SCAN

Curriculum K–12 Directorate

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NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

From the Editor

I t has been my privilege during Term 1 to attend and be involved in professional development opportunities. These included addressing a teacher-librarian network meeting on the support provided by *Scan* and specialist bibliographies, such as the *Aboriginal K-12 resource* as selection aids for collection development, and attending the School Libraries of Victoria (SLAV) conference, *From research to practice*. I was also fortunate in interviewing Julie Vivas, illustrator of *Possum magic* now in its 21st year of publication. This interview is included in this issue of Scan. I was inspired and enthused by all of these events.

The keynote address by Ross Todd at the SLAV conference, *Be still and listen to the voices: from research to practice*, gave all delegates much food for thought. Ross reminded us to be learning activists, concerned with knowledge management and the learning outcomes of our students. Ross reiterated how vital it is for teacher-librarians worldwide to seek out and read research into teaching and learning. In this issue of *Scan*, as always, we present current research and abstracts of articles in Reseach columns. We are indeed fortunate to have Ross' input in *Scan*.

The *Quality Teaching* model of pedagogy is the focus of two of the articles in this issue. Literacy strategies, using a range of authentic texts, features in another two articles: the *Premier's Reading Challenge* continues to engage students in NSW, and two teacher-librarians share the ways they support collaborative literacy programs at their schools, through the Challenge; and Kathy Rushton describes how to select quality resources which support the teaching of reading, using the language of the classroom, home, and in the wider community. An exciting visual arts and literacy project, *Artlinks*, was conducted in the Granville School Education Area in 2003, and the results of this activity appear in this issue.

An overview of the *Technology (Mandatory) Years 7-8 syllabus*, with implications for the implementation for teacher-librarians, is included in **From Curriculum K-12 Directorate**, as is an article about a valuable web site for Aboriginal Studies, *A shared history*, by Chris Dorbis.

I hope you enjoy reading, and using, this issue of *Scan*.

Sally Rasaiah
A/Editor

Currents

Colleen Foley is Manager, School Libraries and Information Literacy Unit (SCIS/Scan).

W e continue to meet the exciting challenges as teacher-librarians working with our colleagues making a difference to the teaching and learning programs in our schools. The articles in *Scan* provide wonderful evidence of the variety of ways we contribute, along with ideas for all to adapt to their school needs.

Professional development workshops

It continues to be a pleasure to work with teacher-librarians, teachers and consultants in Regions and School Education Areas. Please contact me if you would like support in planning or offering sessions and workshops for teacher-librarian professional development in your area. The sorts of workshops we can offer include:

- *Quality Teaching* for teacher-librarians
- Linking syllabus outcomes, information skills and computer skills: implications for programming
- Supporting the new 7-10 syllabuses
- Supporting K-6
- Supporting HSC
- Integrating ICT in teaching and learning
- Raps and book raps
- Making the most of SCIS and SCIS OPAC
- Role of the teacher-librarian
- Developing your school library policies.

We can also offer suggestions for speakers and focuses for sessions relevant to best practice for teacher-librarians.

Quality Teaching

Many schools are now implementing the model of pedagogy provided by the *Quality teaching in NSW public schools: discussion paper* (available at http://www.curriculumsupport.nsw.edu.au/qualityteaching/) to guide their professional development, to reflect on and continue to improve classroom practice. Being part of our professional learning community within and beyond our schools, our commitment to collaboration, for example through teaching teams, and strong professional communication and support, is part of our professionalism. This is also embedded in the conceptual base of the pedagogy framework and, further, is a strong contributing factor to successful use of the *Quality Teaching* model.

In this issue of *Scan* some wonderful examples of reflecting on and using the pedagogy framework are shared with us. Sue Beveridge provides some rich ideas for how the *Quality Teaching* model can inform quality practice and professional learning. We are also challenged to be evidence based practitioners in all our professional endeavours. Robyn Dorney and Margaret Carey, teacher-librarian and Deputy Principal at Merriwa Central School, share their inspiring, collaborative leadership in using the *Quality Teaching* model to support new career teachers in their school. The deep understandings and substantive communication embedded in their approach, an ongoing commitment to evidence based practice, and an overall aim of 'attaining hard edged professional outcomes', makes worthy reading.

The *Quality Teaching* model also offers us a framework to reflect on and test the kind of explicit teaching we are providing using the information process to support syllabus outcomes and computer skills. In Research columns, Dr Ross Todd again reminds us of the professional research base which supports the need for explicitly developing deep knowledge and understanding, problematic knowledge and higher order thinking as students engage with information for meaningful purposes and construct new meanings through well designed, significant teaching and learning opportunities.

Virtual conference

Such discussion will continue through *Scan* and in the ways we work with teachers and teacher-librarians in 2004. Watch our web site at http://www.schools.nsw.edu.au/schoollibraries for opportunities such as a possible virtual conference. If you would like support for related professional development and exploring what the model looks like for teacher-librarians please contact me.

I would like to take this opportunity to thank Liz Maxwell. Her contributions as SCIS Review Coordinator to the work of our team in providing statewide support for teacher-librarians and teachers is greatly appreciated. We wish her well in her new position in the Gifted and Talented Unit with Curriculum K-12 Directorate. ∎
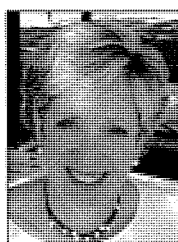
Quality Teaching: mentoring beginning teachers at Merriwa Central School

*Robyn Dorney, teacher-librarian and **Margaret Carey**, Deputy Principal of Merriwa Central School completed the Graduate Certificate in Pedagogy at Newcastle University in 2003. As a follow up to their own learning, they are now involved in the Commonwealth Quality Teaching Program Leadership and Mentoring Project with new career teachers from K-12 in their school. This is an action research project exploring how the Quality Teaching in NSW model of pedagogy directly relates to student outcomes. In this article they report on the progress of their project.*

How often have experienced teacher-librarians and teachers felt isolated, frustrated and desperate for more time? Place a new and beginning teacher into this situation and the sense of isolation, frustration and lack of time is exacerbated and magnified. Too often it becomes a matter of day to day survival. Teaching is not about survival, it is about ensuring that all our students succeed. Our students must succeed and they must be taught well. Experienced teachers need to nurture and support new career teachers and, conversely, be inspired by their enthusiasm and idealism.

> **Experienced teachers need to nurture and support new career teachers and, conversely, be inspired by their enthusiasm and idealism.**

When given the opportunity to apply for funding through the Commonwealth Quality Teaching Program Leadership and Mentoring Project, we jumped at it, as it would allow us to buy appropriate resources to meet our goal of achieving student outcomes, and give us time to build a professional community of enquiry, targeting our new career teachers.

This project was underpinned by our shared beliefs that:

- all teachers need to learn
- teachers need to learn as part of a supportive professional team

- teacher learning needs to be on going and continuous and be linked to daily practice
- the professional community must be supported by the leaders of the school
- we embed the principles, dimensions and elements of the Quality teaching in NSW public schools in all our interactions with our team.

If teachers are to teach well and to be agents of change, they need to be supported through collaborative, collegial groups. On this occasion, the four new career teachers were to be mentored by two experienced teachers. This mentoring process is not about warm fuzzies, it is about attaining hard edged professional outcomes.

Our outcomes were drawn from the Draft Professional Teaching Standards Framework which were to:

- design and implement coherent lessons and lesson sequences to engage students and address learning outcomes
- demonstrate the capacity to critically reflect on improving teaching practice
- demonstrate knowledge of the importance of teamwork in an educational context.
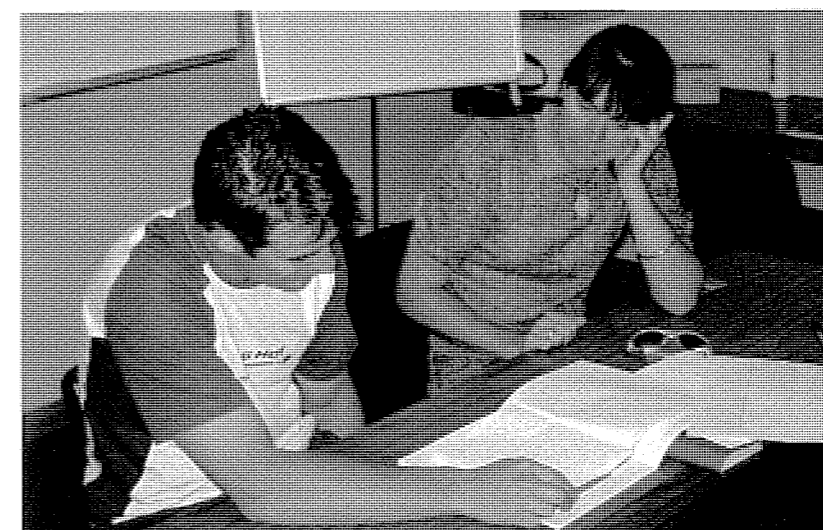
Teachers need to learn as part of a supportive professional team.

The context of this project

Merriwa Central School is a split site rural school. The primary and secondary campuses are separated by a residential block. This creates a whole range of challenges that we have to work consciously to overcome. In Robyn's role as teacher-librarian she works across both sites with teachers from K-12. This offers her a unique perspective on what is happening across the school. She is seen as a support person for staff, working collaboratively with teachers, planning and teaching across the curriculum. Margaret, as Deputy of the secondary school, has a clear vision for the school and is passionate about the role of the executive in supporting all teachers in their work. The executive

at Merriwa is very supportive of the project.

The four new career teachers were from Mathematics, Personal Development, Health and Physical Education, English and K-2. Their paths into teaching were diverse. Two were new graduates, one had worked as a casual teacher for extended periods of time and the last was a mature age accelerated trainee. They bought a diverse culture to our team.

The project

We began the project with a one day workshop that was developed around the four big questions from the *Quality Teaching* model:

1. What do we want our new career teachers to learn?
2. Why does this learning matter?
3. What do we want them to do?
4. How well do we want them to do it? How will we know when they have achieved it?

We explained the purpose of the project and clarified the fact that we were very much a part of the team and not the overseers or supervisors. The new career teachers then individually identified what they saw as their needs and concerns.

Identified needs were: time, technology, shared programs, leadership, constructive criticism, collegiality, and effective communication. Concerns were: negative attitudes of students, for example, "I hate maths"; managing mixed ability groups; motivating gifted students to excel; classroom management; how to identify the cause of a problem; supporting students; students catching up on missed lessons; homework; covering syllabus demands; and how to engage students.

