then in a callout bubble write two similes for the same image.</p>		
<p>The Laundry Basket My shirtsleeve hangs over the rim of the laundry basket like a limp human arm from the jaws of a crocodile.</p>	<p>1. like the empty sleeve of a one armed pirate. 2. like a worm from the beak of a magpie</p>	<p>Comment: simile Comment: simile</p>

The power of collaboration



Jane Gee is the teacher-librarian at Barnier Public School. In the last issue of *Scan*, the

Principal of Barnier told us about the power of a collaborative school culture and the significance of the role of the teacher-librarian in this whole school pedagogical change. Here, Jane describes the contribution of collaborative planning and teaching to improved learning outcomes for students.

In *Scan* vol 22 no 3, the Principal of Barnier Public School, Rod Gibbs, discussed the case for reframing the relationship between the teacher-librarian and classroom teacher. The aim was to develop a culture of collaboration between staff, providing flexibility in learning processes that would best guide the school in achieving its vision. This vision encompassed: higher order thinking; cooperative work processes; self directed learning and improvement; recognition and the need to cater for differences and flexibility. This article describes the processes followed and the outcomes achieved in moving towards the learning culture envisaged by the Barnier school community. It looks at

the practical implications for the teacher-librarian in this framework of whole school change.

Pulling it all together: a systematic and collaborative approach

At a macro level, the collaborative initiative is attempting to achieve a move away from fragmentation in teacher delivery to a more integrated, collaborative approach. At the micro level, there is a program of lessons developed across classes and delivered in a collaborative, team teaching approach.

Other high level objectives include: greater integrated utilisation of library resources; increased flexibility in program development and delivery, with

References and further reading

Computer Skills Assessment Year 6. Available online at <http://detwww.det.nsw.edu.au/directorates/schorepo/csa/whatsnew.htm>

Computer Skills Assessment Year 10. Available online at http://www.boardofstudies.nsw.edu.au/syllabus_sc/computingskills_assessment.html

English K-6 syllabus, Board of Studies NSW, 1998.

English Years 7-10 syllabus, Board of Studies NSW, 2002.

Fiction film and other texts: a support document for the English years 7-10 syllabus, Board of Studies NSW, 2003.

Information skills in the school, NSW Department of Education, [1989].

Patterson, T. 'Reading the pictures: connecting visual literacy and evidence based practice,' *Scan* 21(3) 2002, pp 4-11.

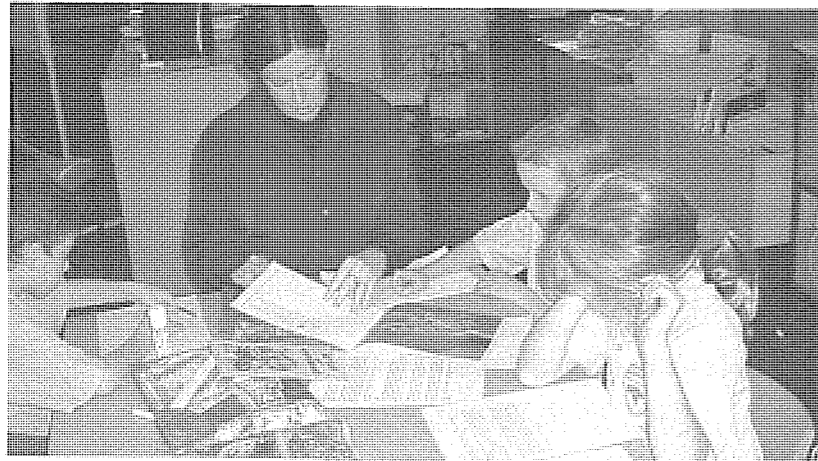
'Quality teaching in NSW public schools' [kit] includes:
Quality teaching in NSW public schools: a video introduction
Quality teaching in NSW public schools: discussion paper
Quality teaching in NSW public schools: starting the discussion: ideas for using the discussion paper, the video and the annotated bibliography [kit] ISBN 0731382552 SCIS 1131553

Selected components are available at <http://www.curriculumsupport.nsw.edu.au/qualityTeaching/index.cfm>

Sly, C. 'Harry Potter and the chamber of secrets: page to screen', *Scan* 22(1), 2003, pp13-15.

Sly, C. 'Reading a variety of texts', *Scan* 22(3), 2003, pp 11-14.

Scaffolding literacy. Available online at http://www.ce.canberra.edu.au/scaffolding_literacy/CONTACTS/whatwedo_programs.html



Students working with the classroom teacher in a collaboratively planned and taught lesson at Barnier.

particular focus on building momentum in the program delivery and learning process; increased collaboration between classroom teachers and the teacher-librarian; and increased flexibility in the delivery and timing of lessons.

Research evidence

The primary objective of this initiative is to improve the educational outcomes for each student. Contemporary educational research such as that presented in a paper for Australian Council for Educational Research (ACER) by Lonsdale, quotes Ross Todd as indicating that, to establish a positive relationship between school libraries and student success there needs to be "a shared educational philosophy centring on inquiry learning; the systematic development of students' information and critical literacy skills; the development of students' information competence via flexibly delivered classroom instruction; active reading programs that foster higher levels of reading comprehension, vocabulary development, and language skills; and successful school library programs which set clear expectations, and gather systematic feedback from students/teachers."

Changes to internal structures, such as removing relief from face to face teaching (RFF) from the library and the refocusing of Stage planning days, have been major factors in allowing this collaboration process to be implemented at Barnier.

Stage planning days

Teachers within each Stage come together for one day towards the end of each term. These Stage planning days are focused on establishing learning programs that develop each student's ability in terms of knowledge, understanding and skills. The teacher-librarian attends each of these Stage planning sessions. The teacher-librarian's role is to plan the format of the collaborative teaching process for that Stage (or for individual teachers within that Stage), and to determine the relevance and availability of teacher resource material to the programs being planned. This early planning also gives the teacher-librarian the time and opportunity to source new resources required to support teaching and learning programs.

This dialogue extends the partnership between the teacher-librarian and classroom teachers in that the selection of new resources to be acquired for the library becomes a joint decision, based on planned program delivery.

Benefits: evidence is the key

The benefits that derive from the Stage planning days include:

- increased professional dialogue between the classroom teachers and teacher-librarian
- a defined and shared understanding of the starting position for each of the students

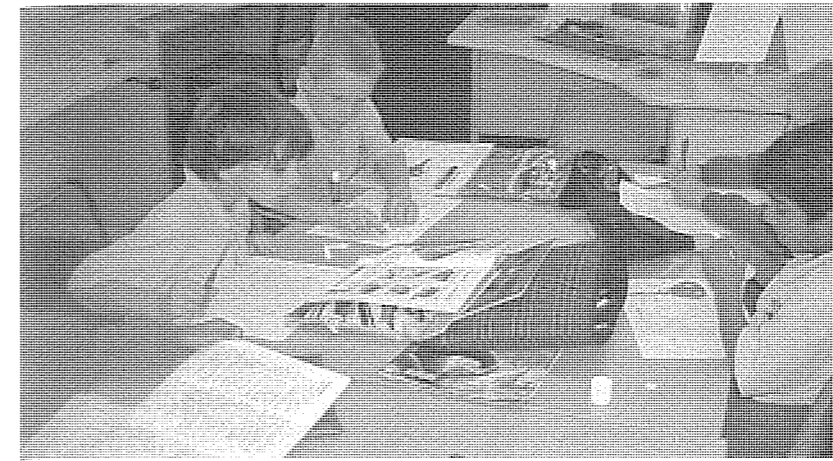
- a defined and varied outcomes based document which acknowledges individual student differences, needs and interests and the intended students outcomes
- agreed criteria/evidence that will indicate the achievement of student outcomes for each unit of work.

These benefits all feed into the core objective of improved student outcomes with clear evidence of the improvement.

Another benefit that arises from our Stage planning days is the increased depth of professional dialogue, and development of a common language as we determine means by which we can arrive at: shared and agreed starting points for students; appropriate outcomes with strategies for varying capabilities; work strategies catering for individual differences; and the evidence we will be looking for to show that the student has satisfactorily achieved their individual outcomes for that unit of work.

Where to begin?

In working together, the teacher-librarian and the classroom teachers must understand, establish and agree on the starting point for students as a first input to the collaborative planning process. This results in actually constructing teaching around the existing knowledge, skills, capabilities and differences of students. The research guide in Appendix 1 on the Australian School Libraries Association CD-ROM, *Making a difference: research guide* provides a useful guide for the preparation for a unit of work in the context of syllabus outcomes. Sitting down with the classroom teacher and working through the questions on this research guide gives an immediate focus on the students, our knowledge of their capabilities and what our purpose will be for the proposed unit of work. Using the framework for the information process in *Information skills in the school* provides a clear focus for teaching information skills in the context of syllabus outcomes.



Student engagement results from a lesson planned to suit individual student differences, needs and interests.

Quality teaching in NSW public schools: discussion paper:

When following the three components of the research guide (aims, strategies and evaluation) and considering all questions, it is helpful to reflect on the dimensions of intellectual quality as well as quality learning environment and significance, as outlined in the Department's discussion paper *Quality teaching in NSW public schools*. This document provides a framework that is timely, as the Principal had been leading the school through a process of pedagogical change since 2002. The model includes the application of higher order thinking skills and the necessity for teachers and students to have a deep understanding that is able to be demonstrated by the transfer and application of skills and knowledge across time and within a range of contexts.

At Barnier, this has been facilitated by the continual communication and planning between the Executive responsible for supervising each Stage and the teacher-librarian. This provides leverage points for planned processes to be implemented in a team teaching situation, then reported on and negotiated further at the fortnightly Stage meetings. Within this structure the teacher-librarian is able to work with individual teachers in planning units of work to achieve syllabus outcomes.

Consistency of judgement: rubrics

A further outcome of this collaborative process is that the teacher-librarian and the classroom teachers together develop the same understanding of the level of each student and the guidance that will need to be given to individual students to help them achieve the desired outcomes. As the teacher-librarian is working with different teachers across the same Stage or class, a degree of consistency of judgement is possible to inform the teaching process. The challenge for the teacher-librarian, in a school environment where there are differing approaches to assessment, is to work to develop a consistent approach in program presentation and assessment.

Consistency of judgement has also been made easier by the introduction of the concept of rubrics. Rubrics provide a

means by which students are able to be assessed, or assess themselves, according to a hierarchy of criteria. After the establishment of starting points for planned programs and allocation of appropriate outcomes and work strategies, a rubric is then developed to encompass the specific criteria the students are expected to address in completing tasks. These rubrics are shown and explained to students at the commencement of tasks, so they have immediate knowledge of what is expected of them during the task and what they will be assessed on at the end of the task. In a collaborative situation, working across Stages, the use of rubrics is very valuable in establishing a consistency of assessment.

Where to now?

This initiative has an across curriculum focus in terms of achievement of outcomes. The knowledge delivery becomes integrated; the flexibility comes from bringing the topics, or partial topics, together in an environment of collaboration that is, in itself flexible. Taking on the concepts and learning to live and work with them takes a little time, as does the planning to make sure it all comes together. This is part of the nature of change at Barnier Public School. A collaborative teaching environment is just one way of supporting each other as we aim to deliver quality education for our students in line with a whole school approach that is aligned to our vision, beliefs and values. ■

References and further reading

- Burgess, L. & Melissas, S. *Making a Difference: research guide* [electronic resource], School Library Association of Victoria, 2003.
- Information skills in the school*, NSW Department of Education, [1989].
- Lonsdale, M. *Impact of school libraries on student achievement: a review of the research*. Available online from [Australian School Libraries Association at www.asla.org.au/research/index.htm](http://www.asla.org.au/research/index.htm) (Cited 27.8.03)
- Quality teaching in NSW public schools*: discussion paper, Professional Support and Curriculum Directorate, May 2003
- Schools as learning communities: a discussion paper, NSW Department of School Education, 1995.
- Todd, R. J. 'Evidence based practice: the sustainable future for teacher-librarians', *Scan* 21(1), 2002, pp 30-37.
- Todd, R. J. 'Evidence based practice II: getting into the action', *Scan* 21(2), 2002, pp 34-41.

four 2003



Dr Ross J. Todd is Associate Professor, School of Communication, Information and Library Studies at Rutgers University, New Brunswick, New Jersey, USA.

Scan's regular Research columns feature is refereed by Dr Ross J. Todd. Research columns continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher-librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems. In this issue, Ross presents the findings from the 2002 survey into evidence based practice in this abridged version of his keynote address at The International Association of School Librarianship conference in Durban.

In July 2003, I had the privilege of attending the annual conference at the International Association of School Librarianship (IASL) held in Durban, South Africa. It was a superb conference in all respects, in its organisation, its rich content, and the opportunity to engage with so many teacher-librarians and school library educators around the world. The opportunity to catch up with Australian colleagues was an added bonus. The theme of the conference was *Breaking down barriers*, and each session I attended was situated within a personal and professional commitment to make a difference to the lives of students through the provision of effective information services. The commitment to an active, learning centred professional role was very strong. For many teacher-librarians, this commitment is set against extraordinary barriers: funding barriers; lack of government policies that support the provision of school libraries; lack of understanding of the power of school libraries in relation to student learning; and even the lack of school libraries themselves. For some teacher-librarians in South Africa, setting up a cupboard in a classroom as the school's first library has been enormous triumph for them in 2003. To witness and share in their joy was wonderful. I want to encourage every teacher-librarian in Australia to plan on attending one of these conferences in the next few years, the next taking place in Dublin, Ireland in June 2004. It will be a great experience!

In Durban, I gave one of the invited keynote addresses. The research paper presented here, in abridged form, was part of that address. The full paper, which was posted as part of the virtual conference, can be accessed from IASL at <http://www.iasl-slo.org/conference2003-virtualpap.html>

Evidence based practice: difference, intervention and transformation

Dr Ross J. Todd

Introduction

The research presented here builds on two papers published in *Scan* (vol 21 nos. 1 and 2) that provided an overview of and rationale for evidence based practice as it relates to school libraries and teacher-librarians. These papers argued that, rather than an advocacy/sell/public relations approach to the provision of school library services, the strong voice of the profession has to be the tangible

evidences that learning centred library activities and collaborative teaching initiatives make a real difference to student learning outcomes. Evidence based practice revolves around the key question: What differences do my library and its learning initiatives make to student learning? That is, what are the differences, the tangible learning benefits, defined and expressed in ways that lead a school community to say: "we need more of this!"? In essence, evidence based practice is about best practice, where day by day practice at the local school

level is directed towards demonstrating the tangible power of the school library's contributions to the schools' learning goals. This paper documents the outcomes of a small qualitative study that sought to explore current perceptions of evidence based practice from the perspective of Australian teacher-librarians.

Core beliefs of evidence based practice: difference, intervention and transformation

This research is grounded in several assumptions or core beliefs about school libraries and the professional role of teacher-librarians. The first key belief is that the provision of information and information services makes a DIFFERENCE to the lives of people. This is a key tenet of librarianship and information science. If we do not believe that information access and information services can make a difference to people, then there is no reason for libraries and information services to exist.

Secondly, the key role of the teacher-librarian centres on pedagogical INTERVENTION that directly impacts on and shapes the quality of student learning through their engagement with information. Learning in complex and diverse information environments does not happen by chance. Explicit, systematic and planned pedagogical intervention is a fundamental keystone of school librarianship. This is clearly established in many policy documents at international, national and professional association level. This intervention revolves around working closely with classroom teachers to design authentic learning experiences and assessments that integrate a range of information and communication abilities needed to meet curriculum objectives and to provide learning opportunities that encourage students to become discriminating and skilled users of information.

Thirdly, the role of pedagogical intervention is to bring on TRANSFORMATION. Learning takes place, and the lives of our students are transformed. The knowledge, skills, attitudes and values of learners are shaped and grow through their engagement with the school library and its pedagogical intervention. The assumption here is that learning outcomes, as the transforming effects of the teacher-librarians' pedagogical (and collaborative) intervention, are the *raison d'être* for school libraries. Spady and Marshall define outcomes as "clear, observable demonstrations of student learning that occur after a significant set of learning experiences. ... Typically, these demonstrations, or performances, reflect three things: (1) what the student knows; (2) what the student can actually do with what he or she knows; and (3) the student's confidence and motivation in carrying out the demonstration. A well-defined outcome will have clearly defined content or concepts and be demonstrated through a well-defined process beginning with a directive or request such as 'explain,' 'organize,' or 'produce.'" (Spady and Marshall, 1996, 20-21)

While the concept of school library learning objectives, effectiveness and evaluation are not new, historically these have been directed to outputs in the form of statistical information related to resources, expenditure and facilities use, rather than in terms explicitly stating learning outcomes that identify and demonstrate the tangible power of the school library's contributions to the schools' learning goals. Numerous research analyses (for example, Callison, 2001, Haycock, 2003; and Lonsdale, 2003) establish that learning outcomes through the school library can be charted in terms of: information processes and skills; mastery of networked information technology; reading, knowledge outcomes such as mastery of content; development of

personal perspectives and viewpoints; independent learning strategies; changed attitudes and values; and gains in self concept and personal agency. These outcomes are arrived at through the provision of meaningful, authentic learning activities which enable learners to construct new knowledge understandings. Hein (1991) states that "learning is a personal and social construction of meaning out of the bewildering array of sensations which have no order or stature besides the explanations which we fabricate for them". This suggests a pedagogy where, through access to multiple sources and formats of information and information technology, learners acquire the intellectual scaffolds to engage with multiple perspectives, sources and formats of information to be able to construct their own understanding. In this context, the role of the teacher-librarian goes beyond developing a range of information literacy competencies, rather, it is significantly responsible for making actionable all the information and knowledge that a school can access so that students can construct their own understanding and develop their ideas in rich ways. This is learning.

Evidence based practice in action: the research study

Objectives

Against the above backdrop, this research sought to identify what teacher-librarians are doing in relation to evidence based practice. Specifically, it sought to:

- (a) provide more comprehensive and detailed evidence of how the teaching and learning focus of the school library improves student learning outcomes; what these outcomes actually are, how teacher-librarians identify these outcomes, and how teacher-librarians can more effectively work towards these

- (b) provide teacher-librarians with a range of strategies, initiatives and measurement techniques that will enable them to carefully and effectively chart and document the tangible learning outcomes of their teaching and learning activities
- (c) enable teacher-librarians to build a portfolio of local school evidence of the importance and value of the school library to their school communities
- (d) identify barriers to evidence based practice.

Methodology

A survey instrument based on a *Critical incident* approach was used to collect the data. *The critical incident technique*, based on work of J. C. Flanagan (1954) centers on the collection of detailed reports of incidents or discreet experiences in which individuals do something in achieving an articulated purpose. The "critical" dimension is that the incident or experience must occur in a situation where the purpose or intention of the act seems clear to the observer and the consequences sufficiently definitive as to leave little doubt concerning its effects. Based on this technique, data is derived chiefly from in-depth analytical description of an event or experience. Typically, this approach uses an open ended questionnaire, gathering retrospective data where questions typically help respondents recall events or steps in the events without interfering with the quality of the recall. Such a methodology has weaknesses, including reliance on memory, hence respondents were asked to focus on a "recent" event; and because the methodology tends to focus on recent events, the parts of the whole, then aspects of the richer experience, may be overlooked. The questionnaire collected data on school background, and to identify evidence based practice, respondents were asked to describe one of the most recent curriculum units that she or he

had planned and taught collaboratively with classroom teacher(s). The focus was to get an indication of what learning outcomes were achieved, and how respondents were able to identify these. Unit details included: Year/grade; syllabus, number and gender of students; their average age; brief description of students (for example, mixed ability, streamed, gifted and talented); title of unit; brief description of the unit (for example, time span of unit, number of sessions, lesson length); syllabus outcomes addressed by unit (be specific); and related information skills outcomes of the unit. To document learning outcomes and their evidence, respondents were asked to identify:

1. the learning achieved in relation to the planned outcomes
2. the techniques/measures/strategies/checklists/assessments used to identify that learning had taken place
3. learning outcomes in relation to information skills
4. the techniques/measures/strategies/checklists/assessments used to identify that learning had taken place
5. any approaches you used to make before and after comparisons with the class
6. some other significant learning gains in addition to the planned outcomes, such as attitudes to learning, attitudes to school, self-esteem, developing independence of learning, engagement in learning, increased commitment by teachers to collaborative planning and teaching, informed future planning
7. the techniques/measures/strategies/checklists/assessments used to identify these other outcomes
8. the barriers experienced in relation to evidence based practice, and how these barriers might be overcome
9. additional approaches, other than collaborative teaching initiatives to

demonstrating the impact of teacher-librarians on learning outcomes.

The survey was distributed in *Scan* in May 2002, and responses were mailed in. Eleven detailed and rich responses to this survey were received. A number of reasons could be posited for the low response. The questionnaire required considerable thought and time to complete, and the busy daily agendas of many teacher-librarians may not have given the time to complete it. Teacher-librarians may not have considered that the evidence based practice focus and/or outcomes of the study were relevant and important to them, and were unwilling accordingly to invest the time to complete it. It is possible, too, that teacher-librarians may not actually engage in evidence based practice, and therefore, have had little to contribute to the study. The responses came from two primary schools and nine high schools, and all responses, except one, were from New South Wales.

Findings: learning outcomes

Respondents could clearly articulate some curriculum and information literacy outcomes as a result of their instructional and service intervention. The information literacy outcomes ranged across the broad spectrum of skills in relation to defining, locating, selecting, organising, presenting and assessing information. These were articulated quite concretely, for example, outcomes were expressed in terms of students being able to:

- explore general or background information sources to increase familiarity with the topic
- distinguish between primary and secondary sources
- construct a search strategy using the appropriate commands for the various retrieval systems chosen
- use various search systems to retrieve information in a variety of formats

- record all the appropriate citation information for later use
- read the text and identify and select the main ideas
- compare information from different sources to evaluate accuracy, authority, recency and bias
- show mastery of a particular presentation software
- construct of concept map of the dimensions of a topic
- draw conclusions or state personal position based upon information gathered.

Findings: evidence based strategies

The strategies for documenting evidence of learning outcomes fell into two broad categories; formal, structured records of evidence, and informal observational approaches. The formal structured approaches used to gather evidence were the use of checklists, rubrics, and formal feedback strategies. Following is a brief description of each of these approaches.

Checklists

A range of simple checklist strategies, where both students and teacher-librarians provided checklist or ratings of perceived levels of skills and/or knowledge acquisition, mainly after the instructional period, and, in four cases, both before and after so that comparisons of differences, changes in levels of knowledge and skills could be documented. These checklists were in relation to levels of mastery of information literacy competencies such as: the ability to identify main ideas; make notes; use different formats of information; understanding the differences in the different purposes of sources; competencies in relation to information technology, such as skills in searching, evaluating information on web sites, and using a range of presentation software such as using *PowerPoint* and spreadsheets.

When checklists were used, some attention was given to deriving general statements about outcomes achieved on the basis of these comparisons. Participants recognised this as an important process in evidence based practice. This involved critically analysing the accumulated data and, on the basis of evidence and goals of the intervention, deriving some general statements about student learning outcomes. Some outcomes statements that respondents were able to provide through use of checklists were:

More than 80% of the class showed improvement in their ability to effectively judge the quality of web sites after the sequence of lessons to develop this awareness.

Virtually all of the students recorded citations accurately in their essays following the input on bibliographic citations.

When we analysed the essays submitted at the end, and following through some of the web sites that the students had cited, we saw a dramatic decrease in the level of plagiarism. We had explicitly built this issue into our teaching, and discussed it with the students, both in terms of being responsible and ethical users of information, and teaching them some analytical strategies to express ideas in their own words. We were thrilled, and discussed these findings and processes in our recent staff meeting.

We ran a quick survey at the beginning of the unit to see how students were thinking about the unit. They were not terribly motivated or interested, and said so in their surveys. In our teaching of the unit, we worked really hard to build interest and motivation, and when we ran the little survey at the end, we had almost all of the students indicating how much fun the unit was, and how much they learned. It was hard work creating motivational activities, but worth it. We not only felt we had achieved something, we had some proof.

Rubric strategies

Three respondents indicated that they used rubric strategies where students' performance in final products were scaled according to a set of criteria that clearly defined what range of acceptable to unacceptable performances and/or information products look like. Some respondents identified a range of criteria relating to evaluating performances in products and presentations, for example, a semester paper was based on and scaled according to Gordon's rubric (2001) for evaluating the research process. This rubric focused on a number of dimensions: Planning; Meeting deadlines; Organisation; Working with the teacher-librarian; and Problem solving. The students scaled their performance in terms of: *Excellent*, *Competent*, *Making some progress*, and *Not yet competent*, and were asked to write personal comments as well as the rating. In the feedback to the students, the teacher-librarian also provided ratings and comments. While the respondent provided no concluding statements about the learning outcomes using this process, an analysis of this rubric would enable some worthwhile patterns to be identified.

Formal feedback strategies

One teacher-librarian used a simple feedback survey every term on what the library does "best" and "least" to help students with their school work. This is a general survey made available to the students which asks two questions:

1. During this term, how did the library best help you learn?
2. During this term, how could the library help you learn better?

The teacher-librarian reported that, after one intensive collaborative with all the Year 8 teachers on more effectively using the Internet for Science, the term survey clearly showed that the students believed that they had quite dramatically improved their web searching skills, not just in finding

more pertinent resources, but also in meeting assignment deadlines on time, and feeling more comfortable about using accurate web sites for their research. Each term, the teacher-librarian presented the results of this survey at staff meetings, and commented:

I do not let an opportunity go by to let staff know about what the library contributes to learning. I always quote some of the things the students have said to illustrate my points. The school has got the idea that what I am on about is helping kids learn. The key thing in my view is to have something to say that goes beyond gut reaction. The student survey does just that. ... I believe they listen a great deal to this". According to this teacher-librarian, the feedback is also used to make decisions on improving services, designing information literacy classes, and planning the whole library team's work agenda.

The use of informal observational approaches was more predominant than the use of planned strategies for recoding evidence. All respondents indicated that their observations and, in a few cases, observations of teachers were the basis for making statements about learning outcomes. These were based on discussions and observations during the teaching time, and on review of student products. The approaches were "gut reactions", drawing on professional expertise and experience to identify outcomes. Respondents said:

I rely on my long experience to work out what is happening with the students.

I watch the students casually though fairly consistently while they work in the library.

I get ideas from the kinds of questions students ask when they are in the library.

Often when I am chatting to a student doing a major assessment item, I will ask them about what they have learned in the library.

I have discussions with the teachers about what is going on.

I take note of student behaviours while they are in the library.

These more informal approaches to gathering evidence enabled the respondents to make some statements about learning outcomes, for example:

The class teacher noted an improvement.

Students completed learning journals.

Students were certainly engaged in their learning.

Students showed quite a lot of independence.

Students worked well in groups.

I saw increases in student motivation.

Students displayed all or nearly all of the information skills.

Students initiated email interaction and to me this showed engagement with the topic

I saw evidence of improved or extended technical vocabulary.

The technology was used beyond my expectation.

What is particularly noticeable with the statements of outcomes based on casual observations and discussions is their lack of specificity and precision. Concrete outcomes were not clearly articulated. This is consistent with the finding of Williams and Wavell (2001, iii) in their study of secondary schools in Scotland. They found that techniques such as observing students at work, questioning students about their work, examining work in progress, examining reader records, and discussions with teachers were typical techniques to monitor impact of learning. However, they also concluded that while the teacher-librarians were aware of what they wanted to achieve, they were not able to clearly and precisely articulate these as learning outcomes.

Two further approaches were provided in the study. One teacher-librarian examined the results of Year 7 English

Language and Literacy Assessment tests, and sought to identify how one class group involved in an intensive reading enrichment program and literature discussions, compared to other students in the school. The teacher-librarian noted that there appeared to be stronger test scores for this group of students. Another teacher-librarian compared borrowing records of students during a collaboratively implemented science unit in the lower high school, and found that those students with the highest number of items borrowed for the unit also achieved the highest scores on the test at the conclusion of the unit. While it is difficult to establish strongly stated conclusions, such patterns show promising school library outcomes relationships worthy of richer documentation.

Findings: value of evidence based practice

Despite concerns and fears expressed about the intentions, processes and competencies in relation to undertaking evidence based practice, respondents identified six key benefits of evidence based practice.

- visibility of the school library's contribution to learning: evidence based practice was seen to provide evidence at the local school level that library initiatives make a visible contribution to learning, and that administrators, teachers and parents can see the real impacts.

My boss actually talks about specific outcomes I have identified. He's proud of what we have achieved, and it's not because I tell him how important our school library is, it is because I actually show him the evidence. He shares this with the parents in the school newsletter.

- funding accountability: evidence based practice is seen to play a role in convincing administrators and community funders that the money invested in the school library is worth it, as well as ensuring continued funding.

Money in my school seems to flow easiest to those happenings or teachers in the school where students achieve success, and it is clearly seen...anything which shows learning and success and which the school celebrates. I've learned over the last year or so that if I want to jump on the money bandwagon, I show the achievements of my library initiatives. This is usually outcomes related to information literacy lessons, or my literature enrichment activities.

- the teacher-librarian's role is learning centred: evidence based practice demonstrates the teacher-librarian's commitment to learning outcomes, with library goals, library actions and library outcomes having a clear student learning focus.

When I tell the staff or parents about what the library is doing, I always try to tell about what we have achieved for the students, not from the library's perspective, but from the students'....In the parent nights where teachers meet with parents to discuss students' grades, I always set up a display for parents to show our various projects and what the students learn through it. I get lots of positive feedback that recognises our involvement in students' learning.

My colleagues around the school see and hear me involved in learning. I'm not seen as the circulation police or fines controller, or the shusher or the stamper, I'm seen and valued as a teacher.

- planning for instruction: evidence based practice is seen to help teacher-librarians plan more effective instructional interventions and information services
- The feedback from students, and results of analysis of what students have learned or not learned helps me plan my teaching to be more effective, it identifies gaps in students' information literacy skills so I can make it better for them. ... Sometimes you can put a lot of effort into something, and then find out it didn't really achieve anything.*

The evidence helps me work out what is really important for me to do each day,

rather than concentrating on functional or management things, which sometimes take on a magnitude of importance well beyond the time and energy given to them.

- job satisfaction: some respondents indicated that evidence based practice confirms that their profession work is making a difference, and this in turn provides satisfaction and encouragement.

When I can put my finger on what the students have achieved because of my work, I feel terrific, and get more enthused about being a teacher-librarian. I feel as if I am making a valuable contribution to the kids' learning, because I can see some actual results.

I get a real buzz each day because I know I make a difference to these kids at school.

- moving beyond advocacy: a number of respondents indicated that evidence based practice adds certainty to their role, by moving beyond anecdotal, guess work, hunches, advocacy, and the touting of others' research findings.

I don't have to get on my library soap box and try and convince people about the value of the library. I make a habit of sharing with them details about every set of classroom units I do, and try and sum up how the students have benefited, using examples from their work. I don't think that advocacy without evidence goes far.

Clearly, respondents in this study saw real benefits to their students and to themselves by engaging in evidence based practice. They saw that it provides evidence at local school level that the school library makes a tangible difference to student learning outcomes, and deemphasises intuition, the anecdotal, and hasty decision making. In essence, evidence based practice is effectiveness lead: it targets time, energies, scarce resources, and scarce staffing in improving and demonstrating effectiveness.

Findings: evidence based practice issues

Five key issues in relation to evidence based practice were identified by the respondents. These confirm the fears that I posited hypothetically in Scan vol 21 no 1, and some of the statements that I made at that time are reiterated here.

Accountability fears

Two respondents thought that having to "prove your worth" through pressure to demonstrate learning outcomes and evidence of impact would be detrimental to the profession.

It would encourage more anxiety and paranoia at a time when teacher-librarians' workloads are already full to overflowing.

Evidence based practice might be used as a basis for getting rid of us. It's something we haven't done, or had had to do, and because we now are not able to produce anything that focuses on what learning outcomes we bring on, we may be assumed to be ineffective when accountability demands are made.

There are some clear messages here. Teacher-librarians are not immune from any kind of accountability for processes and outcomes, particularly at a time when calls for educational accountability are increasing. Accountability is all about taking responsibility for students' performance of all types of educational outcomes. Evidence based practice is unquestioningly accountable practice. It is a systematic method to assure all members of the school community, policymakers, funding authorities, and the public, that schools and school libraries are producing desired results. However, practice that focuses on elements such as goals, indicators or progress toward meeting those goals, measures, analysis of data, reporting procedures, and outcomes is not just evidence based practice, in most professions it is best practice. It is not

some new form of teacher-librarianship where the familiar current practice is discarded, where professional instincts and experience are devalued. In linking actions, goals, outcomes and evidence, evidence based practice enhances day to day work by taking uncertainty and guess work out of the role, its value, position, action and its public perception. This is a powerful dimension of professional credibility and authority. Evidence based practice is about building certainty and authority, not eroding it.

Competency requirements

This issue centres around the assumed competencies needed to undertake evidence based practice. As respondents said:

It seems as if I need to be a statistician to do this. I just do not have these skills, and I disliked research methods at university.

We have to become researchers in order to undertake evidence based practice, or at least have a mastery of statistics. Isn't that what the universities should be doing?

Evidence based practice does demand certain precision in identifying learning outcomes, establishing indicators of these, and skills in analysing and synthesising the evidence to establish specific achievements of learning outcomes. These skills relate to examining student learning goals and needs, selecting appropriate learning outcomes, identifying desired indicators of these outcomes, establishing systematic approaches to locating and gathering the evidence of achieving learning outcomes, analysing, organising and synthesising the outcomes, presenting and celebrating the outcomes in the school community, and reflecting on how this continues to inform the ongoing teaching and learning process. These are information processes, or information literacy by another name. As best practice, it provides opportunities for teacher-

librarians to model the information process to their teaching colleagues.

Time pressures

Three respondents raised the issue of the time commitment needed to undertake evidence based practice. One respondent said:

I see the value of evidence based practice, and have tried to implement measures. It takes time, and I feel the pressure when I have so many other things to do.

This tension between belief versus action was also reflected in the comments:

I want to do it, but when do I find the time to do it?

I do not have enough time to do my current job as it is, let alone adding more, even though I would like to do this.

One other respondent claimed:

In reality, a lot of evidence is intuitive and the time element squeezes out the more formal measures."

Compounding the time pressure was the situation of teacher-librarians scheduled to provide classroom teachers with release from face to face teaching:

I need to be free from providing release from teaching for classroom teachers so that I have time to undertake this. This is a barrier to making real collaboration happen and working together to identify the outcomes.

Teacher-librarians may feel the time pressure of evidence based practice. It should not, however, be viewed as an add on, another thing to do on top of busy schedules. As already stated, evidence based practice is about best practice and reflective practice, where the process of planning, action, feedback, and reflection contributes to the cyclic process of purposeful decision making and action, and renewal and development. It gives emphasis to identifying effective actions, putting value on appropriate

actions rather than actions for the sake of doing something. It is sharper and clearer practice: more focused and productive.

Evidence based practice as contrary to lifelong learning

This issue was raised by one respondent. It was posited that:

Evidence based practice is unrealistic, given the goal of lifelong learning that information literacy is all about. How can one realistically measure this outcome, especially when it may not be evident for many years?

Lifelong learning is not an elusive, vague endpoint, it is a process made up of multiple moments in time, from now into the future. Schooling is part of that lifelong learning journey. Providing learners with a clear understanding of how they in their formative years are actually learning in an information rich environment, particularly in terms of information literacy outcomes and indicators, providing them with feedback on their mastery, enabling them to refine their learning processes is lifelong learning.

Lack of knowledge and skills to undertake evidence based practice

This concern was expressed by all respondents.

I lack the skills in devising accurate assessment tools.

I need lots of practice with this to develop my skills.

It would be nice to have access to some recent criterion-referenced or standardised tests to assess my students' standards and progress. This is really needed if we are to engage in evidence based practice.

I feel completely unqualified to accumulate sufficient or accurate evidence about what I do, or hope I am doing.

I need to learn to write more performance descriptors.

It would be really helpful to have some school-wide information literacy tests.

There are limited training opportunities available to develop new skills, initiatives or approaches to implementing evidence based practice.

These comments highlight real needs if the profession is to engage in evidence based practice, and identify a range of specific themes around which ongoing professional development can be structured. There are implications for teacher librarianship education, particularly in developing both a rationale for, and skills in carrying out evidence based practice. There is also golden opportunity for professional associations to provide the appropriate professional development to its members.

Conclusion

Evidence based practice is about opportunities and options. Some teacher-librarians may say "why bother, it's futile", believing that such calls for evidence based practice represent faddism or short lived hype; that it may not do any good. Retreating to a position of no hope is retreating to a short future for the profession. A more challenging question to ask is:

"What are the potential implications and outcomes of not engaging in evidence based practice?"

One respondent made this thoughtful comment:

No change in the current situation for teacher-librarians will be forthcoming until they can successfully demonstrate and document evidence of their support, success and impact on children's literacy, with all its ramifications.

For those teacher-librarians already engaging in evidence based practice, there are strong benefits to be gained, and the strategies identified in the research would suggest that these can be simple, and quite non time consuming approaches. The research suggests that more formal strategies

over informal, casual observation approaches reveal richer and more precise statements of outcomes, enabling teacher-librarians to articulate more clearly the benefits. There certainly are barriers, particularly mindsets, to be overcome, and professional associations can play a key role in addressing these. The real challenge is to actually begin. Test the ideas, get into the action, and experience the real power of your school library.

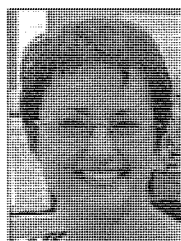
Editor's note: Contributions to this ongoing research into evidence based practice are always welcome. These can be sent to *Scan* and will be forwarded to Ross. ■

References and further reading

- Callison, D. 'The twentieth century school library media research record', in A. Kent & C. Hall (Eds), *Encyclopedia of library and information science* Vol 71, Supplement 34, Marcel Dekker, NY, 2001, pp 339-369.
- Flanagan, J. 'The critical incident technique', *Psychological Bulletin*, 51(4), 1954, pp 327-358.
- Gordon, C. 'Information literacy in action', Catt, Great Glemham, 2000.
- Haycock, K. 'The crisis in Canada's school libraries: the case for reform and re investment', Association of Canadian Publishers, 2003. Available at <http://www.peopleforeducation.com/librarycoalition/Report03.pdf> (Cited 27.8.03)
- Hein, G. 'Constructivist learning theory', paper presented at the CECA (International Committee of Museum Educators) conference in Jerusalem, Israel, 15-22 October, 1991. Available at <http://www.exploratorium.edu/IF/resources/constructivistlearning.html> (Cited 27.8.03)
- Lonsdale, M. 'Impact of school libraries on student achievement: a review of the research: report for the Australian School Library Association', Australian Council for Educational Research, Melbourne 2003. Available at <http://www.asla.org.au/research/index.htm> (Cited 27.8.03)
- Spady, W. & Marshall, K. 'Light, not heat, on OBE: the reality of outcome based education is a far cry from the myths put forth by the critics', *The American School Board Journal*, 94(29), 29-33.
- Todd, R. J. 'Evidence based practice: the sustainable future for teacher-librarians', *Scan* 21(1), 2002, pp 30-37.
- Todd, R. J. 'Evidence based practice II: getting into the action', *Scan* 21(2), 2002, pp 34-41.
- Williams, D & Wavell, C. 'The impact of the school library resource centre on learning', Library and Information Commission Research Report 112, The Robert Gordon University, Aberdeen, 2001. Available at <http://www.resource.gov.uk/documents/impacts1.pdf> (Cited 27.8.03)

SCAN Do you have a great idea for a future *Scan* article?
Please ring The Editor on 02 9886 7501 or email editor.scan@det.nsw.edu.au

Celebrating National Literacy and Numeracy Week—2003



Annalies van Westenbrugge is the Project Officer: National Literacy and

Numeracy Week.

National Literacy and Numeracy Week 2003, 1.9.03 to 7.9.03, was an outstanding success both for the schools who received awards at the State Library, as well as Districts and individual schools who organised events and activities to celebrate literacy and numeracy.

At the State Library on Monday 1 September, sixteen schools were acknowledged for the work they had done to enhance literacy and numeracy outcomes for their students. Eleven government, and four non government schools received State Achievement Awards, with one school receiving a National Award for Excellence. The award winning schools are listed below:

- Auburn Public School
- Bega West Public School (Excellence Award)
- Boggabri Public School
- Bomaderry Public School
- Glenorie Public School
- Marist College, Kogarah
- Mt Pritchard East Public School
- Parklea Public School
- Quirindi High School
- Regents Park Public School
- Richmond Christian College
- Rutherford Technology High School
- St Raphael's Primary School
- The Rock Central School
- Willawarrin Public School

The standard of literacy and numeracy teaching and learning was exceptional in all schools that received awards. Each school had responded to the needs of their students and community in unique ways.

Bega West Public School, for example, developed a 'teaming' program where teachers could support each other in action research projects and share expertise to meet the needs of an increasingly complex student group.

Parklea Public School dealt with a rapid increase in student numbers and teachers by creating 'unity through literacy', with whole school involvement in literacy programs and strategies.

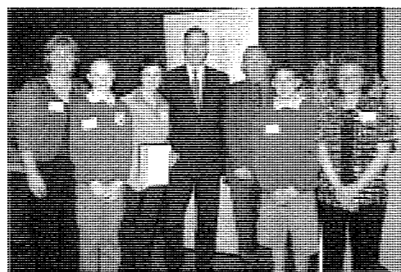
A review of tertiary entrance ranks lead Rutherford Technology High School to 'work from the ground up' by developing a literacy based program from Year 7 to raise standards and expectations.

Details of the winning schools' initiatives, as well as information about how schools can apply for awards, is available at <http://www.nlnw.nsw.edu.au/>

District initiatives

Across the week, districts and individual schools celebrated with a range of activities and events. Some activities were organised over one or two terms to culminate in an event during National Literacy and Numeracy Week. Some of these activities were:

- Hornsby District ran *In the nick of time*. This was a WebQuest which culminated in a series of presentations made to the Mayor to save the clock, a well known sculpture in Hornsby.



Bega West Public School, from left to right: Tracey Smith, Jodie Smith, Alan Lockerbie, Dr. Andrew Refshauge (NSW Minister for Education and Training), Alan Robson (Principal Bega West Public School), Dale Finucane, Robyn Harris.

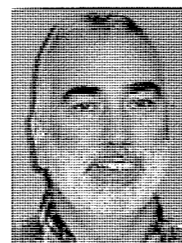
- Northern Beaches District organised a competition to design a numeracy board game culminating in a 'play off' at Narrabeen.
- A very successful poetry day was organised by Parramatta District, with guest poet Deb Westbury. Many parents and teachers were involved, and an anthology of student poetry was given to all schools that attended.
- Griffith District organised a 3M-*Maths, Meaning & Multiculturalism Day* where parents and community members were encouraged to become involved in hands on literacy and numeracy activities with students.

Photographs of these activities, as well as further details on how other schools and districts celebrated the week, can be found on the web site.

Further information regarding National Literacy and Numeracy Week can be obtained from www.nlnw.nsw.edu.au or by contacting Annalies van Westenbrugge by email atannalies.vanwestenbrugge@det.nsw.edu.au

Phone: 98867221
Fax: 98867654

2003 Annual Schools Web Design Awards



Glenn Cawthorne is Internet Project Officer at

Support and Curriculum Directorate.