We used the teaching model of building the field of knowledge, group deconstruction and group construction.

To build the field of knowledge, we discussed the *Quality teaching in NSW public schools* document while watching the video. We discussed the elements and how they relate to day to day classroom work and how they could also be used to address some of the previously identified concerns.

As a whole group we deconstructed a lesson that Robyn had planned and taught that had scored highly in the dimensions. This helped to clarify where and how the elements fit into the scheme of things.

Then in pairs the team deconstructed a lesson that Margaret had planned and taught, once again identifying the elements and dimensions. By this time they were more comfortable with the metalanguage of the model and more familiar with the elements.

The new career teachers, with the support of the accomplished teachers constructed a lesson where they consciously attempted to address

elements from each dimension. They planned to teach the lesson during the following week and have members of the team observe them. The observations of each other's lessons proved to be a valuable learning experience for both teachers and observers. All the team commented on what a positive experience it was, as they were getting feedback and constructive criticism on their classroom teaching practice. In our meetings, we were talking about classroom practice, but we felt the need to take the conversations to student work. Where was the evidence of student learning?

Protocols

This process of discussing our practice was refined even further when, project manager, Jane Hunter, visited and introduced us to protocols.

Protocols are ways of working together that build a professional community. They make communication "safe" and reduce defensiveness about presenting work. Student work is at the centre of the conversation. The aim is to look at student work thoughtfully and critically and to reflect on student learning and one's own teaching. The cornerstones of protocols are trust, collaboration, non-critical feedback and respectful listening. It quickly became evident that the protocols had to be practised. We also realised that the team needed to meet on a more regular basis, weekly, to maintain continuity and collegiality.

We chose to use the *Tuning protocol* (Figure 1) that allows for a variety of voices and perspectives to be shared while focusing on a specific presentation.

The focus was to plan a sequence of lessons to be taught in the new year. Our commitment was tested as we had to coordinate a date where all team members were available, source casuals and fit into the frenzy of end of year activities. We succeeded, and the team ended the year with a unit of work in which the elements of the *Quality Teaching* model were embedded.

Evidence based practice

We used this procedure because we wanted the teachers to focus on the outcomes and how they were going to assess student learning. From there we worked backwards to ensure that the teaching strategies allowed the students to achieve the outcomes. This method also ensured that the teachers would

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Tuning protocol

Introduction (2-3 Minutes)
Facilitator briefly introduces protocol goals, norms and agenda

Presentation (2-3 minutes)
The presentation is made. This includes the context for student work and the samples of student work. There is NO questioning at this time.

Clarifying questions (2-3 minutes)
Participants have an opportunity to ask clarifying questions to make sure they understand the context of the presentation

Pause for reflection (2-3 minutes)
Allows participants to write down feedback items they would like to share. Feedback is very important.

Warm feedback (2-3 minutes)
Participants reinforce/call attention to aspects they think are especially strong; recognise the acknowledgement of problems and issues by the presenters; ask for more detail on something they think is important. This is about being descriptive and helping the presenter see value they might not have seen in their own presentation.

Cool feedback (2-3 minutes)
This is an opportunity for participants to pose questions that make them wonder, want to know more about, are confused about. They may also share concerns, raise issues or other ideas that they think are worth exploring etc.

Response and open conversation (2-3 minutes)
This is an opportunity for participants to respond to questions and comments. During this segment, other participants are quiet.

Feedback process (2-3 minutes)
The group provides feedback (debrief) on the process.

Figure 1—The heart of teaching [kit]*: the ANSN protocols kit.*

Focus questions	
What do you want the student to learn?	Define the topic Look to the outcomes in the syllabus.
Why is that learning important?	Identify and clarify in your own mind why this topic is important.
What do I want the students to do?	How will the learning experiences be structured? How are you going to get them to the desired outcomes?
How well do you expect the students to do it?	What will good student work look like? How are you going to assess the students?

Figure 2.

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have evidence of student learning. That evidence could then be used to inform future teaching and learning.

As a team, we worked together to clarify concepts, discuss a range of teaching strategies and pose questions on how the different elements could be built into the teaching programs. At the end of the day, each teacher had a sequence of lessons that reflected the *Quality Teaching* model.

What have we learnt so far?

We have learnt that establishing a community of learning requires huge commitment and passion from the mentors. As mentors, we had a strong vision of where we were headed but realised that we had to be flexible and realistic and step around problems as they arose. We realised that we had as much to learn from the new teachers as they from us. Working with new career teacher made us evaluate our own classroom practice in the light of what they had to offer, as well as our role as mentors. Their enthusiasm and desire to be good classroom teachers was motivating for the mentors.

Some important issues were raised through the course of this project. The new career teachers wanted more opportunities to discuss classroom practice with their colleagues, especially in forums like staff meetings. The school has responded to this by using staff meetings as a forum for professional discussion about *Quality Teaching*. In Year teams, the focus is about how to best support student learning across the key learning areas.

The importance of consistent mentoring for new career teachers has been highlighted. Although our school runs a successful induction program for new career teachers, its focus is more on the processes of the institution, as opposed to the practices of the classroom. Consequently, time has been allocated to Head Teacher and beginning teacher to work together for one period a cycle. This is an attempt

to recognise the important role of mentoring beginning teachers.

The beginning teachers really valued their lessons being observed. They liked the feedback because it was specific and immediate. They often requested feedback on how a specific range of elements was evident in a lesson. In the beginning, our discussions about student work using the protocols were tentative as we developed our shared understanding of the action research process: plan, carry out, feedback, reflect, revise and re teach, based on the evidence. Now the process of looking at evidence is highly valued. Some quotes from the evaluation sheets illustrate this clearly:

You can see if the outcomes you thought you were achieving were actually being achieved.

The focus is on what kids can do and not on how they behave.

We have also found that having a clear focus for each meeting is imperative.

By asking ourselves the four questions (Figure 2), we are able to quickly identify the purpose for the meeting and the outcomes for our team. This helped to ensure that each meeting had a positive outcome.

The flow on of this supportive collegial team is that it has created a heightened awareness in others in the school of the value of working in a collaborative team and their desire to be a part of such a team.

This process has reinforced our previously held beliefs about the importance of continuous and continuing teacher learning which takes place in collaborative collegial teams. Through using the *Quality Teaching* model in our mentoring, we have had a clear vision for the team and ourselves. It has allowed the whole team to see how the model looks in practice.

Finally, by working with these new career teachers we have learnt that the future of education in NSW public schools is in very good hands. ◼

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Quality Teaching in NSW public schools: modelling the model
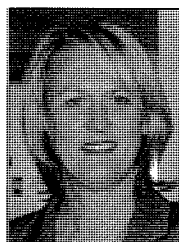
Sue Beveridge, cross KLA Manager, Centre for Learning Innovation,

presented a session at the Pedagogy in Practice Conference in January, 2004. In this adaptation of her presentation, Sue continues the discussion on professional learning, providing a context for how the pedagogy model informs quality practice and professional learning.

Introduction

T he *Quality teaching in NSW public schools: discussion paper* can be used as a model to guide the provision of quality professional learning for teachers in schools. In this article I will explore this and suggest ways of enhancing teacher professional learning using this document. This is premised on three years experience with the staff of 96 NSW public schools, where the professional learning focus was on improving teacher pedagogy.

> I invite all teachers to become knowledge workers, who use *evidence based practice* to inform their professional learning.

I begin this conversation with a reflection on past professional learning practices, before examining current practices, to find a way forward that focuses upon aligning teacher professional learning with the *Quality teaching in NSW public schools* model. In conclusion, I invite all teachers to become knowledge workers, who use *evidence based practice* to inform their professional learning.

A moment to reflect

Until recently, teacher professional learning could be characterised by a mix of the following practices:

1. learning determined by a committee

Typically, in-service or professional development in schools has been determined and managed by committees. These committees may have surveyed staff about what they wanted to know, but did not necessarily ask what it was staff *needed* to know in order, for example, to improve student learning outcomes. Teachers have often engaged in sets of unaligned activities rather than having a strategic learning focus which would assist in

the development of deep knowledge about our practice.

2. off the shelf products

In other scenarios, the executive or school committee has often sought to lead professional development in the school using an off the shelf product. These resources may be of high quality but, unless they match the learners' needs, there is little engagement. Resources generally require customising to the local context. This means investing professional learning time in ensuring the resource will meet the learning needs of the school to improve student learning outcomes. When time is provided within the school to do this type of work, we know that there is a greater likelihood of successful implementation.

3. the generic *one size fits all* professional development spray

Many resources have been designed by educational authorities to improve teaching and learning, but implementation varies because of the unique contexts of schools. Over time we have learned that one size does not fit all but more importantly that one size doesn't fit any body well. Resources need to be tailored to suit the local context, but this takes deep intellectual work and substantive conversations amongst teachers to embrace the change. If time is provided for this practice, significant gains can be made in improvements to teacher pedagogy.

Government priorities

Priorities such as literacy, numeracy and ICT are 'big drivers' derived from international, national and local educational research. Governments in charge of setting educational policy, frequently adopt these priorities. The research that created these 'big ideas' has not always been shared effectively with teachers whose task it is to ensure that these government policies are given attention.

Teachers can feel overwhelmed by what they perceive to be waves of curriculum reform. If teachers are not members of professional associations or have less capable leaders, they do not see how they can contribute to the decisions being made about what they are expected to teach. This is despite the NSW Board of Studies embracing a broad consultation process and publishing annotated professional readings that underpin syllabus developments.

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This is not a criticism of teachers; it simply illustrates the fact that teachers are so busy in their own contexts that keeping an eye on the big picture is not always possible. The complex nature of the work of schools, which after all is often 'relationship management at a high level', means that for teachers to think deeply about anything else in the course of a school day, is very difficult. I refer to this as the "teacher's migraine". It is therefore very important that teachers be provided with a quality learning environment to develop 'deep knowledge about their practice'.

Teachers in schools are required to participate in compliance training. Sometimes the distinction has not been made clear to teachers about what constitutes professional learning and what can be described as their

training as an employee for legislative requirements. Government policies in NSW, like Child Protection and Occupational Health and Safety, are an essential aspect of teacher's employment, but training around such policies competes for teachers' time.