Youth speaks was the theme of this year's Annual Schools Web Design Awards. Students were asked to respond to the questions:

- Do you want to shout about a community, social or global issue?*
- Do you want to be heard by a worldwide audience?*

As a result, over 180 groups of students from primary and high schools all around New South Wales took up the challenge and created a web page.

The Annual Schools Web Design Awards were first launched in 2000, as a way of promoting student use of the Internet in exciting and purposeful ways. This year, students were asked to use words, images, videos or photographs to build a clever, innovative, content rich site that would allow them to be heard by a worldwide audience. Information about the competition and links to the award winning entries can be obtained from <http://www.schools.nsw.edu.au/events/statecompetitions/webawards/index.php>

Dr Michele Bruniges, Assistant Director General (School Educational Services) and Robert Randall, Director Professional Support and Curriculum Directorate, presented the awards on Monday 25 August in front of an audience of over 160 people at the William Wilkins Gallery in Bridge Street, Sydney. The winning schools were:

Primary

Winner: Five Mile Tree Public School, *Sustain Australia*

Runner up: Wyong Public School, *Wetland wonderland*

Highly commended: Chatswood Public School, *Our school now and then*

Commended: Gordon West Public School, *Celebrate good times*

Encouragement award: Windellama Public School: *Windellama School Mag*

Secondary

Winner: Riverside Girls' High School, *Child labour*

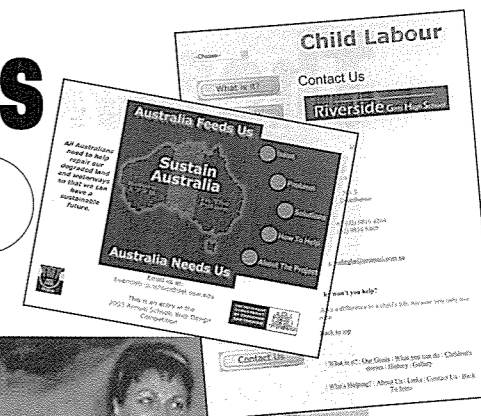
Runner up: Riverside Girls' High School, *Stem cell research*

Encouragement award: Cherrybrook High School, *Youth speak*

Encouragement award: St Johns Park High School, *Youth suicide*

Encouragement award: Georges River College, Oatley Senior Campus, *H2Loaded*

Five Mile Tree Public School has taken out the top primary schools award for the second year in a row. Its students all live on farms, so the issues of land and soil degradation are problems which confront their families daily. *Sustain Australia* seeks to involve all Australians in finding and applying solutions to our nation's environmental problems. It aims to encourage and develop "environmental managers, not environmental vandals." The design and navigation of the site is simple and clear, its content well chosen and well presented. *Sustain Australia* is not only an example of good design, it is a resource for the world to share.



Michele Bruniges presents the award to students from Five Mile Tree Public School in the 2003 Annual Schools Web Design Awards.

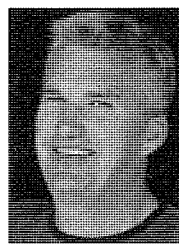
The Year 10 'Mustang' team from Riverside Girls' High School created *Child labour* because they believe that "standing by and watching a crime being committed is just as bad as doing it yourself." The web site aims to raise awareness of the abuse and exploitation of children and to rally high school students and others to act to bring it to an end. The content of this site is well considered and its design engaging. It would be easy to use this topic to simply raise alarm, but the developers have chosen a more holistic approach which serves their cause well and demonstrates their skill as web designers.

All of the winning sites are well worth viewing and may be accessed at <http://www.schools.nsw.edu.au/events/statecompetitions/webawards/winners.php>

2004

The theme of next year's awards will be *Future world*. Information will be sent to all schools early in Term 1, 2004 but now is clearly the time to start thinking! ■

The Aboriginal education K-12: resource guide



Bob Percival
is Curriculum
Adviser,
Aboriginal
Studies.

The *Aboriginal education K-12: resource guide* is a curriculum resource to support the teaching of Aboriginal studies and Aboriginal perspectives. The resource promotes the use of culturally appropriate curriculum materials in keeping with the Department's Aboriginal Education Policy. This policy, and other support for Aboriginal studies is available from *Aboriginal Studies home* at <http://www.curriculumsupport.nsw.edu.au/aboriginalstudies/index.cfm>

The guide is a collaborative project of the Aboriginal Studies Team and the Library and Information Literacy Team from the Professional Support and Curriculum Directorate.

The guide consists of three sections. The first section includes Background information for users of the guide. The second section provides guidance for the evaluation and selection of materials to be used in Aboriginal studies. The third section contains reviews of a range of resources, which have been written by Aboriginal and non-Aboriginal educators.

The *Aboriginal education K-12: resource guide* includes a value added index, providing an Easy guide and curriculum links to approximately 400 reviews of Aboriginal studies related resources. Reviews highlight key aspects of the resources and identify the most appropriate Stages and syllabuses for their

use, and raise issues to consider and discuss when using these resources.

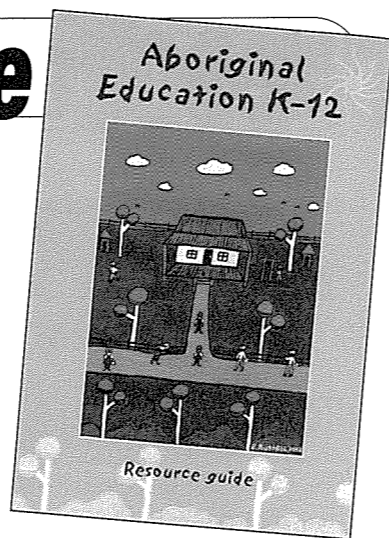
The reviews are arranged in the following sections: Primary fiction; Primary information, poetry and drama; Secondary fiction; Secondary information, poetry and drama; Internet sites and Professional resources. There is also a list of Reviewers and Resource suppliers. Additional reviews will continue to be made available in *Scan* and on the Department's web site at www.schools.nsw.edu.au/appse/staff/F1.0/F1.3/

This resource will benefit all teachers, including HSIE coordinators, Aboriginal Education coordinators, Aboriginal Education Assistants and community members. At least one copy has been sent to all Government primary, secondary and central schools. All students have an entitlement to quality, culturally appropriate and resources to enable them to achieve equitable educational outcomes.

Additional resource support can also be found in archived book raps and raps at <http://www.schools.nsw.edu.au/schoollibraries/teaching/index.htm>

It is through teachers having access to and knowledge of these appropriate resources that all students can learn about Aboriginal Australia and gain a proper understanding of Aboriginal cultures, communities and histories. In this way cross cultural understanding is improved and the processes of Reconciliation are strengthened.

In developing the *Aboriginal education K-12: resource guide*, the NSW Department of Education and Training has strengthened its partnership with Aboriginal communities throughout New South Wales. In addition,



Aboriginal education K-12: resource guide, NSW Dept. of Education and Training, 2003, ISBN 0731381653 SCIS 1092008

stronger links with the NSW Aboriginal Education Consultative Group Incorporated have been achieved.

The *Aboriginal education K-12: resource guide* will assist schools and communities in teaching Aboriginal studies and demonstrating how to successfully provide culturally appropriate resources for the teaching of Aboriginal Studies programs.

The *Aboriginal education K-12: resource guide* will have a positive impact on the teaching and implementation of Aboriginal studies across all of the key learning areas.

For further support, and information about obtaining this resource, contact members of the Aboriginal Studies Team:

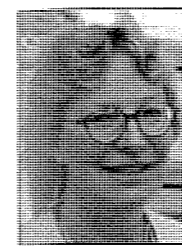
Connie Ah See *Senior Curriculum Advisor Aboriginal Education*

Bob Percival *Curriculum Advisor Aboriginal Studies*

Renette Townsend *Curriculum Advisor Aboriginal Studies*

John Shoebridge *Project Officer Aboriginal Studies*

at <http://www.curriculumsupport.nsw.edu.au/aboriginalstudies/contacts.cfm> ■



An update by
Sue Martin,
*Senior Curriculum
Adviser, Online
Learning*

NSW HSC Online at <http://hsc.csu.edu.au> is unique in its focus on the needs of a specific student group, NSW Higher School Certificate candidates. This supportive site currently provides supplementary material for 46 HSC subjects, including seven VET curriculum frameworks.

During the month of October for 2002, the web site delivered more than one million pages to users. Indications are that when data is finalised for 2003, the usage figures will be even higher.

All content on *NSW HSC Online* has been developed by talented and experienced HSC teachers and Consultants and has been quality assured by the Key Learning Area Chief Education Officers in Professional Support and Curriculum Directorate. This means that students and their teachers can be confident that the material is appropriate and accurate.

The most recent additions to the site have been Arabic, Business Services and Tourism. There is ongoing enhancement of all the existing subject nodes and teachers and students should regularly visit the web site to check for new material. Plans are also under way to develop resources for the VET curriculum framework, Entertainment.

NSW HSC Online

<http://hsc.csu.edu.au/>

New features

Improvements in available technologies have resulted in the inclusion of a range of new features. Interactive activities and resources include: sound and video; speaking and listening tasks; animations; quizzes and virtual visits. The site also features information to support study and examination techniques, careers and further education and professional development for teachers.

The enormous task of updating the resources for the five Science subjects has been completed. Material on *NSW HSC Online* now reflects the changes implemented by the Board of Studies late in 2002.

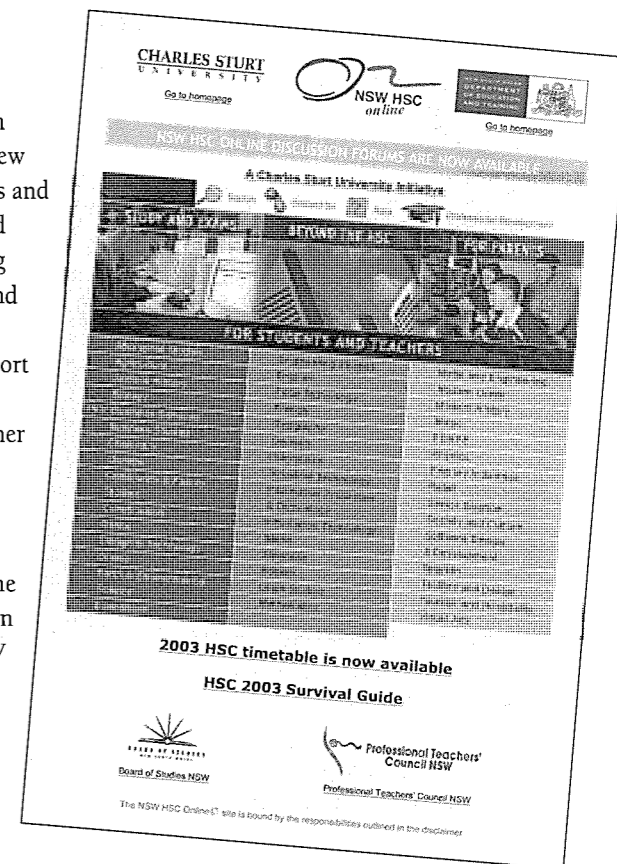
The Mathematics node at <http://hsc.csu.edu.au/math/index.htm> has a huge number of resources in the form of: tutorials; animations to illustrate concepts; multiple choice questions and links to relevant web sites.

For Economics, tutorials have been developed to include interactive quizzes to consolidate student learning. These can be found at http://hsc.csu.edu.au/economics/policies_mgt/2614/Topic4Tutorial2.html

For the ten languages, Arabic, French, Chinese, German, Indonesian, Italian, Japanese, Korean, Modern Greek and Spanish, there are sound files to support the listening and responding sections of the syllabuses.

Reviews

Many of the subject nodes include Internet site reviews written by the



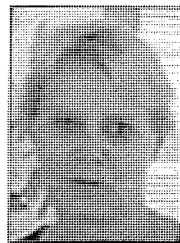
Scan review panel, focusing on web sites that relate to and support NSW HSC syllabuses.

Forums

During the year, *NSW HSC Online* also runs forums which focus on a particular topic within the various subjects. Subject specialists are available to respond to student questions. Once the forum has closed, the questions and answers are compiled into a series of FAQs published on the web site. Recent forums in PDHPE focused on *Core 1: Health priorities in Australia* and *Core 2: Factors affecting performance*.

NSW HSC Online supplements classroom teaching and learning. It is an essential bookmark or favourite for students and teachers across NSW. ■

Award winning web site for Languages



Karen White
is Manager,
Languages,
Professional
Support and

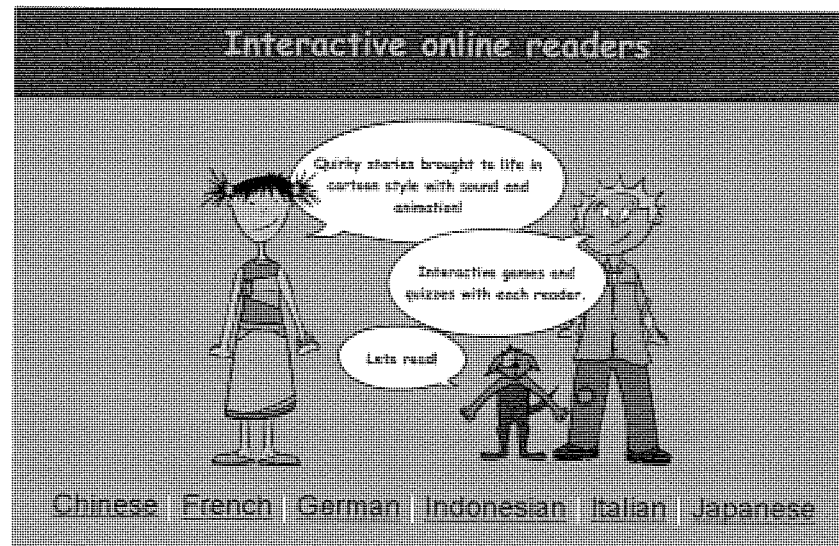
Curriculum.

A languages web site published by the Professional Support and Curriculum Directorate and Curriculum Corporation has won two Australian Publishers Association awards for excellence in educational publishing. The web site, *Interactive online readers for languages*, won in the Primary Technology Showcase and Primary Websites categories.

So what makes this site a winner? Judges of the *Australian* newspaper sponsored awards said "The web site is carefully and thoughtfully constructed to deliver high quality interactive languages resources. It impressed with its navigability and the way that its design had the potential to engage learners. The site is motivating, well illustrated and advanced in design. It expands the boundaries of the CD-ROM and the Internet and offers highly practical applications in learning settings."

Robert Randall, Director, Professional Support and Curriculum said, "This is an outstanding example of the online learning materials being produced by the Directorate to support languages learning in schools."

The readers allow students to read for pleasure and engage with the language in stimulating ways. They are presented in a quirky comic style with appealing



A version of this article will appear in *Curriculum Support* Vol. 8 No. 4

graphics, animations and sound effects. But the readers offer much more than good stories. Each story is supported by five learning games that help students listen, understand and read.

Comic stories and games are available for students of Chinese, French, German, Japanese, Indonesian and Italian. Students can watch and listen to the stories while they play through automatically or they can take control and step through the story at their own pace. If they don't understand something it's a quick click to a word list. So that students at different stages can all get value out of the stories, they are presented at two or three different levels of language. The higher the level the more complex the language used in the story.

When students finish a story they can move on to the learning games that go with the story. Each game targets specific language structures or vocabulary used in the story, but may extend

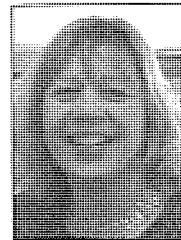
students' knowledge beyond its limits. The games all have a stopwatch built in, so students can replay the games to try to better their speed.

Advisers in the Languages Unit of the Professional Support and Curriculum Directorate and teachers developed the ideas for the stories and learning games and wrote the scripts for them. Curriculum Corporation in Melbourne managed the technical development and Nectarine Multimedia created the delightful illustrations and developed the graphic design and web programming.

Robert Randall said, "The Languages Unit is also developing online materials for HSC Japanese, junior secondary Chinese and French, and primary Chinese and Indonesian."

Languages Interactive Online Readers are available to students and teachers in government schools via the Department's intranet at: <http://detwww.det.nsw.edu.au/directorates/profcurr/readers/index.htm> ■

Order of Academic Palms awarded to Ghislaine Barbe



Congratulations are extended to Ghislaine Barbe, Languages

Consultant, French, Professional Support and Curriculum Directorate on receiving the award of the Order of Academic Palms.

Ghislaine Barbe, French Language Consultant, has this year been appointed Knight in the Order of Academic Palms (Chevalier dans l'Ordre des Palmes académiques) by the French Government. The decoration is given to those who have advanced the cause of French culture, education and the arts.

Order of Academic Palms (Ordre des Palmes Académiques)

The Palmes Académiques is an order founded by one of France's most widely known figures, Napoleon Bonaparte. A brilliant administrator, Napoleon appreciated the impor-

tance of education. By the decree of March 17, 1808, he established the honorary titles of Titulaire, Officier de l'Université, and Officier d'Académies as awards for devotion and accomplishment in the areas of teaching scholarship, and research.

These arts and sciences awards have been cherished for almost two hundred years. The form of the award has changed, as has the organisation which administers it.

The greatest change in the history of the Palmes took place in 1955, when the Palmes Universitaires was officially raised to the status of a ministerial order. Three ranks were created: Commandeur, Officier, and Chevalier. ■

New editions of Dewey



Anne Dowling
is Cataloguing
Coordinator
for the New
South Wales
agency of
SCIS (Schools

Catalogue Information Service).

The 22nd edition of the Dewey Decimal Classification is now available by subscription on the web. A print version will be available soon in Australia. The 14th abridged edition will be available in the beginning of 2004.

The SCIS cataloguers who have access to the web version of edition 22, are now using that edition to create catalogue records. When the web version of the 14th edition is available in early 2004, the cataloguers will change immediately from the 13th to the 14th edition. Until the beginning of 2004, SCIS records are being created using 22nd full edition and 13th edition abridged edition.

New features, the *Glossary* and the *Introduction* can be viewed at *Online Computer Library Center (OCLC)* at <http://www.oclc.org/dewey/versions/dc22print/>

The major changes in the new versions include:

- updating of the numbers for computer science, including relocation of word processing from 652.5 to 005.52
- relocation of Christianity from 200 to 230 and aspects of 291 moved to 201-209 to reduce the Christian bias in the classification
- change in terminology and updating of viewpoints in the 300s

Teacher-librarians are advised to accept the new numbers, and only change the Dewey numbers of the resources on the library shelves at the numbers from the previous edition of Dewey, if there is an urgent need. ■

Briefly...

Book Week celebrations at Barnier Public School

Jane Gee is the teacher-librarian at Barnier Public School.

Planning began at our Stage meetings, where all the short listed books were available and each classroom teacher selected a title they were interested in looking at with their class. Each class prepared a literary, dramatic, or artistic response to their chosen book. These presentations were then used at weekly assemblies for the first five weeks of the term. I was very lucky to end up with some fantastic teacher ideas and students' work, which was then displayed in the library. During Book Week, one day was set aside as a celebration. The day began with a parade. Students dressed as something related to the title they had looked at in class. We had pioneers from the paddle steamer days, pirates, potato people, buskers, sick teddies and many more. This was followed by a "theatrical" performance from some of the staff as they performed *Jethro Byrd: fairy child*. After returning to classrooms, a roster system commenced so students could come to the library to take part in a Book Fair. This continued into the evening with parents invited along to shop and to visit our Computer Centre to view their child's work. ■



Staff at Barnier performed *Jethro Byrd: fairy child*.

Winning review for student at Mulwaree High

J.K. Rowling's latest instalment in the Harry Potter series, *Harry Potter and the order of the phoenix*, was released with world wide secrecy on 21 June. The *Sydney Morning Herald* (SMH) gave fans five days to read the 770 page book, answer the competition questions, and write a 50 word review.

1500 entries in the SMH Harry Potter competition were received and 15 year old Mulwaree High School student, Madeline Vaughan's submission was chosen as the winner "for its warmth and directness." (*Sydney Morning Herald*, 5 July, 2003)

Madeline is the hero of her school as she has won \$10 000 worth of books for the school library and \$500 worth of books for herself. Competition judges were impressed by Madeline's initial response to winning the competition. Madeline said "this was great for her school." Madeline said she loved reading and writing and would like to be an English teacher one day.

Mulwaree's teacher-librarian, Bill Sommerville, explained that, in consultation with Madeline, the prize money would purchase resources for all subject areas. Purchases for resources for Drama, Music and fiction would account for 40% of the prize money, and the balance would benefit all subject areas.

The prize winning review

"Strange mystical creatures, dark corridors, and a tragic death haunt us through J.K. Rowling's long awaited fifth novel. Not only does this enthralling story reveal answers from previous novels, it provides a series of captivating adventures and glimpses of the trials of adolescence for Harry and friends." ■

Children's Book of the Year Awards 2003

These awards were announced by the Children's Book Council of Australia (CBCA) on Friday 15th August:



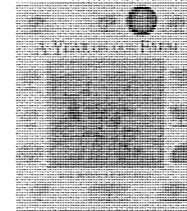
Picture book of the year

(Some of these books may be for mature readers)

Winner: HARRISON-LEVER, Brian & JORGENSEN, Norman (text) *In Flanders Fields*, Fremantle Arts Centre Press, SCIS 1078601, reviewed *Scan* 21(4)

Honour: McLEAN, Andrew & MATTHEWS, Penny (text) *A year on our farm*, Scholastic Australia, SCIS 1073827, reviewed *Scan* 21(3)

Honour: WHATLEY, Bruce & FRENCH, Jackie (text) *Diary of a wombat*, Angus & Robertson, SCIS 1099761, reviewed *Scan* 22(3)

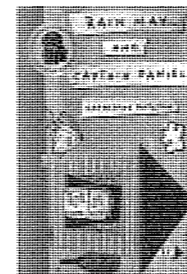


Book of the year: Early Childhood

Winner: MATTHEWS, Penny (illus Andrew McLean) *A year on our farm*, Scholastic Australia, SCIS 1073827, reviewed *Scan* 21(3)

Honour: ALLEN, Pamela *The potato people*, Penguin Books, Australia, SCIS 1076536, reviewed *Scan* 21(3)

Honour: LAGUNA, Sophie (illus Kerry Argent) *Too loud Lily*, Omnibus Books, SCIS 1107466, reviewed *Scan* 22(2)



Book of the year: Younger readers

Winner: BATESON, Catherine *Rain May and Captain Daniel*, University of Queensland Press, SCIS 1107447, reviewed *Scan* 22(2)

Honour: FIENBERG, Anna *Horrendo's curse*, Allen & Unwin, SCIS 1084861, reviewed *Scan* 21(4)

Honour: NORRINGTON, Leonie *The Barrumbi kids*, Scholastic Australia, SCIS 1106941, reviewed *Scan* 22(3)

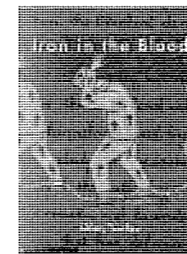


Book of the year: Older readers

Winner: ZUSAK, Markus *The messenger*, Pan Macmillan Australia, SCIS 1107391, reviewed *Scan* 22(2)

Honour: TESON, Catherine *Painted love letters*, University of Queensland Press, SCIS 1076554, reviewed *Scan* 21(3)

Honour: BRUGMAN, Alyssa *Walking naked*, Allen & Unwin, SCIS 1100918, reviewed *Scan* 22(1)



Eve Pownall Award for information book of the year

Winner: TUCKER, Alan *Iron in the blood: convicts and commandants in colonial Australia*, Omnibus, SCIS 1081842, reviewed *Scan* 22(4)

Honour: NICHOLSON, John *The mighty Murray*, Allen & Unwin, SCIS 1095855

Honour: WILKINSON, Carole *Black snake: the daring of Ned Kelly*, Black Dog, SCIS 1104447, reviewed *Scan* 22(2)

Visit the official Children's Book Council of Australia web site at: <http://www.cbc.org.au/>

Reviews of the above resources are available online. Go to *School libraries and Information Literacy* at <http://www.schools.nsw.edu.au/schoollibraries/> and from the home page follow the path: Teaching ideas, then Book Week. [Editor's note: A range of these award winning resources is available in audio, details are available from *Louis Braille audio* at <http://www.louisbrailleaudio.com/>]

The Crichton Award for Children's Book Illustration

This national award is administered by the Victorian branch of the Children's Book Council of Australia. In recent years, it has been announced in conjunction with the Book of the Year Awards.

The winner for 2003 is illustrator Naomi Mairou for her illustrations to *The dugong meadow* (Trapdoor Press, 2002), SCIS 1120380.

For online information, visit the Children's Book Council of Australia web site at <http://www.cbc.org.au/> and access The Crichton Award 2003 winner.

Conferences for 2004

The MANTLE conference, 2004: *Explore beyond the door*, will be held from the 2nd April, 2004 to 3rd April, 2004 at Shoal Bay Resort & Spa, Shoal Bay, Port Stephens, NSW. Online details can be accessed at <http://www.mantle.com.au>.

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in *Scan* for non fiction material is the 13th Abridged Dewey, although when ordering SCIS cataloguing records, the 13th or 22nd may be specified. Many more reviews than we publish in *Scan* go onto the DET web site <<http://www.schools.nsw.edu.au>>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on NSW HSC online <<http://hsc.csu.edu.au>>.

USER LEVELS are given in stages as follows:

- Early Stage 1** (for Preschool/Early Childhood)
- Stage 1** (for Lower primary)
- Stage 2** (for Middle primary)
- Stage 3** (for Upper primary)
- Stage 4** (for Lower secondary)
- Stage 5** (for Middle secondary)
- Stage 6** (for Upper secondary)
- Community** (for Community/Parent/Adult)
- Professional** (for Teachers)

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

The following symbols indicate the Key Learning Area used by the NSW Board of Studies:

- CA** Creative Arts (primary & secondary);
- English** English (primary & secondary);
- HSIE** Human Society & its Environment;
- Languages** Languages other than English;
- Mathematics** Mathematics (primary & secondary);
- PDHPE** Personal Development/Health/Physical Education;
- Science** Science (secondary);
- ST** Science & Technology (primary);
- TAS** Technology & Applied Studies (secondary);
- and
- VOC ED** Vocational Education
- CEC** in front of a syllabus denotes that it is a Content Endorsed Course.

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

All prices in the availability statement include GST.

Guest review editors: Cath Keane and Carol Thomas

Reviews of Internet sites

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

The title shown is the web page title as used by SCIS. Where a web site has an alternative meta or bookmark title, this follows the screen title in parentheses. The Dewey number appears in square brackets between REVIEW DATE and SCIS number. To search for site reviews alphabetically by title, please refer to the index at the back of this *Scan*.

National Library of Australia news

<http://www.nla.gov.au/pub/nlanews>

A wide range of material can be found on the site of the National Library's magazine. **Current** issue is fully reproduced, with articles illustrated from the library's extensive art collection. In the July 2003 issue, a summary of speakers and their topics at a 2003 conference of travellers' tales, has a multitude of ideas and material relating to the Area of Study: *The journey*. **Previous** issues provides short descriptions and a small selection of Internet articles and searching for these texts is more efficiently done from the library's homepage. Our **catalogue** offers an excellent **Teach yourself** online tutorial for beginning researchers. C. Thomas

- USER LEVEL:** Stage 6 Professional
- KLA:** English
- SYLLABUS:** English Stage 6: *Standard; Advanced*
- SCIS SUBJECTS:** National Library of Australian-Periodicals

PUBLISHER: National Library of Australia
REVIEW DATE: 12/9/03 [027.594] SCIS 1146339

Bookcrossing.com

<http://www.bookcrossing.com/home>

The 3Rs of BookCrossing are: Read a good book; Register it on the site; and Release the book anonymously in a public place for someone else to read. These simple steps have captured the imagination of over 150 000 readers who have joined this free book club and registered almost 525 000 books for others to share. Print labels for your books provides printable labels inviting the finder to enjoy the book and visit **BookCrossing.com**. If the BookCrossing ID number (BCID) is entered, the BookCrosser will receive a **Journal Entry** email tracking the book's progress each time it is found around the world. Communication with members is possible via **The forum**, **The email discussion list**, or **Meet-ups**. Books can be searched for specific titles and a list of countries and recently released books is available in **Go hunting**. S. Rasaiah

USER LEVEL: Community Professional
SCIS SUBJECTS: Books and reading
PUBLISHER: Bookcrossing.com, USA
REVIEW DATE: 12/9/03 [028] SCIS 1146717

Geebung State School pathfinders and links pages

<http://www.geebungss.eq.edu.au/links4.htm>

Developed and maintained by the teacher-librarian at Geebung State School, this site is organised in alphabetical order, with the listed topics offering links to support units of work in all KLAs. Australian colonisation, Celebrations, Communications, Energy, Fractured fairy tales, Habitats, Poetry, Rainforests and Threatened species are a sample of over 90 topic areas featured. As the searching has already been done, each entry only needs checking for student relevance, and entries will provide useful background information for teachers. The main **Library** page is also worth visiting to find links to teachers' sites and to browse Kids' search engines & directories. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: CA; English; HSIE; Mathematics; PDHPE; ST
SCIS SUBJECTS: Webquests
PUBLISHER: Geebung State School, Australia
REVIEW DATE: 12/9/03 [028] SCIS 1145711

Allen & Unwin: teacher's notes & briefings

<http://www.allenandunwin.com/Teaching/resources.asp>

Teacher's notes on classroom activities, and Teacher briefings on the educational usefulness of a range of fiction and non fiction, feature on this practical and easy to use site. The latter offers a text synopsis, author details, and discussion ideas. The ability to conduct a **Thematic search** of texts, by idea and age group, is pertinent for teachers seeking relevant picture books to use with the new *English 7-10 syllabus*. **Author profiles**, **Extracts** of texts, and opportunities to read, and offer, **Teachers' reviews** are also available. The site is clearly laid out with titles of texts as the predominant organising feature. The list of **Useful websites** for teachers makes this a valuable site for English teachers and teacher-librarians to bookmark. C. Thomas

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10

SCIS SUBJECTS: Authors, Australian – Study and teaching; Education, Primary – Bibliography; Education, Secondary – Bibliography; Publishers and publishing; Thematic approach

PUBLISHER: Allen & Unwin, Australia
REVIEW DATE: 12/9/03 [070.50994] SCIS 1145885

In a manner of speaking

<http://www.jhu.edu/~jhumag/1198web/essay.html>

A playful self analysis, in essay form, leads the author, Guido Veloce, to consider the contrast between those who are literal minded and those who are figurative. He investigates journeys in terms of self discovery and, thus, enlightenment. The essay provides an effective model for students for the creative writing section of the HSC English Advanced: *Paper 1*, and demonstrates clever insertions of quotations and differing allusions. This site would assist in the investigation of Area of Study: *The journey*. The **John Hopkins** magazine home page offers a **Search** option for essays and articles from current and **Past issues** which could be checked for relevant material. B. Pryor

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6
SCIS SUBJECTS: English language – Usage; Personality; Self-perception
PUBLISHER: John Hopkins University, USA
REVIEW DATE: 12/9/03 [155.2] SCIS 1145109

National Pioneer Women's Hall of Fame

<http://www.pioneerwomen.com.au/>

Instigated to recognise and acknowledge the contribution made by women in the development of Australia, this virtual women's museum contains three major exhibitions: **Women at the heart**; **First in their field**; and **Women's work**. The museum commemorates the achievements of all Australian women who were pioneers in their field. The information and photographs include a range of Aboriginal, European, Torres Strait Islander, and women from other cultural backgrounds. These were: early settlers in Australia; the first women doctors, lawyers, or aviators; or involved in other fields of endeavour, either professional or domestic. It should be noted that, on this site there is little evidence of consultation with local Aboriginal communities and that there is a lack of sensitivity to some Aboriginal cultural issues. Her **story archive** and **World wide women** contain information of interest to researchers and historians seeking to visit or contribute to other feminist museums. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6
SCIS SUBJECTS: Pioneers and pioneer life – Australia; Women – Employment; Women in Australia – History
PUBLISHER: National Pioneer Women's Hall of Fame, Australia
REVIEW DATE: 12/9/03 [305.40994] SCIS 1146710

Community builders

<http://www.communitybuilders.nsw.gov.au/>

An excellent starting point for Option 10 *Community participation* in the Commerce syllabus, this site examines the idea of understanding and strengthening communities, participation in a local

community, and types of volunteer work that can be undertaken at a local level. Under **Get organised** the site provides advice on planning and managing projects, and working with people and groups. **Case studies** has a good range of examples for students undertaking research, or classes planning their own project. Advice in **Funding facts** includes **Sources**, and **Writing submissions**. This is an excellent site for classes investigating community participation, or developing their own community based project. A. Byron

USER LEVEL: Stage 5 Stage 6 Community
KLA: HSIE
SYLLABUS: Commerce 7-10
SCIS SUBJECTS: Community life; Social action; Voluntary work
PUBLISHER: NSW Premier's Dept. Australia
REVIEW DATE: 12/9/03 [307] SCIS 1145578

Discovering democracy: civics and citizenship education

<http://www.curriculum.edu.au/democracy/>

Aimed at teachers who are building resources about the Australian system of government, the site provides a comprehensive source for educational resources. Under **Teaching civics**, search **Classroom activities** to find teaching support for: Australia's constitution; Centenary of Federation; Citizenship; Human rights; Local government; Referendums; and Voting & elections. Search **Resource database**, to discover a large collection of print and electronic materials specifically for teachers. On the home page, **Case studies** describes how the innovative educational practices of existing civics programs in schools are being linked. Also on the home page, **Parliament at work** is an in depth look at the work structures, parties, and parliamentarians of Federal parliament and each State parliament. F. Campbell

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
SCIS SUBJECTS: Australia – Politics and government; Citizenship; Democracy
PUBLISHER: Curriculum Corp. Australia
REVIEW DATE: 12/9/03 [321.80994] SCIS 1007506

Civil rights movement

<http://search.eb.com/blackhistory/micro/129/80.html>

Examining the civil rights movement in the United States, this site provides an overview of the protests that broke the pattern of racial segregation. An historical outline of black Americans is provided from the 1700s to World War II. Links to the National Association for the Advancement of Colored People (NAACP), landmark court proceedings, Rosa Parks, and Martin Luther King Jr allow further research. The civil rights movement in the 1960s is reviewed with links to the Student Nonviolent Coordinating Committee (SNCC), and the Civil Rights Act. This outstanding overview of the civil rights movement is easy to read and suitable for students studying race relations in the HSC National Study option A: USA 1898-1941. A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Afro-Americans – Civil rights – History; United States – Race relations – History
PUBLISHER: Encyclopaedia Britannica, USA
REVIEW DATE: 12/9/03 [323.1] SCIS 1137037

How effective was the civil rights movement in bringing about social change in America?

http://www.socialstudieshelp.com/Lesson_105_Notes.htm

Created by a high school teacher, these lecture notes on American history provide a detailed discussion of the United States civil rights movement, most useful for the module USA 1898-1941 in the *Modern History Stage 6 syllabus*. The site's home page summarises the movement, mentioning the 13th and 14th Amendments to the US Constitution allowing former slaves the right of citizenship, the Reconstruction of Congress, and the removal of the rights of black Americans during the late 1800s. Click on the **Back to syllabus** link to find over one hundred short lectures, some with graphics, on aspects of American history. Presented in a user friendly question and answer format, these choices include significant legal cases, and the history of the American civil rights movement to 1991. A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Afro-Americans – Civil rights – History; United States – Race relations – History
PUBLISHER: D. K. Miller, USA
REVIEW DATE: 12/9/03 [323.1] SCIS 1137139

Racial respect

<http://www.racialrespect.org.au/home/index.html>

Information to counterbalance prejudice and discrimination, particularly in relation to immigration, refugees and Aboriginal Australians, is provided through discussions to promote recognition and respect for racial diversity within Australia. Summaries of addresses by recognised keynote speakers are found in the **Racial respect public forum** and could serve as stimuli for case studies for *Persons, Culture, and Environment* concepts for *Society and Culture Stage 6*. Annotations of **General, Multicultural sites, Indigenous Australia** sites found in **Links** have potential to provide additional information about aspects of society and inter-relationships of groups in society. **Racial respect newsletters** and **Fact sheets** sections provide information and viewpoints on a variety of issues, with Australia's Refugee Policy being a highlighted matter of contention. Other links would need to be checked for curriculum relevance in this easily accessed site. J. Hawkes

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Society & Culture Stage 6
SCIS SUBJECTS: Australia – Race relations; Ethnic groups in Australia; Multiculturalism
PUBLISHER: Racial Respect, Australia
REVIEW DATE: 12/9/03 [323.1] SCIS 1137575

Grads online

<http://www.gradsonline.edu.au/gradsonline>

The annual *Graduate Destination Survey* produces a profile of students graduating in twenty five different disciplines from Australian universities. The site enables the user to quickly and efficiently determine the 2002 results of this survey. Users select degree, field or subject, and results reveal the median starting salary, **Gender profile trends**, state comparisons, and percentages of graduates in work, looking for work or studying. Students can make a judgement about their choice of degree discipline, however the use of small and italicised print makes the site difficult to use. E. Kesby

USER LEVEL: Stage 5 Stage 6 Professional
KLA: VOC ED
SYLLABUS: Work Education Stage 5; CEC Work Studies Stage 6
SCIS SUBJECTS: Careers; Degrees, Academic; Employment – Australia; Vocational guidance
PUBLISHER: Graduate Careers Council of Australia
REVIEW DATE: 12/9/03 [331.7] SCIS 1145077

My future: Australia's career information service

<http://www.myfuture.edu.au>

Students can log on to this site to personalise their journey through career searches, or simply browse the clearly laid out choices offered. Eight file tabs give a simple visual entree to the comprehensive database. The **facts** features employment trends, labour markets, patterns of work, and an Australian wide courses directory with all providers listed. A careers perspective, for career teachers and all KLA teachers is found in **Assist others**. Government and community initiatives can be researched in **News and views**. Careers advisers will find this directory complements their **JOB, TAFE and UAC** guides as a valuable ready reference. E. Kesby

USER LEVEL: Stage 5 Stage 6
KLA: VOC ED
SYLLABUS: Work Education Stage 5; CEC Work Studies Stage 6
SCIS SUBJECTS: Careers; Vocational guidance
PUBLISHER: Education.au, Australia
REVIEW DATE: 12/9/03 [331.7] SCIS 1101253

UNSW: Careers and employment

<http://www.careers.unsw.edu.au>

The university has a long tradition of communicating with careers advisers and the web site is an extension of this service. An important feature for schools is the **Careers education** link on the home page. Detailed advice on job applications is useful for students who may need to know the more technical details of interview styles, effective resumes, and structured cover letters. Here, **Job search strategies** and **Assessing your skills** are useful, comprehensive, and easy to use. Another important feature is the offer of a range of school delivered workshops and individual assistance by the UNSW Career Management Service. E. Kesby

USER LEVEL: Stage 5 Stage 6
KLA: VOC ED
SYLLABUS: Work Education Stage 5; CEC Work Studies Stage 6
SCIS SUBJECTS: Careers; Degrees, Academic; Employment – NSW; Vocational guidance
PUBLISHER: University of New South Wales, Australia
REVIEW DATE: 12/9/03 [331.7] SCIS 1145106

A perspective on Sydney's green ban campaign, 1970-1974

http://www.teachingheritage.nsw.edu.au/d_reshaping/resources/wd2_burgman.doc

Highlighting the destruction of green spaces in Australian cities in the 1960s and 1970s, this brief document is an extract from Verity Burgmann's 1993 book, *Power and protest: movements for change in Australian society*. It looks at the roles of the wealthy property developers and the Builders Labourers' Federation, describing the

union's challenge to developers, insurance companies, and banks. The two page text makes up the complete site, and is simply a Word document in plain article style format. Although the layout is clear and the content is well written and interesting, the font makes reading difficult, impeding continuity and therefore comprehension. F. Campbell

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
SCIS SUBJECTS: Australian Building Construction Employees' and Builders' Labourers' Federation – New South Wales Branch – History; Environmental protection; Trade unions – New South Wales – History
PUBLISHER: Office of the Board of Studies, Australia
REVIEW DATE: 12/9/03 [331.88] SCIS 1139478

Eco explorer

<http://www.naturegrid.org.uk/eco-exp/index.html>

'You can make a difference!' is the motto that scrolls across the opening page of this fabulous site on environmental sustainability. Hypertext links direct students to pages on **Respect, Reduce, Reuse & repair, Restore, and Recycle**, all offering ideas about responsible sustainable living. A rebus cloze activity on the **Respect** page sets the tone for the site, preparing young users for responsible choices, activities and challenges about their impact on the planet. Colourful graphics, explicit language, hypertext links, direction arrows on every page, and a **Glossary** with **Glossary challenge**, ensure that this site is accessible and fun to use. An **Eco-challenge** poses questions about recycling and reusing; **Web enquiry** is an interactive quiz to check understandings and provide links. This is an excellent resource for achieving the outcomes of the *Environmental Education Policy for Schools*. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Environmental protection; Recycling (Waste, etc)
PUBLISHER: Kent National Grid for Learning, UK
REVIEW DATE: 12/9/03 [333.7] SCIS 1146930

Global policy forum

<http://www.globalpolicy.org>

Concise and interesting introductory material for the *Global business* topic is provided by this organisation, which monitors United Nations policies related to social, economic, financial, and security issues, across a range of current concerns including the **Iraq crisis and International justice**. **Globalisation** gives a brief introduction to the concept, its controls, benefits and drawbacks, all presented from varied points of view. **Financing for development, and Sanctions**, are important for studies about developing countries. Excellent articles, issues, debates, **Tables and charts**, will be welcomed by students as they provide a clear picture of trends. Articles are detailed but readable, with links relevant to further investigations. **Site map, Site search, and A-Z Index**, in colourful formats, provide great navigational aids. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Globalisation
PUBLISHER: Global Policy Forum, USA
REVIEW DATE: 12/9/03 [338.8] SCIS 1121670

Lawstuff: know your rightswww.lawstuff.org.au/

Focusing on the legal rights of those who are under 18 years of age, this site is initially organised by state, and describes in general terms teenagers' legal rights in a range of situations. Thirty five Quick topics, including: **Buying a car**, **Employment**, **Passports**, **Renting**, and **Trade unions**, cover a broad range of topics relevant to the core study and options in the Commerce syllabus. Language and reading level are appropriate for the target audience: cartoons illustrate practical case studies of legal issues and their resolution; and fifteen **True stories** entertain as they teach. The site is great for both independent or structured research for Core 2, and the options on *Law in action* and *Towards independence* in Commerce. A. Byron

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7-10
SCIS SUBJECTS: Adolescents in Australia – Civil rights; Adolescents in Australia – Law and legislation; Law – Australia
PUBLISHER: National Children's and Youth Law Centre, Australia
REVIEW DATE: 12/9/03 [342.94] SCIS 1058959

You're visiting anzacday.org.au: education<http://www.anzacday.org.au/education/education.html>

Part of a larger site, this well organised, easily navigated resource provides materials, specifically for students and teachers, to enhance understanding of Australia's role in military conflicts overseas, from World War 1 to participation in peacekeeping in East Timor. Strong emphasis is placed on the use of primary sources in historical research, and students are offered opportunities to explore these in the many **Classroom activities**, in PDF for ease of printing. Other sections include: **Medals**; descriptions and samples from published books; local contacts; and online versions of two books for students. Of special interest are the sections explaining Anzac Day for younger students. Teachers will need to examine the materials to determine their suitability for their students. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6
SCIS SUBJECTS: Anzac Day – Study and teaching; Australia – History, Military – Study and learning; Gallipoli Campaign, 1915-1916 – Study and teaching
PUBLISHER: ANZAC Day Commemoration Committee, Australia
REVIEW DATE: 12/9/03 [355] SCIS 1146794