A way forward

Many of our beliefs as teachers are developed from our practice and experience in one site. This experience may not always be generalised across to another site, given that all school contexts are unique. It is because of this that I propose we think about becoming evidenced based practitioners who use real data derived from the contexts within which we work to support our decisions. For this to occur, the biggest question we have to ask is:

What do we need to learn in order to enhance the learning outcomes of our students? The answer to this question changes regularly. We may have to learn:

- more content or subject knowledge
- how particular syllabuses now value new knowledge replacing old valued ideas and requiring new emphases
- more about learning theories
- what new research is telling about how students learn to read or become numerate
- more about our own belief systems and those of the students we teach and how these play out in the pedagogical practices we implement in our classrooms.

We can also be distracted from what we need to learn to improve student outcomes. There have been many fads and promises of silver bullets. We have heard the motivational speakers who aim to inspire teachers, but who provide few real solutions. These speakers can be motivating but if

teachers do not have the time to problematise their new knowledge for their own context no matter how good the keynote speaker is, this alone will not create improvement in practice.

If we don't have time to practise, and experiment in a supportive learning environment, taking risks becomes difficult and so we return to what is safe, or what I refer to as our "default practice".

Quality teaching in NSW public schools

In 2003, the NSW Department of Education and Training introduced the *Quality teaching in NSW public schools: discussion paper* to schools. The model builds on recent research on best practice to date. It has three dimensions: Quality learning environment; Intellectual quality; and Significance, and eighteen elements that describe the nature of teachers work.

The model can be applied to the provision of quality teacher professional learning and might be realised this way:

A quality professional learning environment will be evident when:

- teachers exercise direction over the selection of activities related to their learning and the means and manner by which these activities will be done
- high expectations are communicated to staff
- strong positive support for learning and mutual respect is evident
- staff are highly engaged in their learning.

Intellectual quality will be evident in teacher professional learning when:

- metalanguage/professional dialogue is used where teachers use the expert language of their practice
- substantive communication occurs, where teachers regularly engage in conversations about their practice

- deep knowledge is explored, where teachers demonstrate a profound and meaningful understanding of the ideas which are central to their practice
- higher order thinking is incorporated, where teachers regularly engage in thinking which requires them to plan and evaluate their practice.

Significance will be evident when teacher professional learning:

- builds on teachers' background knowledge from their experience in other school settings, academic study, professional reading, and action research
- regularly incorporates the cultural knowledge of the diverse social groupings of the staff
- integrates knowledge and expertise
- is inclusive of all staff and publicly values the participation of all staff
- relies on the application of learning to the school context, that is, connectedness.

Modelling the model

To facilitate quality professional learning so that it aligns with the model school leaders need to provide:

- structures for learning
- partnerships in learning
- processes to enhance learning.

> The importance of regular time to focus on professional learning cannot be over emphasised.

Providing structures for learning

The importance of regular time to focus on professional learning cannot be over emphasised. Schools which have identified improvements in pedagogical practices have: provided structured time for teachers to plan; shared student work samples; and worked

> Learning teams require designated time, timetabled regularly, quarantined from the other work of the school.

with academic or critical friends. Structures such as: Professional Learning Teams; Action Learning Teams; Work Based Teams; and Stage or KLA teams have enabled teachers to have the professional conversations (substantive communication) necessary to improve their practice.

We have learned that these structures, in themselves, are not sufficient. Learning teams require designated time, timetabled regularly, quarantined from the other work of the school. The team's learning should be based on evidence, have a shared purpose and be facilitated, in order for the intellectual quality element of the model to be realised. Leaders of teams need to be trained to be able to focus team members on how to improve their practice, not the behaviour of their students. As one teacher I worked with commented "It is better to put our energy into fixing our practice because you can't fix the kids".

> ...classroom differences within schools can be significantly reduced if teachers work collaboratively and observe each others practice.

In creating a quality learning environment, the learning teams need to be able to establish their own learning agendas. For instance, in one high school, the teachers worked in faculty teams to implement the model of pedagogy, some designed units of work using the coding manuals, while others designed assessment tasks and jointly coded the products of their work. In another high school, the professional learning teams were

cross faculty; each team focusing on the development of assessment tasks.

Teachers observing teachers

We know through significant amounts of research that it is the quality of the teacher that makes the difference to student learning. It is my belief that the classroom differences within schools can be significantly reduced if teachers work collaboratively and observe each others practice. Such collaboration enhances the substantive communication and deep understandings enriching quality professional learning.

When teachers work in this way their shared expertise improves the pedagogical practices across their classrooms. Teacher expectations of their students can rise through sharing student work samples. Planning and programming becomes more creative as resources are shared. Through processes such as mentoring, coaching, and peer observation in a trusted context, teachers observe other ways of working.

Establishing professional learning centres

A number of schools have established specific learning centres focusing on ICT or literacy. What is effective about these structures for professional learning is that teachers are able to observe their own pupils engaged in learning with another practitioner, who has more expertise in a particular field. They are then able to take the modelled practices back to their classrooms.

Creating partnerships for learning

Most of the schools with which I have worked have had the benefit of a

> Schools which developed whole school approaches to pedagogy or a shared focus for their learning identified improved pedagogical practices.

partnership with a co learner. The partnership was with an academic or a chosen critical friend. Schools have commented that the arrival of the critical friend on the school campus changed the dynamics of their work. It was the "pressure and support" of having another perspective on their work which made a difference to their professional learning. Other partnerships were established through:

- school networks
- mentoring
- coaching
- buddy systems
- joint planning
- peer observation
- student voice.

Initiating processes for learning

Schools which developed whole school approaches to pedagogy or a shared focus for their learning identified improved pedagogical practices. To develop a shared learning journey schools have:

- created a platform of shared values or beliefs on which to base the learning across the school
- used evidence to drive professional learning beginning with statewide data and contextually developed data to decide what is to be learned
- created work based learning teams undertaking action inquiry projects which investigated particular areas of interest within the school and lead the learning for the whole school

- published their learning for other colleagues through showcases, snapshots and presentations.

Conclusion

By using the model as a guide we can ensure the quality of teacher professional learning. We also gain professional satisfaction and dynamism through being reflective practitioners and benefiting from the processes and structures that enable this. Through quality professional learning that is evidence based, respectfully planned, resourced, and engaging we become knowledge workers rather than manufacturers. ■

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Students experience success in the Premier's Reading Challenge

Rosemary Charles, *Special Projects, English, reports on the success of the Challenge and introduces two schools that have been recognised by the Premier of NSW for their outstanding participation in this literacy initiative.*
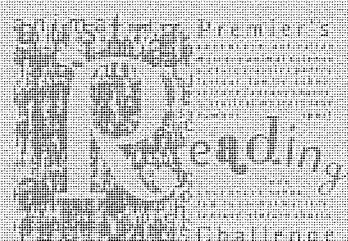
The Premier's Reading Challenge is managed through a web site that contains all the information necessary to complete the Challenge. The site is at: http://www.schools.nsw.edu.au/premiersreadingchallenge

Last year, 38 000 students registered for the 5–8 Challenge and over 8 000 students completed it successfully. The Premier's Reading Challenge is proving to be even more successful in its third year. In 2004, over 147 000 students have been registered as seriously attempting the Challenge. Over 83 000 have registered from Years 5–8 and over 63 000 in the new 3–4 Challenge.

The registration period had to be extended. If you have failed to register before the closing date, go to the web site and select the **Register** button at the top right hand side of the screen. You will be instructed on what to do.

The Challenge is proving to be a successful strategy for encouraging students in the middle years to read and to use their school and public libraries.

In 2002 at a special reception, the Premier publicly recognised Sir Joseph Banks High School as the high school with the highest level of participation in the Challenge. Boys make up over seventy percent of the participating students from this school. Students from East Hills Boys Technology High were invited to the reception as guests, because of their commendable level of participation.

In 2003, the Premier recognised East Hills Boys Technology High as the high school with the highest level of participation. A wonderful effort was also made by Sir Joseph Banks, St George Girls and Jamison High Schools.

Beryl Buist, teacher-librarian and Leslee Mitton, Deputy Principal, from Sir Joseph Banks High School, and Susan Turnbull, teacher-librarian from East Hills Boys Technology High, share the strategies they used so successfully when participating in the Premier's Reading Challenge.

For further information about the Challenge, contact Rosemary by phone on (02) 9886 7336 or email at rosemary.charles@det.nsw.edu.au ■

This resource was recently added to the Premier's Reading Challenge.

MEEHAN, Kierin
Night singing
Penguin, 2003
ISBN 0143300601

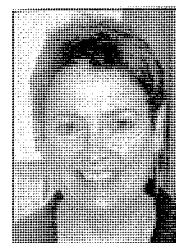Warm, quiet, and reflective, this delightful story weaves its magic, slowly but surely captivating the reader until the last word. The author cleverly closes gaps in time, space, and generation, weaving the poignant memories of Mrs Murokami, a survivor of Hiroshima, into the everyday, boring reality of her young friend Josh. Josh feels trapped inside, and the arrival of a circus, with bubbly, irrepressible Isabelle, and deep, mysterious Albizzia, brings change, laughter, and a happy reunion. Suffering, separation and loss, the joy and value of friendship, understanding and compassion, are well realised in this beautifully written novel that one finishes with regret. B. Richardson

USER LEVEL: Stage 3 Stage 4
Paper $14.95   SCIS 1122656

Engaging boys in the Challenge
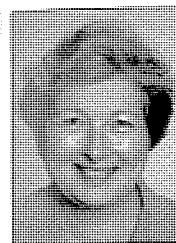
Beryl Buist, *teacher-librarian at Sir Joseph Banks High School and* **Leslee Mitton**, *Year 7 teacher, Sir Joseph Banks High School share their approach to incorporating the Premier's Reading Challenge into the school's literacy program.*

The Premier's Reading Challenge has been integrated into the school's teaching and learning programs and involves all Year 7 and 8 students. Teachers of Years 7 and 8 English classes agreed to make the Challenge the focus of their wide reading project for the year. Classes were booked into the library once a cycle and the teacher-librarian and teachers collaborated in planning and teaching lessons.

Programming

Teachers of Years 7 and 8 English worked collaboratively with the teacher-librarian and included the Challenge in their Stage 4 English program. As well as encouraging students to read widely, the tasks required the meaningful use of ICT, in particular:

- *OASIS Library* for locating resources in the school library

> **Teachers of Years 7 and 8 English worked collaboratively with the teacher-librarian and included the Challenge in their Stage 4 English program.**

- *MSWord* to word process documents
- *Microsoft Publisher* to compose a newsletter
- *EduWeb* as a platform to publish the students' reading records to a school intranet site.

Initial lessons involved students sitting in groups viewing a picture book read aloud by the teacher-librarian. This built on students' reading experiences in primary school and helped develop a sense of 'audience'. Students responded well in discussions of visual texts after each story. They then moved on to shared reading activities to develop comprehension skills and fluency in reading aloud themselves. Students had already selected books to read from the Premier's Reading

> **The Premier's Reading Challenge was used as a tool to teach essential learning habits and raise expectations about students' own personal responsibility and accountability for learning.**

Challenge list. Red dots had been placed on the books in Sir Joseph Banks High School library that were on the 5–8 booklist. The books were to be read in class and at home. Novels were selected for close class study from the Challenge list. Students were expected to select and borrow a book at each fortnight's lesson, read it and return by the next lesson.

Essential learning habits

The Premier's Reading Challenge was used as a tool to teach essential learning habits and raise expectations about students' own personal responsibility and accountability for learning. Students were expected to meet reading deadlines and had to be well prepared and organised.

The Challenge provided a framework for teaching broad learning outcomes that summarise the skills, knowledge and understanding, values and attitudes essential for all students. Students were expected to:

- work collaboratively with others to achieve individual and collective goals
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- be productive, creative and confident in the use of technology.

Learning outcomes for Stage 4 English

The Challenge enabled students to work towards meeting the learning outcomes of the Stage 4 English syllabus. Through responding to a wide range of texts and through close
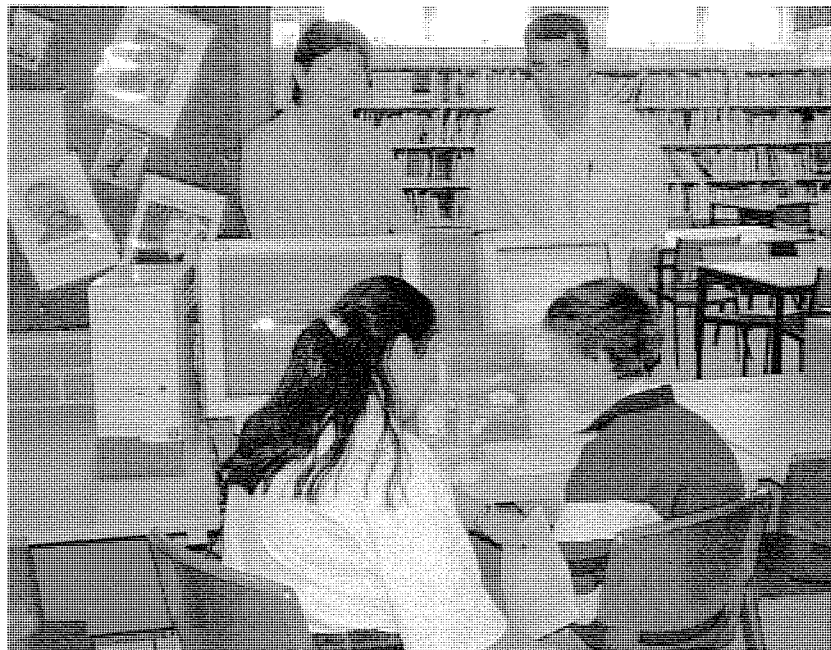
One of the features of the Challenge is its inclusivity.

> We learned that a quality learning environment including encouragement, support and recognition for students' achievements, were key ingredients which resulted in students embracing the program.

study of texts, students were able to develop skills, knowledge and understandings in order to:

- respond to texts for understanding, interpretation, critical analysis and pleasure
- respond to text in different technologies
- think critically and interpretively about ideas to respond to texts
- use, reflect on and assess individual and collaborative skills for learning.

Why we were so successful

We learned that a quality learning environment including encouragement, support and recognition for students' achievements, were key ingredients which resulted in students embracing the program. They responded enthusiastically to the task, especially when talking with teachers about the books they had read. Students were encouraged to find different audiences for their work. They gave reports at the School Assembly and composed reviews and other items for the school's newsletter, the *Banksia Bulletin* which goes home to parents.

One class of all boys read J. K. Rowling's, *Harry Potter and the Philosopher's Stone* and composed a newsletter using *Microsoft Publisher*, written from the perspective of a character at Hogwarts' School of Witchcraft and Wizardry. The teacher-librarian taught students how to use the software for word processing, importing graphics and formatting their newsletter. Students enjoyed the integration of technology into the unit and created other newsletters, complete with mad and bad advertisements for all sorts of crazy confectionery. These newsletters are currently on display in the school's foyer.

The students were also expected to write:

- a narrative: *Another incident at Hogwarts School*
- a procedure: *Write a magic spell or potion for use in Professor Snape's class*
- an exposition: *What made Harry the best Quidditch player?*
- an argument: *That Snape is evil.*

These tasks were modelled in class and the students provided with the scaffolds to assist their writing. We followed the information skills framework in supporting syllabus outcomes.

Inclusivity

One of the attractions of the Premier's Reading Challenge is its inclusivity. Students who need additional support can succeed because they can choose books from the list at their own level of interest and enjoyment. One of our students is visually impaired and last year he was a little slow to get involved in the program mainly because of his interest in other activities. This year he was heard to say, "No way am I missing out this year!" The books he wants to read have been brailled and are ready for him. Another student became interested in cooking through his participation in the Challenge. He borrowed cooking books to take home and trialled recipes on his mother. Books have opened up a whole new world to him and he is now very interested in the hospitality industry. Twenty Year 7 students were targeted for the Peer Tutoring Program. They used their tutoring time to read books from the Premier's list. Four of these students were selected to meet the Premier in 2003.

Keeping a record: it's the student's responsibility

Some of our students missed out because they had not met the following requirements:

- ensured that their teacher or teacher-librarian had checked that they had read the book and signed their book record (pasted in their English book)
- typed up their reading record by the set date.

One girl said, "I can't believe I missed the deadline. I was so busy reading that I forgot. I won't do that again!"

What the students thought about the Challenge

Students reflected on their learning in the close study of the novel, *Harry Potter and the Philosopher's Stone* saying:

My reading comprehension has improved. My writing has improved but I need to improve my punctuation. I've learnt how to do a procedure, write an exposition and how to write an imaginative narrative and a coherent argument. I enjoyed writing the story because it had to be imaginative. Mahmmoud

My reading skills have improved. I am more enthusiastic in my writing. All of my literacy has improved. I loved using the computer and composing the newsletter. Leslie

I have learnt to write a newsletter, something I couldn't do before. I enjoyed going to the library a lot and using the computer. Ali

I can write more imaginatively and I can read better. Now I have to improve writing in paragraphs. Some of the newsletter was hard to do but it was worth it. Veljko

My reading and writing has improved. My punctuation and listening has improved. By using the computer I learnt how to use Microsoft Publisher and how to write a newsletter. I enjoyed having library lessons. I enjoyed working on the computer and helping other students. Emad

What I learnt is how to format a newsletter and I really liked learning about it. Bilal

I can read much better now. I can write more imaginatively but I need to improve my spelling. Tony

We will continue to challenge the students

In the students own words, 'It was worth it!' The boys took on the Challenge and responded enthusiastically and imaginatively to our high expectations. As they move into Year 8 we will continue to challenge them and to expect the very best from each of them. ▣

Get on board the Premier's Reading Challenge
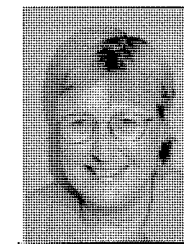
Susan Turnbull, *is teacher-librarian at East Hills Boys Technology High, which was recognised by the Premier as the secondary school with the highest participation rate in the Challenge in 2003.*

E ast Hills Boys Technology High (EHBTH) is committed to a whole school focus on literacy, utilising initiatives like the Premier's Reading Challenge and Drop Everything and Read to support the curriculum. These initiatives have allowed the boys to engage in student directed reading time.

> The momentum is still evident from the previous year, in the form of a great certificate and personal satisfaction in having successfully completed the Challenge.

At EHBTH, the Premier's Reading Challenge is coordinated through the library and supported by the whole staff. Year 7 students have a lesson with the teacher-librarian once a cycle and Year 8 teachers also work collaboratively with the teacher-librarian. By Year 8, many students have already actively engaged in the Premier's Reading Challenge. The momentum is still evident from the previous year, in the form of a great certificate and personal satisfaction in having

successfully completed the Challenge. The boys enjoy reading series, such as *The wind singers*, and many of the boys have gone on, when reading beyond the Challenge, to finish a series started during the Challenge.

Getting started

Simply log on to http://www.schools. nsw.edu/premiersreadingchallenge/ and register your school. The instructions are easy to follow. This site provides informative reading for teacher-librarians, students and parents.

Maintaining the Challenge

Once up and running, the Challenge requires little organisational time. This is the management process followed at EHBTHS:

Step 1: Modify the *Student reading record* to make it a single sheet. The students and I

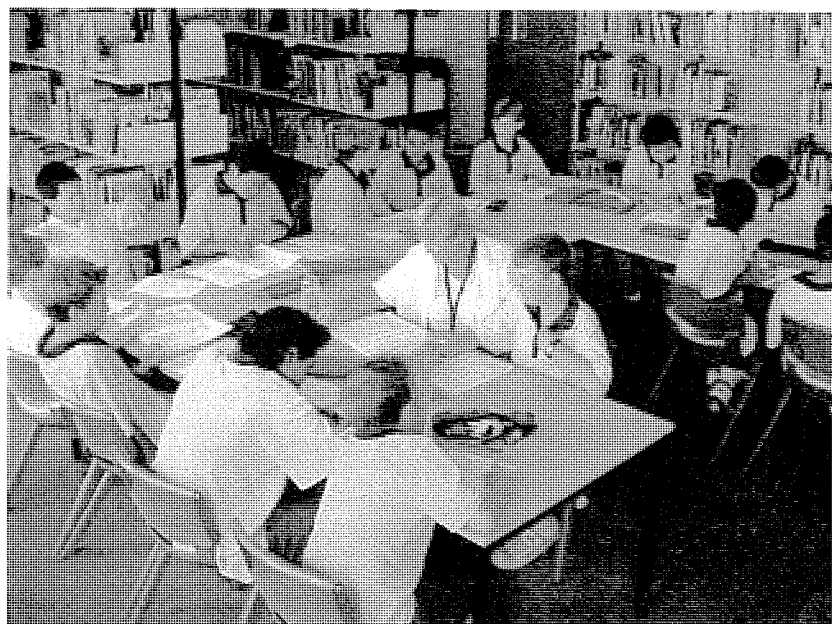At EHBTHS, the Premiers Reading Challenge is coordinated through the library and supported by the whole staff.

found it to be much more manageable.