Redfern Legal Centre<http://www.rlc.org.au/>

A series of fact sheets providing a simple guide to common legal matters facing consumers, this site provides good resources for Commerce Stages 4-5, particularly Option 5 *Towards independence*. Extensive advice about share housing, tenancy agreements, and tenant's rights is available by reference to other web sites. Fact sheets cover issues of credit, fines, debtor harassment, problems with loans, and the repossession of motor vehicles. The language used is accessible to junior students, with legal and jargon terms being carefully explained. A simple, easy to navigate site, this could be used as a resource by teachers, or a stimulus for research on issues arising from leaving home. A. Byron

USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: Commerce 7-10
SCIS SUBJECTS: Law – NSW; Redfern Legal Centre
PUBLISHER: Redfern Legal Centre, Australia
REVIEW DATE: 12/9/03 [362.5] SCIS 1145554

Education world<http://www.education-world.com/>

Subtitled, *The educator's best friend*, this site contains a myriad of resources for teachers, parents and students. The regularly updated homepage contains **Lesson planning**, **Professional development**, the **Administrator's desk**, **School issues** and **More resources**. Easily accessed, there is information about back to school resources including fresh, engaging **First day lessons** and five minute fillers, as well as a new joke, classroom management tip and quote for each day. There are teacher submitted lessons in every KLA for both primary and secondary classes, although many would need modification to suit the outcomes for NSW syllabuses. Resources for special education teachers, school counsellors and early childhood educators are worth checking, while planning, writing and other templates include printable versions. A. Soutter

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA: Stage 6 Community Professional CA; English; HSIE; Languages; Mathematics; PDHPE; Science; ST; TAS
SCIS SUBJECTS: Education
PUBLISHER: Education World, USA
REVIEW DATE: 12/9/03 [370] SCIS 1024927

The knowledge loom<http://knowledgeloom.org>

With organised collections of resources on selected education topics, this site provides teachers with practical ideas, research and materials. The topics covered are: adolescent literacy in key learning areas; art education; **Cultural relevance in teaching**; early literacy; teaching with technology; middle school mathematics; leadership; staff development; **Redesigning high schools**; and working with parents. For each of these fields there is a panel of experts who will answer questions, or you can join a discussion group. You can also register to receive monthly updates on new lesson materials. This easily navigated site is funded by the US Department of Education and has reliable, commercial free information. A. Soutter

USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; Science; ST; TAS
SCIS SUBJECTS: Educational resources; Learning, Psychology of; Teaching
PUBLISHER: Education Alliance, USA
REVIEW DATE: 12/9/03 [371.1] SCIS 1144832

Knowledge loom: cultural relevance in teaching<http://knowledgeloom.org/crt/index.jsp>

Culturally responsive education recognises, respects and uses students' identities and backgrounds to create optimal learning environments. This section of the *Knowledge loom* documents case studies of **Culturally responsive teaching**. Nine topics covered include: *Communication of high expectations*, *Active teaching methods*, *Teacher as facilitator*, *Cultural sensitivity*, and *Student-controlled*

classroom discourse. What it defines each topic, while *Stories*, *Research and Resources* offer case studies and further reading options. The content for this section of the *Knowledge loom* is presented by the New England Equity Assistance Center. Most of the resources are up to date summaries of Educational Resources Information Center (ERIC) Digests A. Soutter

USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; Science; ST; TAS
SCIS SUBJECTS: Educational resources; Learning, Psychology of; Multicultural education; Teaching
PUBLISHER: Education Alliance, USA
REVIEW DATE: 12/9/03 [371.1] SCIS 1144842

Education world: classroom managementhttp://www.education-world.com/a_curr/archives/classmanagement.shtml

Classroom management is much more than discipline. This section of the resource rich *Education world* site examines all aspects of the classroom from seating arrangements to homework, and from student engagement to cooperative learning. If you are thinking of encouraging your students with a reward system, there are three separate pages of ideas to access as well as a page on intrinsic motivation. There are also pages on teasing and bullying, empowering students and many pages on handling difficult students, including teacher tested tips. Most of these topics have links to other sites which would need to be checked for relevance. A few of the pages lose something in the translation from the American context but there are plenty which provide universal strategies. A. Soutter

USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; ST; TAS
SCIS SUBJECTS: Behaviour modification; Classroom management
PUBLISHER: Education World, USA
REVIEW DATE: 12/9/03 [371.102] SCIS 1144823

Online research moduleshttp://www.cap.nsw.edu.au/bb_site_intro/bbcap_intro.html

Developed for NSW country schools, the site promotes the achievement of skills in the information search process. It is ideal for cooperative programming and teaching for teacher librarians and classroom teachers. Online research modules offer units of work in all Key Learning Areas (KLAs) and for all stages. Currently, only HSIE and ST syllabuses have outcomes for each online activity, however, as the site is regularly updated, outcomes for other KLAs will be available. Students, independently or in small groups, are given a research task to complete. Clear, step by step instructions, summary pages, research links to websites, and presentation suggestions, support the achievement of teaching and learning outcomes. This easily navigated and extensive site will save hours of searching and preparation for teachers. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English; HSIE; Mathematics; PDHPE; Science; ST; TAS
SYLLABUS: Creative Arts K-6; Design & Technology Stage 6; English K-6; English 7-10; History Stages 4-5; HSIE K-6; Languages K-6; Mathematics K-6; Mathematics Life Skills Course Stage 6; Modern History Stage 6; Music 7-10; PDHPE K-6; PDHPE 7-10; Photography, Video &

Digital Imaging Stage 6; Science & Technology K-6; Science Stages 4-5; Visual Arts 7-10

SCIS SUBJECTS: Information technology; Internet (Computer network)
PUBLISHER: NSW Country Areas Program, Australia
REVIEW DATE: 12/9/03 [371.33] SCIS 1005410

Sebastian Swan's infant explorer<http://www.naturegrid.org.uk/infant/index.html>

Sebastian Swan welcomes users to this visually appealing site which aims to improve confidence and competence when using the Internet. **Science links**, **Meet Sebastian**, **Literacy links**, **Read the big books**, **Check the pin board**, and **Teachers' page**, contain great ideas and cross curricular lesson plans which can easily be adapted to NSW syllabus outcomes. The big books encourage interactive participation and lend themselves to the creation of information reports, explanation texts and recounts, while an email option supports the purpose and audience components of the *English K-6 syllabus* outcomes. **Literacy links** provides detailed lessons and resources for use with whole class, small groups and independent workers, although some activities are only available for those with *Talktease 2000* programs. The web site is worthy of classroom use, and could be helpful in a home reading program to engage parent participation. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
SCIS SUBJECTS: Classroom activities; Education, Primary; Reading materials; Science – Study and teaching; Teaching – Aids and devices
PUBLISHER: Kent National Grid for Learning, UK
REVIEW DATE: 12/9/03 [372.133] SCIS 1146916

Miyayke Elementary School<http://www.hokuriku.ne.jp/kaminaka/english/>

This Japanese school has a strong ICT program. Its teachers and students are eager to make the most of their facilities and the opportunities they provide by showcasing their school and district, and inviting comment and interaction from other schools. The well designed site is easy to navigate and offers information about the **School** itself, the Japanese elementary education system and **The area** in which the school is situated. It includes a **Gallery** of student work, photographs of children's activities, and some explanation of **Japanese culture**. Students may use the site to begin a study of Japan, making comparisons on familiar topics between this public school and their own. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Japan – Social life and customs; Schools – Japan
PUBLISHER: Miyayke Elementary School, Japan
REVIEW DATE: 12/9/03 [372.952] SCIS 1146755

Consumersonline: the Commonwealth Government's one stop shop for consumer information in Australia<http://www.consumersonline.gov.au>

A wealth of resources is to be found on this comprehensive site which covers many core and option topics in the *Commerce 7-10*

syllabus. The site is organised into broad categories from the home page tool bar, including, **Shopping, Young consumers**, and, **Business. Consumer rights** contains the Trade Practices Act (1974) and explanations of the Act. From each topic choice are a series of articles covering a range of important consumer issues. General information is provided, along with more specific information about the rights of the consumer in a variety of situations, including scams, safety, and product recalls. Information is well organised and easy to navigate, allowing students to use the site independently, or as a structured task related to a specific consumer issue. A. Byron

USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: Commerce 7-10
SCIS SUBJECTS: Consumer protection
PUBLISHER: Ministerial Council on Consumer Affairs, Australia
REVIEW DATE: 12/9/03 [381.3] SCIS 1145569

Scam watch

<http://www.scamwatch.gov.au/content/scams/scams.asp>

An excellent resource to support the Commerce core study *Consumer choice* and the *E-commerce* option, this site uncovers a variety of scams designed to trap uninformed consumers, such as: **Pyramid schemes, Door to door scams, and Internet scams.** The site is easy to navigate and is written in language accessible to junior students, who could use the site independently to investigate a wide variety of scams. The site is also informative regarding ways of responding to an approach by scammers. In **Scam games**, a great interactive **Fraud quiz** and Scam simulator will amuse and instruct students. A. Byron

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7-10
SCIS SUBJECTS: Consumer protection; Fraud; Swindlers and swindling
PUBLISHER: Ministerial Council on Consumer Affairs, Australia
REVIEW DATE: 12/9/03 [381.3] SCIS 1145296

English Club: quality materials for effective teaching, quality professional development

<http://www.englishclubonline.net>

Run by Victorian consultant Robert McGregor, this site aims at supporting English and literacy teachers in K-12. The site provides a **Resource catalogue** and some resources, but most material is either accessed by subscription or of limited use to out of state users. There are five free sample pages of classroom activities including language activities for Isobelle Carmody's *The gathering*, a unit on the picture book *The princess and the perfect dish* by Libby Gleeson & Armin Greder, as well as a sequencing activity from the film, *Free Willy*. F. Campbell

USER LEVEL: Professional
KLA: English
SYLLABUS: English 7-10
SCIS SUBJECTS: English language – Study and teaching; Literacy – Study and teaching; Literature – Study and teaching; Professional development
PUBLISHER: English Club, Australia
REVIEW DATE: 12/9/03 [428.007] SCIS 1139450

DaisyMaths

<http://www.daisymaths.com.au>

A free to download or play online mathematics webpage, the site has various levels of tasks and a variety of tasks at each level. Activities relate to the *Number*, including some pre algebra concepts as well as time. Games allow students to develop computer numeracy and computer competency skills as children are asked to type, click, and drag to complete tasks using both mouse and keyboard. It should be easy to navigate once teachers set it up and explain game rules and options. Exploring **How to use in Help**, is a good place to start, and will show teachers which activities are most useful for them. Games are suitable for small group use and *Count Me In Too*. L. Wilson

USER LEVEL: Stage 1 Stage 2
KLA: Mathematics
SYLLABUS: Mathematics K-6
SCIS SUBJECTS: DaisyMaths (Computer program); Mathematics – Computer-assisted instruction; Mathematics – Problems, exercises, etc.
PUBLISHER: Kraft Foods Ltd., Australia
REVIEW DATE: 12/9/03 [510.285] SCIS 1004435

A maths dictionary for kids

<http://www.amathsdictionaryforkids.com>

Containing over 400 mathematical terms from *Abacus* to *Zero*, this animated and well illustrated site has an interactive component which will keep students engaged. Following simple instructions, students will be able to utilise computer skills as well as investigate concepts. Content is contemporary, with a definition and description of **Rhythmic counting**, and the site demonstrates procedural knowledge as well as conceptual knowledge in its definitions. Some definitions are accompanied by an interactive activity; for example the **MAB blocks** activity uses drag and drop to demonstrate the cumulative total to one thousand. L. Wilson

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Mathematics
SYLLABUS: Mathematics K – 6; Mathematics 7-10
SCIS SUBJECTS: Mathematics – Dictionaries
PUBLISHER: J. Eather, Australia
REVIEW DATE: 12/9/03 [510.3] SCIS 1075318

Math cats

<http://www.mathcats.com/>

Written by an American teacher, with sections submitted by Australian schools and university lecturers, this appealing site has much to interest teachers and students. A large variety of activities is accessed in an easy to navigate format. **Math cats explore the world** contains an extensive tessellation section which includes space and geometry as well as an interactive Escher section. Stories, crafts, and art, are also to be found here. **Site map and info** has the site's material exceptionally well organised by topic, age, type of activity, and reference to the section users will find it in. L. Wilson

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: Mathematics
SYLLABUS: Mathematics K-6
SCIS SUBJECTS: Mathematics – problems, exercises, etc
PUBLISHER: W. A. Petti, Australia
REVIEW DATE: 12/9/03 [510.76] SCIS 1145831

Count us in

<http://www.abc.net.au/countusin/>

Designed to assist children's understanding of basic mathematical concepts, the interactive games on this site need *Flash 5 Player* or higher to work online, and offline access can be downloaded for Mac and PC platforms. Emergent readers will be instantly attracted by fifteen vibrant peep holes which hint at the content of the hidden games. **How to play** provides simple instructions for each game, but some gaps are evident, requiring teachers to model by entering numerals and finalising some actions. The colourful **Welcome** page displays a menu for additional pages: **Other activities; Games; Download; and Site credits.** Independent usage of this entertaining site should assist students to achieve key competencies and outcomes in all strands of the *Mathematics K-6 syllabus*. C. Keane

USER LEVEL: Early Stage 1 Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K-6
SCIS SUBJECTS: Arithmetic – problems, exercises, etc; Number games
PUBLISHER: ABC Online, Australia
REVIEW DATE: 12/9/03 [513.076] SCIS 1146942

StarChild: a learning centre for young astronomers

<http://starchild.gsfc.nasa.gov/docs/StarChild/StarChild.html>

Graphics and busy backgrounds abound in this useful and accessible site for primary students. Information at two levels of complexity is available on the same range of topics: **Solar system, Universe and Space stuff.** Design and layout are clear and easily navigated, with hyperlinks from the text to a useful **Glossary**, with printable versions of each page clearly available. The site is searchable by keyword. **A special section just for educators**, with lesson plans and classroom activities, is within **New stuff.** **Other good places** provides links to other sites on similar topics, and teachers would need to allow time to assess the curriculum relevance of these linked sites. W. Smith

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Astronomy; Space flight
PUBLISHER: High Energy Astrophysics Science Archive Research Center, USA
REVIEW DATE: 12/9/03 [523] SCIS 1024420

The nine planets: a multimedia tour of the solar system

<http://cedir.uow.edu.au/programs/tnp/nineplanets/>

Continuously developed, refined and revised, this vast, multi award winning and highly recommended site offers detailed information on our solar system: **The sun**, the planets and their moons, and the asteroids. An **Express tour** allows quicker access to condensed information. For each planet, information is provided on its history and mythology, with a statistical summary and more extensive information on current scientific knowledge. Spectacular large, coloured photographs and clickable thumbnails are included in each entry, and, where appropriate, a 30 second music clip from Holst's *The planets*, op. 32. All terms and names are hyperlinked to a comprehensive **Glossary**; seven other appendices offer more detailed and specific information. Numerous links, which lead to

other solar system and more general astronomy sites, would need verification for syllabus relevance. W. Smith

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Planets
PUBLISHER: University of Arizona, USA
REVIEW DATE: 12/9/03 [523.4] SCIS 995927

A walk through time: the evolution of time measurement

<http://physics.nist.gov/GenInt/Time/time.html>

It is possible to teach a range of science skills and content by allowing students to access information from this site, which has the concept of time as its focus. Topics include **Ancient calendars, Early clocks**, atomic clocks, world time, time scales and time zones. An illustrated history of timekeeping from ancient to modern methods is provided by the **A walk through time** home page. **Exhibits on time** at NIST provides links to interesting related sites which include **Calendars through the ages** and **The quartz watch**. This site is easy to navigate and particularly relevant to topics about measurement. J. Morgan

USER LEVEL: Stage 5 Professional
KLA: Science
SYLLABUS: Science Stages 4-5
SCIS SUBJECTS: Time
PUBLISHER: National Institute of Standards and Technology, USA
REVIEW DATE: 12/9/03 [529] SCIS 996031

Amusement park physics: what are the forces behind the fun?

<http://www.learner.org/exhibits/parkphysics/>

If you have ever struggled with finding thoughtful and yet fun activities for physics based programs, why not let your students design and test their own **Roller coaster?** *Amusement park physics* applies simple concepts, such as gravity, centrifugal forces, acceleration and problem solving, to the exciting world of fairground attractions. **Design a roller coaster** and **Colliding cars** are examples of interactive activities based on an understanding of energy, forces and materials in the construction of various rides. Easy to follow links, incorporating a **Physics glossary**, and colourful graphics will make it easy for students, including those who are reluctant to undertake scientific research, to engage and enjoy science in the real world. Extensive **Related resources** enhance this excellent site which provides teachers with the necessary tools to take students on the ride of their lives. B. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Physics Stage 6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS: Amusement parks; Physics
PUBLISHER: Annenberg/CPB, USA
REVIEW DATE: 12/9/03 [530] SCIS 1146691

Electric circuits: an interactive E-learning web site

<http://www.electric-circuits.co.uk/>

A series of interactive games allows students to have fun while investigating *Electric circuits*. **Electricity in the home** highlights

the uses of electricity and need for safety awareness around the home via a *drag and drop* game. Introduction to circuits has activities for completing circuits to activate a torch and a ray gun. Investigating components, symbols, diagrams and wire thicknesses through interactive games will develop students' knowledge about the uses of electricity in their daily lives. Colourful, moving graphics, sound effects and instant responses to quizzes will appeal to students, while supporting their achievement of the Stage 2 unit outcomes for *Switched on*. This web site is a wonderful stimulus for hands on investigation in the classroom. C. Keane

USER LEVEL: Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Electric circuits
PUBLISHER: Staffordshire University, England
REVIEW DATE: 12/9/03 [537] SCIS 1145695

Amethyst Galleries' Mineral Gallery

<http://mineral.galleries.com/>

The Mineral Gallery is an online shop which not only sells minerals but also provides a wealth of information about the physical characteristics of minerals. Images and descriptions of the collection are accessed via **Mineralogical data** which contains an interesting overview of the x-ray and chemical tests necessary for the positive identification of minerals. Other information about identifying the properties of minerals will be of interest to students studying this area of science. It is possible to conduct a search for a mineral in a variety of ways, including by alphabetical order, by chemical composition and even according to birthstone. The information presented is very technical but provides a great resource for those students with a strong interest in minerals. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Earth & Environmental Science Stage 6; Science Stages 4-5
SCIS SUBJECTS: Mineralogy
PUBLISHER: Amethyst Galleries, USA
REVIEW DATE: 12/9/03 [549] SCIS 1143571

Volcano's deadly warning

<http://www.pbs.org/wgbh/nova/volcano/>

An insight into current research in successful prediction of volcanic eruptions is provided in this site, which also offers a clear explanation of how volcanoes work, why they erupt, and interviews with two leading volcanologists. Terminology is clearly explained and illustrated. Well chosen photographs, diagrams and animations add valuable visual information to the two main sections **Anatomy of a volcano** and **Seismic signals**. Emphasising real world problems and solutions, this site offers an excellent example of the application of scientific knowledge in practical and socially beneficial ways. Teacher assistance may be needed to assist student understanding of the site's written material. A **Teacher's guide** and a transcription of the original television program are included. W. Smith

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Volcanoes
PUBLISHER: WGBH Educational Foundation, USA
REVIEW DATE: 12/9/03 [551.21] SCIS 1146836

Prehistoric life

<http://www.museum.vic.gov.au/prehistoric/>

Clean, fresh design and ease of navigation characterise this site, which offers an excellent introduction to geological time and to the identification of fossils. The section on **Invertebrate fossils** is particularly comprehensive. It also includes descriptions and discussions of prehistoric animals from every continent, including the megafauna of Australia. Information is presented in manageable chunks, with obvious links back to the five main sections, and each individual part having a clear, appropriate, and enlargeable illustration. The information would be useful in a study of the unit, *An ancient land*. A link leads to the museum's more detailed site on the same topic for teachers and senior students. W. Smith

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Fossils; Prehistoric animals
PUBLISHER: Museum Victoria, Australia
REVIEW DATE: 12/9/03 [560] SCIS 1146833

Dr Blythe's rainforest education web site!

<http://www.rainforesteducation.com/>

Bursting with fabulous photographs, the images and sounds of the rainforest come to life in this vast site. A drop down menu from tool bar graphics, or hyperlinks in the written text, provide easy navigation. The **rainforest** explains the structure and highlights flora and fauna at each tier. **Rainforest threats** has several sections which graphically argue the need for conservation and which offer ways to support projects. **Resources for teachers and students** has additional links, and **Plant medicines** details natural remedies and their uses in modern medication. **Rainforest fun and games** and **Rainforest journeys** provide more insights about rainforest habitats. This excellent site will support the Stage 3 unit, *Global environments: rainforests* and an **Early readers** section would benefit NESB students studying this unit. C. Keane

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Rainforest ecology
PUBLISHER: Blythe, Australia
REVIEW DATE: 12/9/03 [577.34] SCIS 1145641

Pond explorer

<http://www.naturegrid.org.uk/pondexplorer/pondexplorer.html>

Part of an extensive environmental education web site, the main page opens with a Water Boatman breast stroking across a blue expanse, inviting visitors to go for a virtual pond dip to find an interactive list of pond dwellers and information sheets. The dragonfly symbol, which appears at the top left of each page, takes students back to the main menu to explore more links, such as **Exploring pond habitats** and **Pond investigation**. **Teachers' notes** summarises each area of the site, and includes lesson plans, activities, and curriculum references, which could be easily adapted to supporting NSW syllabus outcomes. This colourful, easily navigated and appealing site will provide a stimulus for hands on investigations of pond environments, and will support the achievement of outcomes in the HSIE *Environments* strand, and the Science and Technology *Living things* strand. C. Keane

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6

SCIS SUBJECTS: Food chains; Life cycles (Biology); Pond ecology; Ponds
PUBLISHER: Canterbury Environmental Education Centre, UK
REVIEW DATE: 12/9/03 [577.63] SCIS 1139196

Mangrove & saltmarsh: an excursion to Towra Point in Botany Bay

<http://bugs.bio.usyd.edu.au/Mangroves/html/home1.html>

Students can easily access this site to conduct a virtual field trip to a salt marsh. The site provides information about the Towra Point ecosystem in Sydney, descriptions of the vegetation there and the biology of the sand dune, saltmarsh and mangrove communities found in the area. A **Transect across the salt marsh** is provided, which presents the raw data collected at the site and its graphical analysis. There is a discussion on the **Physiological constraints on mangroves**, the **Direct effects of the tide** and the **Control of salt content of leaves**. This site is an excellent supplement to the information that can be collected on actual field trips, or could be used instead of a field trip. It is particularly relevant to the *Biology Stage 6 syllabus* topic, *A local ecosystem*. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Mangrove ecology; Mangrove swamps
PUBLISHER: School of Biological Sciences, University of Sydney
REVIEW DATE: 12/9/03 [577.69] SCIS 1143581

Virtual mangrove field trip

<http://www4.tpgi.com.au/users/jwest/Draft/splash.html>

Designed for students unable to attend a field trip or for use as a pre excursion practice, this virtual field trip of a mangrove swamp is an excellent, comprehensive site. Written for the *Biology Stage 6 syllabus* topic *A local ecosystem*, it discusses **Abiotic factors**, including **Salinity** and **Temperature**, and how they are measured. The flow of matter and energy and trophic interactions between plant and animal species are also covered. The site gives examples of **Allelopathy**, **Parasitism**, **Commensalism** and **Mutualism**. A table categorising organisms under the headings *Producers*, *Consumers* and *Decomposers* is an excellent model for the students to record their observations. Students can create food chains and food webs, examine predator and prey relationships and analyse the human impact in the area. This useful site also provides students with a scaffold for a scientific report on the ecosystem. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Mangrove ecology; Mangrove swamps
PUBLISHER: J. West, Australia
REVIEW DATE: 12/9/03 [577.69] SCIS 1143602

Human genetic variation

<http://science.education.nih.gov/supplements/nih1/genetic/default.htm>

The study of human genetics to help us understand ourselves, learn about the development of diseases and, ultimately, improve the health of all humans is the substance of this excellent site. Designed to promote investigation by students, the most helpful

sections of this site are the **Teacher's guide** and **Student activities**. Often technical, but extremely interesting reports on DNA, genetic variation and mutation lead to discussions about the improved diagnosis and treatment of diseases with genetic components. Five activities, based on role plays, video animations, simulations and data analysis, allow students to explore human variation, the interaction between genetics and the environment and genetic testing and its social implications. This site is highly relevant to the topic, *The search for better health* from the *Biology Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Human genetics; Variation (Biology)
PUBLISHER: National Institute of Health, Office of Science Education, USA
REVIEW DATE: 12/9/03 [599.93] SCIS 1143645

The living skeleton: a tour of human bones

<http://www.accessexcellence.org/RC/VL/xrays/>

Comprising eight sections: **Skull**; **Shoulder & arm**; **Spine**; **Elbow & forearm**; **Wrist & hand**; **Pelvis & hip**; **Knee & leg**; **Ankle & foot**, this visually explicit site provides X-ray photographs of specific parts of the human skeleton. Each topic has a **Labeled image** and an **Unlabeled image** with a **Caption**. In multiple images, each section shows adult and children's bones in normal, fractured and post surgical views. Some images showing common bone diseases are included. Some explanations may be needed to ensure student understanding of terminology, and **Questions** provides assistance. Other links would, however, need to be checked for relevance. This site offers a valuable opportunity for students to develop understandings of a major body system, and supports the achievement of outcomes for the Stage 2 unit, *A look inside*. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Human anatomy; Skeleton
PUBLISHER: National Health Museum, USA
REVIEW DATE: 12/9/03 [611] SCIS 1146770

Emerging and re-emerging infectious diseases

<http://science.education.nih.gov/supplements/nih1/diseases/default.htm>

Providing detailed information about infectious diseases to promote awareness and understanding for students is the focus of this valuable site. Disease causing micro organisms and the difference between infection and disease are just two examples of topics which are thoroughly explained. **Student activities** provides opportunities for researching the examples, occurrence and treatment of five major infectious agents. A database of infectious diseases and discussions about research on immunity and how to prevent disease should promote further inquiry. A discussion on the re-emergence of previously controlled global health problems, such as whooping cough and tuberculosis, will promote debate on the effectiveness of public health programs. This site is highly relevant to the topic, *The search for better health* of the *Biology Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5

resources

SCIS SUBJECTS: Communicable diseases; Micro-organisms; Public health
PUBLISHER: National Institute of Health, Office of Science Education, USA
REVIEW DATE: 12/9/03 [616.9] SCIS 1143637

Cell biology and cancer

<http://science.education.nih.gov/supplements/nih1/cancer/default.htm>

This site is one of several curriculum supplements produced by this authority. It is "a creative, inquiry-based instruction program, designed to promote active learning and stimulate student interest in medical topics." The most useful section is **Student activities**, which contains five activities, based on role plays, video animations, simulations and data analysis, through which students can explore the biology of cancer. A comprehensive teacher's guide is also provided. There is also detailed information on skin cancer presented. Highly relevant to the topic the *Search for better health* of the *Biology Stage 6 syllabus* and to various aspects of the *Science Stages 4-5 syllabus*, this site is invaluable. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Cancer; Cells
PUBLISHER: National Institute of Health, Office of Science Education, USA
REVIEW DATE: 12/9/03 [616.99] SCIS 1143627

Building big: bridges

<http://www.pbs.org/wgbh/buildingbig/bridge/index.html>

Richly illustrated with photographs, diagrams and animations, this site aims to develop knowledge and understanding of types of bridges, how they are constructed, the forces at work within and upon them, and why different types of bridges are used in different locations and for different purposes. It includes an explanation of the physics of bridges; animated demonstrations of how bridges work; discussion of significant bridges worldwide and an engaging interactive game for students to demonstrate their knowledge and understanding of types of bridges, their construction and use. It includes interviews with architects, designers and engineers, with clear links to the parent site, and other useful bridge sites. A teacher's guide and a transcription of the original television program are included. W. Smith

USER LEVEL: Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Bridges – Design and construction
PUBLISHER: WGBH Educational Foundation, USA
REVIEW DATE: 12/9/03 [624] SCIS 1146802

Australian Business Limited

<http://www.abol.net>

ABL is an organisation which helps members to make sound and competitive business decisions. Students will find the site useful for *Establishing a business*, and *Business management and change*. With its application to real world decision making, the site takes a practical approach. Menu selections **Manage your staff**, **Grow your business**, or **Organise your finances**; have direct links to

syllabus content. The practical **Business tips** provides some twenty five subjects, of which **Accountancy**, **Environment**, and **Marketing** are three of the best. Another option, **Recruitment, training and development**, gives valuable insight into the *Employment relations* topic, with excellent resource material in, **How to get your employees to work smarter**. Making use of the **Site map** and the **Site search** facilities will aid navigation. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Australian Business Limited; Business; Management
PUBLISHER: Australian Business Limited, Australia
REVIEW DATE: 12/9/03 [650] SCIS 1130024

LMI: Leadership Management International

<http://www.lmi-inc.com>

In this colourful site, choose **International** to determine the purpose, mission, and vision of this blatantly American company. Despite this, the site has plenty to offer teachers and students of *Business management and change*. The **Home** page preamble emphasises the inevitability of change, in keeping with the syllabus, and details of the company and its international operations are available from the menu here. A **Concept & process** option, presents a plan to bring about measurable change. Big block letters on a startling red background, followed by the listing of process steps, show how the company evaluates performance, creates action plans, changes behaviour, and measures results. A selection of **Management articles** provides US style motivational summaries, which provide worthwhile ideas about successful business adaptation to change. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business; Management
PUBLISHER: Leadership Management International, USA
REVIEW DATE: 12/9/03 [650] SCIS 1130045
EMAIL: info@lmi-inc.com

Open: small business network

<http://www.americanexpress.com/homepage/smallbusiness.shtml>

Search choices appear infinite on this very useful and comprehensive site. There are many success stories, each offering information on such subjects as **Hiring and managing staff**. You will find **Tips for successful interviewing**, an excellent and practical resource for job applicants, as well as **More on hiring and managing staff**, with its special relevance to the senior topic *Employment relations*. Possibly the most useful option on this first class site is **Financial management**, in **Get free small business advice**, with its excellent **Articles**, a **Glossary of financial terms**, and a number of **Tools and quizzes**. Students working through the *Financial planning and management* topic will appreciate **Understanding financial statements**, where three key syllabus documents: *Income statements*; *Balance sheets*; and *Cash flow statements* are explained briefly and clearly. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: American Express Company; Small business
PUBLISHER: American Express, USA
REVIEW DATE: 12/9/03 [658.02] SCIS 1130018

AFM: we understand franchising

<http://www.ausfranchise.com.au>

This franchise and marketing consultancy site works well as a student centred resource for *Establishing a business*. While explanations are brief, the summaries are well suited to the needs and interests of most senior students. A choice of six options from the home page covers almost all syllabus requirements for franchising. Although each option provides useful material, there are no definitive answers to questions raised. An AFM franchise test helps to judge if a business is a potential franchise, and, for those with a particular interest in current opportunities, the **Franchising opportunities** option provides a comprehensive listing of Australian operations, each with a brief summary and online application form. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Australian Franchise Marketing Pty. Ltd.; Business; Retail trade
PUBLISHER: Australian Franchise Marketing
REVIEW DATE: 12/9/03 [658.8] SCIS 1130146

Queensland Government Department of Primary Industries

<http://www.dpi.qld.gov.au/food/>

A wide array of topics related to senior food technology can be located on this web site, including primary industries, food safety, and food marketing. This site is most suited to teachers wishing to update their knowledge base, but it could be used in the classroom with directed questions to assist student navigation. The site does require patience in identifying the most relevant areas. **Queensland's food** contains prize winning recipes using a variety of primary products, including crocodile meat, and these could be of interest to both food technology and hospitality teachers. A news section provides updates on current events relating to the food industry. C. Barlow

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology Stage 6
SCIS SUBJECTS: Agriculture – Queensland; Food industry – Queensland
PUBLISHER: Agency for Food and Fibre Sciences, Dept. of Primary Industries, Australia
REVIEW DATE: 12/9/03 [664] SCIS 1145260n

Art capades: for K-3 bilingual

<http://www.kn.pacbell.com/wired/capades/>

Monitor museum, Imitate masters and Swapping styles provide primary students with interactive opportunities to view, investigate, and discuss various art styles. Colour thumbnail images of 28 famous paintings can be enlarged for specific exploration to support outcomes in Visual Arts: *Appreciating*, or printed in black and white for offline experimentation with a range of techniques to assist the achievement of outcomes in *Making*. Design challenges posed in **Interactive** contain clear guidelines for each step in the design process, including purpose and audience. Drawing, perspective and colour activities and tutorials link with **Glossaries** for clear understanding of terminology, and these could also be useful for older students. **Cool links** highlights interesting sites which would need to be checked for syllabus relevance. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS SUBJECTS: Art – Study and teaching; Art appreciation – Problems, exercises, etc; Spanish language text
PUBLISHER: Pacific Bell, USA
REVIEW DATE: 12/9/03 [701] SCIS 986746

Tobwabba Art

<http://www.tobwabba.com.au/>

Primarily a commercial site, created to sell craftworks produced by Tobwabba Art, this resource provides an insight into a successful Aboriginal enterprise where contemporary Aboriginal artists make their living and, in turn, contribute to sustaining their culture. It also outlines the history of the **Worimi people** and how their culture suffered through invasion. Stunning acrylic paintings are included in **Fine art gallery**. As these images can be easily downloaded, teachers have an opportunity to discuss the copyright issues associated with protecting Australian Indigenous art. **Guest book** reveals regular use by students doing projects on Aboriginal art. The Board of Studies *Affirmations of identity: Aboriginal and Torres Strait Islander visual artists' resource kit* would be a valuable support resource to use in conjunction with this site. L. Pratt

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Creative Arts K-6; Visual Arts 7-10
SCIS SUBJECTS: Art, Aboriginal; Art, Australian; Tobwabba Art
PUBLISHER: Tobwabba Art, Australia
REVIEW DATE: 12/9/03 [704.03] SCIS 1146150

Cyber shrine

http://www.kiku.com/electric_samurai/cyber_shrine/index.html

Images of 29 religious shrines in Japan are shown on this simple site. Each shrine is identified by name and prefecture, but without other information. Thumbnail images are easily enlarged, offering opportunities to examine the shrines in detail, and to identify and compare settings, architectural features and building materials. *QuickTime* videos show 360 degree views of seven shrines. An additional interactive section, **Consult the oracle**, should appeal to students, and offers further insight into some traditional Japanese religious beliefs. Teachers will need to provide appropriate cultural and historical context for students using this site, which may provide extension materials for the study of a specific aspect of Japanese culture. W. Smith

USER LEVEL: Stage 2 Stage 3 Community
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Architecture, Japanese – Pictorial works; Japan – Religions – Pictorial works; Shrines – Pictorial works
PUBLISHER: Electric Samurai, Japan
REVIEW DATE: 12/9/03 [726] SCIS 1146740

Exploring through art at the Broad Oak Nature Reserve

<http://www.naturegrid.org.uk/expart/index.html>

The ongoing and changing relationship between nature and art, through symbolic, realistic and abstract three dimensional constructions, is featured in this easily navigated site. Although

resources

showcasing works by a limited number of sculptors, and recounting hands on experiences of students and teachers at a specifically created reserve, the teaching lessons, preparation details, ideas and methods, and the building process are all clearly described with useful visual enhancement for classroom teachers. The main page contains **Exploring through art programmes**, **New art at Broad Oak**, **Sculpting**, and **The sculpture trail** which offers a virtual tour of the reserve. There are practical ideas for students on art excursions and an insightful section about the steps in the design process, each relevant to achieving outcomes in Visual Arts. The three art programmes are relevant to *Exploring science through art*, and could support the Science and Technology K-6 units, *Back to nature*, *Material world*, and *Indoors, outdoors*. C. Keane

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA; ST
SYLLABUS: Creative Arts K-6; Science & Technology K-6
SCIS SUBJECTS: Natural history in art; Sculpture
PUBLISHER: Canterbury Environmental Education Centre, UK
REVIEW DATE: 12/9/03 [730] SCIS1139229

PAN: Performing Arts News

<http://www.performingartsnews.com>

Insights into the world of actors, writers and filmmakers are provided in this free newsletter. The site features articles, web site links to people in the industry, details on current Australian productions, workshops, and public script readings of writers' works. Students can learn how artists create career opportunities for their work to be published or produced. In **Recent articles** users will find a range of opinions on theatre and instruction on drama skills and writing. Articles form the main part of the site, and teachers might value the currency of local and overseas articles such as **Speed thrills**, which highlights the fast speaking dialogue of American sitcoms, **How to really make a living** in video, film and tv, and **Tips for scriptwriting**. E. Kesby

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: Dance Stage 6; Drama Stage 6; English Stage 6; CEC Work Studies Stage 6
SCIS SUBJECTS: Careers; Mass media – Australia; Performing arts – Australia; Performing arts – Careers
PUBLISHER: I. McGregor, Australia
REVIEW DATE: 12/9/03 [790.20994] SCIS 1145088

Motion-picture industry: behind the scenes

<http://library.thinkquest.org/10015/>

Three motion picture links on this main site provide users with opportunities for discovering the art of filmmaking, seeing how a student created short film is made, and working with a simulation to make a movie. An overall look at how a movie is made is examined in the choices **Learn**, **Watch**, and **Experience**, on this student oriented site. A link to the site provides a screenwriting guide by taking users through a template. The roles involved in filmmaking and the ability to create and experiment with various movie making processes make this an interesting interactive site. Its note style presentation of information provides little useful content for an in depth film studies unit. F. Campbell

USER LEVEL: Stage 4
KLA: English
SYLLABUS: English 7-10
SCIS SUBJECTS: Film industry
PUBLISHER: ThinkQuest, USA
REVIEW DATE: 12/9/03 [791.43] SCIS 1136761

NOVA online: special effects – Titanic and beyond

<http://www.pbs.org/wgbh/nova/specialfx2/>

The curtain on a range of special effects is lifted as this interactive site highlights the art of special effects and its development in Hollywood, with special reference to the film *Titanic*. A short game, **Attack of the 50-foot chicken**, allows the user to become a visual effects supervisor, showing how the science of perception meets special effects. **Reel timeline 1890-future** shows movie milestones with specific reference to special effects. The filmmakers of *Titanic*, *X-files*, and *Flubber*, answer questions about visual effects, while computer animators explain how they combine art and science. The use of **Virtual humans** in movies is also discussed in this stimulating and user friendly site. F. Campbell

USER LEVEL: Stage 4
KLA: English
SYLLABUS: English 7-10
SCIS SUBJECTS: Film making; Films – special effects; Titanic (Ship)
PUBLISHER: WGBH Science Unit, USA
REVIEW DATE: 12/9/03 [791.43] SCIS 1136799

NSW Writers' Centre: a resource and information centre for professional and aspiring writers

<http://www.nswwriterscentre.org.au/menu.html>

The site is a notice board to advertise and promote the centre's services for writers, its **Festivals**, competitions, and its Sydney based **Workshops**. Student workshops aim to improve more than writing skills, and although the focus is on senior students, current workshops also cater for Stage 5 and ESL students. Teacher workshops focus on HSC English, and general workshops cover a large variety of writing topics such as non fiction, screenwriting, and character development. Awareness of the centre's work, events, speakers, and the workshops is invaluable for all English teachers, as well as students undertaking a major work in Extension 2 of the *English Stage 6 syllabus*, and for those studying TAFE modules such as journalism. Membership of the centre allows reduced workshop costs and access to online personal writing advice. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Advanced*
SCIS SUBJECTS: Writing (Authorship)
PUBLISHER: NSW Writers' Centre, Australia
REVIEW DATE: 12/9/03 [808] SCIS 1145725

Web study-tools

http://www.ellopos.net/education/studentland_tools.htm

A terrific collection of resources, techniques, and advice on writing and study is to be found on this comprehensive and friendly site. Students' questions on fiction texts, and a resource library ranging from **Bible translations** to **Etexs and dictionaries** open the site, and users will find much information regarding **literary terms**, **quotations**, **essay writing**, **Citing Internet sources**, and **Homework help**. Within **Tools**, **NovelGuide**: novel analysis more than adequately analyses a large number of novels, and **Creative writing @ Yahoo** is a useful directory of interesting writing sites. A comprehensive primary source collection can be found at **The Greek word**, and **Tips** will take users to general information on diet, stress, and managing the ego. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6
SCIS SUBJECTS: Criticism – Terminology; Literature – History and criticism; Writing (Authorship)
PUBLISHER: www.ellopos.net, USA
REVIEW DATE: 12/9/03 [808] SCIS 1146874

Writer's word: a beginner's guide to writing – experimental version

<http://www.ellopos.net/education/studentland.htm>

R. M. Rilke's *Letter to a young poet*, sets the site's tone of knowledgeable and helpful academia. The driving question: "Can the craft of writing be taught and learnt", is approached by presenting authors' writing on writing, which allows site users to learn from the experts and evaluate that question for themselves. Edgar Allen Poe, T. S. Eliot, Orwell, Kierkegaard, and Plato, are some of the authors to be found in the rich literary feast available. Only two modern scripts on writing are featured, but one is a school favourite: the *carpe diem* scene from the film *Dead poets society*. Layout and navigation are user friendly, and links follow each extract, showing interesting related topics on and beyond the site. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Advanced*
SCIS SUBJECTS: Literature – History and criticism; Writing (Authorship)
PUBLISHER: www.ellopos.net, USA
REVIEW DATE: 12/9/03 [808] SCIS 1146857

The hero's journey

<http://www3.sympatico.ca/ci.kerr/hero.html>

Mythology, folklore and human history contain a multiplicity of heroic protagonists embarking on journeys. This site provides a brief, generalised introduction, but indicates how each of us is on our own journey, even suggesting that we must each determine who are the *dragons* in our lives, as we escape into a fantasy world on a quest for the meaning of life. The myth of the heroic journey can be seen to unite the spiritual adventure of the ancients with humanity's search for meaning. The thirteen common components in the hero's journey are outlined in bullet point form, and assist students' understanding when investigating the Area of Study: *The journey*. Home provides a list of easily accessible ancient stories, including *Persephone's underworld journey*, myths and modern stories for further investigation regarding journeys. B. Pryor

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6
SCIS SUBJECTS: Adventure and adventurers in literature; Heroes and heroines in literature; Literature – History and criticism; Voyages and travels in literature
PUBLISHER: C Kerr, USA
REVIEW DATE: 12/9/03 [809] SCIS1145086

The hero's journey in Campbell's Hero with a thousand faces and Star wars

<http://hubcap.clemson.edu/~sparks/sffilm/mmswtab.html>

A simple grid provided on this site is appropriate to the investigation of Area of Study: *The journey* and the 2004-5 HSC stimulus booklet from the NSW Board of Studies. The matrix categorises

Star wars, *The empire strikes back* and *Return of the Jedi* into the three stages of Joseph Campbell's concept of the heroic journey in literature. In the first column, the three stages of the journey: *Separation*; *Initiation*; and *Return*, are broken into subsections for ease of understanding. Examples from each of the featured films complete the cells to highlight the stages in the hero's journey, such as, *Answering call*, *Apotheosis* and *Rescue from without*. **SF films index page** provides more opportunities to study this genre, but would need to be checked for relevance. B. Pryor

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6
SCIS SUBJECTS: Adventure and adventurers in literature; Heroes and heroines in literature; Literature – History and criticism; Science fiction films – History and criticism; Voyages and travels in literature
PUBLISHER: English Dept., Clemson University, USA
REVIEW DATE: 12/9/03 [809] SCIS 1145061

Hero's journey: reference

<http://www.mccli.dist.maricopa.edu/smc/journey/ref/summary.html>

Joseph Campbell's three stages of the heroic journey are summarised in this informative site. Although proclaiming to be a summary of each step of the hero's journey, the explanations are quite detailed and include some simple examples. It should be noted that the first stage of the journey is referred to as *Departure*, as other references offer the term, *separation*. This excellent site offers a good starting point for students in the investigation of Area of Study: *The journey*, greatly assisting their understanding of such terms and concepts as: *Apotheosis*; *Atonement with the father*; *The belly of the whale*; and *The meeting with the goddess*. B. Pryor

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6
SCIS SUBJECTS: Adventure and adventurers in literature; Heroes and heroines in literature; Literature – History and criticism; Voyages and travels in literature
PUBLISHER: Maricopa Center for Learning and Instruction, USA
REVIEW DATE: 12/9/03 [809] SCIS 1145125

Joseph Campbell, Cinderella, and Eudora Welty: using the journey of a hero to explore a worn path

http://www.ncte.org/notesplus/ideas_classroom/worn.shtml

Readily comprehensible, this site is suited to the investigation of Area of Study: *The journey*. It considers Joseph Campbell's three predominant stages of the heroic journey in literature: *separation*; *initiation*; and *return*. These stages are, in turn, divided into a further five sections: the *Call to adventure*; *Crossing the threshold*; *Test*; *Reward*; and *Return*, along with three additional subsections. An introduction leads one into a scaffold of the journey, and then integrates a brief analysis of *Cinderella* and the delightful short story, *A worn path*, by Eudora Welty. Such a scaffold could greatly assist HSC students in comprehending the concept of journeys by adapting it to analyse their own prescribed texts. Links to the National Council of Teachers of English (NCTE) home page are worth checking for a myriad of ideas for middle and secondary teachers. B. Pryor

USER LEVEL: Stage 6

resources

KLA: English
SYLLABUS: English Stage 6
SCIS SUBJECTS: Adventure and adventurers in literature; Heroes and heroines in literature; Literature – History and criticism; Voyages and travels in literature
PUBLISHER: National Council of Teachers of English, USA
REVIEW DATE: 12/9/03 [809] SCIS 1145016

Meanjin: Australia's leading literary magazine

<http://www.meanjin.unimelb.edu.au/>

The web site's very clear and efficient layout of choices includes submission guidelines, a detailed summary of the **Current issue** and **Forthcoming issue**, and summaries of **Back issues** to 1998. The summaries are useful for Extension 2 students, who could productively be directed to browse these in looking for ideas for their major project, and Extension 1 students seeking critical models and information. Past issues of **3/2001: Wanderlust**, and **3/2000: Home and away**, have relevant material for the Area of Study: *The journey*. The magazine's literary nature and contribution to contemporary cultural thought is revealed in *A brief history of Meanjin*, and a look at the site will show English teachers how useful the magazine is for their professional development. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
SCIS SUBJECTS: Arts, Australian-Periodicals; Australian literature-Periodicals
PUBLISHER: Meanjin, Australia
REVIEW DATE: 12/9/03 [A820.5] SCIS 1146336

Keys to the kingdom: Garth Nix

http://www.keystothekingdom.com.au/keys_confirm.asp

In five clearly labelled and easily navigated sections, this site encourages readers to sample and read the first book in the new series by popular fantasy author, Garth Nix. It offers some information about the **Characters** and the author, some printable **Activities** and the opportunity to subscribe to an email **Newsletter** about the series as it develops. Clear, attractive site design is based on that of the first book in the series. Fantasy readers and Nix's many fans will engage with this site and may wish to view Garth Nix's United Kingdom site at www.garthnix.co.uk for further information about this author. W. Smith

USER LEVEL: Stage 3 Stage 4
SCIS SUBJECTS: Authors, Australian; Nix, Garth. Mister Monday
PUBLISHER: Allen & Unwin, Australia
REVIEW DATE: 12/9/03 [A823] SCIS 1146348

Anne Fine: children's laureate

<http://www.annefine.co.uk>

The official web site of Anne Fine, Children's laureate 2001-2003, and author of the recent title *Up on cloud nine*, is a comprehensive and well presented overview of Fine's novels and her own perspective on writing. Fine answers questions about her writing and her novels in **Questions to Anne**, which includes short explanations of how she got ideas for three of her novels, and how she became a writer. It is a valuable site for analysing an author's creative writing process. Recommendations for reading are provided in three categories under **Books**, and **For adults** lists novels, with a short plot summary and review notes. Information **For teachers**

provides curriculum relevance for some of Fine's novels. F. Campbell

USER LEVEL: Stage 4
KLA: English
SYLLABUS: English 7-10
SCIS SUBJECTS: Anne Fine; Authors – English; Children's literature – English
PUBLISHER: Anne Fine, England
REVIEW DATE: 12/9/03 [823] SCIS 1139325

The British Museum: illuminating world cultures

<http://www.thebritishmuseum.ac.uk>

Follow **Children's compass** for a wide variety of resources to support History Stage 4 and Ancient History Stage 6, plus resources for primary students. Visit will take users to **Online tours**, where excellent images of sites and artefacts from the Museum collection are displayed. Tours include: **Anglo-Saxon England**, **Mummies**, **Sport in Ancient Greece**, and **Time**. Teachers looking for resources should go to the **Site map** as this site is huge and it can be confusing when looking for a precise resource. **Learning** has teaching ideas but sheets are not downloadable. For teachers of Stage 6 Ancient History, **World cultures** has pages on **Egypt**, **Rome**, **Greece** and the **Near East**, some of which have online learning sections and a range of artefact images. A. Byron

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: Ancient History Stage 6; Creative Arts K-6; History K-6; History Stages 4-5; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS: British Museum; Civilisation; History
PUBLISHER: British Museum, UK
REVIEW DATE: 12/9/03 [907.4] SCIS 1145563

Activehistory.co.uk

<http://www.activehistory.co.uk>

Educational games/interactive lessons feature on this terrific site which is operated by Wolverhampton Grammar School. These topics cover **Medieval life to Iraq: conflict in context**, and include: **Time machine journey to the Middle Ages**; **Can you save the Weimer Republic?**; **Undercover in Nazi Germany**; and **What is history all about?**. Search by topic/period is a useful place to start, and **Links for teachers** has a short analytical comment from the site's author. Still under this heading, look also at the very useful **Develop your own resources**, and **Contact the author**, which is an informative look at the rationale and makeup of this award winning site. Updated daily with quotes, the images, articles, posters, and a **Discussion forum** for history teachers, makes this site well worth a visit. S. Rusden

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History Stage 6
SCIS SUBJECTS: Quizzes; Simulation games; World history
PUBLISHER: Wolverhampton Grammar School, UK
REVIEW DATE: 12/9/03 [909] SCIS 1139257

Capitolium.org

<http://www.capitolium.org/>

The official web site of Rome's imperial forums explores the age of

the Roman emperors. A detailed **Map** of the area has pop up windows which provide information on each area of the Forum, and with more than 1000 files the site is a wealth of information. **Virtual tour** allows an overview of the key features of each site, and 3D film reconstructions of many buildings are an engaging resource for students. All aspects of life in Rome during this time are explored; brief histories of personalities and buildings are provided, and there is detailed information on the archaeological and restoration projects in the area. Image reproduction is excellent on this highly recommended site. A. Byron

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS: Roman emperors; Rome – History – 30 B.C.-476 A.D., Empire; Rome – Social life and customs – 30 B.C.-476 A.D., Empire
PUBLISHER: Municipality of Rome, Italy
REVIEW DATE: 12/9/03 [937] SCIS 1145694

The Roman Empire: in the first century

<http://www.pbs.org/empires/romans/>

As with the other PBS interactive history sites, checking the site index is a very helpful place to start when researching these presentations. Main topics here are: **The Roman Empire**; **The social order**; **Life in Roman times**; and the marvellous **Ancient voices**. The latter includes primary sources, written and visual, from poets, philosophers, religious leaders and enemies of Rome. Many famous leaders are cited here, including **Julius Caesar**, **Cleopatra**, **Boudicca**, **Josephus**, and **Jesus**. Classroom resources include: **Rome wasn't built in a day**; **Roamin 'N Rome!**, where students become virtual time travellers and keep a diary of their travels; **Number as the Romans do**, fun with Roman numerals; and **Mythmakers**, in which students research and role play Roman mythology. In this section, and in **Special features**, users will find several games, a postcard to send, and a simulation activity on leadership: **Making decisions that affect an empire**. F. Campbell

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: Ancient History Stage 6; English 7-10; History Stages 4-5
SCIS SUBJECTS: Roman emperors – Biography; Rome – History – 30 B.C. - 476 A.D., Empire; Rome – Politics and government – Empire; Rome – Social life and customs – Empire
PUBLISHER: PBS, USA
REVIEW DATE: 12/9/03 [937] SCIS 1139474

Medieval history

<http://historymedren.about.com/>

With features such as **Today in history** and **Picture of the day**, this site provides some interesting insights into medieval life and is most useful for Stage 4 History. Located in **Reference tools** and of particular interest for teachers is the **Medieval atlas**, which can be accessed by region, period, or topic. There is also has an excellent collection of links to other sites, covering medieval times in both **Europe** and **Asia**, and a range of topics relevant to the History syllabus, including **Castles**, the **Crusades**, **Daily life**, and **Archaeology**. This is a great time saving resource for teachers of medieval history and provides some good starting points for student research. A. Byron

USER LEVEL: Stage 4
KLA: HSIE

SYLLABUS: History Stages 4-5
SCIS SUBJECTS: Middle Ages; Renaissance
PUBLISHER: About.com, USA
REVIEW DATE: 12/9/03 [940.1] SCIS 1135620

Walk though time

<http://www.bbc.co.uk/history/walk/index.shtml>

An excellent resource of interactive activities, this site looks briefly at the Romans, Vikings, Anglo Saxons, Tudors, Victorians, and 1950s Britain. There are four activities: **Time Strip**, an interactive timeline; **Which came first?**, where students must decide which object is the odd one out; **In living memory**, memories collated from student interviews; and **Print and do**, handouts relating to site information. Well laid out and easy to navigate, the site recommends use by 7-9 year olds, but its information is also appropriate for older history students building skills and content knowledge. A perusal of **Teachers** and **Site guide**, on the home page, will quickly show teachers how useful the site is for their needs. S. Rusden

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5
SCIS SUBJECTS: Chronology, Historical; Great Britain – Biography; Great Britain – History; Great Britain – Social conditions
PUBLISHER: BBCi History, UK
REVIEW DATE: 12/9/03 [941] SCIS 1139272

Napoleon

<http://www.pbs.org/empires/napoleon/>

Topics on this interactive site include: **The man and the myth**; **Napoleon and Josephine**; **Politics in Napoleon's time** (including the French Revolution); and **Napoleon at war** (including specific campaigns). Classroom materials cover the themes of: **Napoleon becomes a man of destiny**, a look at Napoleon's success and comparing his rise to fame with that of a 20th century leader; **Hero or tyrant?**, where students research Napoleon's life and write an 1815 newspaper; **The laws live on**, which compares Napoleon's civil code to the U.S. Constitution; and **Church and state**, which analyses the separation of church and state in various historical and contemporary settings. The site may be used to support the *History Stages 4-5 syllabus* for the topics *Introducing history*, and the elective *Thematic studies: Heroes and villains*. F. Campbell

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7-10; History Stages 4-5
SCIS SUBJECTS: France – Kings, queens and rulers – Biography; Napoleon – Emperor of France
PUBLISHER: PBS, USA
REVIEW DATE: 12/9/03 [944.05] SCIS 1139467

Japan for 6 to 10 year old children

<http://www. Dover.net/~johnd/categories.html>

Written and photographed in 1998 by an American teacher traveling in Japan, this simply designed and easily navigated site contains pictures and descriptions aimed directly at the interests and understandings of primary students. The author's intention is to challenge stereotypical thinking and to emphasise similarities rather than differences between school students in different cultures. Divided into six sections: **Food**; **Schools**; **Peace**; **Kite making**; **Baseball**; and **Japanese house**, the site presents engaging

resources

photographs, which clearly illustrate aspects of Japanese life, with short captions or questions for each. It would make a useful starting point for a study of Japan, enabling students to make comparisons with their own homes, school, sports and customs, emphasising understanding and encouraging discussion and empathy. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Japan – Social life and customs
PUBLISHER: J. Donaldson, USA
REVIEW DATE: 11/9/03 [952] SCIS 1146724

American Indian Relief Council

<http://www.airc.org/reservations/index.html>

An excellent source of information for students and teachers, this site features profiles of the Native American reservations in South Dakota. Tribes are discussed in detail, and information is provided about the impact of the Fort Laramie Treaty of 1868 on each tribe. Maps, information about community welfare programs, and population statistics, are also included. Of particular use for the *Social justice and human rights issues* topic, are the descriptions of current *Living conditions* and commentary on social problems specific to each reservation. An overview of the Sioux nation includes statistics and information on broad areas of Economics, Health, Education, and Housing. A. Byron

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6
SCIS SUBJECTS: North American Indians – Reservations
PUBLISHER: American Indian Relief Council, USA
REVIEW DATE: 12/9/03 [970.004] SCIS 1130172

Conquistadors

<http://www.pbs.org/opb/conquistadors/>

An excellent resource for students studying Topic 2, the site covers the impact of colonisation on the indigenous peoples in Mexico, Peru, Amazonia, and North America. It is a good starting point for a study of the Aztec civilisation, and the short and long term impact of Spanish conquest is explored. Each section provides information on key historical events, and the colonisation of each indigenous group is examined from a range of perspectives. A *Timeline of conquest* will assist students in sequencing events and exploring thematic topics such as the impact of introduced diseases on indigenous peoples. Within the *Teaching guide*, a bank of lesson ideas is available to download. A. Byron

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5
SCIS SUBJECTS: South America – Discovery and exploration; Spain – History, Military
PUBLISHER: Oregon Public Broadcasting, USA
REVIEW DATE: 12/9/03 [970.01] SCIS 1145703

SCIS Reviewing Team

DET classroom teachers with expertise in any of the new K-12 syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: Elizabeth.Maxwell@det.nsw.edu.au

The National Centre for History Education

<http://www.hyperhistory.org>

An excellent resource for teachers, this huge site provides a wealth of information and ideas on the teaching of history, and the inclusion of technology in the classroom. The site has a strong focus on historical literacy, and civics and citizenship, plus feature and academic articles on Australian history. From the *Guide for teachers of history*, go to *Constructing learning and practice* for a large number of articles on using narrative and film in history teaching. Users will find however, that *Sitemap* is invaluable for quicker access to a chosen topic. *Curriculum resources* and *Secondary* take users to online units of work with lesson plans, resources, and worksheets. Units on the *Red menace*, *Communism*, the *Cold War*, the *Vietnam War*, and the *Melbourne Olympics*, are great resources for Stage 5 students. A. Byron

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: History Stages 4-5
SCIS SUBJECTS: History – Study and teaching
PUBLISHER: National Centre for History Education, Australia
REVIEW DATE: 12/9/03 [994] SCIS 1122987

Tjapukai Aboriginal cultural park

<http://www.tjapukai.com.au>

Useful for its content regarding Aboriginal history, art, and culture, the site is also in tune with the new *English 7-10 syllabus*, as a fine example of web site structure and evaluation. The site is fresh and appealing, entertaining as well as useful. It is easily navigated, a side bar of choices revealing visual delights such as a theatrical interpretation of *Aboriginal culture*, and visits to *Creation theatre* and *History theatre*. In particular, the power and role of language can be explored by students as they gain an appreciation of dance, art, and especially the story and its role in *Aboriginal culture*. *Tour guide* is an excellent place to start site perusal, and *Media* is well worth a look for English teachers, with material applying to many Stage 4 and Stage 5 outcomes. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5 Community
Professional
KLA: CA; English; HSIE
SYLLABUS: Aboriginal Studies 7-10; English 7-10; HSIE K-6; Visual Arts 7-10
SCIS SUBJECTS: Aboriginal peoples – History; Aboriginal peoples – Languages; Art, Aboriginal
PUBLISHER: Tjapukai Aboriginal Cultural Park, Australia
REVIEW DATE: 12/9/03 [994] SCIS 1145875

Documenting a democracy

<http://www.foundingdocs.gov.au/home.htm>

An excellent resource for teachers and students, this site is a well organised collection of documents relating to democracy in Australia. A *Timeline*, from Australia's *Dreaming* to 2001, provides a historical outline with links to key events, and historical documents that can be viewed online or downloaded. This allows a chronological approach, or a *Pathways* thematic approach can be taken through the themes of *Foundation*, *Building*, *Freedom*, and *Land*. The search feature enables students to find documents relevant to people, events, or issues. A *picture album* including

paintings, maps, and photographs will engage students undertaking independent research on civics and citizenship issues throughout Australia's history. A. Byron

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
SCIS SUBJECTS: Australia – Constitutional history; Australia – History – 1851-1901; Australia – Politics and government
PUBLISHER: National Archives of Australia
REVIEW DATE: 12/9/03 [994.03] SCIS 1026874

Life on the goldfields: a State Library of Victoria virtual exhibition

<http://www.slv.vic.gov.au/slv/exhibitions/goldfields/>

An extensive virtual tour of the Victorian State Library's exhibition, *Life on the goldfields*, includes paintings, books, posters and other material that is easily accessed via eight images on the menu screen. *On the road* depicts the dangers faced by adventurers seeking their fortunes. *Life under canvas* highlights works by the artist Edward Snell, and includes his 1850s diary entries. *Entertainment*, *New chums*, *Mining techniques*, *Lucky diggers*, and *Eureka Stockade*, provide fascinating visual and written information about this period. *Goldfields petition* enables us to view this fragile thirteen metre long document listing the grievances and demands of diggers and providing a frame of reference for the Eureka rebellion. Thought to have been lost, this petition contains 5 000 diggers' signatures. *Teachers notes/student activities* can be viewed and downloaded in PDF form. C. Keane

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6
SCIS SUBJECTS: Art, Australian – Exhibitions; Eureka Stockade, 1854; Gold mining – Australia
PUBLISHER: State Library of Victoria, Australia
REVIEW DATE: 12/9/03 [994.03] SCIS 1021258

Canadian Arctic Profiles: indigenous culture

<http://collections.ic.gc.ca/arctic/inuit/people.htm>

Covering a wide range of topics relating to the indigenous peoples of Canada, this appealing site is an excellent resource for *Ancient societies* in Stage 4 History, the comparative studies in Stage 6 Aboriginal Studies, and Stage 5 Science: *Implications of science for society and the environment*. In *Communities*, a map of the Arctic rim shows each indigenous community, providing information on climate, history, demographics, political organisation, education, and medical facilities. *Land claims agreements* include the Nunavut land claim, and cultural identity is addressed through examining a variety of cultural expressions and changing relationships with the land. Contemporary issues such as the impact of changes in technology and *Environmental sensitivity* are also discussed in detail. A. Byron

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; History Stages 4-5
SCIS SUBJECTS: Arctic regions – Social life and customs; Indigenous people; Inuit
PUBLISHER: Government of Canada
REVIEW DATE: 12/9/03 [998] SCIS 1145269

Literacy and Numeracy resources

The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacher librarians have a vital role to play. *Scan* has already published reviews of a range of resources, including some Internet sites, to support literacy. In this issue, we highlight further resources in keeping with initiatives in this area. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy experts to give an accurate appraisal of resources and how they might support the NSW Literacy and Numeracy Plan.

GUNZI, Christiane

My very first look at [series]

Two-Can, 2002
ISBN 184301081X

Early mathematical concepts and English vocabulary are the focus areas of this series, but the difficulty in clearly depicting these ideas for young readers is obvious, as so many of the terms used are comparative rather than absolute. A tall building can be dwarfed by a taller building, and positional language, such as *in front*, only makes sense if the relationship between the two items is clear. Australian readers might also challenge the labelling of some of the items; plimsoles for sneakers, tall flower for long stem, and pull socks down instead of push socks down. Although the colourful presentation of these books is appealing, a closer inspection makes one doubt that any of the reproductions demonstrate a child's first look at all. A picture dictionary would be just as adequate and possibly less confusing. S. Bremner

USER LEVEL: Early Stage 1
KLA: English; Mathematics
SYLLABUS: English K-6; Mathematics K-6
\$9.95 each

Titles in this series include:

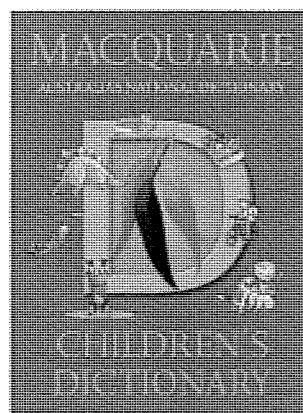
My very first look at clothes SCIS 1125690
My very first look at my home SCIS 1125694
My very first look at opposites SCIS 1125644

Macquarie children's dictionary

Macquarie Library, 2003
ISBN 1876429402 [423]

In most cases, this resource provides a context for using a word, rather than attempting to define the word. Any definitions are

commonsense and focus on the context of the accompanying picture. A yak is defined as a big animal that lives in the mountains; an ape is a big monkey without a tail. Aside from some skewing of stereotypical gender roles, attempts at inclusion are successful. Representations of children convey a range of cultures and accessible visuals. Many of the words featured will require discussion, which can then be treated as critical literacy. Reference books need to be challenged, rather than accepted as a neutral body of information. Students might consider how they would represent the word if they were given the same task of constructing a dictionary for their classmates. S. Bremner



USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 Paper \$18.95 SCIS 1132966

FOSTER, John

Oxford first rhyming dictionary

Oxford University Press, 2003
 ISBN 0199109249 [423]

Word play is an important part of learning to read, as students learn to look at a word, its letters and sounds as separate from the meanings. Rhyming words are linked by their sound, and, sometimes, by their letter combinations, but rarely by their meanings. The fun is making it all come together. This resource is in alphabetical order, so students can look at the initial sounds, recognise patterns and notice the differences between the rhyming potential of words that begin with a vowel and those that begin with a consonant. Each page also has a little verse which is well supported by a colourful illustration. This book would be a useful resource in the classroom and as a borrowed book to be shared at home. S. Bremner

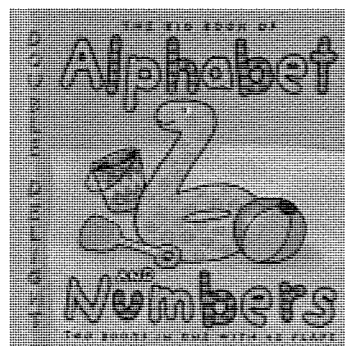
USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 Paper \$21.95 SCIS 1124365

NOVICK, Mary

Alphabet; Numbers

Little Hare, 2002 (Double delight) (Aust. release 2003)
 ISBN 1877003115 [428.1]

This is a confident, colourful and quite stylish resource with the potential to become tattered quickly if students are too enthusiastic using the lift the flap pages. Each letter of the alphabet is accompanied by two illustrations that are cleverly juxtaposed. Although not its primary intent, teachers could use the authors' ideas for a



class alphabet book. The numbers are dealt with in a similar fashion, with bold outlined illustrations reminiscent of popular colouring books. Flap books tend to be popular with young learners, and this delightful resource could provide an opportunity to discuss some book handling conventions. S. Bremner

USER LEVEL: Early Stage 1
KLA: English; Mathematics
SYLLABUS: English K-6; Mathematics K-6
 \$24.95 SCIS 1129612

GOT, Yves

Louie's big book of words

/ translated by Simona Sideri. Zero to Ten, 2002 (Aust. release 2003)
 ISBN 1840892501 [428.1]

Louie, a fun loving rabbit, romps through each page of this appealing book as he investigates his world in the company of his family and friends. The text takes young readers into recreational aspects of his past times, with topics related to leisure, holidays and domestic chores. It is not a story in any conventional sense, but rather a collection of word banks related to various themes. These are arranged on double page spreads, full of colourfully illustrated items and activities. Useful for emergent readers to recognise and read words, this resource could be used as a model for students to make similar pastiches of their own lives. S. Bremner

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 \$26.40 SCIS 1127441

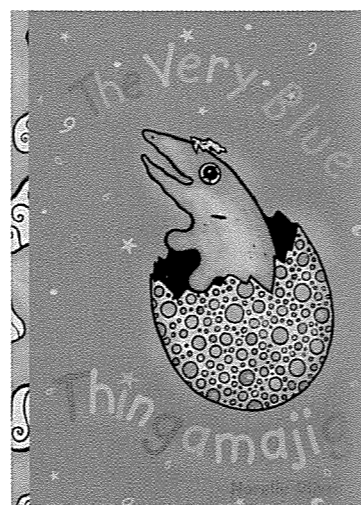
OLIVER, Narelle

The very blue thingamajig

Scholastic, 2003
 ISBN 1862914931 [513.2]

With beautifully written text accompanied by bright illustrations and fold out pages to further entice the young reader, this book has much to offer the classroom teacher, the parent and the child, and is highly recommended. *Working mathematically* outcomes as well as all *Number* outcomes for Early Stage 1 and Stage 1 can be related to this text as it explores relationships with numbers within the context of a thingamajig growing or developing an assortment of appendages. In addition, the text could be well utilised as a model for reading and writing outcomes in English related to context and text, language structures and features as well as the reading of texts and producing texts. A. Arnott

USER LEVEL: Early Stage 1 Stage 1
KLA: English; Mathematics
SYLLABUS: English K-6; Mathematics K-8
 \$26.95 SCIS 1119560



Picture books

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

BLUTHENTHAL, Diana Cain

I'm not invited?

Simon & Schuster, 2003
 ISBN 0743468139

Minnie is riding an emotional roller coaster after accidentally discovering that her best friend is having a party on the weekend. She spends the week either feeling miserable about being overlooked, excitedly waiting for the invitation, or loyally inventing excuses for the oversight. Students will easily identify with Minnie as she experiences the highs and lows amidst a daily routine of home, school and spelling lists. Gentle watercolour illustrations reflect Minnie's character while complementary chunks of print make the story accessible for readers needing support. This attractively presented picture book is ultimately about friendship, and will appeal to many students. C. Keane

USER LEVEL: Stage 1 Stage 2
 Paper \$12.95 SCIS 1137257

BURNINGHAM, John

The magic bed

Random House Children's, 2003
 ISBN 0224064681

When Georgie outgrows his old cot, a trip to an antique shop results in the purchase of a bed which the owner insists is magic. When he finally succeeds in guessing the correct word, his magical bed takes him over cities, jungles, beaches and oceans where he frolics with gnomes and fairies, a tiger, pirates and dolphins. Georgie's adventures nearly come to an end when his special bed is sent to the dump. Using clear, bold text accompanied by simple watercolour sketches, this picture book is sure to delight young students. The special word is never revealed and readers are invited to see if they can find their own magic word next time they are lying still in their beds. J. Eade

USER LEVEL: Stage 1 Stage 2
 \$29.95 SCIS 1126816

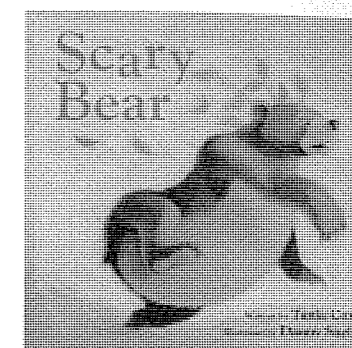
COX, Tania

Scary bear

Working Title, 2003
 ISBN 1876288329

Waking up early from his long sleep, Bear decides to surprise his friends. Unfortunately, the animals don't recognise Bear and it is their reactions to him that provide the charm of the story. It introduces the readers to a variety of animals from North America: the moose, beaver and raccoon. The descriptive language engages the reader and introduces each animal's individual characteristics. Soft

watercolours provide visual appeal and enhance the simple yet engaging text. This picture book is ideal for shared reading and could stimulate discussions about jumping to the wrong conclusion and the importance of friendship. A young audience will enjoy choral reading with the sections of predictable and cumulative text. F. Kyle



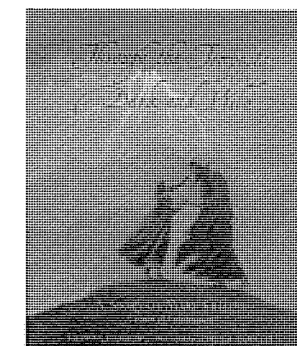
USER LEVEL: Early Stage 1 Stage 1
 \$24.95 SCIS 1129555

DARROW, Sharon

Through the tempests dark and wild

Walker, 2003
 ISBN 0744556643

Mary Shelley's life is described here in a fictionalised account which wonderfully documents her life at age fourteen. The author of *Frankenstein*, Shelley's mother died when she was a baby, and she did not get on with her father's new wife. Hauntingly beautiful illustrations in this picture book depict Shelley's two years living with friends in Scotland. The text incorporates literary quotes from the era, and several stories foreshadowing the novel that Shelley writes a few years later. A foreword introduces the reader to Mary Shelley, and an after word summarises the rest of her life. E. Derouet



USER LEVEL: Stage 4 Stage 5 Stage 6
 \$27.95 SCIS 1119218

FLEMING, Garry

The cassowary's egg

Borghesi & Adam, 2003
 ISBN 1877035181 [A821]

The brilliant colour of vibrant illustrations, leaping off pages that are a foot square in size, make up for this story's weakness in written text. When the male cassowary loses his egg to a goanna, he sets out to retrieve it before his assertive mate gets back from her jaunt with the girls. The narrative is a long and interesting tale with a clever build up of tension, but it is written in problematic verse with an erratic metre. Teachers reading aloud will need to put in their own punctuation and pauses to make the language, and therefore the meaning, flow. Student's eyes will be riveted to the illustrations however, and the visual dynamics of the text do, in true picture book style, tell the story beautifully. C. Thomas

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
 \$26.95 SCIS 1131279

All prices in the availability statement include GST.

GALLOWAY, Ruth

Smiley SharkKoala, 2003
ISBN 0864615019

Appropriate for this year's book week theme, this is another unremarkable, yet cute, fishy tale which will appeal to young readers and listeners. A variety of vibrantly coloured sea creatures swish across each page on a busy and colourful underwater stage. Displaying human feelings and facial expressions, these marine characters are the stars in minor and major complications, all of which are happily resolved. The clear text and supporting illustrations allow students to use their predicting skills and may promote discussions about friendships and belonging. This enjoyable picture book provides a model for pictorial responses for colourful displays in the library and classroom. C. Keane

USER LEVEL: Early Stage 1 Stage 1
Paper \$12.95 SCIS 1122373

GLEESON, Libby & JAMES, Ann

Shutting the chooks inScholastic, 2003
ISBN 186388985X

It's late afternoon at the farm. A young boy takes pleasure in his daily task of gathering the chooks, feeding them and safely locking them away for the night. Young listeners will be fearful for the boy and one of his charges when routine becomes extraordinary, and the boy's gaiety becomes a race against rising panic, darkness and the unknown until the safety of home is reached. Charcoal line sketches, enhanced with oil pastels for colour, ably reflect the changing moods and wealth of descriptive language in the text. An unusual picture book, it could be used for oral recounts and would work well for a story mapping activity. C. Keane

USER LEVEL: Early Stage 1 Stage 1
\$24.94 SCIS 1119394

GOLDSACK, Gaby & WALKER, Sara

My mum is greatParagon, 2003
ISBN 0752597973

One of four similar titles about different family members, this cheerful picture book extols the virtues of the super mother. Told from a child's perspective, each page displays the ever smiling mum being brave, capable, understanding, adventurous, intelligent and loving. Everyday catastrophes are resolved with ease and enthusiasm by this magic mum. The humorous illustrations are bold and the font has a childlike style. The cat's appearances will create additional interest with students speculating on the feline's motives. Each of the books follows the same format, with dad, grandpa and grandma all receiving the same adulation and super hero status. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
\$9.95 SCIS 1127822

Other similar titles are:

My dad is great SCIS 1127760**My grandma is great** SCIS 1127820**My grandpa is great** SCIS 1127819

All prices in the availability statement include GST.

GOODHART, Pippa & CHURCH, Caroline Jayne

Pudding: will you be my friend?The Chicken House, 2003
ISBN 1904442021

Simplicity and restraint characterise this picture book about loneliness and the need for a friend. There are no clues about the reasons for Lucy's and Pudding's loneliness, but their pleasure and satisfaction in each other's company is evident. Pudding's bad behaviour gently suggests the reasons why some children may behave in antisocial ways, although running away from problems and going home with a stranger who offers friendship, are not solutions to be encouraged in young readers. Illustrated with large, simple pictures, this book offers a useful vehicle for classroom discussion on loneliness, solving problems, and making and keeping friends. W. Smith

USER LEVEL: Early Stage 1
Paper \$14.95 SCIS 1128997

GRANT, Joan & CURTIS, Neil

Cat and fishLothian, 2003
ISBN 0734404816

A modern day fable of the attraction of two unlikely creatures, the story of cat and fish sharing some special moments together has cat showing fish, aspects of his life. When fish misses the ocean, cat takes him there. After meeting fish's friends, they decide to compromise and live where the land and sea meet. The stark structure of rectangular white borders around full page pen and ink illustrations, contrasts with the opposite page of one sentence in black print. The picture book would be a vibrant tool in teaching about tolerance and harmony. E. Derouet

USER LEVEL: Stage 1 Stage 2 Stage 3
\$26.95 SCIS 1131289

GREY, Mini

The pea and the princessRandom, 2003
ISBN 0224064592

Earthy colours and a repeated vegetable theme in the illustrations complement this quirky and innovative picture book. Written from the point of view of the pea that was specially chosen to reveal the authenticity and worthiness of a princess for marriage, this is inspired by the Hans Christian Andersen classic, but it contains a twist. Postcard cameos of well known fairytale princesses are bound to be noticed by keen eyed students and could provide the stimulus for innovative writing in the style of the book. Unusual perspectives and borders could inspire creative art activities, as the uses for this playful book will be limited only by the imagination. C. Keane

USER LEVEL: Stage 1 Stage 2 Stage 3
\$29.95 SCIS 1134628

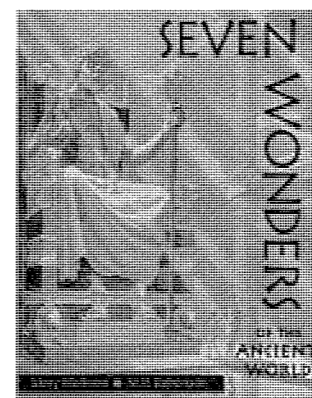
HOFFMAN, Mary & ROBERTSON, M. P.

Seven wonders of the ancient worldLincoln, 2003
ISBN 0711219869

Callimachus, a teacher, author, and librarian at the renowned library of Alexandria during the 3rd century BC, journeys through Egypt and crisscrosses the Mediterranean researching the wonders

of the ancient world. A combination of fact and fiction, and written in the first person through the eyes of Callimachus's young slave assistant, Philip, this simple narration stirs the imagination as it evokes thrilling images of the magnificent structures, myths, heroes, and artisans from the distant past. Well supported by colourful illustrations and reconstructions of ancient buildings, readers will be transported back in time to appreciate, not only descriptions of the marvels, but also glimpses of everyday life. Information about each structure is included, and ancient maps show the location of the sites in this enjoyable picture book. C. Keane

USER LEVEL: Stage 2 Stage 3
\$27.95 SCIS 1123845



KUBICK, Dana

Tabby the wild catKoala Books, 2003
ISBN 0864614632

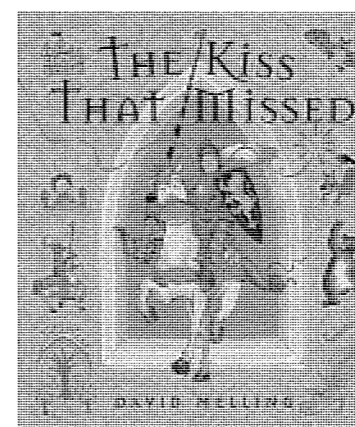
Tabby, a lovable family cat, sees himself as a member of the big cat family, a wild adventurer who stalks his prey and sleeps, curled over a high branch in the safety of a tree, under a ceiling of stars. Children mimicking their favourite super heroes during imaginative play will appreciate Tabby's perception of himself as a wild cat. Clever illustrations blur the divide between fantasy and reality, from the leopard spot endpapers, to the reflected image in the mirror and the superimposed images of Tabby enacting the daily scenes of a variety of wild cats. The importance of self image and confidence is reinforced for young students who will be eager to share this gorgeous picture book. C. Keane

USER LEVEL: Early Stage 1 Stage 1
Paper \$10.95 SCIS 1123032

MELLING, David

The kiss that missedHodder Children's, 2003
ISBN 0340797185

In this original adaptation of a medieval tale, a knight and his faithful horse are sent on a mission to follow a kiss that escapes the royal passage between a king and his son. A hilarious voyage unfolds as we follow strong rhythmic text through twists, turns and clever word play. An intriguing visual layout, with changing word size and background illustrations that contain interesting detail, propels readers to turn each page. The well structured narrative would provide an excellent model for text construction



for lower and middle primary students. Complete with a satisfying ending, this picture book will delight and amuse young readers. S. Taylor

USER LEVEL: Early Stage 1 Stage 1 Stage 2
Paper \$17.95 SCIS 1119932

NOVAK, Jiri Tibor

Great ocean walkLothian, 2003
ISBN 0734405774

Living near the Great Ocean Road on the south coast of Victoria inspired this award winning author and illustrator to write about the beaches on this stretch of the coast. Contrasts abound in this elegant picture book including: photographic sequences overlaid with cartoon inspired drawings; sombre backdrops with vibrant characters in the foreground; ancient landscapes and modern storyline; natural and manmade treasures; a practical father and a creative son; and a surprise ending. The unique style of this book makes it a valuable resource in supporting the achievement of outcomes in *Reading and viewing texts: responding to texts in the English K-6 syllabus*. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
\$26.95 SCIS 1134999

OKTOBER, Tricia

Bush secretsHodder Children's Books, 2003
ISBN 0733613462

An old gum tree is the centre-piece for this charming picture book that describes one day in the life of a variety of creatures. Sheltering in its roots along the banks of the river, a family of platypuses sleep, while a kookaburra welcomes the new day from its high perch. Diurnal creatures begin their day, never straying too far from the shelter of the old gum that oversees and plays a major role in the interrelationships of these bush creatures. Information about habitat, appearance, and behaviour, support the gorgeous illustrations. Oktober's message of conservation will be appreciated when the text is read aloud to young audiences. C. Keane

USER LEVEL: Stage 1 Stage 2
\$27.95 SCIS 1123729

RIX, Jamie & CHAPMAN, Lynne

Giddy goatOrchard, 2003
ISBN 1841214248

Aptly named, this picture book is a pleasure to read. It is a captivating story about a young mountain goat who is terrified of heights and mountain climbing. The story operates on many levels, providing an engaging story that looks beyond the physical reaction

of fear to how fear can be faced and overcome. With a carefree disregard for conventions, the words cavort across each page displaying the author's love of language. The illustrations are joyful and complement the gentle humour. This picture book would be great to use in a shared reading activity to stimulate discussions about fears, friendships, and accepting differences. F. Kyle

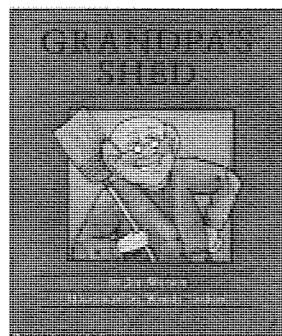
USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
 \$27.95 SCIS 1130552

WATSON, Joy & HODDER, Wendy

Grandpa's shed

Scholastic NZ, 2003
 ISBN 1869435621

Following the tradition of *Grandpa's slippers* and *Grandpa's cardigan*, this latest Grandpa story also revolves around a familiar scenario. Grandpa decides to clear out his shed, declines Grandma's offers of help, and each day becomes distracted from his task. This older couple enjoys a comfortable relationship, as shown by the dialogue and the sharing of everyday chores. The illustrations depict a cosy family home complete with contented cat and characters carrying out traditional grandparent activities like knitting and gardening. Students who remember Grandpa's earlier stories will be delighted to discover that Grandpa's slippers and cardigan remain with him in this picture book. S. Rasiaiah



USER LEVEL: Stage 1
 Paper \$14.95 SCIS 1122662

WEIGELT, Udo & HEUSSER, Sibylle

The sandman

North-South, 2003
 ISBN 0735817898

Sleep, as everyone knows, comes when the sandman sprinkles his sleeping sand. In this quaint picture book, the tiny oriental sandman floats over the world looking for a friend, and everyone he meets quickly falls asleep. Loneliness reduces this cloud dwelling character to tears as he sails his airship through city streets, beneath the ocean and into the woods searching for a nocturnal animal to be his friend. The celestial solution to his despair provides a delightful twist to this story. Students will relate to this mythical character as he reveals his mortal emotions. Teachers will find many discussion points emanating from this story about the universal need for friendship. S. Rasiaiah

USER LEVEL: Early Stage 1 Stage 1
 \$24.95 SCIS 1127739

WHATLEY, Bruce

Dragons of Galapagos

Lothian, 2003
 ISBN 0734404611

Introducing students to unfamiliar animals and environments using a picture book format is an effective and enjoyable way to

promote curiosity and discussion in the classroom. In this boldly illustrated picture book, Bruce Whatley's land dragons blend into the dark volcanic landscape of the Galapagos Islands. The succinct language ably supports the large ash brown illustrations, in telling the survival story of a land dragon traversing treacherous lava plains to lay her eggs inside a volcano. The hatchling then journeys back to the safety of dense vegetation. This fascinating scenario will have students seeking information about a lesser known animal, and the reason for its choice of such an unusual breeding habitat. S. Rasiaiah

USER LEVEL: Stage 1 Stage 2
 \$26.95 SCIS 1123991

Fiction for younger readers

Resources are arranged alphabetically by author.
 Some of these books are also suitable for lower secondary students.