Step 2: Keep the *Student reading record* at school. That way, the *Student reading record* is not lost and teacher-librarians can check on the students' progress at any time. Some students will need more school reading time to complete the log than others. I keep the entire student reading records by class in plastic sleeves, ten in total, inside a clearly labelled folder readily accessible at the front counter. Students have access to their records at recess and lunch. Students are encouraged to take ownership of their reading records and to update when borrowing.

Step 3: Make multiple copies of the booklist. I have made my list into spiral binders, twelve copies in all. High schools only need the 5–8 booklist. This is an excellent resource in the library and for the English faculty, who often refer to this reading list. I found that the boys really enjoy reading the list as a shared experience. Every year students ask me 'What's new on the list?' or say 'You should read that book it was really good.' or 'I've read that'. These comments enthuse other students and maintain the reading focus.

Step 4: Highlight every book on the booklist that is available in your library. This frees up the enquiry terminal and assists students with selection.

Step 5: Refer to the booklist when adding to your collection, but remember to go back and update the hard copy once a new item has been purchased.

Step 6: Advertise the Premier's Reading Challenge in the school newsletter. Parents/guardians want to be engaged in their child's learning.

Step 7: Start the 2005 Challenge in Term 4, 2004 with a new modified reading sheet with the 2005 date on it. This gives Year 8 and 9, 2005, four terms to read 20 books, while the incoming Year 7 students from non participating primary schools only have three terms. In 2005, sort the modified student reading records into new class groups or alphabetical order, which ever is easier.

The benefits of the Premier's Reading Challenge

The benefits for our students include:
- improved literacy skills
- increased reading for pleasure
- boys coming to the library and reading for a purpose
- boys reading for information from a wide selection of both non fiction and fiction
- increased library usage at recess and lunch
- increased communication around reading amongst peers, older students and teachers
- increased engagement of parents in their child's learning. ◼

References and further reading

Brown, H. & Cambourne, B. (1987) *Read and tell a strategy for the whole –language/natural learning classroom*, Methuen, North Ryde. SCIS 405533

Charles, R. (2003) 'Premier's Reading Challenge', *Scan* 22(3), p 42.

Charles, R. (2004) 'Everything you wanted to know about the Premier's Reading Challenge in 2003 and 2004', *Scan* 23(1), pp 38-39.

Hafey, B. & Mackenzie, E. (2002) 'Peer tutoring at Canterbury Boys High School', *Scan* 21(4), pp 4-6.

Hafey, B. (2003) 'Peer tutoring, expanding across New South Wales', *Scan* 22(3), pp 9-10.

Nicholson, W. (2001) *The wind singer*, Egmont, London. SCIS 1146366

Rowling, J. K. (1997) *Harry Potter and the Philosopher's Stone*, Bloomsbury, London. SCIS 919220

Using texts from key learning areas in the literacy program
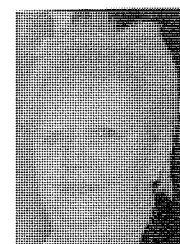
Kathy Rushton *is the Literacy Consultant in the Granville School Education Area.*

Using authentic real world texts in the teaching of reading provides students with a range of contexts in which to make deep and embedded meaning of vocabulary and text structures. In this article, Kathy explains how this process can support students in a cross curriculum literacy program.

Introduction

'How did you learn to read?' Most adults, who can read, think they know how they learned to read. Common answers to this question are: 'at school'; 'from a school reader'; and 'in the first couple of years of school'. How we actually learned to read is not something most of us are aware of or understand. Learning to read is often seen as developing the ability to decode letters and words. In early primary years, the teaching of reading often becomes focused on these skills and the strategies students are developing for decoding texts. In later primary school and high school, the focus shifts to the texts themselves, as the teaching of mandatory subject content in the key learning areas (KLAs) relies more and more on students being able to read set texts independently.

For students from a non English speaking background (NESB), and students with English as a second language (ESL), or students requiring additional support, there often continues to be a focus on skills and strategies, without an equal focus on the type of texts being read. There are many complex issues involved in deciding what constitutes a difficult text but, quite often, difficulties are explained away as just being students' lack of understanding of words. The assumption being, if the words are taught, the student will be able to understand the text. This is an assumption which needs to be challenged. Margaret Meek points out that:

> The reading experts, for all their understanding about 'the reading process' treat all text as the neutral substance on which the process works, as if the reader did the same things with a poem, a timetable, a warning notice. They know this isn't the case, but somehow the differentiation between reading a threatening letter, a file, or 'the mind's construction in the face' isn't regarded as part of what the reader does. (Meek, p 5)

Reading as a socio cultural practice

All readers read a range of texts, some of which rely heavily on diagrams and pictures, many of which are now digital. An example of how this challenges the traditional views of reading is that digital texts are selected and scrolled through, rather than read by turning pages. What we expect readers to be able to do is outlined in the *English K-6 syllabus* reading outcomes, and in the model of reading outlined in *Teaching reading: a K-6 framework*. This model defines the following four roles that an effective reader takes:

> code breaker
> text participant
> text analyst
> text user.

How the reader engages with these different roles is by using semantic, grammatical , graphological, phonological and visual information in the text. This model demonstrates that understanding the meaning embedded in a text is more than just decoding the meaning of a few difficult words. The model also acknowledges that reading is a socio cultural practice and that the contexts of culture and situation define the meanings that individual students will make when reading any text. Every reader brings prior knowledge and understanding to their reading of a text and for teachers of NESB, ESL and students needing additional support, it is essential to support students as they learn to use all of the information in the text. They need to be supported as they engage with the four roles as they work their way to an understanding of

the subject knowledge embedded in all levels of the text, not just at word level.

Using a range of quality texts at different levels of difficulty

The difficulty of any given text varies for individual students, depending on their skills as well as their understandings about the cultural context and the situation in which they encounter the text. Marie Clay, who devised the *Reading Recovery* program, says 'that what is easy or difficult will vary from district to district, from school to school, and from child to child.' (Clay, p 201). She goes on to say that the difficulties in a text are always defined by the individual reader but that skilled teachers can develop an understanding of what constitutes an appropriate text for students learning to read.

The collection of quality texts selected by teachers can be flexibly grouped into easy, average and difficult levels and re-labelled if classroom use proves that the initial grouping was incorrect.

In *Teaching reading: a K-6 framework* (p 62), it is suggested that teachers collect a range of quality texts, literary and factual, which employ the language used in the classroom, the home and in the wider community. Students should not be confined to reading texts which have been written for the sole purpose of teaching reading as some reading schemes employ stilted language which has been pared down so much that only literal meanings can be made from the text. The collection of quality texts selected by teachers can be flexibly grouped into easy, average and difficult levels and re-labelled if classroom use proves that the initial grouping was incorrect. Levelling books, using the fine gradations of *Reading Recovery* levels, requires specialised understanding and training. It is not recommended that such a finely graded levelling system be used in the mainstream classroom or library collection.
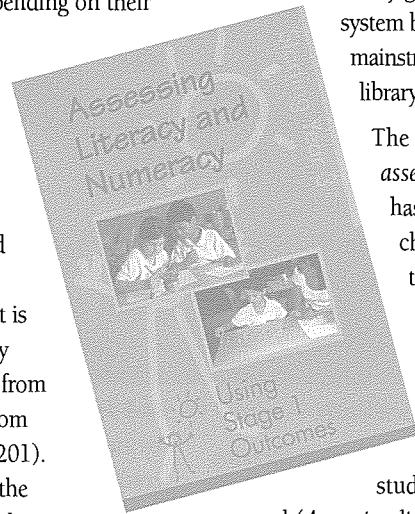
The *Starting with assessment* resource has a continuum of characteristics of texts for K-3. It provides examples and details of the features of a gradation of texts for students learning to read (*Assessing literacy and numeracy – using Stage 1 outcomes* p 71.) The ability to comprehend the text is dependent on what the student brings to the text, and this can be supported by the orientation and field building in the subject area by the teacher, prior to reading. To comprehend a text at a deep level, students need to be able to participate with it, use it, or critically analyse it. Additionally, they need understandings about how texts have been constructed, the grammatical features and the author's purpose in composing the text.

For students who have learned to read, that is, they are able to decode and comprehend texts appropriate for their age and stage, there is no need to rigidly control reading material by levelling text further than suggested by the framework of the outcomes. Also, if students are reading at the level of Stage 2 outcomes it is no longer necessary to use an instructional level as students are able to decode effectively.

Using *Scan* reviews to support the teaching of reading

Classroom teachers may be unaware that books are reviewed in *Scan* by curriculum experts who allocate appropriate Stages for each book. The review in *Scan*, vol 17 no 2, of *Blueback*, by Tim Winton, suggests that it is suitable for students in Stages 3 and 4. I thoroughly enjoyed this book. The language is rich in metaphor and simile and the subject matter is universal and will appeal to any age. The vocabulary in *Blueback* may prove challenging for ESL students, or students reading below Stage 3 level. By supporting these students in reading this book they will be introduced to wider vocabulary and cultural understanding required to access the deeper meanings in the text. The broader theme of *Blueback* is environmental, and Tim Winton has been actively involved in a campaign to save the Ningaloo Reef. Discussion about the author and his purpose in writing this book, could be used very successfully to lead into issues that are explored within HSIE. [Editor's note: see *References and further reading* for examples of similar resources which have been reviewed in *Scan*.]

Reciprocal teaching in the key learning areas

A challenge that teachers often face is how to support students in reading appropriate materials which deal with the subject matter in the KLAs when they are not strong independent readers. If we accept that learning to read is a social process, the implication is that

> …knowledge is collaboratively constructed rather than simply passed on, or handed from teacher to learner. That is, knowledge is constructed in and through joint participation in activities where all participants are actively involved in negotiating meaning. Clearly, learners construct new and extended understandings through their collaborative participation in scaffolded activities. (Hammond 2001, p 12.)