ABELA, Deborah

The nightmare vortex

Random House Australia, 2003 (Max Remy super spy)
 ISBN 1740518586

Max Remy's third adventure as a super spy is full of exciting exploits, fantasy and fun. Max and her friend are sent on an assignment where they have to help out at the super spy awards being held on a deserted island. Of course, the villain turns up to intercept Spyforce intelligence and wreak havoc on the proceedings. It's Max who helps save the day from atop a fiery volcano, despite her fear of heights. Readers who enjoy fantasy and adventure will love this light hearted thrilling story which is full of humour, with enough gadgets and special effects to equal a James Bond movie. M. Busch

USER LEVEL: Stage 3
 Paper \$14.95 SCIS 1121493

ARNOLD, Nick & COPE, Jane

Swimming with sharks

Scholastic, 2003 (Wild lives)
 ISBN 043999425X

Sebastian, a shy American school teacher, answers an advertisement for the opportunity to swim with great white sharks in Australia. The text is a diary which Sebastian keeps on his journey, as he lives and works on board with a small team of scientists. Interspersed with interesting stories, facts, and figures about sharks, it also includes how Sebastian is feeling throughout his ordeal, and how he changes through the experience. A good example of a recount, this easily read book will entertain readers who have an interest in sharks. E. Derouet

USER LEVEL: Stage 2 Stage 3
 Paper \$9.95 SCIS 1123911

ASQUITH, Ros

Trixie Tempest and the ghost of St Aubergine's

HarperCollins, 2003 (Tweenage tearaway)
 ISBN 0007144229

Trixie, the narrator of this unbelievable tale, is a *tweenager* who is obsessed with playing her trumpet at the upcoming school concert and promoting the cause of saving the planet. A ghost haunting the school, the threatened closure of the town's car factory and a multitude of mishaps and general mayhem arouse Trixie's sleuthing instincts and overactive imagination. Black and white sketches support the text by adding to the confusion of layered conflicts. After many false leads, and unjust punishments metered out by an amazingly naive staff, the tale is resolved in a way that should satisfy its intended audience. The informal, and often grammatically incorrect language, may make teachers cringe, but will probably appeal to the ten plus age group. C. Keane

USER LEVEL: Stage 2 Stage 3
 Paper \$7.95 SCIS 1142710

BELBIN, David

Boy king

Black, 2003 (Tudor flashbacks)
 ISBN 0713663189

Written as a first person narrative from the point of view of Edward VI, this readable and appealing novel is based on an often overlooked period of English history. The reader is able to sympathise with the naive Edward, who at the age of nine is crowned King. Friendless and lonely, he is reliant on the advice of his manipulating uncles, Edward and Thomas, and later Dudley. Corruption and court intrigues feature in the retell, and the use and misuse of power permeates Edward's story. His innocence is marked by the simple telling of the story and his unintentional ironies; his growing maturity by his cynicism of other people. B. Hull

LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 Paper \$14.95 SCIS 1133770

COLLINS, Paul

Swords of Quentaris

Lothian, 2003 (The Quentaris chronicles)
 ISBN 0734404700

One in a series of fantasy quest novels this novel will keep readers interested to the last page. Young Rad de La'el escapes from pirates, thieves, young traitors, and magical mountain caves, searching for his true identity and profession. The plot moves rapidly from one exciting incident to another, conforming to the structure of a simple quest narrative. Rad's various foes are brought to ghastly life through effective description. Particularly appealing features of the novel are its humour and the characterisation of Rad, who manages his desperate situations with ironic awareness. H. Cobban

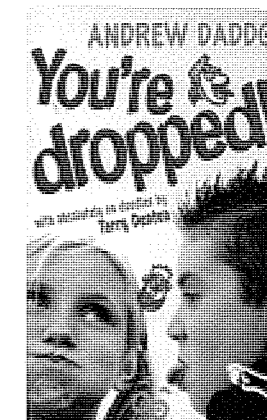
USER LEVEL: Stage 3
 Paper \$14.95 SCIS 1119563

DADDO, Andrew

You're dropped!

Hodder Headline, 2003 (A Mark Macleod book)
 ISBN 0733616127

A light hearted novel encourages pre teenagers not to take themselves too seriously, readers will laugh at the antics of Fergus and his gang. Overall, the result is pleasing, if a little patchy. The scenes detailing Fergus' painful progress towards successful interaction with the opposite sex are particularly well done. Adult readers will cringe as their own embarrassing memories flood back. References to popular music bands of yesteryear, and the chapter devoted to a day of bowling with Fergus' grandfather, may prove a little bewildering to today's youth. Probably best to keep to the light hearted topics that serve as a vehicle to remind young readers they are not alone, the teenage years will eventually pass and may even contain a few laughs. S. Taylor



USER LEVEL: Stage 2 Stage 3
 Paper \$14.95 SCIS 1123082

FLYNN, Rachel

On the team

Penguin Books Australia, 2003
 ISBN 014330044X

Being good at everything has its problems, and for Carey it means that everybody wants him on their team. His best friend Winston disagrees, but he's not good at anything. When the football team is being selected, Carey finds himself in a predicament, caught between a choice of footy and maths. Attractively packaged and illustrated, this is an accessible and entertaining story with short chapters. Flynn's thoughtful exploration of some of the problems and concerns children have with differing abilities and talents, and the implied message about being true to oneself, is both valuable and timely. It is too often assumed that we need not worry about those at the top end of the ability spectrum. B. Richardson

USER LEVEL: Stage 2
 Paper \$12.95 SCIS 1131230



FRENCH, Jackie

The black house

Koala, 2003
 ISBN 0864615078

In another great read from French, Barney and his father have moved into a country mansion where his father continues his scientific work, trying to communicate with octopuses. Barney feels uncomfortable in the mansion, and Mr Owen, the resident cook, does nothing to dispel his fears. At his new school Barney begins to hear strange stories from the past connected with the

mansion. After Barney and his father are told to leave, everything is revealed, and Barney develops a very unwanted connection with another life force residing in the mansion. The book is especially suitable for new readers, but the elements of dark mystery have appeal to a wider audience. E. Derouet

USER LEVEL: Stage 2 Stage 3
Paper \$11.95

SCIS 1126063

GALLATE, Bernard

The gruesome truth

Hodder, 2003 (Hotshots)
ISBN 0733616828

Leo's definition of lying does not include telling tall stories and embellishing the truth. When his boast about a giant hailstone prompts a classmate to challenge him, troubles begin, which involve his best friend, his sister's fishbowl, a class guessing competition and fame through an article in the local paper. This humorous, fast paced short novel with line drawings by the author, offers closely observed and well described characters in believable situations. The suggestion that Leo has adopted his father's attitude to the truth provides an interesting point for discussion. The amusing book will have strong appeal for students who need encouragement to read. W. Smith

USER LEVEL: Stage 2 Stage 3
Paper \$10.95

SCIS 1129611

HENDRY, Diana

Harvey Angell beats time

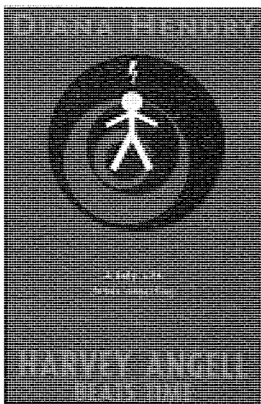
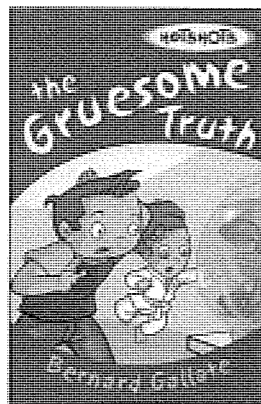
Random, 2003
ISBN 0099451050

An intriguing, highly original tale, this is the third in the Harvey Angell trilogy. The combination of strong, unique characters with a powerful storyline, spanning several time spans, makes this a novel not easily forgotten. On first appearance, eleven year old Henry is the only stable person in a shifting kaleidoscope of alien babies and uneasy, mournful mothers, but it is heroic Harvey Angell, for whom time and space act as no barrier, who eventually rescues the lost souls and restores tranquillity. Ultimately, a deeper message about humanity lies cleverly entwined. Contentment can be found in many places, but nothing replaces family love. S. Taylor

USER LEVEL: Stage 2 Stage 3
Paper \$15.95

SCIS 1119986

Do you have a great idea for a future *Scan* article?
Please ring The Editor on 02 9836 7501 or email
Sally.Rasaiah@det.nsw.edu.au



HILTON, Nette

A grave catastrophe

Lothian, 2003 (Takeaways)
ISBN 0734404948

Canine similes scattered like meatybits on a motorway, a sardonic tone, and apt alliteration, suitably render life in this novel of a very integrated community of dogs and cats. Oliver Briskett has worked hard for the Boss as guide dog, guard dog, and companion, but he now stands accused of the heinous murder of Thomas Gentle, respected elder cat in the community. Ollie tells the story, and his way of cracking the case and apportioning the blame and appropriate punishment is hilarious and artful. Indeed, the same may be said of Hilton's deceptively easy style and crafty blending of genres. W. Bowie

USER LEVEL: Stage 3
Paper \$12.95

SCIS 1131199

IMPEY, Rose

Colour crackers [series]

Ochard, 2003

Featuring animal heroes and heroines, this is an excellent series for young readers. Simple sentences in large, bold font are supported by colourful and appealing illustrations. The storylines are entertaining, yet uncomplicated, and the characters are clearly defined and amusing. Dialogue balloons are scattered throughout the stories as well as two pages of jokes revolving around the central animal characters. Thus, students are presented with a number of different text styles within each book. This series is sure to be invaluable in both classroom and library situations and would be ideal for young emergent readers. J. Eade

USER LEVEL: Stage 1 Stage 2
Paper \$12.95 each

Titles in this series include:

A medal for Poppy: the pluckiest pig in the world SCIS 1131753
Long live Roberto: the most royal rabbit in the world SCIS 1131747

KETTLE, Phil

Toocool [series]

Scholastic, 2003

Now into its third series, this popular and amusing approach to the perceived Australian obsession with sports shows no signs of flagging. These books capture the boastful, wishful thinking recklessness of some pre adolescents, vividly imagining themselves in new situations. The carefree energy and outrageousness of the line illustrations by Craig Smith reflect the tone and attitude of the narrative voice. Familiar characters reappear in the backyard for each new sports adventure, generating their own entertainment, constructing and adapting available resources to produce the necessary equipment, environment and events. Short, tightly focused and humorous, the books will appeal to readers needing support and sports enthusiasts. W. Smith

USER LEVEL: Stage 2 Stage 3
Paper \$9.95 each

Titles in the series include:

Toocool, beach patrol SCIS 1126843
Toocool, space captain SCIS 1126851

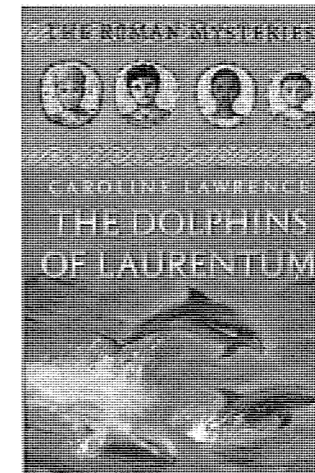
LAWRENCE, Caroline

The dolphins of Laurentum

Orion Children's, 2003 (A Roman mystery)
ISBN 1842552236

Lawrence presents a credible picture of ancient Roman life style in the fifth book of the series. A predictable mystery plot is the basis for this adventure, complete with a shipwreck, assassination, romance, dolphins spinning their magic, and diving for treasure. The four main characters appear sketchily developed, but readers are advised that characterisation has been extensive in the previous books, and reading them first will allow full appreciation of this text. The themes of revenge, courage, friendship, and loyalty will be enjoyed by readers who have an interest in social history and mysteries with a touch of fantasy. More information about the series can be found at the author's web site: www.romanmysteries.com. B. Hull

USER LEVEL: Stage 3
\$19.95 SCIS 1131799



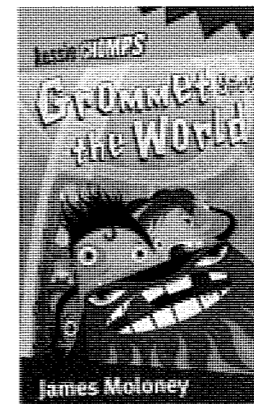
MOLONEY, James

Grommet saves the world

Penguin, 2003 (Aussie chomps)
ISBN 0143300547

A fun read with a fast pace perhaps best describes this captivating and well written story which has appeal for a wide range of readers. Readers will find themselves readily involved in the exploits and adventures of Grommet, a thirteen year old who can never resist a challenge. Someone, it seems, has been sabotaging equipment and rides at Scream World, and Grommet, after being cleared as a suspect, is enlisted as an undercover agent to find the real culprit. Grommet's first person recount is most entertaining and thrilling, and young readers will warm to him. They'll especially cheer him on in his daredevil escape from the panther's compound. B. Richardson

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 1119265



PRIOR, Natalie Jane

Lily Quench & the lighthouse of Skellig Mor

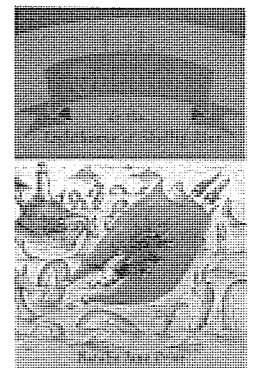
Hodder Children's, 2003
ISBN 0733616526

The charmingly, irrepressible heroine, Lily Quench, stars in another classical adventure of good versus evil. Lily and her

trusty steed, Queen Dragon, travel to the ends of the earth to seek answers from the great Library of Skellig Lir. Using this information, Lily solves the mystery of the sea dragons and continues her quest to save Ashby from the threat of the magical Eye Stones. Young readers will be inspired by Lily's courage and problem solving skills as she battles the forces of evil to restore peace to her world. This action packed story contains an entertaining mix of magic and mystery. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper \$14.95

SCIS 1122657

**Quick reads [series]**

Word Weavers, 2003

Boys, recognisable yet uniquely individual boys, are the main characters of these Australian stories, which employ an enticing combination of adventure, mystery, fantasy and reality to create an entertaining and interesting mix of narratives. The characters are members of diverse yet everyday families, getting on and dealing with life in a variety of contemporary settings and circumstances. Each book has its own attributes owing to the individual styles of the author and illustrator teams responsible. The cover illustrations set the tone and the intermittent black and white line drawings found in each text add perspective, humour or atmosphere. Bullying, sibling relationships, conservation and risk taking are explored. N. Chaffey

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

Titles in this series include:

The giant scrub python SCIS 1127297
The lighthouse secret SCIS 1127358
Uncorked! SCIS 1127355

THOMPSON, Colin

Pepper dreams

Hodder Headline, 2003
ISBN 0733615961

Savernake may look like a normal place but Max soon discovers that nothing is quite as it appears in this tale of mystery and wonder. Things become more amazing when Max finds himself whisked away to the surreal and fantastical island of Nymphaea in a cardboard submarine. Short chapters filled with descriptive language move the plot along at a steady pace. Furthermore, the comical events and nonsensical actions of the quirky characters are sure to delight. Particularly appropriate for primary students, this multi faceted novel lends itself to a variety of reading strategies and activities within a balanced literacy session. H. Gardiner

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1125049

WIGNELL, Edel

The long, sticky walk

University of Western Australia, 2003 (Cygnets young fiction)
ISBN 1876268816

Based on an Australian legend, this historical novel is set in 1886 in rural New South Wales. A mother carries her three young

resources

children through the thick mud left behind after a severe flood engulfs the countryside around Narrabri. With little food and fresh water, the family has no choice but to trudge the eleven miles to the nearest town. When discovered, the mother had walked 66 miles in shuttling each of her children in turn. The author used a folktale account and historical records in the *Narrabri Herald*, which reported a major flood there in 1886, to create this interesting story. Illustrations by Dee Huxley support the well chosen language in each short chapter. S. Rasaiah

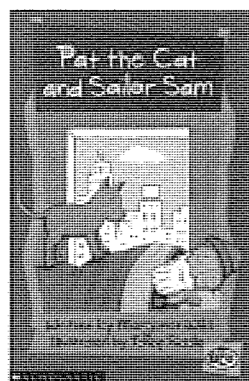
USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1122655

WILD, Margaret

Pat the cat and sailor Sam

Omnibus, 2003 (Solos)
ISBN 1862915210

Students will find many valuable features in this *Easy-to-read SOLO for beginning readers*. This engaging story about loyalty and friendship between a cat and a retired seaman is gently written with crisp sentences and clear black and white drawings. Illustrator, Tobby Riddle, has expertly captured the feeling of sadness which engulfs Sam when he is away from the sea, and Pat, who is concerned and powerless to help his friend. With all the features of a novel, this book will attract newly independent readers. The characters are well developed and this ensures that students will empathise with Pat and Sam and will want to read to the last satisfying chapter. S. Rasaiah



USER LEVEL: Stage 1
Paper \$9.95 SCIS 1123207

Fiction for older readers

Resources are arranged alphabetically by author.
Some of these items are also suitable for upper primary students.

COLFER, Eoin

The wish list

Penguin, 2003
ISBN 0670040584

Saint Peter and Lucifer both find the soul of teenager Meg Finn interesting, and readers too will be drawn into the entertaining battle of good versus evil in this novel. The plot, aided by witty humour and quirky characters, focuses on Meg's reluctant quest to help Lowrie complete his wish list. Issues include the fulfilment of life and the importance of relationships. The implications of

growing old are obvious, as Meg's spirit works through the body of an older character. Students may also enjoy the realistic dialogue of an embittered old man and an angry teenager, and a study of the representations of heaven and hell. J. Weal

USER LEVEL: Stage 5
Paper \$19.95 SCIS 1119389

CROWLEY, Bridget

Feast of fools

Hodder Headline, 2003
ISBN 0340850825

In a world of magisterial, awe inspiring ecclesiastic order and rigidity, of beatific holiness, and plain human bastardry, young John Pegleg's newfound place is precarious. He is intelligent and spirited, yet crippled by accident and grieving his mason father's untimely death. He is a threat to the head chorister Matthew, who is himself fearful of losing his place in this world as his voice breaks. So begins this gripping medieval murder mystery. Bullying is one of John's crosses; others are prejudice, racism, and bigotry. Perhaps the worst of it for John is not being believed when he thinks he knows the identity of the double murderer. W. Bowie

USER LEVEL: Stage 3 Stage 4
Paper \$17.95 SCIS 1132638

DEANS, Sis

Racing the past

Hodder Headline, 2003
ISBN 0340855207

Told in the third person, the novel relates an eleven year old boy's efforts to come to grips with his life, as he deals maturely with issues of abuse, poverty, bullying, and survival. The self reliance of the central character and his efforts to ease his younger brother's fears and support his mother, offers a range of classroom stimuli material. The transition from perception to reality, from fear to trust, is powerfully developed. Readers will be gradually drawn into the novel and with guidance will be able to use the issues in a range of extension activities. The novel offers readers a solution without stating the obvious, and it has enormous potential as a text for junior students of varying abilities. B. Kervin

USER LEVEL: Stage 4 Stage 5
Paper 14.95 SCIS 1128485

DONNELLY, Jennifer

A gathering light

Bloomsbury, 2003
ISBN 074756888X

Mathilda Gokey dreams of pursuing a writing career as she struggles with the daunting task of managing a marginal farm, a grieving father, and three motherless young sisters. In this small, early twentieth century American community, Mattie is confronted by the invidious choices available to women. These choices are carefully constructed and dramatically delivered. Structural depth, allusion, and characterisation, matched with a tantalising plot, will challenge and reward accomplished readers. There is more than a modicum of autobiography in this deeply satisfying exploration of the options available to a gifted young wordsmith who is in love

with words, the raw material of the craft. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1131649

ELLIS, Deborah

Looking for X

Allen & Unwin, 2003
ISBN 1741141273

Khyber lives in a depressed inner city area of Toronto with her mother and twin brothers, both of whom have autism. Khyber is wise beyond her years and this story of hardship and difficulty is refreshingly uplifting as it illustrates the power of the strong, loving human spirit. Khyber enjoys caring for her difficult brothers and her unusual friend X, and her dream is to be an explorer and have many adventures. She experiences bullying at school and violence in her tough neighbourhood, but the strong bonds of love and loyalty within her family keep her safe. The story raises issues to do with poverty and deprivation, strength of character, and the inevitability of change. B. Beggs



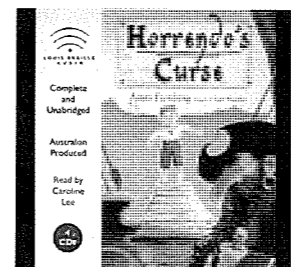
USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1130413

FIENBERG, Anna

Horrendo's curse [sound recording]

/ read by Anna Fienberg. Louis Braille Audio, 2003 (225 min.)
ISBN 0732026660

A witch's spell has left Horrendo unable to speak an impolite word. Other twelve year old boys are rude, toughened for the terrors of the sea in a dark world ruled by pernicious pirates. Could Horrendo's good nature and superb cooking influence the stone hearts of the bloodthirsty pirates? Could the boys develop teamwork? Class discussion could examine whether Horrendo's actions were smart or silly, or whether honesty is more important than kindness. Appearing on four CD-ROMs, each with three minute interval tracks, the story is expertly read by the author, conveying nuances in the characters' voices, especially the harshness of the pirates and the cruelty of their captain. D. Doust



USER LEVEL: Stage 3 Stage 4
\$74.75 SCIS 1123695

FORD, Vince

A handful of blue

Scholastic New Zealand, 2003
ISBN 1869435613

Jeremy's parents are struggling to save the family farm in the midst of a crippling drought, a bank foreclosure and a greedy neighbour, yet this means less to adolescent Jeremy than squabbles with his younger sister, fishing expeditions with best mate Eddie, and his own repeated failure to keep out of trouble. The climactic event, the stranding of a pod of pilot whales during a cyclone, shows the immediacy and inevitability of cycles in nature, as the drought breaking rain is also

accompanied by destruction and death. The dramatic New Zealand setting, realism tinged with humour, well developed and credible characters, situations and dialogue, and an engaging and likeable protagonist make this a highly enjoyable novel. W. Smith

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1133949

FUSILLO, Archimede

An earful of static

Lothian, 2003
ISBN 0734404867

Young Troy's obvious intelligence and education peep through his camouflage of slang, scandalised outrage, and punk accoutrement. His titanic struggle to deal with his parents' estrangement, the many obstacles to the progress of his garage band, and protective urges towards his twin sister's welfare, are all well managed. It is a familiar formula: a rollercoaster narrative, with a helpful music teacher who fronts the band when needed and gives Troy timely guidance that helps him dodge the dangerous school bullies and self destructive personal choices. Troy's adolescent obsession with trivia and the images of popular culture are authentically depicted, as is his sister's relationship with a school mate. W. Bowie

USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1125943

GARDNER, Graham

Inventing Elliot

Orion Children's, 2003
ISBN 1842552635

Elliot, only child of a brain damaged father and a struggling mother, starts a new school determined that, this time, he will not be a victim. Powerful issues of bullying, beatings, and a school subculture of intimidation, cliques, and powerlessness, dominate Elliot's story. It's unpleasant material, but, as Elliot tries desperately not to be noticed, it is a gutsy critique of these nasty behaviours as seen through his eyes. Character portrayal is deft, with realistic scenes and dialogue. The novel peels back his school's respectable veneer in a tense narrative handled with skill and style. Shades of Cormier and references to 1984 add a fine amount of psychology to this interesting and intelligent novel. C. Thomas

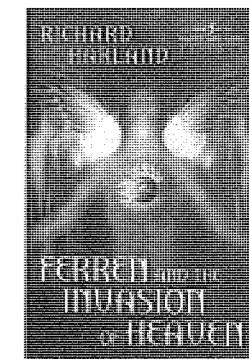
USER LEVEL: Stage 6
\$22.95 SCIS 1133714

HARLAND, Richard

Ferren and the invasion of heaven

Penguin, 2003 (Heaven and earth trilogy)
ISBN 014005122

The trilogy centres upon the evil Humen who are determined to destroy the power of heaven. Ferren and the earthbound angel Miriael are still trying to unite the Residual tribes, and Asmodai, the fallen angel, has joined with the evil Doctors and the Humen. Ferren and his friends secretly enter Heaven to sabotage the enemy armies. The final battle takes place in Heaven and it only takes one Morph, or lost soul, to defeat Asmodai. The novel is fast paced and



resources

exciting, packed full of action, suspense, and danger. For those readers who love fantasy, this book will enthrall, even if they are not into the history of angels. M. Busch

USER LEVEL: Stage 5 Stage 6
Paper \$22.95 SCIS 1123999

HAVEL, Geoff

Grave of the Roti men

Fremantle Arts Centre Press, 2003
ISBN 1863682929

Spending an extended holiday in Indonesia with his non custodial father, Aaron envisages sun, surf and an exciting time. These he finds, although his friendship and interaction with local children allow him to recognise the contrast in the idyllic setting portrayed by tourism with the reality of an impoverished people, battling with the dictates of foreign authorities and the fury of cyclones. This rich panorama belies the terrifying adventure that awaits him. Themes are multifaceted and introduce social and geographic issues that may extend opportunities to support class discussions of other cultures and beliefs, particularly of Australia's near neighbours. E. Maxwell

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$14.95 SCIS 1118608

JONES, Carol

The losers' club

Lothian, 2003
ISBN 0734404719

There are three strong female characters in this novel who each tell their part of the story. Harmony is a hippy who lives with her family in an old train carriage; Candy is fat and awkward; and Anichka sees herself as an aristocrat who is down on her luck. They perceive themselves as losers yet they are very sympathetically drawn. Set in NSW, the story begins when a teacher asks them to work together on a group project because no other groups within the class want to include them. They find an escaped convict in the bush and shelter him. The characters progress from illusion to reality in this quest story which, in some ways, is like a *Wizard of Oz* for teenagers. A. Soutter

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$16.95 SCIS 1119307

KELLEHER, Victor

Red heart [sound recording]

/ read by James Wright. Louis Braille Audio, 2003 (450 min.)
ISBN 0732026318

Kelleher's futuristic story, set after the Greenhouse, when the Murray River is in constant flood, and The Company is repossessing everyone's land, is grim and brutal. Nat goes in search of his Uncle to recover a loan that may get his family out of financial trouble. After enduring a trip filled with murder, theft and uncertainty, Nat finds his Uncle is not as he remembers. Wright's voice takes the listener on this journey, the expression and quality of his voice exceptional. The six CD-ROMs containing this unabridged version are sure to keep mature teenage listeners engaged. E. Derouet

USER LEVEL: Stage 5 Stage 6
\$96.75 SCIS 1123701

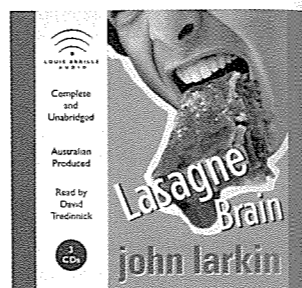
LARKIN, John

Lasagne brain [sound recording]

/ read by David Tredinnick. Louis Braille Audio, 2003 (225 min.)
ISBN 0732026741

Convincing renditions of Larkin's zany characters are achieved by the narrator's entertaining variation in timbre, pitch and accent in this set of three CD-ROMs. Eric Underwood's journey through adolescence is a cause of great angst and continues to confound him. His life flits between his experimentation with essays in French and Russian, acquainting himself with literary geniuses of the past, and dealing with unrequited love or adolescent passion. Both provide much hilarity for the listener. The fast pace of the narration and the subtleties of the first person perspective may entice teachers to integrate this resource into literacy programs. E. Maxwell

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
\$63.75 SCIS 1123706



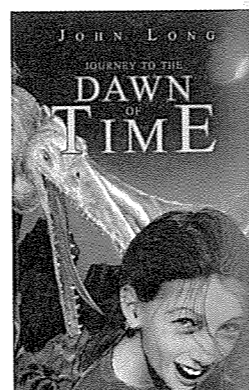
LONG, John

Journey to the dawn of time: return to Devil's Roost

Fremantle Arts Centre Press, 2003
ISBN 1863683577

At a magical cave, Sarah and Peter, joined by an Aboriginal man Djarringa, his grandson Ben, and by accident, a friend's daughter, Maddy, travel back in time to find three crystals which are essential to Earth's survival. A strength of this novel is the fusion of fact with fiction, reinforced by a simple, informational style of writing, making readers almost feel that they are reading a recount rather than time travel fiction. The prehistoric settings are rich in detailed descriptions of flora and fauna, with snippets of historical and scientific fact an added bonus. Those interested in dinosaurs and prehistoric times should find this a satisfying and informative adventure, where a sequel is suggested. B. Richardson

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1122645



METZENTHEN, David

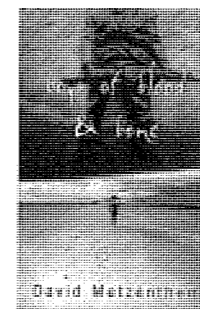
Boys of blood & bone

Penguin, 2003
ISBN 0143001302

Eighty five years separates the lives of Henry Lyon and Andy Lansell, but the young men share a common bond. They are adventurous, they love to spend time with their mates, and neither can

resist pretty girls. Henry is stranded in the town of Stratford and Andy is fighting in the trenches of France, but their lives collide when Henry is given Andy's diary to read. The beautifully written plot features realistic characterisations and incredibly moving scenes. The dominant themes of loyalty, loss, and the utter senselessness of war could be explored in detail. Undoubtedly, this powerful novel will leave an indelible mark on the reader's consciousness. H. Gardiner

USER LEVEL: Stage 5 Stage 6
Paper \$18.95 SCIS 1131762



MOLONEY, James

Black taxi

Angus & Robertson, 2003
ISBN 0207199892

When Paddy Larkin is sent to jail, only his granddaughter is entrusted to take care of his prized black Mercedes and his mobile phone. Rosie Sinclair soon discovers that this seemingly simple task brings unexpected burdens. From ensuring elderly folk meet their social engagements, to picking up gorgeous guys, and outwitting a slippery uncle, Rosie finds herself in many humorous predicaments. However, someone keeps making sinister phone calls and Rosie has no idea who might be responsible. With larger than life characters, embarrassing moments, and the element of mystery, teenage readers should enjoy this excellent novel. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1132958



MOSS, Tara

Split

HarperCollins, 2003
ISBN 0732268133

Here is an additional text for English Extension 1 students studying the Crime fiction genre elective. In the context of the second millennium, protagonist Makedde Vanderwall is a successful model studying forensic psychology, a development on Patricia Cornwell's Kay Scarpetta and a long cry from Miss Marple. With its fast pace, twists and turns, sex and surprises, the novel succeeds in being a good murder story. Whether it challenges the genre is debatable, but it is certainly entertaining and has enough for readers to discuss in an examination of how crime fiction responds to changes in context. H. Cobban

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Advanced*
Paper \$18.95 SCIS 1118787

PARRY, Glyn

Invisible girl stories

ISBN 1920731482
Fremantle Arts Centre Press, 2003

Do not be fooled by the title; this collection of stories does not feature too many girls as the main character. Each story has a

different appeal: from ghosts to murder; to a macabre death ride; to a grim science fiction world of deceit and mutilation. The stories are characterised by conversation, description, and accessible language. However, there are also twists that challenge our narrative expectations and could lead to discussions about the features of literary genres and narrative structure. Readers will enjoy the horror of this collection but be warned, it is not for the squeamish. H. Cobban

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1128067



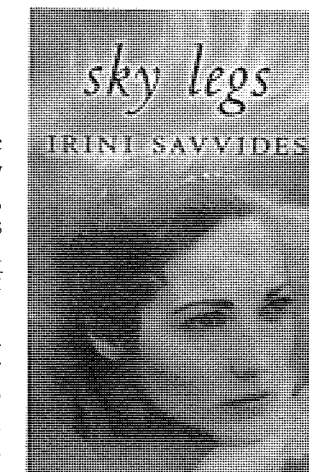
SAVVIDES, Irini

Sky legs

Hodder Headline, 2003
ISBN 0733614957

Set in Byron Bay and the Blue Mountains, this is the gradually unfolding story of a girl, Eleni, who is trying to come to terms with her mother's death and break through the wall of grief to become closer to her father. It is also the story of Pete, a young man with a penchant for wearing female attire, who becomes Eleni's only friend at her new school where teachers collude with charismatic bullies. Eleni, with her Greek and Spanish heritage, is bullied and ostracised by her narrow minded peers. There is a parallel story of Mihali, a trainee angel and his friends who watch over Eleni and Pete. Poetry is often used to express feelings in this novel which will greatly appeal to some junior readers. A. Soutter

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
Paper \$18.95 SCIS 1119340



SCOTT, Manda

Dreaming the eagle

Bantam, 2003 (Boudica)

First in a trilogy, this is a powerful rendering of the life and times of warrior Boudica, and resistance to the Roman invaders of first century tribal Britain. Scott draws thoroughly on available historical and archaeological evidence, creating a credible, spellbinding account, steeped in the detail of daily life, friendships, love, loyalty, wisdom, heroism, loyalty, strength, brutality, corruption, and struggle. Bloody battles and Roman slavery (including child and sexual) are represented, as is a strong sense of spirituality, respect for life, and beauty. There is some contextual sexual explicitness and same sex relationships are also realistically included. Mature readers of historical fiction will appreciate the depth and intrigue of this work, and its evocative exploration of universal human themes through strongly drawn characters. C. Foley

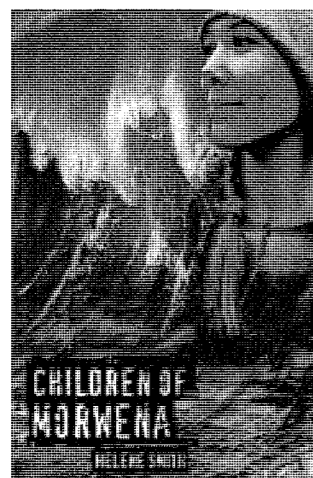
USER LEVEL: Stage 6 Professional
Paper \$34.95 SCIS 1122577

SMITH, Helene

Children of Morwena

Fremantle Arts Centre Press, 2003
ISBN 1863683569

Disturbing, yet strangely compelling, this story pays tribute to the strength and courage of children, the triumph of spirit over adversity, and the strong human will to survive. Readers are taken into an unspecified post holocaust future, probably somewhere in Australia, where orphaned, homeless teenagers, Leila and Andre, are on a quest to reunite with family and re-establish roots. The story spans three years so readers are left to fill many gaps, with some characters remaining undeveloped, and issues unresolved. Nevertheless, implied messages about love, loyalty, exploitation, friendship, family, and the importance of belonging, are clear. Despite the hopeful ending, the novel does deal with bleak ideas, and haunting images. B. Richardson



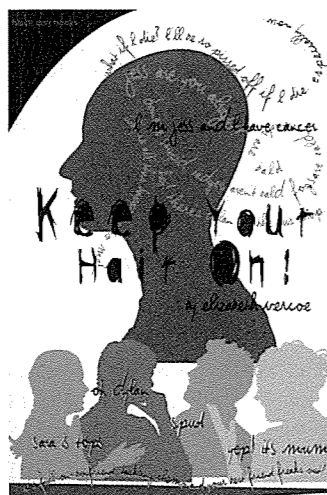
USER LEVEL: Stage 5 Stage 6
Paper \$14.95 SCIS 1102923

VERCOE, Elizabeth

Keep your hair on!

Black Dog Books, 2003
ISBN 1876372184

Endorsed by Dr Ian Gawler, OAM, and Dr Michael Carr-Gregg, the founder of Canteen, this is an important book, recommended for anyone wishing to better understand and empathise with those who undergo the emotional and physical trauma of chemotherapy. The story, at times disturbing, is powerfully inspiring; as the teenage protagonist Jess is very real. Though written in the third person, the novel's narrative is personal, and immediately enables the reader to empathise with Jess, sharing her feelings, hopes, and fears as she fights to retain normalcy in a world that has become frightening, frustrating, and painful. The impact of Jess's cancer on close family, friends, and her first love is also explored with insight and sensitivity. B. Richardson



USER LEVEL: Stage 4 Stage 5 Stage 6 Community
Paper \$16.95 SCIS 1129317

WALTERS, Celeste

The glass mountain

University of Queensland Press, 2003
ISBN 0702232971

is controlled by the gang. The novel begins with a bike accident and ends with a euthanasia trial. In between is the confrontational, unhappy, then exhilarating story, of a young man exploring identity and life beyond his known and narrow world. The novel plays with words and language, and Ossie grows from an inarticulate and profane teenager, into an optimistic young adult with a love of language that will save him. Dark treatment of issues such as aging, childhood, death, and identity, and much swearing in the first half, make for an uncomfortable reading experience, but this finely crafted and thoughtful narrative will reward those who persevere with a powerful reading experience. C. Thomas

USER LEVEL: Stage 6
Paper \$17.95 SCIS 1125993

WILD, Margaret

One night

Allen & Unwin, 2003
ISBN 1865089281

In just one night a life can change forever. So it is for Helen after she attends the most exclusive party in town. It is here that Helen unwittingly steps into a secretive world inhabited by the manipulative Bram, carefree Gabe, and troubled Al. The ramifications of the teenagers' actions are explored in a raw yet touching manner in this masterful novel. Cleverly written in free verse form, the novel uses first person and third person narrative to draw readers into a fickle world where ruthlessness, violence, and rejection are inherent. Despite the pessimistic undertone, hope wins out in this challenging but satisfying read. H. Gardiner

USER LEVEL: Stage 5
Paper \$17.95 SCIS 1133762

WOODING, Chris

Poison

Scholastic, 2003
ISBN 0439977258

Younger readers may enjoy this fantasy quest story as a modern *Alice in Wonderland*, with its grotesque characters, sinister settings, and time shifts, as the heroine, Poison, searches for her abducted baby sister. Older readers will be able to explore the post modern aspects of the novel and its challenging questions: what is the nature of fiction or story, and, who is in control of narrative? However these readers will probably not find the narrative line very interesting. Unfortunately, while the novel raises ideas about critical theory, the plot lacks the sophistication to support those ideas. H. Cobban

USER LEVEL: Stage 5
Paper \$15.95 SCIS 1133453

Information, poetry and drama

Resources are in Dewey order.

Computer wizards [series]

Watts, 2003

A step by step guide to using computers, this series explains essential functions using simple instructions and an attractive presentation. Students will be drawn to the speech bubbles and engaging illustrations, which align with the labelled diagrams of screen dumps from applications and software programs. The information contained in each book in this series has cross curricula usage and will assist students to attain the key competencies required for the Department's Computer Skills Assessment Year 6. **Guidance notes** provides **Extension activities** for teachers and parents, and explains computer terminology and **Health and safety** tips. This series aims to instruct students in basic technology skills and also shows how to apply those skills to teaching and learning. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
\$29.95 each

Titles in this series include:

Excel magic SCIS 1131651
Internet magic SCIS 1131814
Windows magic SCIS 1131644

Young learners [series]

Zig Zag Children's books, 2002

Written by a variety of authors, this series provides students with an easy and informative resource for a vast range of topics. Although the dictionaries have a slightly British flavour, the atlas and the encyclopaedia have a universal context, and all would be suitable for Australian students. Colourful layouts are stimulating and contain well labelled graphics that give an overview of each subject. The text is clearly presented in paragraphs, columns with bold subheadings and fact boxes. Some topics have links to Internet sites which should be checked for curriculum relevance. These appealing resources would be excellent for introducing the information skills process and would especially support students acquiring English. F. Kyle

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: CA; English; HSIE; Mathematics; ST
Paper \$11.95 each

Titles in this series include:

Atlas: Internet linked SCIS 1115468
Encyclopedia: Internet linked SCIS 1115465
First dictionary: Internet linked SCIS 1115466
Picture dictionary: Internet linked SCIS 1115463

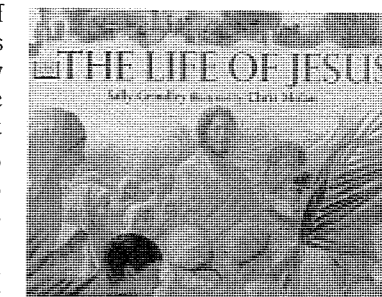
GRINDLEY, Sally & MOLAN, Chris

The life of Jesus

Dorling Kindersley, 2003
ISBN 0751357472

[232.9]

Detailing the life of Jesus Christ, this resource is in an easy to read and enjoyable format. 26 significant events are retold, including his birth, childhood, miracles, teaching, crucifixion, resurrection, and ascension. Each story is beautifully illustrated and accurately narrated from biblical accounts. The narrative provides concise, yet informative descriptions, and is accompanied by simple quotations from the King James Bible, which directly link the narrative to the original text. Superb illustrations capture one's imagination in such a way that the story can be told by the pictures alone. The book is valuable as a reference for upper primary, or as a narrative from Early Stage 1 onwards. S. Key

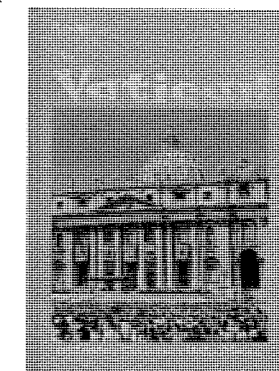


USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
SYLLABUS: HSIE K-6
\$29.95 SCIS 1119614

Holy places [series]

Heinemann, 2002

Focusing on famous sites of pilgrimage, the series uses the sites as a springboard for the investigation of religious beliefs and customs. Written through the eyes of a pilgrim, each book outlines the history of a holy place and the background and rituals associated with that site. Labelled coloured photographs, including detailed close ups of structures, people, art works, and symbols, support the clear text. Maps, bold chapter headings, often in the form of a question, fact boxes, a glossary and index, help explain the complex nature of religious customs, festivals, and beliefs. These detailed resources would support the Stage 2 HSIE unit, *People and their beliefs*. C. Keane



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$34.10

Titles in this series include:

Makkah and other Islamic holy places SCIS 1120525
The Vatican and other Christian holy places SCIS 1120523

Working in Australia [series]

Harcourt Education, 2003

Stretching our career stereotypes, these texts provide a clear introduction to the nature of the industry, educational levels required, and a large range of available jobs within the focus area. The books

come alive with pictures of people at work and interesting personal profiles presented in a colourful mixture of clear text and highlighted boxes. Like a good careers market, a smorgasbord of work ideas and advice regarding the subsets of that career are laid out to test the imagination. The inclusion of web contact addresses and a glossary of terms provides ideas for related classroom research. E. Kesby



USER LEVEL: Stage 5 Stage 6
KLA: VOC ED
SYLLABUS: CEC Work Studies Stage 6; Work Education Stage 5
\$29.70 each

Titles in this series include:

Jobs in health SCIS 1128164
Jobs in law enforcement SCIS 1128180
Jobs in the media SCIS 1128187
Jobs in sport SCIS 1128173

September 11, 2001 feminist perspectives

/ edited by Susan Hawthorne & Bronwyn Winter. Spinifex, 2002
ISBN 1876756276 [303.6]

Perspectives from women around the world feature in this collection of reactions to the events on and after September 11, 2001. Contributors include those from the Islamic world, the United Nations, and human rights movements, with input from Nobel laureates and poets. A broad spectrum of philosophies, countries, and organisations are covered, and material ranges from outrage at the acts, to appeals for peace and justice, to analyses of globalisation and imperialism. The documents would be useful for the Geography Stage 6 topic, *Global challenges*. Divided into two sections, reactions and reflections, both containing sub themes, information is easy to locate, and a solid bibliography enables further research. C. Dorbis

USER LEVEL: Stage 6 Community
KLA: HSIE
SYLLABUS: Geography Stage 6; History Extension Stage 6
Paper \$32.95 SCIS 1112896

Australia's population challenge

/ edited by Steve Vizard, Hugh J. Martin & Tim Watts. Penguin, 2003
ISBN 0143001132 [304.60994]

Speeches and essays from the 2002 Population Summit provide up to date material relevant to a number of HSC subjects. This collection of expert opinions has a great deal of merit. Articles on Australia's ageing population and declining birth rates have direct links to the core studies of *Parenting and caring* and *Groups in context*, plus the option *Individuals and work*. Topics include Australia's changing demographic, the impact on the economy, immigration, and a sustainable environment in relation to the Australian population. The book concludes with recommendations made by the summit. C. Barlow

USER LEVEL: Stage 6
KLA: HSIE; PDHPE
SYLLABUS: Community & Family Studies Stage 6; Economics Stage 6; Geography Stage 6; Legal Studies Stage 6; Society & Culture Stage 6
Paper \$22.95 SCIS 1127266

DEEN, Hanifa

Caravanserai: journey among Australian Muslims

Fremantle Arts Centre Press, 2003
ISBN 1863683887 [305.6]

Tracing the diverse life histories and experiences of Muslim families in Australia over the last two centuries, the book addresses many myths and stereotypes in a well written and interesting style. The text has been revised in the light of recent negative and stereotypical reactions of some Australians to Muslims. Student reading levels need to be taken into account when judging its suitability as an entire text. It could be used with excerpt studies tracing individual stories, and is particularly recommended for students studying multicultural Australia. J. Nielsen

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Society & Culture Stage 6
Paper \$24.95 SCIS 1128068

FERRIS, Marie

Apek kebile: the boy from the other side of the island: Eddie Koiki Mabo [videorecording]

Office of Torres Strait Islander Affairs, ATSIC, 2002 (28 min.)
ISBN none [305.8]

Eddie Koiki Mabo's story is told in this documentary by his people. Through interviews with his wife and brother, daughters, cousins, and original footage of himself, we learn about his passion for justice, so that his people could be recognised as the true owners of the Land that had always been theirs. His children speak passionately about their father's legacy and of being Murray Islanders, despite spending most of their lives, like their father, on mainland Australia. It traces his early life and his instigation of a Black Community School in Townsville, providing children with the chance to be educated about their own culture. The footage reveals more about the country he fought for than the details of the court case that made him famous. L. Pratt

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6
1-2 free copies per school SCIS 1128876

CALANDRA, Angelo

Justice, money and markets: middle school commerce in SOSE

Pearson Education Australia, 2003
ISBN 0733935273 [330]

Through an inquiry based approach, the key themes of: economics, technology and work; business and financial management; law and government; and civics and citizenship, are examined here. Specific topics include the Australian economy and the Australian legal system. Presented in a colourful and modern layout, each unit of work includes a detailed glossary, a variety of class related activities and extension tasks, ideas for further investigation, Internet links, and revision tasks. While this inclusive and modern commerce text has been written to meet the requirements of the Victorian education system, it offers a broad understanding of the principles of commerce, which could be applied in part to meet specific outcomes and curriculum requirements of junior Commerce. A. Fisher

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: Commerce 7-10
Paper \$44.00 SCIS 1108044

RICHARDS, Julie

Future energy [series]

Macmillan, 2003

Large print, a spacious page layout, and the use of clear and colourful photographs and drawings, make this series most accessible and appealing for younger readers. Each book contains a wealth of information about the history, current technology, and uses of the form of energy under examination. The series would be ideal as a starting point for group work on natural resources in topics 4.11 and 5.11.1 of the Stage 4 Science syllabus. Also included are intriguing fact files, key words bolded so that they link to the glossary, and a summary table showing advantages and disadvantages of that form of energy. B. Sampford

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
\$27.95 each

Titles in this series include:

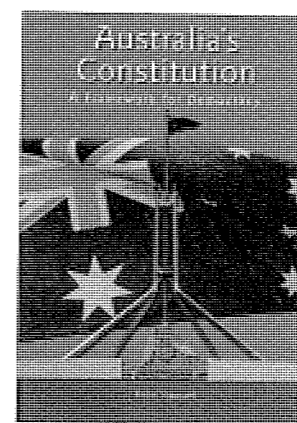
Fossil fuels SCIS 1123891
Geothermal energy and bio-energy SCIS 1123883
Nuclear power SCIS 1123890
Solar power SCIS 1123896
Water power SCIS 1123875
Wind power SCIS 1123892

SHEPPARD, Barrie

Australia's constitution: a framework for democracy

Reed Education, 2003
ISBN 1740707885 [342.94]

For students studying *Australian democracy* or *State and federal government*, this useful reference book provides clear and simple explanations of the role, purpose and history of the Australian Constitution in an accessible format for Stage 3 students, or anyone wanting a brief overview of this legal document that forms the basis of our parliamentary system of government. This resource does not set out to interpret the Constitution, however, further definitions and explanations are given of the role of the high court, who interpret the Constitution, and the role of Australian citizens in altering the Constitution through referenda. Examples of previous referenda are provided with additional detail about the issues. Colour photographs and reproductions of original illustrations add further definition to the concepts. L. Singleton



USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$29.70 SCIS 1120290

SEDGWICK, Marcus

Cowards: the true story of the men who refused to fight

Hodder, 2003
ISBN 0340860618 [355.2]

Alfred Evans and Howard Marten refused to join the army in World War I because they believed it was wrong to kill. Sent to the front line in France they were told to obey orders or face the firing squad. They escaped execution but were imprisoned, and eventually, the government acknowledged the rights of those who refused to fight. This would be essential reading for Stage 6 students of Core study 1: *World War 1*, and those studying the History Stage 5 topic: *Australia and World War 1*, particularly in relation to conscription, and peoples' rights and freedoms. A. Frost



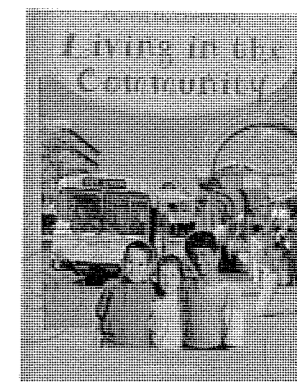
USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History Stage 6
Paper \$13.95 SCIS 1131778

PEARSON, Jane

Me and my community [series]

Echidna, 2003
ISBN 1740708180

All aspects of community life are examined in the series which targets the lower primary school audience. Easily accessible information, including the roles of community workers, community lifestyles, healthy living and safety issues, is presented. An opening statement defines the focus area for each book, and concise chapters explore specific examples and relate them to the students' experiences. An appealing format includes colourful, bold headings, labelled graphics, fact boxes and a **Question** section to promote discussion and reflection. A contents page, index and glossary assist the acquisition of information skills. These resources would be useful for the achievement of outcomes across several syllabuses. A. Arnott



USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
\$29.70 each

Titles in this series are:

Keeping healthy SCIS 1127391
Living in the community SCIS 1127393
People in the community SCIS 1126627
Safety first SCIS 1124392

resources

McAULIFFE, Mark

No Sweatshop label at Hunter Gatherer: change management at the Brotherhood of St Laurence [videorecording]

Video Education Australasia, 2002 (28 min.)

ISBN none

[361.7]

Father Nic Frances comes from a business background, and when he takes over management of the Brotherhood he rapidly introduces new ideas into the agency. Father Frances views himself as a social entrepreneur, and he has driven change within the welfare agency as he pushes for activities that satisfy the needs of community, environment, and business. In this informative and easily understood video, the recycled and new clothing outlet Hunter and Gatherer is used to examine the issues of bottom line accounting, sweatshops, compassion fatigue, welfare recipients, and globalisation. V. Smith

USER LEVEL: Stage 6
KLA: HSIE; TAS
SYLLABUS: Business Studies Stage 6; Textiles & Design Stage 6
\$99.95 SCIS1116592

BRASCH, Nicolas

Drugs in Australia [series]

Echidna, 2003

Offering straightforward, descriptive information, these volumes present concise and up to date facts in easily read language. Interviews and case studies, plus recent community discussions about legislation, and the role of advertising in drug promotion, are included. The written text deals with all the main issues of the drug in question, ranging from a physical description to the more difficult questions of usage and quitting. Students will find the information here both informative and relevant, and short and long term effects are thoroughly discussed. The texts would be a valuable library asset, and their colourful and powerful photographs and graphics would make an excellent starting point for assignment and project work. R. Cox

USER LEVEL: Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE Stage 6
\$29.70 each

Titles in this series include:

Caffeine SCIS 1131638
Marijuana SCIS 1131632
Tobacco SCIS 1131635

TRAFFORD, Caren

Where does the poo go: when you flush?

Etram, 2003

ISBN 0958187800

[363.72]

Effluence and its final destination have always fascinated children. From the days of the dinosaurs, the construction of aqueducts providing fresh water in Roman times, the spread of disease through the centuries, to present day solutions, this book highlights our changing views about the treatment of sewage. Written in a narrative style, a multitude of facts are made more accessible to younger readers by the use of labelled pictures and fact boxes. The elaborate pictures and catch phrases will amuse while informing the reader about the operation of sewerage

treatment works and valuable recycling projects. This book will entertain inquisitive students while supporting the *Environmental education policy for schools*. C. Keane

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6
Paper \$15.00 SCIS 1140713

OMAJI, Paul Omojo

Responding to youth crime: towards radical criminal justice partnerships

Federation, 2003

ISBN 1876067209

[364.36]

Challenging the traditional perceptions regarding youth and the criminal justice system, this title provides an insightful assessment of western institutions and their response to issues of youth crime. It considers a number of pertinent issues including the function of law enforcement agencies in adopting more proactive methods, a greater focus on restorative capacities and preventative ventures, and the promotion of healthier and subsequently more secure communities. In addition, it examines such themes as the criminal justice system's perception of youth, whilst analysing traditional responses to youth crime. A focus on young people and the law makes this valuable as a reference for Legal Studies: *Part III- Law in focus*. A. Fisher

USER LEVEL: Stage 6 Community
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
Paper \$45.00 SCIS 1129058

RUBIE, Valerie

Sent to the mountain: a history of Mount Penang Juvenile Justice Centre 1911-1999

Closure Committee of Mount Penang Juvenile Justice Centre, 2003

ISBN 0646382985

[365]

Providing an inclusive and informative insight into the history of the centre, the text investigates its transformation from a farm home for boys, through to its development as a training school, detention centre, and juvenile justice centre. Primary sources, including quotes from residents and staff, tables of statistics, and detailed photographic images, assist in conveying a full account of this institution, the oldest and largest establishment of its kind in NSW. Reflecting significant developments in the shifting philosophies and practices associated with juvenile justice, particularly the custody and rehabilitation of boys, this book would be an appropriate source of reference for teachers of Legal Studies: *Part III- Law in focus*. A. Fisher

USER LEVEL: Stage 6 Community
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
Paper \$34.95 SCIS 1132377

TUCKER, Alan

Iron in the blood: convicts and commandants in colonial Australia

Omnibus, 2002

ISBN 1862914249

[365]

A detailed and lively history of convict punishment and penal reform throughout Australia's colonial history is presented in this award winning book. Following Tucker's trilogy on relationships

between Aboriginal people and colonial Australians, in this title, he wants to 'help readers make connections between past and present injustices', this time in relation to convict's rights. The history examines the lives of the colony's commandants, starting with Major James Morisset, Newcastle 1819, and finishing with Mr John Price, Norfolk Island 1852. It is brilliantly illustrated and well researched with a contextual glossary, an English/Australian chronology, and a contemporary conclusion with social justice contacts. B. Percival

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; History Stages 4-5; HSIE K-6
Paper \$18.95 SCIS 1081842

Plumpton High babies [videorecording]

/ directed by Aviva Zeigler. Film Australia, 2002 (104 min.)

ISBN none

[371.7]

The four episodes in this videorecording offer interesting insights to the lives of a group of young mothers striving to continue schooling while raising their babies. Viewers are provided with a variety of thought provoking scenarios, as they are introduced to the various challenges the young women face, and the types of support offered by both the school Principal and the program coordinator. The accompanying study guide, including activities and curriculum links, provides a useful starting point for classroom discussions about some of the educational and student welfare issues raised. L. Seaton

USER LEVEL: Stage 5 Stage 6
KLA: HSIE; PDHPE
SYLLABUS: PDHPE 7-10; Society & Culture Stage 6
\$110.00 SCIS 1128771

BOWLER, Ann Martin

Gecko's complaint: a Balinese folktale

Periplus, 2003

ISBN 1794601650

[398.2]

The animals, birds and insects of Bali are the characters of this fresh, contemporary retelling by an American author of a traditional tale, with its message about the interdependence of all living things within an ecosystem. Bright, clear illustrations, by I Gusti Made Sukanada, a Balinese artist working in traditional style, show the richness and diversity of the Balinese landscape, and include some amusing and whimsical elements. The story may have value in a study of the culture of Bali, or in a comparative study of tales, with a similar message or characters, from other literary and cultural traditions, such as the fables of Aesop or La Fontaine. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$24.95 SCIS 1131696

WEITZMAN, David

Rama and Sita: a tale from ancient Java

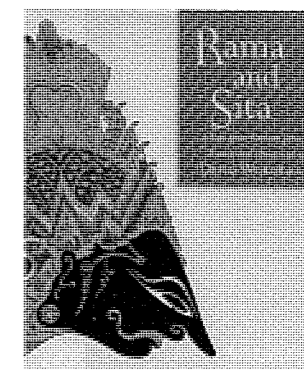
David R. Godine, 2002

ISBN 1567921515

[398.209598]

The great, sacred Hindu epic, *The Ramayana*, is told all over Asia. Here is an abridgement and adaptation of the Javanese version, lavishly and appropriately illustrated with intricately drawn and brilliantly painted wayang, the traditional shadow puppets of Java.

Told with dignity and restraint, while emphasising the cultural and historic traditions of the story within the community, it is a tale of good and evil, in which goodness eventually triumphs. The virtues of loyalty, courage, perseverance, love, acceptance, honour and forgiveness are demonstrated in this beautifully presented book which is challenging and enlightening to read. W. Smith

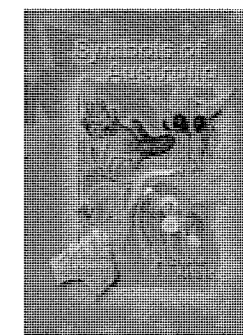


USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6
\$39.95 SCIS 1129901

Australian library [series]

Heinemann Library, 2003

A wealth of historical, cultural and environmental information about Australia, as well as information relating to significant people in Australia's history, is provided in this eight book series. A variety of print formats, labelled colour photographs and illustrations, glossaries, timelines and fact boxes, the format of each title varies slightly according to its focus area. Each provides easily accessible information for independent readers. Further information, offers suggestions for resources, but web sites would need to be checked for relevance. This series would support working towards the achievement of several outcomes in the *Change and continuity, Cultures and Environments* strands. A. Arnott



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$29.70 each

Titles in this series include:

Ancient Australia SCIS 1132345
Indigenous heroes and leaders SCIS 1132353
Legends of Australia SCIS 1132324
Symbols of Australia SCIS 1132340

SNEDDEN, Robert

Cells & life [series]

Heinemann Library, 2002

Excellent colour photographs and diagrams help capture the imagination in this fascinating series. Relevant and concise information make these books an excellent guide for students discovering the world of cells. Junior science students beginning to explore the microscopic world will discover that each book contains relevant and concise information. Stage 6 Biology students studying topics 9.3: *Blueprint of life* and/or 9.6: *Option - Biotechnology*, and/or 9.7 *Option - Genetics*, will find the information on genetics, evolution, and cloning, to be detailed and most useful. The quality of information presented, and the clear layout of these books, make them a most valuable teaching tool. I. Mavin

resources

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
 \$36.30 each

Titles in this series include:

The diversity of life: from single cells to multicellular organisms

SCIS 1120360

DNA & genetic engineering

SCIS 1120343

The world of the cell: life on a small scale

SCIS 1120345

Eye wonder [series]

Dorling Kindersley, 2003

A great resource in any school or class library, this fascinating and beautifully presented information series will appeal to both teachers and students. Each book explores its particular topic in depth, and is divided into double page spread chapters covering a range of relevant and interesting associated subjects. Clearly labelled coloured photographs and illustrations enable the reader to understand the text and interpret the information. Anecdotal information and fact boxes make each topic more interesting for readers who need support. These books could be used to model the writing of explanations or information and scientific reports with students in Stage 2 and Stage 3. J. Hancock



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
 \$18.95 each

Titles in this series include:

Earth

SCIS 1118827

Human body

SCIS 1118822

Mammals

SCIS 1112700

Rivers and lakes

SCIS 1118942

Flora and fauna [series] [electronic resource]

Macroworks, 2003

With a link to the Currumbin Wildlife Sanctuary, this fully interactive series of CD-ROMs focuses on a variety of Australian environments and their flora and fauna. Each part contains a first rate index, which makes navigation around the program a breeze. The excellent information and pictures include still photographs, which can be printed, sound effects, and video segments, making the software all the more versatile for classroom use. The included assessment activities add an extra dimension to the programs and allow teachers to evaluate whether the set outcomes are being met. S. Rusden

Systems requirements

Macintosh Systems 8.1
 Windows 95B or later

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography Stages 4-5
 \$34.95 each

Titles in this series include:

Australian deserts

SCIS 1130495

Australian grasslands

SCIS 1130499

Australian rainforests

SCIS 1130518

NICHOLSON, John

Animal architects

Allen & Unwin, 2003

ISBN 1865089559

[591.56]

Green turtles, shell fish and hermit crabs carry their homes on their backs while trapdoor spiders and wombats dig underground homes. Characterised by the type of homes they build, this hard cover book explores a wide range of animals. The intricate ways that animals go about building their homes, and why and how they go about it, are explained in detail. An emphasis is placed on the use of the home for breeding and protection. The text is supported by colourful illustrations and annotated diagrams. It uses simple language and is a useful resource for the study of homes in the Stage 2 study of *Living things*. J. Hancock

USER LEVEL: Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
 \$24.95

SCIS 1125998

KAPLAN, Gisela

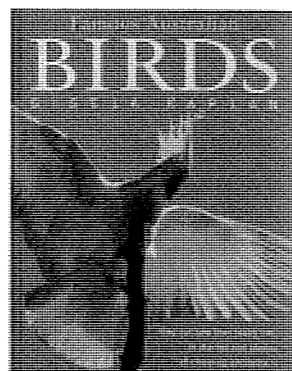
Famous Australian birds

Allen & Unwin, 2003

ISBN 1865088358

[598.0994]

The male emu is a very good father. The sulphur crested cockatoo is left footed and magpies were named after European black and white birds. These are only a few snippets of information contained in this beautifully presented Australian book. The photographic illustrations are clear and colourful, providing another source of information. This book would provide excellent support for the Stage 2 unit, *Our Australia*, or for modelling the writing of information reports. **Bird facts at a glance** summarises earlier material in an accessible spreadsheet format, and could be used as a model for creating databases to present information. This is a worthwhile resource for any classroom or school library. J. Hancock



USER LEVEL: Stage 2
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
 \$29.95

SCIS 1130560

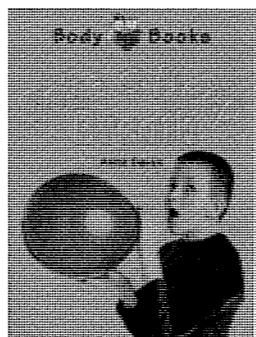
GANERI, Anita

Body books [series]

Evans, 2003

Interesting information on a range of topics about the human body is colourfully presented in a logical and easily accessible way in this well designed series. Each double page spread, featuring short sentences and paragraphs, with photographs and diagrams, a fact box and an activity, covers a topic such as, **Your lungs**.

Clearly captioned photographs, well posed by models of the age of the books' intended readership, demonstrate the topics and the activities. Information retrieval is enhanced by the inclusion of a useful index



and glossary. The series is recommended for confident readers to use alone, or with teacher assistance for less experienced readers. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE; ST
SYLLABUS: PDHPE K-6; Science & Technology K-6
 \$33.00 each

Titles in this series include:

Blood red

SCIS 1127833

Feeling hungry?

SCIS 1127838

Take a deep breath

SCIS 1127830

TRIKOJUS, Tom

Biomechanics [videorecording]

Video Education Australasia, 2002 (25 min.)

ISBN none

[612.7]

Stage 6 Physics students will enjoy this video resource, which concisely explains a variety of physics terms, and those studying the topic 8.4: *Moving about*, will find it particularly useful. Keen Stage 5 Science students will find much of the material to be of interest. Although fast paced, the video does provide students with regular gaps to consolidate the main ideas and themes presented, and the clear presentation of the science involved is excellent. Additional extension questions are provided in the student question booklet, and detailed teacher answers are supplied. The emphasis of Newton's three laws in relation to common sports makes this a most educational and relevant video for students. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Physics Stage 6; Science Stages 4-5
 \$99.95

SCIS 1109312

ROYSTON, Angela

My world of science [series]

Heinemann Library, 2003

Written in large easy to read bold text, this English information series explores a variety of simple concepts. The young audience's understanding of the concepts is challenged throughout by the questions posed, often encouraging hands on investigation. Colourful photographs of everyday objects are used to demonstrate each concept and develop the idea of comparatives, superlatives and opposites, while also enhancing the text. New or difficult vocabulary is highlighted in bold and explained in the glossary, and a useful index would also assist the teaching of the information search process to young students. These useful resources would support the Stage 1 *Back to nature* unit of the *Science and Technology K-6 syllabus*. J. Hancock

USER LEVEL: Early Stage 1 Stage 1
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
 \$29.70 each

Titles in this series include:

Smooth and rough

SCIS 1131839

Soft and hard

SCIS 1131855

BINGHAM, Caroline

Fire engine

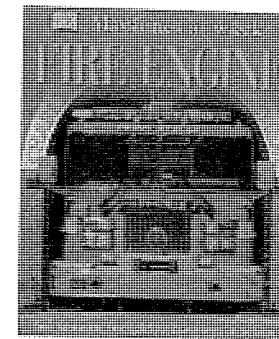
Dorling Kindersley, 2003 (Machines at work)

ISBN 0751364975

[628.9]

The variety of machines used to fight fires feature in this exciting book. Bold headings, short passages, a variety of print sizes and styles,

fact boxes, labelled colour photographs, and a glossary, provide detailed information about the workings of each machine and equipment. The firefighter's role is graphically represented, from the emergency call to the fire scene, in a number of scenarios. An excellent resource which could support the teaching of a range of types of text, the book is relevant for the achievement of outcomes in several syllabuses. C. Keane



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; PDHPE K-6; Science & Technology K-6
 \$17.95

SCIS 1124049

Other titles in this series include:

Aeroplane

SCIS 1124047

BYRDE, Fern

Agriculture

Heinemann Library, 2003 (Australian inventions and discoveries)

ISBN 1740701089

[630.994]

Each book in the series begins with an Aboriginal approach to the topic, which enables teachers to integrate an Aboriginal perspective, although it is unclear whether this information is based on consultation with the Aboriginal community. Layout comprises short and colourful sections, with photographs and illustrations, biography boxes and **Did you know?** inserts. Many pages include a web site reference for further research on that topic. Each book's style is to display a broad range of readable and interesting information in short paragraphs. This is perfect for dipping into and gaining an overview of such things as Akubras, the stump jump plough, and cloud seeding. The main thrust is on Australian innovation and the material is local and current. D. Low

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: HSIE; Science; ST; TAS
SYLLABUS: Design & Technology 7-10; Geography Stages 4-5; History Stages 4-5; HSIE K-6; PDHPE 7-10; Science & Technology K-6 Science Stages 4-5
 \$29.70 each

SCIS 1125794

Titles in this series are:

Health and medicine

SCIS 1125787

Home and outdoors

SCIS 1125779

Science and technology

SCIS 1125009

PELUSEY, Michael & PELUSEY, Jane

Outback Australia [series]

Macmillan, 2003

Beginning with a section entitled **What is the outback?**, each book in this series focuses on a different style of life in the outback. The focus of each is a particular family in a rural community, and the texts cleverly show the family members going about their daily lives, with some background information about the area in which the family lives. Packed with information and visually very appealing, the books include numerous high quality photographs with informative captions. Graphs, vocabulary and phrase explanation boxes, supplement the clearly written and interesting paragraphs covering a wide range of topics in rural lifestyles. S. Rusden

resources

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 \$27.95 each

Titles in this series are:

Life in a fishing port SCIS 1122958
Life on a cattle station SCIS 1122514
Life on a dairy farm SCIS 1122962
Life on a plantation SCIS 1122512
Life on a sheep station SCIS 1122956
Life on a wheat farm SCIS 1122971

JOSELIT, David

American art since 1945

Thames & Hudson, 2003 (World of art)
 ISBN 0500203687 [709.73]

Art from this time period is, according to the author, generated by mass media and devoted to consumption. Assessing it impossible to represent the totality of art produced during this time, the author offers one particular account of American art that allows readers to make sense of this large and diverse aesthetic field. The text prompts readers to further explore this category. The author introduces artists who may have worked outside the Canonical movements, such as pop artists and abstract expressionists. A valuable timeline links art movements with the artists, important events in the art world, and historical events. L. Pratt

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6
 Paper \$30.00 SCIS 1133716

Australia's first Parliament: Parliament House, New South Wales

/ edited by Maisy Stapleton. Parliament of NSW, 2002
 ISBN 073053183X [725]

Commemorating the restoration of the old Parliament buildings, and the construction of the new major building for the Parliament of New South Wales, this large format text documents the history of the NSW Parliament. Topics include architectural history, conservation, the colony's first Parliament house, art works within the buildings, and the Parliamentary collection of memorabilia and artworks. The text also looks at how Parliament works. Beautifully illustrated, this resource is relevant from both a historical and architectural viewpoint in providing an understanding of the workings and historical setting of the NSW Parliament. F. Campbell

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: History Stages 4-5; Visual Arts 7-10
 Paper \$20.00 SCIS 468880

MISHON, Joel & BEARDWELL, Ed

Cartoon workshop: how to create humour

Collins, 2003
 ISBN 0007138016 [741.5]

Students love the cartoon genre, and this text will amuse and inform in covering a variety of styles of humour and drawing, and providing useful techniques to assist in the production of a cartoon. The work of at least 40 cartoonists from all over the world is showcased. This breadth of approach would appeal to the frustrated teacher who may need to persuade a junior class that divergent

thinking within this field is a worthwhile aim. The book is liberally sprinkled with case studies that explain the success of a particular cartoon, by looking at both form and technique. K. Ashley

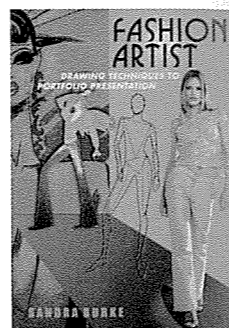
USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: English 7-10; English Stage 6; Visual Arts 7-10; Visual Arts Stage 6
 Paper \$24.95 SCIS 1133290

BURKE, Sandra

Fashion artist: drawing techniques to portfolio presentation

Burke Publishing, 2003
 ISBN 0473054388 [741.6]

Clear use of drawing templates and fashion figures make this an excellent reference book for teachers and students. Readers can develop drawing skills through the completion of activities that are arranged in a logical and sequential manner. Chapters include costume design, real life drawing, and the use of computers as drawing tools. The book looks at fashion design and portfolio presentation, and closely fits the study of *Design*, and *Major textiles project* in the *Textiles and Design Stage 6 syllabus*. The text concludes with information on the world of fashion, providing valuable references and a glossary. V. Smith

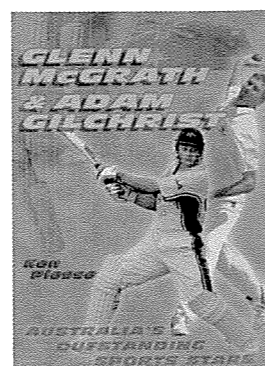


USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Textiles & Design Stage 6; Visual Arts 7-10; Visual Arts Stage 6
 Paper \$49.95 SCIS 1132270

Australia's outstanding sports stars [series]

Heinemann Library, 2003

Depicting the success and achievements of young sports stars, the series also includes an overview of the sport in question. Each text contains a fact file on the player, early beginnings in the sport, present day challenges and rankings, and future goals and directions. The sportsperson's life is summarised in a timeline, interesting information is attractively presented, and clear colour photographs enhance the written text. This series would be useful when motivating students in PDHPE. A. Frost



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE Stage 6
 \$29.70 each

Titles in this series include:
Glenn McGrath & Adam Gilchrist SCIS 1129098
Harry Kewell & Mark Viduka SCIS 1129091
Karrie Webb SCIS 1129092
Lleyton Hewitt SCIS 1129095

HERRAN, Joe & THOMAS, Ron

Action sports [series]

Macmillan Library, 2003 [796.44]

A number of fringe sports linked by a broad action theme are extensively treated in this series. In an easy to navigate format, aspects such as definitions, clothing and gear requirements, skills and techniques, and profiles of events and champions, are examined. All sections are clearly set out with large action photographs, headings, fact boxes, and illustrations. The nature of information presented is well suited for investigation beyond the sport into areas such as protective clothing and safe practices. The inclusion of a historical perspective adds value to this excellent resource. B. Kervin

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: PDHPE; ST; TAS
SYLLABUS: Design & Technology 7-10; PDHPE 7-10; Science & Technology K-6
 \$27.95 each

Titles in this series include:

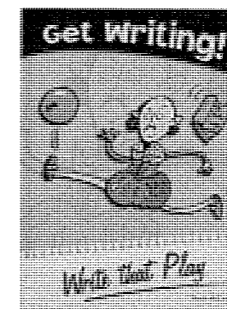
Equestrian SCIS 1123794
Gymnastics SCIS 1123793
Karting SCIS 1124816
Motocross SCIS 1123792
Skiing SCIS 1123791
Surfing SCIS 1125589

McCARTHY, Shaun

Write that play

Heinemann Library, 2003 (Get writing!)
 ISBN 0431152101 [808.2]

Budding playwrights will appreciate this practical and useful manual of writing skills. Information is laid out clearly and colourfully, with examples and activities for each section containing some interesting ideas for hands on play building. The information is chunked for a young audience, and the components of plot, theme, and character, are explained well. Users will need guidance to help them through the initial creativity process however, as the resource covers a lot of ground in a few words. Nevertheless, once the play is underway, there is excellent explanation on the writing process, and the nuances of scene construction. Writers will be able to create a credible work using the manual as a guide. C. Thomas



USER LEVEL: Stage 3 Stage 4
KLA: CA; English
SYLLABUS: Creative Arts K-6; Drama 7-10; English K-6; English 7-10
 \$34.10 SCIS 1131769

Animal scraps: a bumper book of animal stories

Scholastic, 2003
 ISBN 186291463X [808.88]

The familiar bumper book style is used for this visual collection of animal stories, anecdotes, fabulous illustrations, and information. Australian writers and illustrators contribute using a wide range of styles, including comic strips, diaries, Questions and Answers, retell, and short stories in a black and white format. Narrative and illustrations work creatively together, making for pleasant browsing. The pieces depict sad, adventurous, and humorous encounters with

animals wild and domestic, but all depict our warm and close relationship with the animal kingdom. Cats and dogs feature, supported by a huge range of animals including frogs, native fauna, bulls, birds, and bears. Short biographies of contributors and their published works are included in this resource. C. Thomas

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: CA; English; TAS
SYLLABUS: Agriculture 7-10; Creative Arts K-6; English K-6; English 7-10
 Paper \$24.95 SCIS 1126002

MITCHELL, Stephen

The wishing bone: and other poems

Candlewick, 2003
 ISBN 0763611182 [811]

Whimsy and wishes in childlike worlds form the content of these poems. There's a little humour, some nonsense, and lot of thoughtfulness, appreciated fully when the poems are read slowly. Two long narrative poems are the bulk of the collection: one explores a trial where animals take all the roles; the other is a fable like tale of an Indian expedition in search of a purple tiger. The poems deal with ordinary creatures in fantastic situations, as they playfully experiment with sounds and semantics. Mitchell's style means that the poems work beautifully when read aloud. Pohrt's detailed colour drawings, reminiscent of classic illustrations, nicely balance the tone of the written text. C. Thomas

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
 \$27.95 SCIS 1136399

LASKY, Kathryn

A voice of her own: the story of Phillis Wheatley, slave poet

Candlewick, 2003
 ISBN 0763602523 [811]

A beautifully written and illustrated book that should certainly be on the shelves of every school library, this is the story of an eighteenth century African slave who became America's first black woman poet. Her short life is told within the framework of the American Revolution and changing attitudes towards slavery. In 1761 the Wheatley family of Boston bought Phillis, a seven year old girl, to serve as Mrs Wheatley's personal slave. Fortunate to belong to a quite liberal family, during her short life, Phillis had a book of poetry published, visited England and was freed. This most interesting work explores significant issues through the life of Phillis and others who supported or influenced her. B. Corr

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; History Stages 4-5
 \$29.95 SCIS 1120115

LURIE, Alison

Boys and girls forever: childrens' classics from Cinderella to Harry Potter

Penguin, 2003
 ISBN 0142002526 [820.9]

Engaging and topical, this essay collection effectively maps the inevitable relationship between the authors of children's works and

resources

childhood; giving credence to the belief that they are the most childlike of people. Anderson, Alcott, De La Mare, Tove Jansson, Dr Seuss, Rushdie, and J. K. Rowling all fit this analysis. In this well researched and extensively referenced volume, the authors are firmly placed in context; be it national, feminist, consumerist, modern, or traditional. An American and Eurocentric focus ignores the treasures of Asian and Australian children's literature, however the findings are universally applicable. The sociological perspective of the work of the Opies is a very interesting feature. W. Bowie

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6
Paper \$33.95 SCIS 1119618

MERZ, Caroline & LEE-BROWNE, Patrick

Post-war literature: 1945 to the present: English literature in its historical, cultural and social contexts

Evans Brothers, 2003 [820.9]
ISBN 0237522586

Broad literary overview that it is, the text covers an extraordinary number of artists and texts in an approachably lively style. Primarily dealing with novels and plays, the book also discusses poetry, film, television, music, and pop art, as influencing, and being influenced by, the times. The literature covered is wholly British, as is the given political and social history, and readers will gain a crystal clear image of British history and literature, post World War II. Stage 5 History students doing the Electives *Art, literature and popular culture* and *Gender relations*, will find the text is a great starting point. Thirty biographies, a comparative timeline, and a glossary of terms applicable to literature of the era, are, like the whole text, informative and exceptionally well written. C. Thomas

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: English; HSIE
SYLLABUS: English Stage 6; History Stages 4-5
Paper \$26.40 SCIS 1135178

Roald Dahl's The Twits: plays for children

/ adapted by David Wood. Puffin, 2003 [822]
ISBN 0141315962

Wood has cleverly constructed six plays, complete with the original exaggerated humour, which will entertain and instruct young actors. The plays run for five to ten minutes, with one much longer performance, and they develop in complexity so that inexperienced actors will acquire skills to use in the longest play. Some incorporate mime, whole class and audience participation, and all share short lines of dialogue, written for a fast and continual delivery, with lots of action in both line delivery and movement on stage. Wood's notes and drawings on acting, plus setting, props, sound effects, costuming, and lighting, will help students experience a truly theatrical interpretation. C. Thomas

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
Paper \$16.95 SCIS 1130654

DUGGAN, Laurie

Mangroves

University of Queensland Press, 2003 [A821]
ISBN 070223351X

Structure and theme are important characteristics of this anthology. The poems are drawn from the poet's observations and memories of

places including Glebe and Florence; occasions, including the day Don Bradman died; and experiences, such as music and boredom. A major component of this work is the Blue Hills series of poems, replicating through language the episodic nature of the famous radio series. The vast range of styles and methods used to create poetical forms is one of the strengths of the collection. Readers will find a wealth of poetic techniques suitable for classroom study, and the strong use of Australian images adds to its relevance as literature worthy of critical classroom application. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
Paper \$22.00 SCIS 1121251

Current theatre series [series]

Currency, 2003

These new dramatic writings have a simple format of the whole text as it will appear at first rehearsal, and the complete theatre programme for the first production. They are a publishing experiment by Currency: if the play demonstrates a continuing life, the refined and definitive text is later published as a standard Currency edition. With one or two produced per month, the plots, themes and issues, although contemporary and usually relevant, theatrical devices, and styles utilised do vary, as does their suitability for use in school. F. Crum

USER LEVEL: Stage 5 Stage 6 Community
KLA: CA; English
SYLLABUS: Drama Stage 6; English 7-10; English Stage 6
\$16.95 each

Titles in this series include:

God's last acre SCIS 1133812
Mavis goes to Timor: a work of fiction, based on stories told by Mavis Taylor, Elwyn Taylor and the women of East Timor SCIS 1133817

The fat boy SCIS 1133827

McDONAGH, John Michael

Ned Kelly: the screenplay

Currency, 2003 [A822]
ISBN 0868197157

Based on Robert Drewe's novel *Our sunshine*, this screenplay of the 2003 film on Kelly portrays him as a man swept up by circumstance. The narrative traces his early troubles with Constable Hall in a rural Victoria which is divided by rigid class and religious prejudices, to the shoot out at Glenrowan, his imprisonment, and hanging. Themes and issues include: bushrangers; colonial law; survival; morality; gender positioning; loyalty; betrayal; media bias, sensationalism, and exploitation. Excellent imagery and clear, modern dialogue using an Irish dialect, has created a superb script. The text includes photographs from the film, an informative foreword on the script's development, and a historical essay on Ned Kelly. F. Crum

USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6
Paper \$21.95 SCIS 1127385

FIRTH, Rachel

Knights

Usborne, 2003 (Usborne discovery Internet-linked) [909.07]
ISBN 0746046960

The subject of knights is treated in depth in this well presented book. Using a two page format, information is usefully structured in an easy

to use layout of sub headings, illustrations, pictures, photographs, and Internet links. Its value as a source book is in its information on associated themes such as chivalry, the Crusades, tournaments, and heraldry. Developing an understanding of the historical period gives the information greater relevance for the user than some other general texts. It is an excellent resource, strongly supported by Internet links allowing students to extend their research. B. Kervin

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5
Paper \$14.95 SCIS 1127892

Empires of stone [series] [videorecording]

Channel Four Television, 2001 (50 min.) (Aust. release 2003)

Providing a valuable resource for students, these videos have detailed information, simply narrated, together with computer simulations which enhance and build on archaeological remains. Depictions of China's Great Wall, with its immense construction cost in lives and materials, the architectural splendour of the Acropolis, and the drama of the Colosseum, give the viewer insights into the society that created the buildings. The videos examine the motivation and construction methods of the builders, and the engineering feats that resulted. They could be used as introductions to the monuments and the societies that produced them. Teachers will find them especially useful within the junior topic: *Ancient societies*, and for Ancient History students looking at the options of *Greece* or *Rome*. B. Hull



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
\$77.00 each

Titles in this series include:

The Acropolis SCIS 1117670
The Colosseum SCIS 1130632
The Great Wall SCIS 1118384

Kids who ruled [series]

Octopus, 2003

Featuring information about young children who became rulers of their various countries at different historical periods of time, this is a fascinating series. As each book contains not only information about the individual, but also about how ordinary people lived at this time, including aspects such as schooling, food and drink, fashion and religion, this series could be useful in both the *Cultures* and *Change and continuity* strands of the HSIE K-6 syllabus. A timeline and map are featured in each book as well as special fact boxes and a glossary. The illustrations are simple watercolours and the clear well organised text makes the books extremely user friendly. J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$17.95 each

Titles in this series include:

Alexander the Great SCIS 1127753
The last emperor SCIS 1127761
Tutankhamun, the boy king SCIS 1127758

Karnak: a hidden history [videorecording]

BBC Television, 1996 (49 min.) (Aust. release 2003) [932]
ISBN none

A little known aspect of the temple of Karnak, the ancient Egyptian creation story, is explored here. Concepts such as the sexual nature of temple interiors, Amun's act of creation or divine masturbation, and the role of the great wife are explained. Methods of temple construction are examined with computer animation. The roles of gods and priests, economic and religious, and religious ceremonies are detailed. Offering a complex and challenging view of the ancient Egyptian people, through their pharaohs, temples, and religion, teachers may feel that careful preparation is needed before student viewing. This video could be incorporated into the option of *Society in New Kingdom Egypt during the Ramesside period, Dynasties XIX-XX*, and the *Personalities in their times* studies of *Hatshepsut* and *Rameses II*. B. Hull

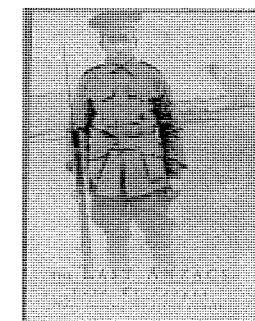
USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
\$77.00 SCIS 1108107

STEPHENS, Tony & SIEWART, Steven

The last Anzacs: lest we forget

Fremantle Arts Centre Press, 2003 [940.4]
ISBN 1920731366

Interviews with the last eighteen ANZACs make for a poignant Australian story. The juxtaposition of photographs taken eighty years apart will help younger students make connections about change and continuity. The short and simple biographies, combined with reminiscences, allow us to examine values and beliefs about war. A sprinkling of poetry, and Atatürk's epitaph to the diggers, rounds off a book that provides a number of types of text for study in the classroom. It is not a book about World War I, rather, it is about people who went to war, making it applicable to a variety of topics within schools. C. Dorbis



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5, HSIE K-6
Paper \$27.95 SCIS 1127261

The world of Anne Frank

/ compiled by the Anne Frank House. Pan Macmillan, 2003 [940.53]
ISBN 0330393820

Frank's life, in the context of Nazi Europe, is presented here in an outstanding photographic social history compilation. Black and white images of the rise of Nazism, and a vibrant text, powerfully reveal these emotional years. Written text is short, pointed, and dramatic, as, unusual for historical material, it is written in the present tense. Photographs of the Frank family are accompanied by images of Frankfurt, political rallies, anti Jewish propaganda, the Resistance, and an extraordinary collection showing life under Nazi rule. This time and place are made relevant to today by a strong message of racial tolerance running through visual and written text. The past is clearly linked to the present in a text that should be in every high school library. C. Thomas

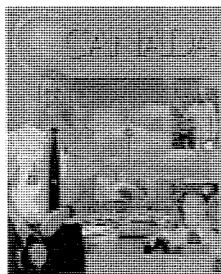
USER LEVEL: Stage 4 Stage 5 Stage 6 Community
KLA: English; HSIE

resources

SYLLABUS: English 7-10; History Stages 4-5; Modern History Stage 6
Paper \$16.95 SCIS 1124430

The changing face of [series] Hodder Children's, 2002

Each of these texts on photographs and quotes of real people who live in the topic country. These individual studies are informative and interesting. A brief history of the country is provided, plus information on landscape, climate, natural resources, the changing environment and population. An overview of life at home and work is provided, with a focus study on a city or town. Dynamic colour photographs enhance the written text.