Reciprocal teaching is a strategy designed to support the development of comprehension. It is included in the

Working in a group helps to develop intellectual quality as the text is problematised as students analyse the text and as they develop a deeper understanding through their discussion

programming and strategies handbook (see reference list) (pp 138-139). This strategy allows students to read a text together and to predict, qualify, question and summarise. The teacher acts as facilitator and the students share responsibility for making meaning from the text. For instance, students are encouraged to actively qualify the meaning of words rather than the teacher deciding what vocabulary to pre-teach. Even this simple strategy encourages students to actively participate in making meaning from the text and some teachers are often surprised by which words some NESB students are unsure about.

Quality teaching in NSW public schools

The discussion paper, *Quality teaching in NSW public schools*, outlines a pedagogy which supports the development of intellectual quality, a quality learning environment and significance. The reciprocal teaching strategy especially promotes significance for the student as it encourages active participation where the student draws on their own cultural understandings to generate questions about the text and to summarise what is being said. Students are supported as they engage with the four roles of the reader. Working in a group helps to develop intellectual quality as the text is problematised as students analyse the text and as they develop a deeper understanding through their discussion. The teacher as facilitator can support the development of metalanguage when discussing the features of the text. A quality learning environment is therefore being developed, and learning, as opposed to acquisition, takes place. Gee explains the difference very succinctly, saying:

> *Acquisition is a process of acquiring something subconsciously by exposure to models and a process of trial and error, without a process of formal teaching. It happens in natural settings which are meaningful and functional in the sense that the acquirers know that they need to acquire something in order to function and they in fact want to so function.*

> *Learning is a process that involves conscious knowledge gained through teaching…involves explanation and analysis… It inherently involves attaining, along with the matter being taught, some degree of meta-knowledge about the matter.* (Gee 1987)

What this means for classroom teaching

Reading in the key learning areas will mean several things for the teacher.

- The strategies chosen to teach the texts must engage the reader, and the subject matter must be related to the content of the KLAs.
- Reading material should be chosen to entertain and inform and can include the range of materials found in the real world, not just 'readers' but advertising material, digital and printed texts, and texts which challenge students' understandings about the world.

Scan reviews are curriculum focused and are used as a guide for collection development, supporting a literacy program. Here are some examples of resource reviews:

Indij readers for little fullas, for big fullas is a series of books written by Aboriginal Australians which provide a unique and authentic contemporary voice. *The emu egg* tells the story of how Sharon's family used to use emu eggs to make cakes. The level of the text would be easy for a confident Stage 1 reader but some vocabulary like "chook", "flamin'" and "Sharon girl" might challenge some students. "Sharon girl" is an example of Aboriginal English which might need explanation for many non-Aboriginal students. This text can be used to lead to discussion about Aboriginal management of environments and links in very well with the Stage 3 unit on rainforests. The teachers' guide provides literal, interpretive and inferential questions about the text. The questions: 'Should we farm emus and other native animals?' 'Why?' 'Why not?' lead into a discussion of environmental management. The teachers guide provides cultural information relating to the literal subject of emus and emu eggs and the concepts of family and kinship and the oral traditions of Aboriginal people. This cultural information, provided in the *Indij readers teachers guide*, can help the teacher to develop an orientation to the text which reflects the cultural and situational context which will make the meanings clear. The cultural background information is essential for a full understanding of the text. The literal meanings in the text are quite simple, but there is much to learn about Aboriginal culture from this text. The *Indij readers teachers guide* also provides support for understanding the grammatical features of the text and suggests a writing activity which could enhance understanding of the text after reading.
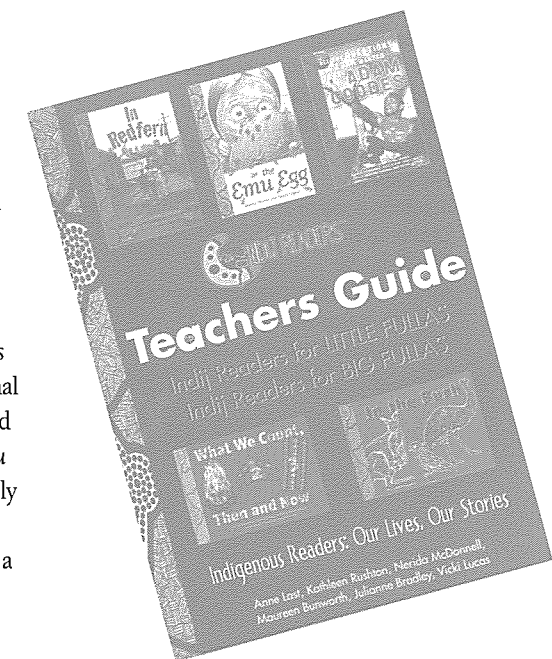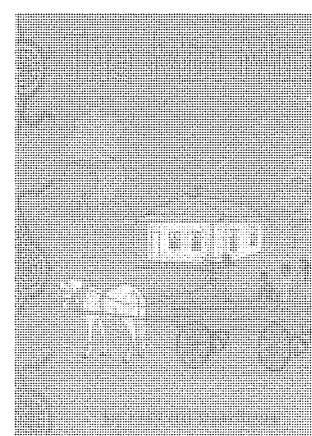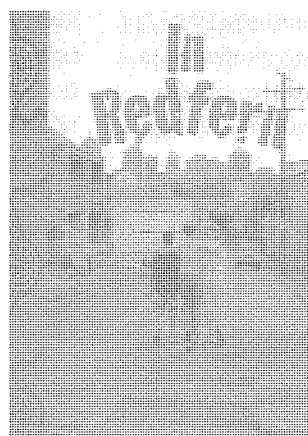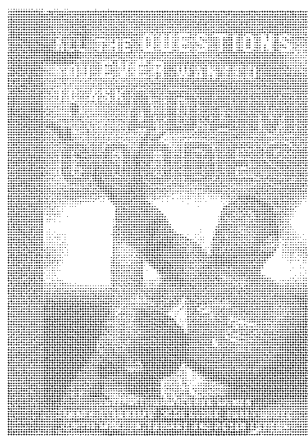
Indij readers for little fullas, for big fullas

[kit] [series]
Indij Readers, 2003   [371.8]*

ABSTRACT
Aboriginal people, including school students, collaborated to write these contemporary, imaginative and engaging literacy resources. These Australian stories are told with an authentic Aboriginal voice that speaks to both their own people and the wider community. A diverse range of positive role models includes a mother who studies at night, a successful sportsperson, and strong families. A variety of genres is used. Some are written in standard Australian English, and some use Aboriginal English. The teachers guide provides clear lesson suggestions and proformas, which teachers can use or adapt, supporting a guided reading approach. The guide contains material which is ideal for group work and also tutor support activities. It also provides essential *Cultural information* for each title to support Aboriginal perspectives and the appropriate use of these resources.

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
                 $121.55 (Full set of 11 books plus teachers guide)

Titles in this series are:
In the bush	SCIS 1143004
Me and my mum	SCIS 1143011
What we count, then and now	SCIS 1143014
Having fun at school	SCIS 1143018
Me and Priscilla get ready	SCIS 1143067
In Redfern	SCIS 1143078
The emu egg	SCIS 1143084
Ms Johnstone to the rescue	SCIS 1143086
Locked out	SCIS 1143088
The Min Min	SCIS 1143093
All the questions you ever wanted to ask Adam Goodes	SCIS 1143096
Teachers guide: Indij readers for little fullas, for big fullas	SCIS

McDONALD, Meme & PRYOR, Boori

My girragundji

Allen & Unwin, 1998 (A little ark book)
ISBN 1864488182

An intriguing story, this describes some tight situations that a young Aboriginal boy encounters, including an infatuation with a migaloo jalbu (white girl) at school, and a confrontation with the Hairyman (the spirit which haunts his house). He finds solace and courage through his friendship with a small green tree frog that hops into his room one night. He believes that the old people have sent her to protect his spirit. The story is written in a style reflective of Aboriginal storytelling, which gives the audience a unique insight into how a young Aboriginal boy views his world, including the racist bullies at school, the fights at night amongst the adults, and the continuous taunts by his seven sisters. The book has an interesting layout using black and white photographic images by Meme McDonald, and the frog illustrated by Shane Nagle and Lillian Fourmile. The book was inspired by Boori Pryor's childhood tales, and was written in cooperation with the Pryor family. L. Pratt

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; HSIE K-6
                                              SCIS 950484

Papunya School book of country and history

/ produced by staff & students at Papunya School; text by Nadia Wheatley; book design by Ken Searle. Allen & Unwin, 2001
ISBN 1186508526X   [994.2]

This story offers a viewpoint about Australia, not often told. It is an account of specific events that have impacted upon the Anangu people, from five different language groups, who came to live together at Papunya. From first contact, through to the arrival of missionaries, to Land Rights, this story has many facets and layers that will unravel as the true story is told. Other topics include: Stolen Generations; health; resistance; massacres; and the Assimilation Policy. It is about two way learning: the Anangu way and the Western way. Aboriginal language (Anungu) is used throughout the text and explained in the glossary. A useful and precise timeline is captured on each double page with the inclusion of an overall timeline that extends into three pages. A powerful, varied collection of children's illustrations and historical photographs have been used to highlight the reality of events that took place. Individual recollections by community members have been used to combine real life experiences with facts about specific events. This is an inspirational attempt to tell it as it was, with passion and dignity. D. Anderson

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6   SCIS 1058501

Teacher-librarians supporting teachers

Teacher-librarians can support classroom teachers by providing texts like *Indij readers for little fullas, for big fullas*, which can be used to support explicit teaching for literacy across the KLAs. Authentic texts such as those above can be used to develop an Aboriginal perspective while developing understandings in both the HSIE and English KLAs. Teacher-librarians collaborating with classroom teachers need to support them to understand how texts can be used for different purposes and that, while guided reading requires students to be grouped in ability levels, reading in the KLAs is best done in mixed ability groups which focus on scaffolded support for individual readers and on what the text itself can teach. [Editor's note: see References and further reading for articles and raps, which have appeared in *Scan*, illustrating the support offered by teacher-librarians in selecting appropriate resources.] ▪