Style, language, and format are suitable for students studying geography and language students seeking up to date background information about a country. A geography based glossary facilitates research, and a bibliography with web sites provides a list of further resources. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Languages
SYLLABUS: Italian 7-10; French 7-10; Geography 7-10; Greek 7-10
\$36.95 each

Titles in this series include:

Australia	SCIS 1127407
Canada	SCIS 1107425
France	SCIS 1103806
Greece	SCIS 1132424
Italy	SCIS 1118940

Timewatch [series] [videorecording]

BBC, 1993 (Aust. release 2003)

Archival footage and eyewitness accounts feature in these videos, complementing the straightforward narration. Chairman Mao highlights the dichotomy of the public and private persona, and the contradictions of his beliefs and actions, in a revealing and stark presentation of Communist China. This would have limited use in the Modern History National Studies option: *China 1911-949*. The *Cuban Missile Crisis* concentrates on the intrigues and plots of the CIA. This video could be a useful adjunct to the History Extension option: *The nature of the presidency of John Fitzgerald Kennedy*. Opinions and issues of both sides of these conflicts are discussed, making the videos useful as either a starting point for research, or in students' refining of interpretations. B. Hull

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: History Extension Stage 6; Modern History Stage 6
\$77.00 each

Titles in this series include:

Chairman Mao: the last emperor (58 min.)	SCIS 1108082
The Cuban missile crisis (98 min.)	SCIS 1108092

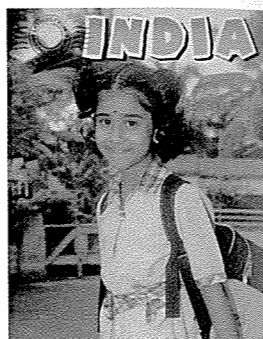
CUMMING, David

India

Evans, 2003 (Letters from around the world)
ISBN 1842341421 [954.05]

Centred on Lakshmi who lives in the south western Indian city of Kochi, this simply written text with plenty of photographs,

portrays India through the eyes of a nine year old girl. Readers find out what it's like to live in India through information on Lakshmi's home, food and mealtimes, her school day, work, leisure time, and religion. A fact file about India includes brief information about: geography; cities; religions; flag; landscape and weather; currency; landmarks; and famous people. A glossary is provided, as is a list of non fiction, fiction, CD-ROMs, resource packs, and web sites for further reading. F. Campbell



USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography Stages 4-5; HSIE K-6
\$29.70 SCIS 1120346

Other titles in this series include:

Italy	SCIS 1120250
--------------	--------------

ENGLAND, Kathryn

Lasseter: the man, the legend, the gold

Scholastic, 2003
ISBN 1862914591 [994.204]

The brilliant orange and gold cover sets the scene for this visually appealing account of Lasseter's exploits. Containing a variety of reproductions of primary source materials, some of which were previously unpublished, the content of this comprehensive text about Lasseter goes well beyond the needs of the Stage 3 student or teacher working towards achieving the *Change and continuity* outcomes. The text is difficult; only very independent Stage 3 readers would find information accessible, and this with the assistance of the index. The content itself is of very high interest and may appeal to the avid gold or Australian history enthusiast, or be better suited to the secondary library. A. Arnott

USER LEVEL: Stage 3 Stage 4 Stage 5 Community
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5
Paper \$14.95 SCIS 1125919

WAIKO, John Dademo

Papua New Guinea: a history of our times

Oxford University Press, 2003
ISBN 0195516621 [995.3]

Written by an indigenous academic, this is an extremely important study of our nearest northern neighbour and onetime colony. While most of the book covers colonial and contemporary history, the prehistoric era is also well covered. Of special interest are details of the years following independence, which cover diplomatic relationships, health and education systems and periods of political instability. The book is well set out with plentiful black and white illustrations, summaries of key dates and issues and appropriate questions and answers. Designed to give young Papua New Guineans an insight into their nation's development, this work is historical in nature, but is also relevant to teachers of Geography and Society and Culture. B. Corr

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5; Society & Culture Stage 6
Paper \$32.95 SCIS 1127289

Professional reading

Resources are in Dewey order.

SIMMONS, Rachel

Odd girl out: the hidden culture of aggression in girls

Harcourt, 2003
ISBN 0156027348 [302.5]

Based on research undertaken in the US, largely among middle class girls, the book documents a covert culture of bullying, which it maintains is largely ignored by teachers. It investigates how narrow and stereotypical ideas about appropriate femininity may affect the behaviour of girls, and how this behaviour may be as damaging as the more overtly aggressive bullying displayed by some boys. It also suggests ways of dealing with this issue. Ideas put forward could form the basis of action research projects in schools, and raise awareness of this issue for parents and teachers, including student welfare personnel and school counselors. J. Nielsen

USER LEVEL: Community Professional
Paper \$31.95 SCIS 1126882

ROBERTS, Stacey

Understanding girls: a parent's guide to adolescence

Positive Image, 2002
ISBN 0958032505 [306.874]

The physical, emotional, and behavioural changes experienced by adolescent girls are explored here. The text is particularly useful in providing practical strategies for supporting girls during this potentially difficult time. The author identifies warning signs, and suggests appropriate responses for addressing concerns. While parents are the intended audience, teachers would also be likely to benefit from reading the strategies outlined. Though these strategies are aimed at addressing the needs of girls, it is likely that many would benefit boys also. For parents, caregivers, and teachers seeking advice on supporting young people through adolescence, this text would be of considerable value. A. Anderson

USER LEVEL: Community Professional
Paper \$21.95 SCIS 1115042

Changing landscapes: integrated teaching units

Primary English Teaching Association, 2003
ISBN 1875622519 [333.7071]

The philosophy of think globally and act locally is at the heart of this timely and useful environmental education publication. Resulting from a *Special forever* initiative, based on current NSW curricula, this publication contains sound learning theory and promotes the acquisition of information skills. Each outcome based unit has a hands on learning approach to encourage student engagement while developing and applying skills and knowledge. Investigating issues like manufactured waste, fresh water, town planning and salinity should develop students' understanding of

the human impact on the environment. While activities may need modification to suit particular circumstances, the format, types of activity, sequence and suggested resources for each unit are relevant, and support teachers. N. Chaffey

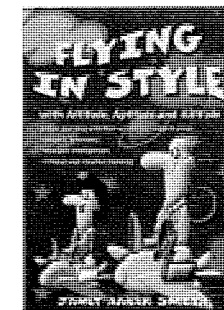
USER LEVEL: Professional
KLA: CA; English; HSIE; Mathematics; ST
SYLLABUS: Creative Arts K-6; English K-6; HSIE K-6; Mathematics K-6; Science & Technology K-6
Paper \$28.00 SCIS 1126110

SMITH, Janet Aaker

Flying in style: with altitude, aptitude and attitude

Hawker Brownlow, 2002
ISBN 1740255178 [371.33]

The design of these instructional activities is based on the analogy of flying high, and encouraging students to also aim high. Bloom's taxonomy, multiple intelligences and a constructivist approach to learning form a sound theoretical framework for the student centred activities. How emotions in the classroom impact on learning ability, and the formation of memory and positive learning environments, are demonstrated through a range of activities designed to engage students in challenging and creative learning processes. The activities, including photocopyable worksheets, are designed for students to engage in critical and reflective thinking through individual and group learning contexts. Although many of the activities have a subject based context, they are adaptable across a range of key learning areas. F. Plummer



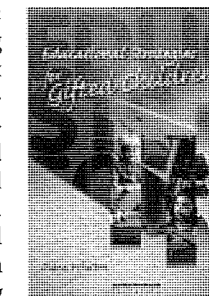
USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: CA; English; HSIE; Mathematics; ST
Paper \$32.95 SCIS 1114993

WHITTON, Diana

Educational strategies for gifted children

Hawker Brownlow, 2002
ISBN 1740257774 [371.95]

Strategies teachers can use for using the curriculum to challenge student thinking from basic to abstract and simple to complex are the focus for this resource. A comprehensive history of the political and educational responses to the teaching of gifted students in Australia presents a critical overview of the adequacy of these responses. A range of theoretical and practical approaches are described, beginning with understanding giftedness, and moving through instructional design for curriculum differentiation, to application of research skills and problem solving. The student centred activities focus on developing students' deep learning through both the content and processes suggested in the range of experiential activities provided. The reader is encouraged to engage in additional professional reading from the sources presented at the end of each chapter and in the four appendices. F. Plummer



USER LEVEL: Professional
Paper \$49.95 SCIS 1119765

GIBBS, Donna & O'SULLIVAN, Kerry-Ann

Film starts: approaches to film study

Hawker Brownlow Education, 2003

ISBN 174025676X

[791.43]

A very welcome addition to the small group of up to date film resources written for teachers, this text deals closely with contemporary Australian curriculums and the teaching of film literacy in senior English. While presenting nothing startlingly new, the choice of films and analysis of film elements, including directors' approaches, forms a complete and interesting introduction to film studies. The logical and clear layout of this text is a welcome bonus. An in depth analysis of seven opening sequences provides a thoughtful look at film construction, and, by osmosis, a useful model for students of how to critically and clearly write about film. Strong emphasis is placed on the Internet as a tool, with excellent research techniques and Internet awareness skills explained clearly. A six page glossary appropriately concludes this most useful manual. C. Thomas

USER LEVEL: Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6
Paper \$35.95

SCIS 1141597

Big screen, small screen

/ edited by Mark Howie. St Clair, 2003

ISBN 1876757108

[791.4307]

Film units covering three documentaries, two foreign language films, one animation, and thirteen dramas, are presented here in small print and a slightly cramped format. Despite this, the choice of films, the nature of the explanatory text, and the activities given, are practical and useful for teachers of film studies. Each unit comprises film background notes, a running sheet of sequences, a synopsis, questions, and activities. The latter two range from the ordinary and traditional, to contemporary and critically thoughtful activities, such as gendered readings, representation, and intertextuality. Generally pitched at junior high school English students, the five Stage 4 films would also suit Stage 3 viewers, and all the films could be used in various sections of the *English Stage 6 syllabus*. C. Thomas

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10; English Stage 6
Paper \$36.95

SCIS 1129650

CLEMENTS, Dee & GODINHO, Sally

Read & reflect: literature discussion in small groups

Curriculum Corporation, 2003

ISBN 1863667113

[807.1]

Designed to engage students in discussion, these six units are fine lessons in social as well as literary communication. Using a book club scenario, student centred groups, with an adult group leader, read a novel as part of one of six topics: bullying, the environment, Indigenous people, war, the classics, and popular literature. Each topic has 25 novels, six of which are summarised, and issue based questions and reflections. An excellent guided explanation of how the model works, plus the skills needed to promote analysis and discussion, form one third of this very practical and useful text. References to Bloom, De Bono, critical literacy, and creativity, enhance the text's credibility and its value for teachers. C. Thomas

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$35.95

SCIS 1119471

Who reviews?

Reviewers for *Scan* and the *DEF* web site are selected from teachers and teacher-librarians across the state.

Reviewers for this issue were:

Andrew Anderson, Student Services and Equity
Kristin Ashley, VA, Newcastle High
Colleen Barlow, TAS, Erina High
Barbara Beggs, Student Services and Equity
Bill Bowie, rel. HT English, Dulwich High
Sue Bremner, SCA, English K-6
Michèle Busch, HT Welfare, Erskine Park High
Angela Byron, NSW Board of Studies
Francie Campbell, Castle Hill High
Nell Chaffey, Tamworth Primary
Heather Cobban, HT English, Fort Street High
Barry Corr, Aboriginal Consultant
Robert Cox, PDHPE, Narara Valley High
Frances Crum, Drama teacher
Elizabeth Derouet, Lightning Ridge Central
Chris Dorbis, Project Officer, International Civics & Citizenship
Diana Doust, STLD, Lismore High
Jan Eade, Turramurra North Primary
Andrew Fisher, HSIE, Bowral High
Colleen Foley, Manager, School Libraries and Information Literacy
Amanda Frost, Grantham High
Heather Gardiner, SEO2 Curriculum/Training & Development
Jan Hancock, Peshurst West Primary
Jackie Hawkes, St Clair High
Bronwyn Hull, Goulburn High
Cath Keane, Parramatta East Primary
Bede Kervin, Bowral High
Sally Key, HSIE
Elissa Kesby, Careers, Pennant Hills High
Fiona Kyle, rel. Literacy Consultant
Daniel Low, TAS, Epping Boys
Brendan Maher, TAS, Brewarrina Central
Ian Mavin, HT Science, Jamison High
Elizabeth Maxwell, SCIS Review Coordinator
Noel McFayden, Business Studies teacher
Judy Morgan, HT Science, Sefton High
Joy Neilsen, Gender Equity Unit
Bob Percival, Curriculum Adviser, Aboriginal Studies
Frances Plummer, Principal Education Officer, QTP
Louise Pratt, Visual Arts, Cranebrook High
Bernard Pryor, HT, English, Asquith Girls High
Sally Rasaiah, Editor *Scan*
Beverley Richardson, teacher-librarian/literature specialist
Sally-Ann Rusden, HSIE, The Hills Sports High
Beverley Sampford, TAS, Henry Kendall High
Leonie Seaton, Student Services and Equity
Lianne Singleton, SCA, Civics & Citizenship K-12
Vicki Smith, HT Home Economics, Erina High
Wendy Smith, Tamworth Primary
Alison Soutter, Project Officer, Anti-violence
Susan Taylor, Lindfield Primary
Carol Thomas, English/History
Jenny Weal, English, Cherrybrook Technology High
Leanne Wilson, Mathematics

Articles – Authors Vol 22

AGOSTO, Denise 1:27
ANDERSON, Michael 1:39
ANTONINI, Lorraine 2:20, 4:22
BELLCHAMBERS, Christine 1:4
BLACK, Jan 2:10
BOHMAN, Julia 1:10
BREMNER, Sue 1:38, 2:36
CAWTHORNE, Glenn 4:39
CHAPMAN, Wendy 4:14
CHARLES, Rosie 3:42
CLYDE, Laurel 3:31
CONOMOS, Nina 2:41
CUMMINS, Maurice 2:25
DOWLING, Anne 4:43
DREW-SMYTHE, David 2:5

DUNSTAN, Pam 1:22
FIELD, Carol 3:21
FITZPATRICK, Lesley 4:20
FOLEY, Colleen 4:4
GEE, Jane 4:27
GERDSEN, Trevor 1:41
GIBBS, Rod 3:4
HAFEY, Bronwyn 3:9
HARVEY, Ross 3:26
HEALEY, Daryl 2:14
HOLMES-WALKER, Ailsa 4:19
KNOWLES, Karyn 2:23
LAMB, Liz 2:29
LANE, Dianne 2:14
LEICESTER, Sarah 3:23

LEMBACH, Mike 1:40
LEWIS, Estelle 2:25
MACAULAY, Sue 1:42
MARTIN, Alexia 1:22
MARTIN, Sue 4:41
MERLINO, Joe 1:45
MISFELD, Sue Ellen 2:23
MULDER, Lynda 3:18
NIELSEN, Cathy 2:4
PAULL, Nigel 3:18
PAYNE, Paula 2:14
PERCIVAL, Bob 4:40
PLUMMER, Frances 1:4
RANDALL, Robert 3:38
SCHEFFERS, Jenny 1:10

SLY, Cathy 1:13, 3:11
SMITH, Syd 1:36
SMITH, Kerrie 2:42
TESTER, Ric 1:17
THRELFALL, Amanda 3:19
TODD, Ross 1:26, 2:28, 3:30, 4:30
UNDERHILL, Kerry 3:40, 4:20
van WESTENBRUGGE, Annalies 3:15, 4:38
WELSFORD, Cathy 3:16, 4:24
WHITE, Karen 4:42
WHITFIELD, Amanda 2:38
WRIGHT, Annette 1:44
YATES, Cecile 4:12
YOU DALE, Margaret 1:4

Articles – Titles Vol 22

2003 Annual Schools Web Design Awards 4:39
Aboriginal education K-12: resource guide, The 4:40
About EdNA online 2:42
Abstracts 1:33
Abstracts 2:35
Abstracts 3:37
arts action CD-ROM 1:39
Author visit: Simon French 3:18
Award winning web site for Languages 4:42
Belief in action 1:40
CBCA 2003 shortlisted finalists in the Children's Book of the Year Awards 2:44
Celebrating National Literacy and Numeracy Week 3:15
Celebrating National Literacy and Numeracy Week—2003 4:38
Connecting girls to computers: an investigation of girls' web site design preferences 1:27
Copyright FAQs 1:41
Developing a culture that embraces information literacy at North Nowra Public School 2:23
Evaluating online resources and incorporating them in the classroom: a framework for teachers 2:25
Evidence based practice at Asquith Girls High School: independent learning 1:4
Evidence based practice at Marayong Public School: the enhancement of student learning through participation in a book rap 1:10
Film Asia: new perspectives on film for English 3:40
Focus on literacy: talking and listening 2:36
Focusing teaching and learning information literacy support 4:4
From ITD 2:43
Harry Potter and the chamber of secrets: page to screen 1:13
HSC English: Area of Study: *The journey* 4:20
Information literacy and gifted students 2:29
Information literacy and the secondary science curriculum 1:17
Interview with Peter Skrzynecki, An 2:20
Interview with Peter Skrzynecki: Area of Study: The Journey, An 4:22
Learn languages 2:41
Literacy and technology: working together to support teachers in the Armidale District 4:24
Literacy in science 1:22
Literature and technology challenges 3:16

Maintaining your school's web site for the future 3:26
mathematical board game competition and a WebQuest for primary schools in the Hornsby District, A 3:21
New editions of Dewey 4:43
NSW HSC Online 4:41
Numeracy — beyond 1+3=4 3:19
OASIS Library Pilot 3:43
Peer tutoring, expanding across New South Wales 3:9
power of collaboration, The 4:27
Premier's Reading Challenge 3:42
Professional Development Day for teacher-librarians in new schools 3:43
Quality Teacher Program at <http://www.qtp.nsw.edu.au/> 2:4
Reading a variety of texts 3:11
Reframing the role of the teacher-librarian: the case for collaboration and flexibility 3:4
Related reviews to support Aboriginal Studies K-12 2:9
Related reviews to support literacy and numeracy 3:25
renewed focus on pedagogy, A 3:38
Research columns one 2003 1:26
Research columns two 2003 2:28
Research columns three 2003 3:30
Research columns four 2003 4:30
School library web sites: current status and ongoing trends 3:31

Shared history and critical literacy 2:8
Sustainable Schools Project, The 1:36
Teacher-librarians in the media 2:45
Teacher-librarians in the media: Book Week celebrations at Corowa Public School 1:42
Telling I.T.—like it was 2:5
Thinking together: exploring an integrated approach to teaching and learning in the middle years at Dubbo College South Campus 2:14
Using an evidence based practice approach to extend the integration of ICT across key learning areas at Matthew Pearce Public School: making mini movies in the library 2:10
Using online learning resources at Wollondilly Public School 4:14
Using online resources — a secondary perspective 4:19
Using readers in the Discovering Democracy program 2:38
Voices and visions from Indonesia: texts for the Senior English classroom 1:38
Web and Flow 4:12
World Poetry Day: a collaborative approach to supporting literacy 3:23

Internet sites Vol 22

19th-Century German stories 1:57
3M world wide 3:50
Aboriginal art online 1:52
Aboriginal Justice Advisory Council 2:50
Accel-team.com 2:54
ACMI (Australian Centre for the Moving Image) 3:41
Activehistory.co.uk 4:60
Acts of passion 1:47
AFM: we understand franchising 4:57
AkaKURDISTAN: a place for collective memory and cultural exchange 3:55
All Australian 1:57
Allen & Unwin: teacher's notes & briefings 4:47
American Indian Relief Council 4:62
Amethyst Galleries' Mineral Gallery 4:54
Amusement park physics: what are the forces behind the fun? 4:53
Ancient Greek civilizations — Sparta 1:58
Ancient history: Vikings 2:57
Ancient/classical history 3:54
Anne Fine: children's laureate 4:60
Antarctic explorers 3:56
Antarctic philately 1:60
Antarctica picture gallery, The 1:60
Art capades: for K-3 bilingual 4:57
Art in children's books 3:25
art of crime detection, The 2:55
Astronomy for kids 2:52
Australia Telescope Compact Array 1:49
Australia's prime ministers 3:56
Australian Business Limited 4:56
Australian Chamber of Commerce and Industry (ACCI) 2:49
Australian Department of Health and Ageing 1:47
Australian Ethical Investment Ltd: for investors, society & the environment 2:47
Australian Institute of Health and Welfare 1:48
Australian storytelling 1:56
Australian Water Quality Centre 2:49
Australians 3:56
Bali: the online travel guide 1:57
Balkanu Cape York Development Corporation 1:59
Bangarra Dance Theatre 3:53

Barani: Indigenous history of Sydney City 2:47
Battle for Australia 3:55
Bell Shakespeare Company 3:53
Biggest family album 1:59
Black box: an Australian contribution to air safety, The 3:48
Blundstone footwear 3:47
Bookcrossing.com 4:47
BPLANS.COM: planning for success 3:51
brief lexicon of Greek terminology, A 1:49
British Museum: illuminating world cultures, The 4:60
Building big: bridges 4:56
Business entry point: welcome to business entry point 3:45
Canadian Arctic Profiles: indigenous culture 4:63
Capitolium.org 4:60
Carers Australia 1:52
Carmine's introduction to line and shape 2:55
Carmine's introduction to portraits 2:55
Carmine's landscape adventure 2:55

Carol Hurst's children's literature site 2:56
Cat colors FAQ (Cat fanciers:color genetics) 1:52
Cathedral 1:54
Cell biology and cancer 4:56
Central Land Council 1:47
Chinese New Year 1:48
Chronological history of Greece in the Vth and IVth Centuries BC 1:58
CIESE online classroom projects 2:51
Cinema 3:53
Civil rights movement 4:48
ClassicNote on A room of one's own 1:56
Community builders 4:47
Conjure creative chemical computations 2:53
Conquistadors 4:62
Consumersonline: the Commonwealth Government's one stop shop for consumer information in Australia 4:51
Convicts of the First Fleet 3:56
Cool Antarctica 1:57
Coolmath.com 2:52

Corpwatch: holding corporations accountable 3:47
 Count us in 4:53
 Creating music 3:52
 Creative drama & theatre education resource site 1:55
 Creative writing process 2:56
 Cyber shrine 4:57
 DaisyMaths 4:52
 Das Quassel-buch 1:49
 Detailed business plan 2:54
 Dharug story: an Aboriginal history of Western Sydney from 1788, The 2:9
 Die Bundesregierung Deutschland 2:50
 Discovering democracy: civics and citizenship education 4:48
 discovery of longitude: an historical account of maritime navigational practice and the subsequent invention of the chronometer, The 2:54
 discovery of the electron, The 1:50
 Diversity 3:46
 DNA 1:50
 Documenting a democracy 4:62
 Dollars and sense: making sense of your money 2:48
 Dr Blythe's rainforest education web site! 4:54
 Dr. Karl's homepage 2:51
 drama teacher's resource room, The 1:55
 Drumclub.com, The 1:54
 ECHO: a music-centered journal 1:53
 Eco explorer 4:49
 Edible-Inedible 1:49
 Education world 4:50
 Education world: classroom management 4:51
 Einstein: image and impact 1:50
 ELAC theatre arts' writers workshop 3:53
 Electric circuits: an interactive E-learning web site 4:53
 EMA for schools 3:48
 Emerging and re-emerging infectious diseases 4:55
 Encounters 1:60
 Encyclopedia Smithsonian: textiles and quilts 3:52
 Ender's game 1:56
 Endurance: Shackleton's legendary Antarctic expedition, The 1:57
 Energex: energy for a changing world 2:49
 English Club: quality materials for effective teaching, quality professional development 4:52
 Essentials of music 3:52
 Ethical business network 2:47
 Euripides and his tragedies 1:56
 EuroTales 3:49
 Exploring through art at the Broad Oak Nature Reserve 4:57
 Fact monster 1:46
 Fast food facts 3:50
 Film Australia's outback 2:57
 Find out why: exploring the science and technology all around you 3:49
 First Fleet online 1:59
 First World War.com: the war to end all wars 3:55
 FLAPA (Food Law and Policy Australia) 3:47
 Follow a drip through the water cycle 2:53
 Food science Australia 3:51
 Foodwatch 3:50
 Forrester research 2:54
 Franchise Council of Australia, The 3:51
 FREE: federal resources for educational excellence 1:48

Fun science demonstrations and fun science experiments 2:52
 Future scapes 3:45
 Gary Foley's Koori history website 1:58
 Geebung State School pathfinders and links pages 4:47
 Global education 2:50
 Global policy forum 4:49
 Gold! 1:59
 Grads online 4:48
 Greek costume through the centuries 1:48
 Greenfield history site 3:55
 Harry Potter and the chamber of secrets 1:15
 Harry Potter lexicon, The 1:16
 Helping your child succeed in school: with activities for children ages 5 through 11 2:50
 Helping your child through early adolescence: for parents of children from 10 through 14 2:50
 hero's journey, The 4:59
 hero's journey in Campbell's Hero with a thousand faces and Star wars, The 4:59
 Hero's journey: reference 4:59
 history of invention, The 1:51
 Home Economics Institute of Australia (NSW Div) Inc. 3:51
 Homework helpers: government and politics 2:48
 How effective was the civil rights movement in bringing about social change in America? 4:48
 HSBC 2:48
 Hubblesite 1:49
 Human genetic variation 4:55
 Hunting for how natural images of Australia were formed 4:18
 Hyperscore 1:54
 Imagining Australia 1914-1918 1:59
 In a manner of speaking 4:47
 In Flanders fields 2:57
 Indigenous Australia 3:45
 Inside the house: the Sydney Opera House virtual tour 1:53
 Institute of Food Science and Technology 3:52
 International Court of Justice: general information, The 3:47
 International cover art for Harry Potter 1:15
 International Organisation of Palaeobotany 2:53
 Invent now 1:51
 Is school ready for my child? The case of numeracy and the transition to school 3:25
 Islam: empire of faith 3:45
 Japan for 6 to 10 year old children 4:61
 Java music theory 1:54
 Joseph Campbell, Cinderella, and Eudora Welty: using the journey of a hero to explore a worn path 4:59
 Kamilaroi-Gamilaraay dictionary 2:9
 Keys to the kingdom: Garth Nix 4:60
 Kidcyber 3:45
 Kids love a mystery.com 3:53
 Kids' planet 1:51
 knowledge loom, The 4:50
 Knowledge loom: cultural relevance in teaching 4:50
 land that design forgot, The 2:56
 Lawstuff: know your rights 4:50
 Learning guide to To kill a mockingbird 1:54
 Legends 3:49
 Libby Hathorn 3:53
 Life on the goldfields: a State Library of Victoria virtual exhibition 4:63
 Lights, puppets, action 2:56
 Live it! Use it! 2:51

living skeleton: a tour of human bones, The 4:55
 LMI: Leadership Management International 4:56
 Lord of the flies 1:56
 Managing dryland salinity in the Murray-Darling Basin 1:51
 Mangrove & saltmarsh: an excursion to Towra Point in Botany Bay 4:55
 Mars Academy 2:53
 Math cats 4:52
 Mathematical fiction 2:52
 maths dictionary for kids, A 4:52
 Maths4fun.com 2:52
 Meanjin: Australia's leading literary magazine 4:60
 Medieval history 4:61
 Menzies era: 1949 to 1972, The 3:56
 Merrimans Local Aboriginal Land Council 1:47
 Message stick 2:47
 Mind mapping: basic rules 2:47
 Mindmatters National Conference 2002: after the conference 2:51
 Minoan snake goddess 1:58
 Miyayke Elementary School 4:51
 Motion-picture industry: behind the scenes 4:58
 Mura gadi 2:46
 Murray Darling Basin 3:46
 Music interactive projects 1:53
 My first garden 1:52
 My future: Australia's career information service 4:49
 Napoleon 4:61
 NASA Jet Propulsion Laboratory 1:50
 National ACROD Limited 3:48
 National Centre for History Education, The 4:62
 National Dryland Salinity Program 1:51
 National Library of Australia news 4:46
 National Pioneer Women's Hall of Fame 4:47
 NationalGeographic.com 2:57
 new look at ageing, A 1:47
 New Scientist.com (New Scientist.com: the world's no.1 science and technology news service) 1:19
 New South Wales. Rural Fire Service 3:48
 New York Philharmonic kidzone!, The 3:52
 New Zealand Book Council 3:25
 NewMusicBox 1:53
 nine planets: a multimedia tour of the solar system, The 4:53
 NOHSC: National Occupational Health and Safety Commission 2:50
 Notes on creating a visual interpretative analysis 3:25
 NOVA online: special effects - Titanic and beyond 4:58
 NSW Department of Industrial Relations 1:48
 NSW Writers' Centre: a resource and information centre for professional and aspiring writers 4:58
 NSWALC: NSW Aboriginal Land Council 3:46
 Nursery rhymes: tales to learn by 3:49
 Online research modules 4:51
 Open: small business network 4:56
 Ottawa Charter for Health Promotion 3:50
 Our nation's album 1:46
 PAN: Performing Arts News 4:58
 Papunya Tula Artists Pty Ltd 1:53
 Parliament @ work 2:48
 Peace Treaty of Brest-Litovsk March 3, 1918, The 3:55
 perspective on Sydney's green ban campaign, 1970-1974, A 4:49
 Phillips 3:51
 piano education page, The 1:54

Picturing books 3:25
 Pond explorer 4:54
 Prehistoric life 4:54
 Professional Teachers' Council 4:18
 Queensland Government Department of Primary Industries 4:57
 Rabbit-proof fence 2:56
 Racial respect 4:48
 Rainforest-Australia 3:50
 Redfern Legal Centre 4:50
 Roman Empire: in the first century, The 4:61
 Salinity 1:52
 Scam watch 4:52
 Science fiction reflections 4:18
 Science image online 2:51
 Sculpture 2:55
 Sebastian Swan's infant explorer 4:51
 Shackleton's voyage of endurance 1:60
 SIGNAL 3:50
 Small business centre 2:49
 social function of the Spartan syssitia, The 1:58
 Space history 2:54
 Sparknotes: Harry Potter and the chamber of secrets 1:15
 StarChild: a learning centre for young astronomers 4:53
 Starfall 3:49
 stowaway adventure: adventures on the high seas, The 3:54
 Tape services online 3:44
 Teaching Euripides' Medea 1:56
 Teaching heritage 2:47
 Textile industry 3:47
 TheatreGROUP method acting procedures 1:55
 Theatrepaedia 1:55
 Tim Winton 3:54
 Time line 3:54
 Timor Gap Treaty, The 3:47
 Tjapukai Aboriginal cultural park 4:62
 Tobwabba Art 4:57
 Tod Machover's Brain opera 1:53
 tomb of Senneferi, The 3:54
 Trench warfare 3:55
 UCMP exhibit halls: welcome to the evolution wing 2:53
 UNICEF Australia online 3:46
 Unit lesson plans 1:55
 United Nations: sustainable development 1:37
 UNSW: Careers and employment 4:49
 Virtual mangrove field trip 4:55
 Volcano world online 1:50
 Volcano's deadly warning 4:54
 Walk through time 4:61
 walk through time: the evolution of time measurement, A 4:53
 Water in the city 2:53
 Web study-tools 4:58
 Welcome to basin kids 3:46
 Welcome to the Herodotus website 1:58
 Welcome to the marketing plan workshop 2:55
 Welcome to the Potter project 1:16
 Welcome virtual teacher 3:48
 Werner Heisenberg (1901-1976) 1:50
 Wilderness Society: defending Australia's wilderness, The 2:49
 Wissen.de 1:49
 Women's vote 2:48
 Word parts: the roots of vocabulary 1:15
 Wordplay 1:55
 Writer's word: a beginner's guide to writing - experimental version 4:59
 You're visiting anzacday.org.au: education 4:50
 Yothu Yindi 3:52
 Ziptales 2:57
 Zootopia 1:51

Resources - Authors Vol 22

ABELA, Deborah 4:68
 ADAMS, Laurie Schneider 3:78
 ADAMS, Sarah 3:65
 AHERN, Amanda 3:75
 AHLBERG, Allan 2:59, 62-63
 ALDRIDGE, James 2:66
 ALLAN, Nicholas 3:57
 ALLEN, Pamela 4:57
 ALMOND, David 1:81
 ANDREA, Giles 1:62
 ANG, Ian 3:71
 APEL, Melanie Ann 2:71
 ARDAGH, Philip 1:83
 ARGENT, Kerry 2:60
 ARNOLD, Nick 4:68
 ARRIGAN, Mary 3:66
 ASHTON, Wayne 2:66
 ASHWORTH, Leon 1:84
 ASHWORTH, Sherry 3:66
 ASQUITH, Ros 4:69
 ATKINSON, Catherine 2:78
 ATKINSON, Judy 3:71
 BAILEY, John 1:77
 BAILLIE, Louis 3:62
 BARBER, Antonia 2:74
 BARTHLOMEW, Alan 3:77
 BARTLETT, Alison 3:58
 BARWICK, John 3:74
 BATESON, Catherine 1:68, 2:63
 BAXTER, Nicola 1:76
 BEAMES, Margaret 3:62
 BEARDWELL, Ed 4:84
 BECKETT, Samuel 2:82
 BELBIN, David 4:69
 BELL, Anita 1:68
 BELL, John 3:79
 BELL, Krista 2:63
 BENTLEY, Jonathan 2:67, 4:73
 BINEDELL, Jo 2:86
 BINGHAM, Caroline 4:83
 BIRO, Maureen Boyd 1:62
 BLACKMAN, Malorie 3:58
 BLAKE, Quentin 2:59
 BLOOM, Valerie 3:80
 BLUTHENTHAL, Diana Cain 4:65
 BONE, Ian 2:66, 3:58
 BOWLER, Ann Martin 4:81
 BRANDES, Donna 2:85, 3:86
 BRASCH, Nicolas 2:84, 4:80
 BRIAN, Janeen 1:62
 BRIGGS, Raymond 2:59
 BRIGHT, Michael 1:78
 BROOKS, Karen R. 3:66
 BROWN, Michael 2:70
 BRUGMAN, Alyssa 1:68
 BURKE, Sandra 4:84
 BURNINGHAM, John 4:65
 BURTINSHAW, Julie 2:66
 BUTTERWORTH, Nick 2:59
 BYRDE, Fern 4:83
 CAESAR, David 2:80
 CALANDRA, Angelo 4:78
 CARLE, Eric 3:58
 CARMODY, Isobelle 3:66
 CASWELL, Brian 2:67
 CATRAN, Ken 2:63, 3:62
 CERESA, Francois 3:67
 CHAPMAN, Helen 2:75
 CHAPMAN, Lynne 4:67
 CHIEM, David 2:67
 CHILO, Lauren 1:64
 CHRISP, Peter 1:82
 CHURCH, Caroline Jayne 4:66
 CLARK, Emma Chichester 3:58
 CLARK, Margaret 1:65, 2:59
 CLARKE, Una 3:67
 CLAUSEN, Mathew 2:82
 CLEMENTS, Dee 4:90
 CLUTTON-BROCK, Juliet 1:79
 COGEVAL, Guy 1:81
 COHEN, Bernard 3:58
 COLBERT, David 2:82
 COLFER, Eoin 1:65, 4:72
 COLLINS, Paul 1:68, 4:69
 COMINO-GALANOS, Tracey Anne 3:78
 CONSTABLE, Kate 2:67

COPE, Jane 4:68
 CORMIER, Robert 3:67
 COX, John 2:84
 COX, Tania 4:65
 CRAWFORD, Ashley 3:79
 CRESPI, Gail 3:59
 CRESSY, Judith 3:79
 CREW, Gary 2:59, 3:59
 CROGGON, Alison 2:67
 CROWLEY, Bridget 4:72
 CUMMING, David 4:88
 CURTIS, Neil 4:66
 D'ATH, Justin 1:66, 2:63
 DAODO, Andrew 4:69
 DALE, Jenny 1:65
 DANN, Max 3:62
 DARRROW, Sharon 4:65
 DAWE, Bruce 3:63
 DAY, Marele 1:68
 DE KEGEL, Cecile 3:79
 DEANS, Sis 4:72
 DEEN, Hanifa 4:78
 DEMPSEY, Amy 2:78
 DENTON, Terry 2:64
 DESSEN, Sarah 1:68
 DICKINSON, Peter 2:67
 DILLON, Ann 3:74
 DODDS, Deana 2:79
 DONNELLY, Jennifer 4:72
 DORNEY, Sylvan D 2:67
 DOWNING, David 1:74
 DOWSWELL, Paul 1:72
 DOYLE, Malachy 2:82
 DUGGAN, Laurie 4:86
 EATON, Anthony 3:63
 EDWARDS, Hazel 2:64
 ELLIOTT, Helen 3:73
 ELLIS, Deborah 2:67, 4:73
 ENGLAND, Kathryn 2:64, 4:88
 FARMER, Nancy 3:67
 FERRIS, Marie 4:78
 FIENBERG, Anna 2:60, 4:73
 FINLAY, Victoria 3:78
 FINNANE, Mark 3:74
 FIRTH, Rachel 4:86
 FISHER, Catherine 2:68
 FITCHETT, Gordon 2:74
 FLEMING, Garry 4:65
 FLYNN, Pat 1:69, 3:67
 FLYNN, Rachel 4:69
 FORBES, Anita 1:64
 FORD, Vince 4:73
 FOSTER, John 4:64
 FRENCH, Jackie 1:69, 3:59, 4:69
 FUSILLO, Archimede 4:73
 GALLATE, Bernard 4:70
 GALLOWAY, Ruth 4:66
 GAMBLE, Kim 1:63
 GAMBLE, Penelope 1:64
 GANERI, Anita 1:85, 4:82
 GARDNER, Graham 4:73
 GARIMARA, Nugi 2:85
 GARLAND, Sarah 1:63
 GARLAND, Sherry 3:59
 GATES, Susan 2:64
 GATTI, Will 1:69
 GERVAY, Susanne 2:68
 GIBBS, Donna 4:90
 GIBBS, Lisa 1:69
 GIFFORD, Clive 1:83
 GILES, Maree 2:68
 GIPLIN, Rebecca 2:78
 GLEESON, Libby 4:66
 GLEITZMAN, Morris 1:66
 GODINHO, Sally 4:90
 GOGGERLY, Liz 2:80
 GOLDSACK, Gaby 4:66
 GOODHART, Pippa 4:66
 GOODWIN, John 2:64
 GOT, Yves 4:64
 GRAHAM, Bob 1:62
 GRAHAM, Ian 1:77
 GRANSTROM, Brita 3:57
 GRANT, Joan 4:66
 GRANT, Neil 1:69
 GREENWOOD, Kerry 3:67

GREY, Mini 4:66
 GRIFFITHS, Andy 1:66
 GRIFFITHS, Greg 3:85
 GRINDLEY, Sally 4:77
 GUILLE, Melanie 1:84
 GUNZI, Christiane 4:63
 HACKE, Axel 3:68
 HALL, Craig L. 3:72
 HALL, Margaret 1:76
 HAMPER, David 2:73
 HARDING, Vicki 2:60
 HARDING, Brenna 2:60
 HARLAND, Richard 4:73
 HARLEN, Jonathan 3:63
 HARRIS, Christine 3:63
 HARRIS, Wayne 2:61
 HARRISON, Robyn 3:78
 HARVEY, Roland 1:64
 HARWOOD, Gwen 3:81
 HATHORN, Libby 1:62
 HAVEL, Geoff 4:74
 HAWKE, Rosanne 2:68, 3:68
 HAWTHORNE, Susan 3:72
 HAYMAN, Suzie 3:73
 HEARN, Lian 2:68
 HELLARD, Bernadette 1:69
 HELLARD, Sue 2:60
 HENDRY, Diana 4:70
 HENNING, Mankell 3:68
 HONEY, Lorraine 2:72
 HERRAN, Joe 4:85
 HERRICK, Steven 2:82
 HESS, Paul 2:74
 HEUSSER, Sibylle 4:68
 HEWITT, Sally 1:74, 3:76
 HIBBERT, Adam 1:74
 HIGGINS, Simon 1:70
 HIGHFIELD, Roger 3:80
 HILL, Anthony 2:83
 HILTON, Nette 4:70
 HOBBS, Leigh 2:60
 HODDER, Wendy 4:68
 HOFFMAN, Mary 2:68, 4:66
 HOGGARTH, J. 2:80
 HONOUR, Hugh 2:79
 HOOPER, Mary 1:66
 HOOPER, Meredith 1:85
 HOPKINS, Andrea 1:73
 HORN, Sandra Ann 3:59
 HOUGH, Lyndall 2:75
 HUGHES, Monica 2:83, 3:77
 HUTCHINS, Pat 1:63
 IMPEY, Rose 4:70
 JACKSON, Mark 2:60
 JAMES, Ann 4:66
 JAMES, Anthony 2:65
 JOHNSON, David 3:63
 JOHNSON, Peter 1:70
 JONES, Carol 4:74
 JONES, Noreen 2:84
 JONES, Sarah 1:81
 JOSELI, David 4:84
 KAPLAN, Gisela 4:82
 KELLEHER, Victor 3:63, 4:74
 KELLY, Geoff 3:58
 KERROD, Robin 1:77, 3:75
 KETTLE, Phil 4:70
 KHANDURI, Kamini 1:76
 KIBBS, Lisa 1:69
 KILWORTH, Gary 2:69
 KITAMURA, Satoshi 1:63
 KNAPP, Brian 2:71
 KOERTGE, Ron 1:70
 KOLER-MATZNIK, Janice 1:79
 KUBICK, Oana 4:67
 LAGUNA, Sofie 2:60
 LAKE, Marilyn 1:74
 LAMBERT, Stephen 1:63
 LAMONT, Priscilla 1:64
 LANGLEY, Andrew 3:82
 LANKFORD, Mary D. 2:74
 LARKIN, John 4:74
 LASKY, Kathryn 4:85
 LATIFA 2:84
 LAWRENCE, Caroline 4:71
 LAWYNSON, Julia 1:70

PARRY, Glyn 2:65, 4:75
 PARRY, Tristan 2:86
 PEARSON, Anna 3:68
 PATTERSON, Jane 4:79
 PELUSEY, Jane 4:83
 PELUSEY, Michael 4:83
 PENNAC, Daniel 3:65
 PFISTER, Marcus 1:64
 PHINN, Gervase 2:81
 PICKERING, James 2:80
 PIGGOT, Dawn 3:61
 PIGNATARO, Anna 3:58-59
 PILKINGTON, Doris 2:85
 PINSON, Peter 2:79
 PIPE, Jim 2:75
 PITTAWAY, Kal 2:69
 POHL, Michael 2:85
 POTTER, Heather 2:60
 PRESCOTT, Chris 3:75
 PRESSLEY, Alison 3:83
 PRICE, Susan 3:65
 PRIESTLEY, Chris 2:69
 PRIOR, Natalie Jane 1:67, 4:71
 PRYOR, Boori Monty 2:9
 PRYOR, Kimberley Jane 3:72
 PRYOR, Michael 2:65
 QUAY, Emma 3:61
 RANDALL, Daniel 2:74
 REID, Struan 1:83
 REID, Sue 2:65
 RICHARDS, Julie 4:79
 RILEY, Hazel 3:70
 RINALDI, Angelo 2:60
 RIPPIN, Sally 1:63
 RIPON, Sally 2:69, 3:60
 RIX, Jamie 4:67

ROBERTS, Katherine 2:70
 ROBERTS, Stacey 4:89
 ROBERTSON, M. P. 4:66
 ROBINSON, Sue 2:61
 ROSEN, Michael 1:64
 ROSS, Stewart 2:76
 ROWE, Don 2:61
 ROYSTON, Angela 4:83
 RUBIE, Valerie 4:80
 RUBINSTEIN, Gillian 2:66
 RUSSELL, Jennifer 1:81
 RYAN, Chris 1:71
 SAVAGE, Stephen 2:77
 SAVVIDES, Irini 4:75
 SCHOFIELD, Louise 3:61
 SCHROCK, Kathleen 3:74
 SCHWARZ, Michelle 1:64
 SCOTT, Manda 4:75
 SEDGWICK, Marcus 4:79
 SEYMOUR, Simon 2:58
 SHAKESPEARE, William 1:82, 2:81
 SHANAHAN, Lisa 2:61, 3:61
 SHEPHERD, Rowena 2:78
 SHEPHERD, Rupert 2:78
 SHEPPARD, Barrie 2:83, 4:79
 SIBLEY, Irena 2:61
 SIEWART, Steven 4:87
 SIMMONS, Rachel 4:89
 SIMONS, Moya 3:65
 SKIPPER, David 1:71
 SLATER, Pat 3:76
 SMITH, Alastair 1:72
 SMITH, Helene 4:76
 SMITH, Janet Aaker 4:89
 SNEEDEN, Robert 4:81
 SOUTHALL, Elizabeth 1:76

SPUFFORD, Francis 1:85
 STAMMERS, Kay 2:86
 STANLEY, Elizabeth 1:62
 STEPANEK, Mattie 1:81
 STEPHENS, Tony 4:87
 STEVENS, Leonie 3:70
 STEVENS, Judy Wilson 3:84
 STODART, Eleanor 3:76
 STOJIC, Many 3:57
 STURGIS, Alexander 1:64
 SWANTON, Jane 3:73
 SWINDELLS, Robert 1:71
 TAMES, Richard 3:81
 TANNER, Jane 2:62
 TAYLOR, Barbara 2:77
 TAYLOR, Kate 3:65
 THIEBAUT, Philippe 2:79
 THOMAS, Ron 1:78, 4:85
 THOMPSON, Colin 1:64, 4:71
 TICKNER, Neville W. 1:84
 TOFT, Klaus 3:83
 TOWNSON, Hazel 3:65
 TRAFFORD, Caren 4:80
 TRIKOUJUS, Tom 4:83
 TRUJMAN, Terry 3:70
 TUCKER, Alan 4:80
 TUCKER, Nicholas 1:85
 TULLOCH, Coral 3:84
 WILSON, Carole 2:70
 VAN GENECHTEN, Guido 2:62
 VECCHIO, Zenda 3:70
 SMITH, Alastair 1:72
 SMITH, Helene 4:76
 SMITH, Janet Aaker 4:89
 SNEEDEN, Robert 4:81
 SOUTHALL, Elizabeth 1:76

WALKER, Sara 4:66
 WALSHE, Melanie 2:62
 WALTERS, Celeste 4:76
 WATKINS, Mary 3:74
 WATSON, Joy 4:68
 WECHSLER, Doug 1:79
 WEIGELT, Udo 4:68
 WEITZMAN, David 4:81
 WENINGER, Brigitte 1:75
 WERNER, Sarah 1:82
 WHATLEY, Bruce 3:59, 4:68
 WHEELER, Joyce 1:62
 WHEELHOUSE, Frances 2:77
 WHITEBEACH, Terry 2:70
 WHITING, Sue 1:67
 WHITTOCK, Martyn 3:82
 WHITTON, Diana 4:89
 WHITTY, Helen 1:75
 WHYBROW, Ian 3:61
 WIGNELL, Edel 4:71
 WILD, Margaret 2:62, 3:81, 4:72, 4:76
 WILDE, Oscar 2:82
 WILKINSON, Carole 2:73
 WILKINSON, Rick 2:77
 WILLETT, Frank 3:79
 WILLIAMS, Brian 2:75
 WILLIAMS, R. Bruce 2:85
 WILLIAMSON, David 1:83
 VALENTINE, James 2:70
 WILSON, Mark 2:59, 3:59
 WOLFE, Gillian 2:78
 VERCOE, Elizabeth 4:76
 VYNER, Tim 2:62
 WAHLERS, Jan 3:74
 WAIKO, John Dademo 4:88
 WALKER, Jane 1:75

Conceptual art 2:79
 Cool Antarctica 1:57
 Copper 3:64
 Corbenic 3:68
 Cosette 3:67
 Countries of the World [series] 2:83-84
 Cow 2:60
 Cowards: the true story of the men who refused to fight 4:79
 Crafty ideas [series] 1:80
 crying, The 3:70
 Crystal coffin 1:68
 Culture in [series] 1:84-85
 Current theatre series [series] 4:86
 Daisy All-sorts 3:57
 Dan's angel: a detective's guide to the language of painting 1:64
 Dancing night tonight 3:58
 dangerous girl [sound recording,] A 1:68
 Darksong: book two of the Legendsong 3:66
 Dart: scientist and man of grit 2:77
 Dashing dog! 1:63
 day in the life of. A [series] 3:77
 day our teacher went batty, The 2:81
 Days that shook the world [series] 3:82
 Dead men don't walk 3:62
 Dharug story: an aboriginal history of Western Sydney from 1788, The 2:9
 Diary of a wombat 3:59
 Diet and disease in modern society [videorecording] 3:77
 dingo, The 1:79
 Dirty deeds: the screenplay 2:80
 Disconnected 3:66
 Discover & learn about Australian forests and woodlands 3:76
 Dog 3:65
 dolphins of Laurentum, The 4:71
 dragon's apprentice, The 1:67
 Dragonlinks 1:68
 Dragons of Galapagos 4:68
 Dreaming the eagle 4:75
 Dreamland 1:68

Drugs in Australia [series] 4:80
 dugong meadow, The 3:60
 Duster 3:62
 earful of static, An 4:73
 Earlybirds [series] 1:76
 Earth files [series] 2:76
 Eating off a sunburnt land: towards an Australian native food industry [videorecording] 3:72
 eco series, The [series] 1:75
 Ecotourism [videorecording] 3:72
 Educational strategies for gifted children 4:89
 Electric mischief: battery-powered gadgets kids can build 3:77
 Electricity and safety kit. Stage 3 [kit] 1:86
 elements of design: rediscovering colours, textures, forms and shapes, The 3:79
 Elwyn Lynn: metaphor and texture 2:79
 Empires of stone [series] [videorecording] 4:87
 Endangered and extinct [series] 1:78
 Endangered and introduced species 2:76
 Endangered!: working to save animals at risk 2:77
 English A to Z: the essential handbook 2:75
 Enigma libras: the book of symbols 2:67
 Essential Science [series] 1:75
 Events and celebrations in Australia [series] 2:74
 Everyday life in the ancient world 2:83
 Exploring art 3:78
 Eye wonder [series] 4:82
 Faith: Faith Bandler, gentle activist 1:74
 Fake id 2:64
 Falling into place 2:69
 Famous Australian birds 4:82
 Famous people, famous lives [series] 3:82
 Fashion artist: drawing techniques to portfolio presentation 4:84
 Feast of fools 4:72
 Feeling the heat 1:70
 Ferren and the invasion of heaven 4:73
 fifth quest, The 3:70
 Fighting meningococcal disease [videorecording] 2:86
 Film Australia's outback [videorecording] 3:81
 Film starts: approaches to film study 4:90
 Film: technology, people, process 1:81
 Fire engine 4:83
 First audition: how to get into drama school 3:80
 First peoples [series] 3:71
 Fish for breakfast 3:59
 Flora and fauna [series] [electronic resource] 4:82
 Flying in style: with altitude, aptitude and attitude 4:89
 Flytrap 2:9
 Focus on Asia [series] 1:84
 Foggy [sound recording] 3:62
 forestry debate, The 2:73
 Four days till Friday 1:71
 full story, The 2:67
 Future energy [series] 4:79
 Galumpher 2:59
 gathering light, A 4:72
 Gaudi: builder of visions 2:79
 gaze of the gorgon, The 3:66
 Gecko's complaint: a Balinese folktale 4:81
 Genetic engineering 3:78
 Gezani and the tricky baboon 3:60
 Giddy goat 4:67
 Dragonlinks 1:68
 Dragons of Galapagos 4:68
 Dreaming the eagle 4:75
 Dreamland 1:68

gifted enigma: a collection of articles originally published in the Australasian Journal of Gifted Education, The 3:85
 girl from the sea, The 2:66
 glass mountain, The 4:76
 Go facts [series] 1:77
 Goblin on the reef 3:63
 Going to Fair Day 2:60
 Gordon's got a snookie 2:61
 Grandpa's shed 4:68
 grave catastrophe, A 4:70
 Grave of the Roti men 4:74
 Great Australian stories [series] 1:80
 Great ocean walk 4:67
 Gregory and the magic line 3:61
 Greta the garbo 2:61
 Grommet saves the world 4:71
 gruesome truth, The 4:70
 Hair Bill 3:65
 handful of blue, A 4:73
 Harry & Luke 2:65
 Harry and the dinosaurs say 'raahh!' 3:61
 Harvey Angell beats time 4:70
 Heart songs 1:81
 Hidden tales from Eastern Europe 2:74
 Holy places [series] 4:77
 Hopscotch [series] 1:60
 Horrendo's curse [sound recording] 4:73
 Hot like fire 3:80
 house of the scorpion, The 3:67
 How do I know it's an ant?: a book about animals 3:76
 How to be a DJ 2:80
 How to draw animals of the rain forest [series] 2:79
 How? what? why? [series] 2:75, 3:76
 I saw nothing: the extinction of the Thylacine 3:59
 I want to play! 2:61
 I'm big enough 3:61
 I'm not invited? 4:65
 improbable cat, The 2:62
 India 4:88
 Infusing thinking 2:85
 Insects and other minibeasts 2:77
 Inside stories [series] 2:58
 Introduction to web site design, An 1:72
 Inventing Elliot 4:73
 invisible boy, The 3:65
 Invisible girl stories 4:75
 Iron in the blood: convicts and commandants in colonial Australia 4:80
 It's about time: a literature-based unit for gifted students in middle primary school [kit] 3:86
 Jack Manning trilogy: The, Face to face, A conversation, Charitable intent 1:83
 Jamil's shadow [sound recording] 3:63
 Jessica Strange 3:58
 Jethro Byrde: fairy child 1:62
 Jinx [sound recording] 3:81
 John Lennon: voice of a generation 2:80
 Journey to the dawn of time: return to Devil's Roost 4:74
 JumpMan 2:70
 Just disgusting 1:66
 Just like my dad 3:60
 Just the way you are 1:64
 Justice, money and markets: middle school commerce in SOSE 4:78
 K is for kissing a cool kangaroo 1:62
 Kamilaroi-Gamilaray dictionary 2:9
 Karnak: a hidden history [videorecording] 4:87
 Keep your hair on! 4:76
 Keeping Australia safe 3:74
 Kids who ruled [series] 4:87
 King Lear [videorecording] 1:82
 kiss that missed, The 4:67

Knights 4:86
 Land of the rippling gold 3:67
 Lasagne brain [sound recording] 4:74
 Lasseter: the man, the legend, the gold 4:88
 last Anzacs: lest we forget, The 4:87
 Law handbook, The 3:73
 Lawlor's revenge 3:66
 Leap frog 1:65
 Legal Studies HSC 2:73
 Lend me your ears: listening carefully and critically [computer software] 2:86
 let's talk library, The [series] 2:71
 Let's-read-and-find-out science [series] 3:77
 Letters to Liz [series] 1:66
 life and world of Cleopatra, The 1:83
 Life bytes 1:66
 Life in the fat lane 3:86
 life of Jesus, The 4:77
 Life on the line 1:71
 Lift the flap [series] 2:58
 Lighthouse ghost 3:65
 Lily Quench & the lighthouse of Skellig Mor 4:71
 Lily Quench & the treasure of Mote Ely 1:67
 Listen for the nightingale 3:70
 little Aussie adventurers, The 1:64
 Little fingers 3:63
 Little King December 3:68
 Lives in crisis [series] 2:72
 Living diversity: Australia's multicultural future 3:71
 Living in the 70s: being young in Australia in an extraordinary decade 3:83
 Living in [series] 3:83
 long, sticky walk, The 4:71
 Look after yourself [series] 2:78
 Look!: zoom in on art! 2:78
 Looking for X 4:73
 losers' club, The 4:74
 Louie's big book of words 4:64
 Lovely old Roly 1:64
 Loveykins 2:59
 Macbeth [videorecording] 2:81
 Macquarie children's dictionary 4:63
 magic bed, The 4:65
 Magic pencil: children's book illustration today 3:79
 magical worlds of The lord of the rings: the amazing myths, legends, and facts behind the masterpiece, The 2:82
 Mammals 1:79
 Managing boys' behaviour: in your classroom 3:85
 Mangroves 4:86
 Many voices: reflections on experiences of Indigenous child separation 3:73
 Marowack two, The 3:70
 Marxist Shakespeares 1:82
 Me and my community [series] 4:79
 Medieval life 3:62
 messenger, The 2:70
 Michael Faraday 2:76
 Microhabitats [series] 2:77
 Mill girl: the diary of Eliza Helsted, Manchester, 1842-1843 2:65
 Millie 1:63
 miraculous lives of a man called Jack, The 2:84
 mish, The 3:84
 Mr Moo 2:62
 Mrs Cook: the real and imagined life of the captain's wife 1:68
 Multiple intelligences for differentiated learning 2:85
 Murder in Montparnasse 3:67
 Music theory for cool cats. Beginner book B, treble clef theory 2:79
 My book of space 1:77

My dear Emma: a full and detailed account of the journey of Robert Emeric Tyler and his son, to Western Australia, and their return to England 3:83
 My father's boat 3:59
 My first Australian dictionary and thesaurus 1:61
 My forbidden face: growing up under the Taliban 2:84
 My grandmother's clock 1:63
 My grandparents 2:62
 My mum is great 4:66
 My nose, your nose 2:62
 My very first look at [series] 4:63
 My world of science [series] 4:83
 mystery of life on other planets, The 1:78
 Mythologies of the world: the illustrated guide to mythological beliefs and customs 1:72
 Natural Nuttboard hits the beach 3:63
 Natural disasters [series] 1:75
 navigators: Flinders vs Baudin, The 3:83
 Ned Kelly: the screenplay 4:86
 Netball mail 1:69
 New Bjorn 2:64
 Nice one, Sam! 2:64
 Night fill 1:71
 Night singing 3:64
 nightmare vortex, The 4:68
 Njunjul the sun 2:9
 Njunjul the sun [sound recording] 3:69
 No regrets 2:63
 No Sweatshop label at Hunter Gatherer: change management at the Brotherhood of St Laurence [videorecording] 4:80
 Nobody, Him and Me 3:59
 Number 2 home: a story of Japanese pioneers in Australia 2:84
 Odd girl out: the hidden culture of aggression in girls 4:89
 Old Ridley 2:59
 Old Tom's holiday 2:60
 On the team 4:69
 One night 4:76
 origins of Australia's place names, The [series] 2:83
 Oscar Wilde: spendthrift of genius [videorecording] 2:82
 Othello [videorecording] 2:81
 other wind, The 3:68
 Outback Australia [series] 4:83
 Oxford business French dictionary, The 3:75
 Oxford first rhyming dictionary 4:64
 Oxford science study dictionary, The 3:75
 Paint-up 3:75
 Papua New Guinea: a history of our times 4:88
 Parenting 2:72
 Parvana's journey 2:67
 Pat the cat and sailor Sam 4:72
 Paul needs specs 3:58
 pea and the princess, The 4:66
 People in the past [series] 2:72
 Pepper dreams 4:71
 Perfect victim 1:76
 Perishing poles 1:85
 Picture Australia's past [series] 2:72
 Plant tissues in focus [electronic resource] 3:76
 Playing with fire 3:68
 Playmates 2:62
 Plotless, pointless, pathetic 2:70
 Plumpton High babies [videorecording] 4:81
 Poison 4:76
 Political & economic systems [series] 3:71
 Post-war literature: 1945 to the present: English literature in its historical, cultural and social contexts 4:86

Resources – Titles Vol 22

100 Australian poems for children 3:81
 1000 symbols: what shapes mean in art and myth 2:78
 101 cool science experiments 2:75
 20th century leaders [series] 3:82
 20th century media [series] 1:73
 9.11.01: terrorists attack the US 2:71
 Abe's team 1:69
 About time [series] 2:75
 Across the nightingale floor 2:68
 Action sports [series] 4:85
 Adrift 2:66
 African art 3:79
 Agriculture 4:83
 Albert Le Blanc 2:59
 Alex Jackson: closing out 3:67
 Alex Jackson: SWA 1:69
 All about [series] 1:83
 All Australian 1:57
 Alone by myself 2:85
 Alphabet; Numbers 4:64
 American art since 1945 4:84
 Amphibians 2:77
 Ancient world 3:81
 Animal architects 4:82
 Animal scraps: a bumper book of animal stories 4:85
 Antarctica picture gallery, The 1:60
 Antarctica: the heart of the world 3:84
 Apek kebile: the boy from the other side of the island: Eddie Koiki Mabo [videorecording] 4:78
 Apples for everyone: learning for the 22nd century [videorecording] 2:85
 archaeologist's handbook, The 1:83
 Around the world in 80 tales 1:76
 Around the world [series] 1:76
 Art around the world [series] 1:80
 Art-eze 3:78
 Artemis Fowl: the Arctic incident [sound recording] 1:65
 Artists are crazy and other stories 3:62
 Astrid Spark, fixologist: the girl with incredible magnetic fingers 2:63
 Australia's constitution: a framework for democracy 4:79

Australia's dangerous animals [series] 1:78
 Australia's first Parliament: Parliament House, New South Wales 4:84
 Australia's industries 2:73
 Australia's outstanding sports stars [series] 4:84
 Australia's population challenge 4:78
 Australian library [series] 4:81
 Awesome oceans [series] 1:78
 Babylon game, The 2:70
 Banana splits [series] 1:65
 Bantam 2:70
 Barrumbi kids, The 3:69
 Battle of Britain: Harry Woods, England 1939-1941 2:69
 Bear and Chook 3:61
 bee in Ben's bonnet, A 1:63
 Best friends [series] 1:65
 Big screen, small screen 4:90
 Billy the kid 1:67
 Biomechanics [videorecording] 4:83
 Birthdays around the world 2:74
 bit more Bert, A 2:59
 black house, The 4:69
 Black snake: the daring of Ned Kelly 2:73
 Black taxi 4:75
 Blak Inside: 6 indigenous plays from Victoria 1:86
 Body books [series] 4:82
 Body tissues in focus [computer software] 1:79
 Bomber Boy 2:65
 book of letters, A 3:57
 Borderland: a trilogy 3:68
 box of chicks, A 1:66
 Boy king 4:69
 Boy overboard 1:66
 Boys and girls forever: children's classics from Cinderella to Harry Potter 4:85
 Boys of blood & bone 4:74
 Brand new readers [series] 1:61
 Breakfast barons, cereal critters and the Rosenhain and Lipmann legacy 3:72

bridge carpenter: memories of the 1st World War, The 1:84
 Bruno Trask and the Dark Lady's jewels 2:65
 Bugs 1:79
 Bullying sux [videorecording] 3:85
 Bush secrets 4:67
 Can you find it? 3:79
 Canadian Arctic Profiles: indigenous culture 4:63
 Caravanserai: journey among Australian Muslims 4:78
 Cartoon workshop: how to create humour 4:84
 Cases on torts 3:73
 cassowary's egg, The 4:65
 castaways of the Charles Eaton, The 2:59
 Cat and fish 4:66
 Cathy Freeman 1:81
 cave, The 2:68
 Cells & life [series] 4:81
 changing face of, The [series] 1:84, 4:88
 Changing landscapes: integrated teaching units 4:89
 Chemicals in action [series] 2:76
 Chenxi and the foreigner 2:69
 chewing-gum kid, The 3:63
 Chickenpox...yuck! 2:65
 child that books built, The 1:85
 Children of Morwena 4:76
 Chocolates and sweets 2:78
 Cinderella's bum 3:57
 Circus berzerkus 3:63
 Class acts: plays for fun 2:82
 classic collection, The [series] 2:63
 cocky, the crow and the hawk, The 1:73
 Collected poems 1943-1995 3:81
 Colosseum & the Roman Forum, The 3:82
 Colour crackers [series] 4:70
 Colour: travels through the paintbox 3:78
 Comic adventures of Boots 1:63
 Computer wizards [series] 4:77

Conceptual art 2:79
 Cool Antarctica 1:57
 Copper 3:64
 Corbenic 3:68
 Cosette 3:67
 Countries of the World [series] 2:83-84
 Cow 2:60
 Cowards: the true story of the men who refused to fight 4:79
 Crafty ideas [series] 1:80
 crying, The 3:70
 Crystal coffin 1:68
 Culture in [series] 1:84-85
 Current theatre series [series] 4:86
 Daisy All-sorts 3:57
 Dan's angel: a detective's guide to the language of painting 1:64
 Dancing night tonight 3:58
 dangerous girl [sound recording,] A 1:68
 Darksong: book two of the Legendsong 3:66
 Dart: scientist and man of grit 2:77
 Dashing dog! 1:63
 day in the life of. A [series] 3:77
 day our teacher went batty, The 2:81
 Days that shook the world [series] 3:82
 Dead men don't walk 3:62
 Dharug story: an aboriginal history of Western Sydney from 1788, The 2:9
 Diary of a wombat 3:59
 Diet and disease in modern society [videorecording] 3:77
 dingo, The 1:79
 Dirty deeds: the screenplay 2:80
 Disconnected 3:66
 Discover & learn about Australian forests and woodlands 3:76
 Dog 3:65
 dolphins of Laurentum, The 4:71
 dragon's apprentice, The 1:67
 Dragonlinks 1:68
 Dragons of Galapagos 4:68
 Dreaming the eagle 4:75
 Dreamland 1:68

Conceptual art 2:79
 Cool Antarctica 1:57
 Copper 3:64
 Corbenic 3:68
 Cosette 3:67
 Countries of the World [series] 2:83-84
 Cow 2:60
 Cowards: the true story of the men who refused to fight 4:79
 Crafty ideas [series] 1:80
 crying, The 3:70
 Crystal coffin 1:68
 Culture in [series] 1:84-85
 Current theatre series [series] 4:86
 Daisy All-sorts 3:57
 Dan's angel: a detective's guide to the language of painting 1:64
 Dancing night tonight 3:58
 dangerous girl [sound recording,] A 1:68
 Darksong: book two of the Legendsong 3:66
 Dart: scientist and man of grit 2:77
 Dashing dog! 1:63
 day in the life of. A [series] 3:77
 day our teacher went batty, The 2:81
 Days that shook the world [series] 3:82
 Dead men don't walk 3:62
 Dharug story: an aboriginal history of Western Sydney from 1788, The 2:9
 Diary of a wombat 3:59
 Diet and disease in modern society [videorecording] 3:77
 dingo, The 1:79
 Dirty deeds: the screenplay 2:80
 Disconnected 3:66
 Discover & learn about Australian forests and woodlands 3:76
 Dog 3:65
 dolphins of Laurentum, The 4:71
 dragon's apprentice, The 1:67
 Dragonlinks 1:68
 Dragons of Galapagos 4:68
 Dreaming the eagle 4:75
 Dreamland 1:68

Drugs in Australia [series] 4:80
 dugong meadow, The 3:60
 Duster 3:62
 earful of static, An 4:73
 Earlybirds [series] 1:76
 Earth files [series] 2:76
 Eating off a sunburnt land: towards an Australian native food industry [videorecording] 3:72
 eco series, The [series] 1:75
 Ecotourism [videorecording] 3:72
 Educational strategies for gifted children 4:89
 Electric mischief: battery-powered gadgets kids can build 3:77
 Electricity and safety kit. Stage 3 [kit] 1:86
 elements of design: rediscovering colours, textures, forms and shapes, The 3:79
 Elwyn Lynn: metaphor and texture 2:79
 Empires of stone [series] [videorecording] 4:87
 Endangered and extinct [series] 1:78
 Endangered and introduced species 2:76
 Endangered!: working to save animals at risk 2:77
 English A to Z: the essential handbook 2:75
 Enigma libras: the book of symbols 2:67
 Essential Science [series] 1:75
 Events and celebrations in Australia [series] 2:74
 Everyday life in the ancient world 2:83
 Exploring art 3:78
 Eye wonder [series] 4:82
 Faith: Faith Bandler, gentle activist 1:74
 Fake id 2:64
 Falling into place 2:69
 Famous Australian birds 4:82
 Famous people, famous lives [series] 3:82
 Fashion artist: drawing techniques to portfolio presentation 4:84
 Feast of fools 4:72
 Feeling the heat 1:70
 Ferren and the invasion of heaven 4:73
 fifth quest, The 3:70
 Fighting meningococcal disease [videorecording] 2:86
 Film Australia's outback [videorecording] 3:81
 Film starts: approaches to film study 4:90
 Film: technology, people, process 1:81
 Fire engine 4:83
 First audition: how to get into drama school 3:80
 First peoples [series] 3:71
 Fish for breakfast 3:59
 Flora and fauna [series] [electronic resource] 4:82
 Flying in style: with altitude, aptitude and attitude 4:89
 Flytrap 2:9
 Focus on Asia [series] 1:84
 Foggy [sound recording] 3:62
 forestry debate, The 2:73
 Four days till Friday 1:71
 full story, The 2:67
 Future energy [series] 4:79
 Galumpher 2:59
 gathering light, A 4:72
 Gaudi: builder of visions 2:79
 gaze of the gorgon, The 3:66
 Gecko's complaint: a Balinese folktale 4:81
 Genetic engineering 3:78
 Gezani and the tricky baboon 3:60
 Giddy goat 4:67
 Dragonlinks 1:68
 Dragons of Galapagos 4:68
 Dreaming the eagle 4:75
 Dreamland 1:68

gifted enigma: a collection of articles originally published in the Australasian Journal of Gifted Education, The 3:85
 girl from the sea, The 2:66
 glass mountain, The 4:76
 Go facts [series] 1:77
 Goblin on the reef 3:63
 Going to Fair Day 2:60
 Gordon's got a snookie 2:61
 Grandpa's shed 4:68
 grave catastrophe, A 4:70
 Grave of the Roti men 4:74
 Great Australian stories [series] 1:80
 Great ocean walk 4:67
 Gregory and the magic line 3:61
 Greta the garbo 2:61
 Grommet saves the world 4:71
 gruesome truth, The 4:70
 Hair Bill 3:65
 handful of blue, A 4:73
 Harry & Luke 2:65
 Harry and the dinosaurs say 'raahh!' 3:61
 Harvey Angell beats time 4:70
 Heart songs 1:81
 Hidden tales from Eastern Europe 2:74
 Holy places [series] 4:77
 Hopscotch [series] 1:60
 Horrendo's curse [sound recording] 4:73
 Hot like fire 3:80
 house of the scorpion, The 3:67
 How do I know it's an ant?: a book about animals 3:76
 How to be a DJ 2:80
 How to draw animals of the rain forest [series] 2:79
 How? what? why? [series] 2:75, 3:76
 I saw nothing: the extinction of the Thylacine 3:59
 I want to play! 2:61
 I'm big enough 3:61
 I'm not invited? 4:65
 improbable cat, The 2:62
 India 4:88
 Infusing thinking 2:85
 Insects and other minibeasts 2:77
 Inside stories [series] 2:58
 Introduction to web site design, An 1:72
 Inventing Elliot 4:73
 invisible boy, The 3:65
 Invisible girl stories 4:75
 Iron in the blood: convicts and commandants in colonial Australia 4:80
 It's about time: a literature-based unit for gifted students in middle primary school [kit] 3:86
 Jack Manning trilogy: The, Face to face, A conversation, Charitable intent 1:83
 Jamil's shadow [sound recording] 3:63
 Jessica Strange 3:58
 Jethro Byrde: fairy child 1:62
 Jinx [sound recording] 3:81
 John Lennon: voice of a generation 2:80
 Journey to the dawn of time: return to Devil's Roost 4:74
 JumpMan 2:70
 Just disgusting 1:66
 Just like my dad 3:60
 Just the way you are 1:64
 Justice, money and markets: middle school commerce in SOSE 4:78
 K is for kissing a cool kangaroo 1:62
 Kamilaroi-Gamilaray dictionary 2:9
 Karnak: a hidden history [videorecording] 4:87
 Keep your hair on! 4:76
 Keeping Australia safe 3:74
 Kids who ruled [series] 4:87
 King Lear [videorecording] 1:82
 kiss that missed, The 4:67

Knights 4:86
 Land of the rippling gold 3:67
 Lasagne brain [sound recording] 4:74
 Lasseter: the man, the legend, the gold 4:88
 last Anzacs: lest we forget, The 4:87
 Law handbook, The 3:73
 Lawlor's revenge 3:66
 Leap frog 1:65
 Legal Studies HSC 2:73
 Lend me your ears: listening carefully and critically [computer software] 2:86
 let's talk library, The [series] 2:71
 Let's-read-and-find-out science [series] 3:77
 Letters to Liz [series] 1:66
 life and

Practical literacy programming 3:85
 Precious water: a book of thanks 1:75
 Princesses are not quitters! 2:60
 Principals and brain research: keepers of the vision 3:84
 Prisoners as citizens: human rights in Australian prisons 3:74
 Pudding: will you be my friend? 4:66
 Queen Elizabeth I 1:84
 Questions and answers [series] 1:77
 Quick reads [series] 1:67, 4:71
 Quiet magic: a parable about finding happiness [kit] 3:86
 Rabbit-proof fence: the screenplay 1:81
 Race to the Pole 1:85
 Racing the past 4:72
 rag and bone shop, The 3:67
 Rain May and Captain Daniel 2:63
 Rainforest people 2:71
 Raised by Frank 2:61
 Rama and Sita: a tale from ancient Java 4:81
 Rat-catcher 1:71
 Read & reflect: literature discussion in small groups 4:90
 Rebel hearts 3:69
 Red heart [sound recording] 4:74
 Redback mansion 1:82
 Religions of humanity [series] 1:73
 Remembrance Day 2:83
 renaissance art book, The 1:80
 Responding to youth crime: towards radical criminal justice partnerships 4:80
 revolting Rabbits: bringing the past to life warts and all, The [series] 2:64
 Rhino chasers 1:69
 road to Camelot, The 2:70
 Roald Dahl's The Twits: plays for children 4:86
 Robotz: an encyclopaedia of robots in fact and fiction 3:77
 ropemaker, The 2:67
 rough guide to children's books, The [series] 1:85
 Round and round and round and round 1:64
 Ruth Miskin's superphonics [series] 1:61
 Samuel Beckett: silence to silence [videorecording] 2:82
 sand tray, The 2:61
 sandman, The 4:68
 Saving Francesca 3:69
 Scary bear 4:65
 Science at the edge [series] 1:78
 science of Harry Potter: how magic really works, The 3:80
 See how it runs: Nimrod and the new wave 2:81
 See more readers (Level 1) [series] 2:58

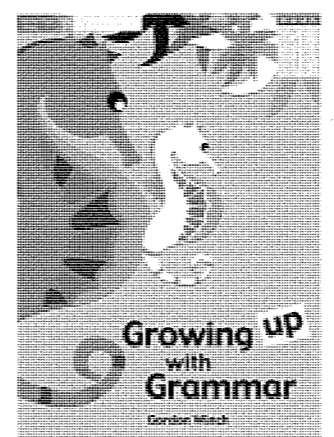
Seeing the blue between: advice and inspiration for young poets 2:81
 Sent to the mountain: a history of Mount Penang Juvenile Justice Centre 1911-1999 4:80
 September 11, 2001 feminist perspectives 4:78
 Seven steps to successful job hunting 3:78
 Seven wonders of the ancient world 4:66
 Shakespeare 1:82
 Shakespeare and appropriation 1:82
 Shakespeare and the feminist performance: ideology on stage 1:82
 Shark in the dark 1:65
 Shutting the chooks in 4:66
 Signposts and milestones: understanding Australian culture [series] 2:84
 singer of all songs, The 2:67
 Skating the edge 1:70
 Sky legs 4:75
 Slowly, slowly, slowly, said the sloth 3:58
 Small world [series] 2:73
 Smiley Shark 4:66
 Smoke trail 3:69
 Snow white and the seven dwarfs 2:74
 Snowman magic 1:66
 Software design and development: the HSC course 2:71
 Something weird about Mr Foster 2:63
 song of an innocent bystander, The 2:66
 Sound trackers [series] 2:80
 Spigot's quest 2:69
 Split 4:75
 Spook's shack 3:64
 Squish 1:67
 stalking zone, The 1:70
 Start singing with the Cool Cats Kids [kit] 2:80
 Start-ups [series] 2:58
 Stone soup 3:60
 Stoner & Spaz 1:70
 Storms [electronic resource] 2:76
 Stormy maze [series] 2:64
 Stravaganza: city of masks 2:68
 Stuck in neutral 3:70
 Styles, schools and movements: an encyclopaedic guide to modern art 2:78
 super sailing sea restaurant, The 1:64
 Surviving rape: a handbook about rape for survivors, family, friends and workers 3:84

Sustainable human development: a young person's introduction: based on the United Nations Development Programme's Human development reports, 1990-2000 3:73
 Swimming with sharks 4:68
 Swords of Quentaris 4:69
 Tabby the wild cat 4:67
 Taking part [series] 1:74
 Tales of gods and men 1:77
 Tales of King Arthur 2:74
 Teenage pregnancy 3:73
 Terrorism 1:74
 Threats to plants and animals [series] 3:72
 Through the tempests dark and wild 4:65
 time of my life, The 3:79
 Timepieces 3:80
 Timestorm [series] 2:65
 Timewatch [series] [videorecording] 4:88
 Tom Jones saves the world 2:82
 Too loud Lily 2:60
 Toocool [series] 4:70
 Totally creepy! 3:65
 Traitor 1:70
 Trapped by the ice!: Shackleton's amazing Antarctic adventure 3:84
 Trauma trails, recreating song lines: the transgenerational effects of trauma in Indigenous Australia 3:71
 Treefrogs 1:79
 Trixie Tempest and the ghost of St Aubergine's 4:69
 two wallabies, The 1:73
 Two-Can discovery guides [series] 2:74
 Uncle Alien 1:67
 Under a tin-grey sari 2:66
 Under the green moon 2:68
 Under the wintamarra tree 2:85
 Understanding girls: a parent's guide to adolescence 4:89
 Usborne guide to homework on the Internet, The 1:72
 Usborne guide to the Internet, The 1:72
 very blue thingamajig, The 4:64
 Viking gods and legends 1:73
 Visual science encyclopedia [series] 2:71
 voice of her own: the story of Phillis Wheatley, slave poet, A 4:85
 Vuillard: master of the intimate interior 1:81
 Walking home with Marie-Claire 2:69
 Walking naked 1:68

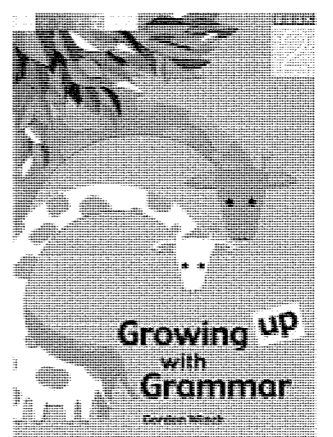
Walking with Maga 1:62
 Watch out! Builders about! 3:57
 way science works, The 1:77
 way the universe works, The 3:75
 We're going on a picnic 1:63
 whale's child, The 2:66
 What shall we do Blue Kangaroo? 3:58
 What was it like in the past? [series] 1:76
 What's the story?: making meaning in primary classrooms 1:61
 Wheel work: an educational approach to life long learning 3:85
 When I was little, like you 3:71
 When police unionise: the politics of law and order in Australia 3:74
 When the angels came 3:64
 When things go wrong [series] 3:74
 When you wake and find me gone 1:70
 Where does the poo go: when you flush? 4:80
 white ship, The 1:69
 Why can't I? [series] 3:76
 Wicked poems 3:80
 Wild girl, wild boy 1:81
 Wild politics 3:72
 Willlight: a journey 1:71
 Wimmera: the work of Phillip Hunter 3:79
 wish for wings, A 1:71
 wish list, The 4:72
 Wishbone 1:62
 wishing bone: and other poems, The 4:85
 wishing cupboard, The 1:62
 woman who won things, The 2:63
 Working in Australia [series] 4:77
 world history of art, A 2:79
 world of Anne Frank, The 4:87
 World of art [series] 1:80
 World of witches & wizards 1:72
 World team 2:62
 World War I: true stories 1:83
 Write that play 4:85
 Writing and research on the computer 3:74
 Yasser Arafat 1:74
 You're dropped! 4:69
 Young digger 2:83
 Young learners [series] 4:77
 young Oxford library of science, The [series] 3:75
 Zat cat: a haute couture tail 3:60
 Zenna Dare 2:68
 Zesty 3:64
 zoo room, The 3:61

Growing up With Grammar

NEW FROM NEW FRONTIER PUBLISHING



ISBN 09750896 68 64PP PB \$12.95



ISBN 09750896 76 80PP PB \$12.95

Book 1

Kinder	Year	Year	Year	Year	Year	Year
/Prep	1	2	3	4	5	6

Book 2

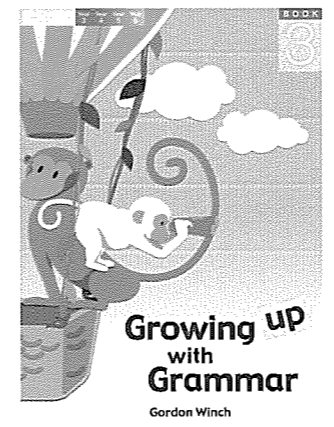
Kinder	Year	Year	Year	Year	Year	Year
/Prep	1	2	3	4	5	6

Book 3

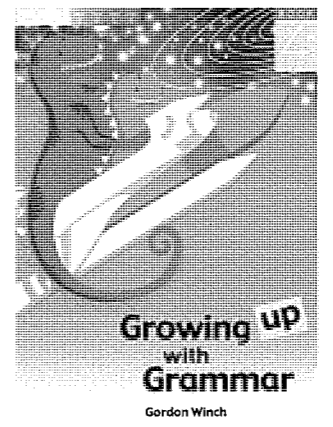
Kinder	Year	Year	Year	Year	Year	Year
/Prep	1	2	3	4	5	6

Book 4

Kinder	Year	Year	Year	Year	Year	Year
/Prep	1	2	3	4	5	6



ISBN 09750896 84 96PP PB \$12.95



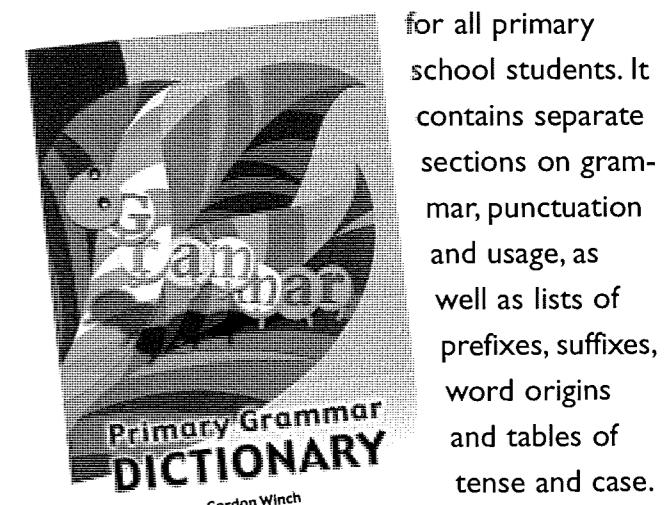
ISBN 09750896 92 96PP PB \$12.95

Growing Up With Grammar Books 1-4 is a carefully researched series that covers the development of necessary grammatical knowledge from the early years to the end of the junior school in a practical and accessible format.

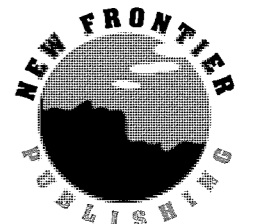
The grammar is taught within the context of use, across a spectrum of literary and factual text types. Insights on modern grammar beyond the sentence are included.

Gordon Winch is one of the most published authors in the field of primary school English in Australia.

Complementary to the series is the *Primary Grammar Dictionary*, which is an invaluable tool



ISBN 09750896 5X 64PP PB \$12.95



AVAILABLE THROUGH DOMINIE (02) 9905 0201 www.newfrontier.com.au

Library News **asp**™

ASP Microcomputers - 456 North Road Ormond VIC 3204
 Telephone: 03 9578 7600 Fax: 03 9578 7727 Email: solutions@asp.com.au



Hands Free Barcode Scanning

Bringing a book, item or card TO the Scanner, rather than the Scanner to the item saves a hand, making Circulation easier to run, so this issue we'll give you a rundown on your options to implement "Hands Free Scanning". Also note the Testimonial from Helen White at the bottom, thanks Helen, sorry we couldn't fit it all in!

Let's get the easy bit out of the way first. Hands Free Scanners are available with the same computer interfaces as standard hand held Scanners (in fact most can be used both ways). Therefore NO changes are required to your existing library software to go Hands Free. You can also implement Hands Free Scanning on a budget, so don't think we're only talking about expensive equipment.

OMNIDIRECTIONAL LASER

Similar to those used in convenience stores. The Scanner sends out a pattern of scan lines designed to read barcodes at all sorts of angles. Although normally mounted at the side of a bench, scanning sideways, for library use we prefer the unit pointing down, as this better reflects the orientation of a book or card presented for scanning. One hassle for library use, no ISBN.

FIXED BEAM LASER

ASP's SlimScan Laser is a fixed beam Scanner that comes complete with a bench stand. It senses the presence of an item and turns on a fine bright red scan line

making orientation of the barcode for scanning very simple. The Scanner can also be lifted from the Stand for Scanning when this is more appropriate, and yes, as supplied by ASP it handles ISBN! A great Hands Free solution.

CCD IMAGER

Long range CCD Imagers such as a the Zapper Longreach or the D100 Gryphon can be fitted to an optional Stand. These project a bright but slightly fuzzy beam to align to the barcode, and again can be removed from the Stand if necessary. Unlike the SlimScan, the scan beam is always on, and yes, they handle ISBN too.

BARCODE ZAPPER

Finally, your old favorite the Barcode Zapper can also be fitted to an optional Stand, and configured to be always on. As the Zapper only scans at up to 50mm, there is less clearance between Scanner and benchtop, potentially making use with bigger books more difficult. ISBN handled with ease.

"..we are very happy...The hands free style enables us to work more quickly and efficiently...I would recommend this product...and it won't break the budget."

(Helen White, Library Technician, Sth. Qld. Institute TAFE on the ASP SlimScan and Stand)

Prices are ex GST and Freight.

ASP MICROCOMPUTERS is a Division of Grayline Holdings Pty. Ltd. ABN 81 004 940 729. Prices are subject to change. Call for full range and latest pricing. ASP reserves the right to suspend or change the conditions of its Customer Loyalty Bonus without notice.

The following Prices ARE COMPLETE WITH STANDS. Freight and GST must be added to these prices, & USB and RS232 units are extra.

"Loyalty" refers to ASP's LOYALTY BONUS PRICING (available to existing ASP Clients).

Scanner	Type	Distance	Price	Loyalty*
VS800	Omnidirectional	150mm	\$850	\$650
SlimScan	Laser	150mm	\$530	\$499 ◀ BEST BUY! Normally \$649
Longreach	Linear Imager CCD	150mm	\$519	\$485
Gryphon	Linear Imager CCD	150mm	\$690	\$599
Zapper	CCD	50mm	\$329	\$309

best of breed
data capture solutions



Our "BEST BUY"
the SlimScan
Laser with Stand



The VS800
Omnidirectional
Laser Scanner



The Longreach
actually fitted to
the Zapper
Stand.
The normal
Longreach and
Gryphon
Stands are
more elaborate.



REMINDER
CALL BARCODE RENTALS
AT ASP & PLAN FOR YOUR
END OF YEAR
STOCKTAKE NOW



SUPER SPECIALS

(Loyalty Prices, & only for
October/November 2003 Orders -
must quote code 'SCAN10')

Z4 DataTraq Port. with Zapper **\$778**
(SAVE \$21 !)

Barcode Zapper (PC Kbd)
TWO for **\$499**
(SAVE \$59 !)