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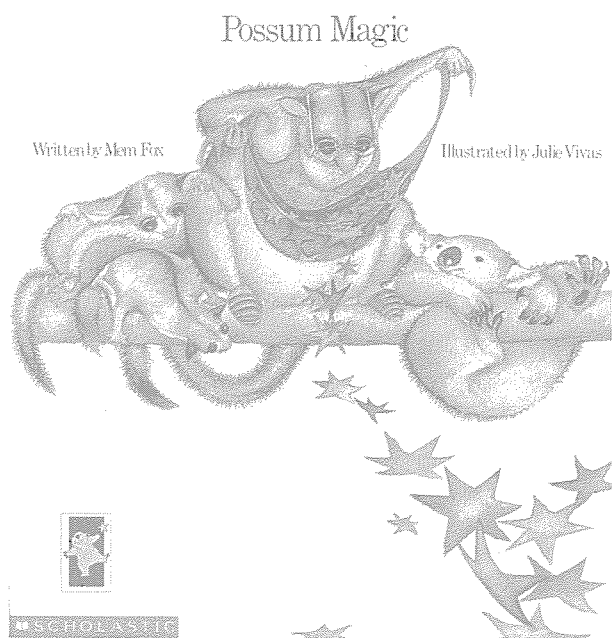Winton, T. (1997) *Blueback*, Pan Macmillan Australia. SCIS 918116

An interview with Julie Vivas

Possum Magic

Written by Mem Fox   Illustrated by Julie Vivas
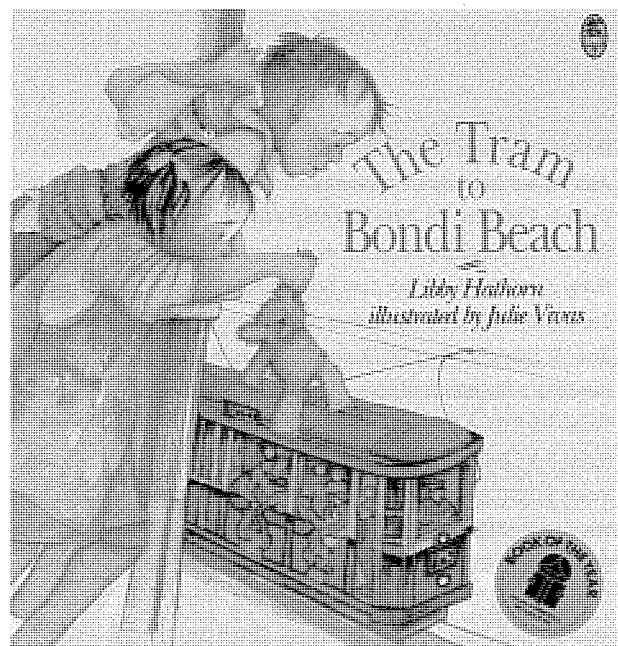
From Possum magic by Mem Fox and Julie Vivas
Text copyright © Mem Fox, 1983
Illustrations copyright © Julie Vivas, 1983
First published by Omnibus Books, a division of Scholastic Australia Pty Ltd, 1983
Reproduced by permission of Scholastic Australia Pty Ltd

2004 marks the 21st year since the publication of Possum magic, a much loved Australian picture book which has become a modern day classic. In recent years, Scan has published articles about visual literacy explaining how illustrations help the reader to make meaning of the text. Recently, Scan Editor, Sally Rasaiah, spoke to Julie about
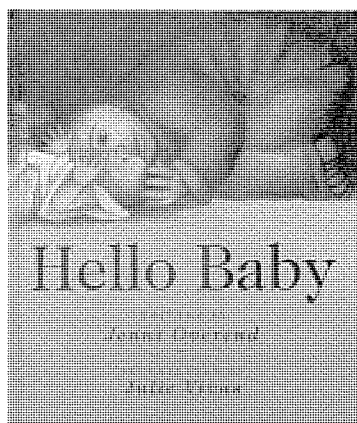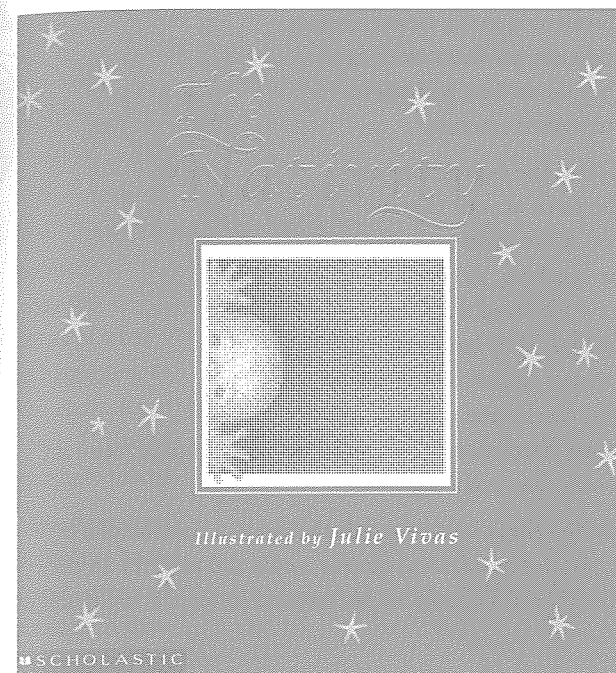

the visual impact of her illustrations and the techniques she uses to develop characters like Hush and Grandma Poss.

Scan: Do you have a preference for illustrating a particular type of book?

Julie: I illustrate picture books where images carry part of the narrative. I would choose to work with a text that had been written so that the images could do this.

Scan: An author and publisher both have their own views of how the book should look. How does your own input influence the final pages?

Julie: Experienced authors and publishers know it is a long organic process of working together before you see how the images might work with the text. We all may have views, but until I have done preliminary roughs of characters and layouts for a dummy book we can't see how the book is working. The author doesn't come to me now. An author sends a manuscript to the publisher who decides whether or not to publish it and then chooses an illustrator whose style matches the text. Libby Hathorn (The tram to Bondi Beach) and Mem Fox (Possum magic), both sent me manuscripts directly, that was back in the 70s. I work with the author's text, not with the author. The images I make are my response to the story. I work more with the publisher who is working with the author.

Scan: How do you collaborate with an author on a new book?

Julie: I collaborate more with their work if an author has written about an experience and I think I understand that experience, or an emotional response is triggered and I see possibilities for making a sequence of images.

Scan: Do you prefer to have a story from another author to work with, or do you prefer to develop story and illustration together? Why?

Julie: I have only worked with an author's more or less completed work. I have never developed my own text with illustrations. The Nativity was the only project I felt a little more ownership in creating the concept, though it was verse from the New Testament, Luke and Matthew in the Authorised King James Version of the Bible.

Scan: Has technology changed the way you work?

Julie: Yes. Working with interstate and overseas publishers now sending images in attachments via emails, I get an immediate response from an editor. This is a change for me. You work longer hours and there is pressure to do things

From The Nativity by Julie Vivas
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After making a storyboard skeleton, with paginated text, I move to the book's page size, smaller or larger, and on fourteen double page spreads I compose images in rough. All the picture books that I have illustrated have had this structure of 32 pages. This dummy rough book is what we work with, with the author, and the publisher gives me feedback on it. A major part of this is rough work is creating the characters. This is where you see what is working or not .It is a time of discovery, and it's the best part of making picture books.

faster, but it is a bit harder to keep control of your work. It is so easy for designers to manipulate images on screen and it is easy for them to t set up exactly what they want me to draw. Really don't want to work that way. I can't use the computer for drawing yet, just manipulating scanned images. I see the potential is wonderful, I just don't like the feel of it, it's sort of physically claustrophobic to me.

Scan: Why do you think people respond to the visual appeal of your work?

Julie: People have commented that there is vulnerability about my work that makes it appealing. The roundness of my characters reflects the comfort and reassuring shape of a sphere. It helps me to think and feel a drawing in three dimensions, starting with a ball and it is a comforting to do. The stick-like figures of women and children in Let the celebrations begin required another body type for expression, an example of working without shapes or a subject that I was comfortable with. This project involved research and I had difficulties with my interpretation and what the publisher needed in the images. It was a risky piece of children's publishing. My familiar style, with more warmth, was why they had offered me the project. Doing grey pencil drawings on grey paper with a little colour did not work for them. I had no experience with the subject, but saw it as a darker book, image-wise, than what was expected. I was approached to do it several times before I had agreed to do it. It had international interest, which is important to make a project viable in Australia.

Scan: What medium do you prefer? (watercolours, pen and ink, crayons, etc)

Julie: I use watercolors, except in Hello baby where I used coloured pencil across the page. I like pencil line drawing, the delicacy of it, but I can't say I know enough about using pencil to make solid colour.

Scan: Do you prefer using minimal backgrounds or white space?

Julie: I feel that my style of work is very simple, usually shapes on a white back ground positioned with the text. I have an interior design study background and I tend to try and keep the empty space when there is an opportunity, for example, when Hush, in her disappointment at not finding the spell, is alone. Hush is within a small circle surrounded by white space on the right hand page (Figure 1). Perhaps the space and emptiness adds to the reader's sense of Hush feeling alone. The lack of background when Hush's head appears after eating lamingtons, helps with the popping open shape of the two figures dancing.

There are shapes that move you across the page like the kangaroo in Possum magic stretching from top left to bottom right and also the snake. The reader is being moved from the back of the page, by the eye following the snake's body forward to the front, to the head where Hush is suspended.

These shapes sort of give a direction and help to pace the story. Another example of this pacing is the page with Grandma Poss and Hush up the tree. This is the first in a sequence of three pages in blue, where the static shapes slow the reader down; there is not the movement across that page.

Scan: You use many viewing positions in your illustrations. How do you decide where to position the viewer?

Julie: My images are usually drawn from the mid eye level as it is a comfortable view, with an implied horizon line behind. When I use a high eye level almost directly above, it is really to fit a lot of visual information, for example, to fit a whole family. There is more distortion of the body, so, for me, it is harder to make the body shape understood as a particular expression with this high eye level.

An example of using a low eye level would be the image of William the cat from *The very best of friends* so that he looks threatening to the viewer. Distant and close up views work as they do on film, perhaps to strengthen emotion.

Scan: The expressions on the faces of your characters make them seem to be speaking, as if you have captured a moment in time. How have you created this absolute realism and transferred a conversation, or an interaction between characters onto paper without losing that moment?

Julie: I think it is the words that do it; a combination of what your mind does with the words and pictures. In my work there is usually no background so there is not much to
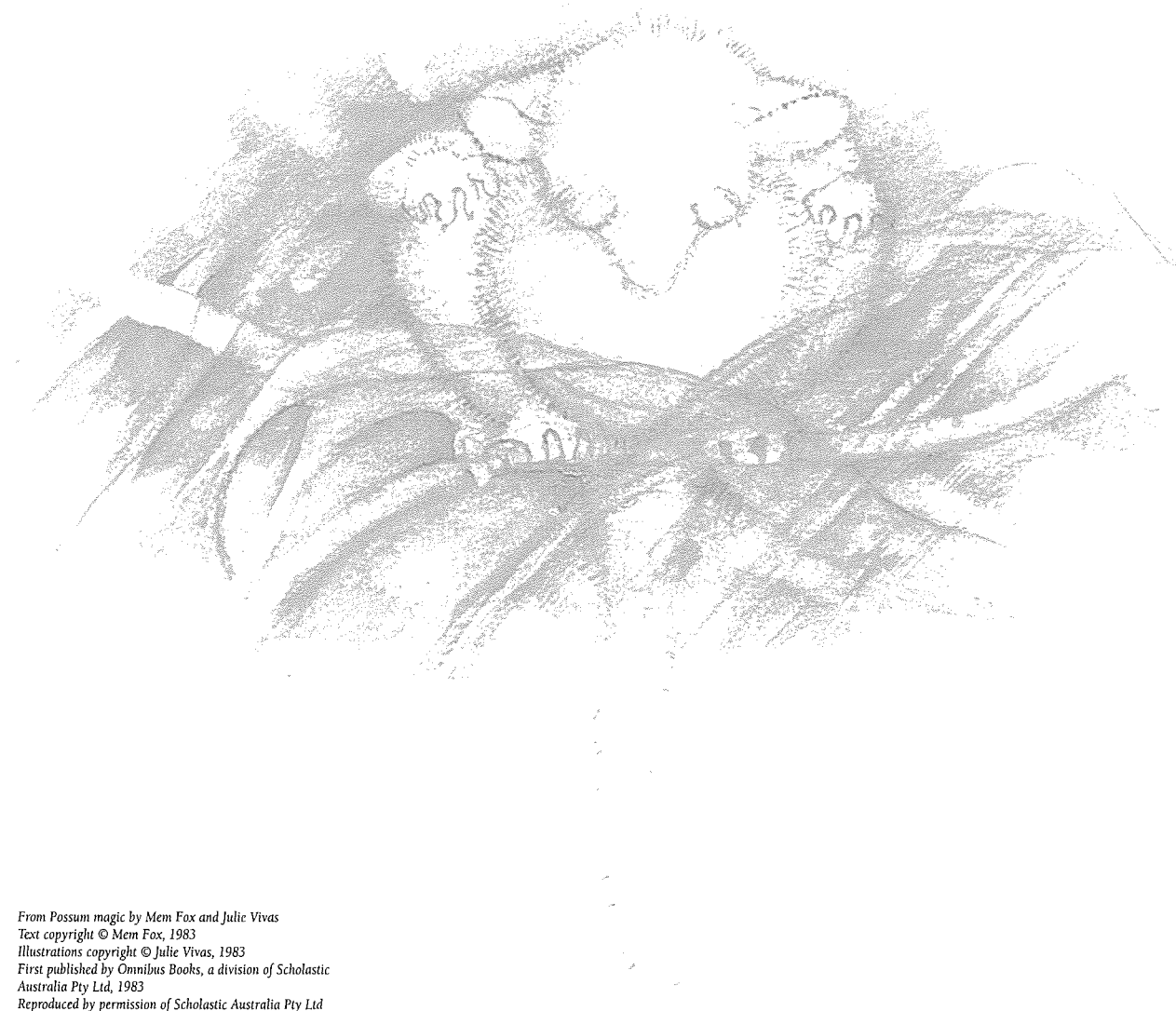
Figure 1.

Figure 2.

compete with the focus of what is happening to the character in the story. The words are carefully placed.

Most figurative artists use bodies, hands, eyes and mouths to show expression. Very fine details change the expressions of the eyes and there is an intensity about making these very fine differences. I might work on Grandma Poss' eyes for hours to get them right. Illustrators are usually prepared to work on something for a long time to get it right; redoing or fiddling with the detail. I am driven to get it right; to want that excitement when something is working which is important. All the images have a purpose in the narrative of a picture book. The challenge is to make a whole story with the words.

Scan: What techniques do you use to develop the characters, particularly Grandma Poss and Hush in *Possum magic*?

Julie: I could spend months developing a character. The drawings go back and forth to the publisher and the author. Creating the characters is a main task because they carry the story. Originally, Mem Fox wrote *Possum magic* as *Hush the invisible mouse*. Mem created Hush as a mouse around 1978, but no one wanted to publisher her as mouse. Mem and I had no experience and we were not working with a publisher at that time. When the publisher, Omnibus Books, took *Hush the Invisible Mouse* on they tested it on book sellers who felt it would be more successful if the characters were Australian animals. Mem rewrote the story. I began again with new characters. I started with real possums, going to the night house at Taronga Zoo, drawing brush tails in every position until I got a feel for their body proportions and how they moved. I looked at injured baby possums at the Zoo hospital, too, and then I felt a bit braver about inventing my own possums. The invisible thing was tricky to think about but something as basic as using a broken line .seem to work.

My possums were simplified, their bodies were big spheres and heads were small spheres with triangular faces, and tails, arms and legs were used for expression. When I hung Grandma up by the tail, I could see how she worked.

In this form, not looking like real animals, you ease them through their bike riding and their umbrella boating without it jarring too much. The human emotions that the possums are going through are possibly easier to cope with in their visually unreal form.

Early in the process, I realised real possums' eyes are so big they take over. I felt that they took attention away from everything else in the picture, so I did adjust their eyes. This was another step away from reality.

Scan: In *Possum magic* you give the animals a human personality without detracting from their native appearance. What processes do you use to develop these characters?

Julie: The words make the animals human in the first place. There is a line you can easily cross, visually, where the animals can lose their integrity. I do it and correct it all the time. Because they are not real possums, they can have some human characteristics. The characters can carry more emotion because they are not real possums. They are almost in the form of a cartoon, which makes it easier to exaggerate expression. The detail of the fur and eyes and colours would add to their animal character.

Scan: *Possum magic* uses subdued colours. How do you choose the colour palette for a book?

Figure 3.

From The Nativity by Julie Vivas
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First published by Omnibus Books, a division of Scholastic Australia Pty ltd 1993
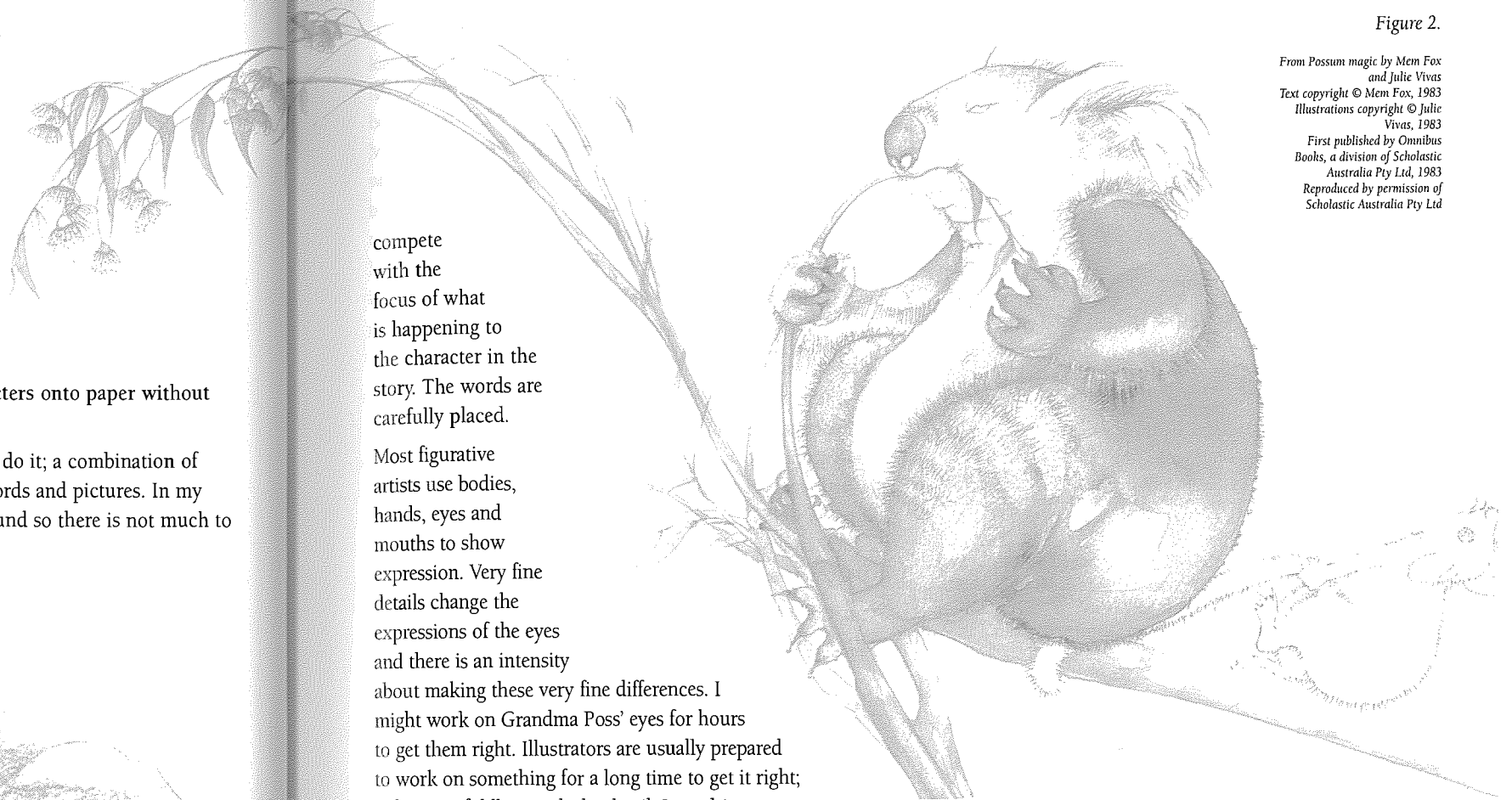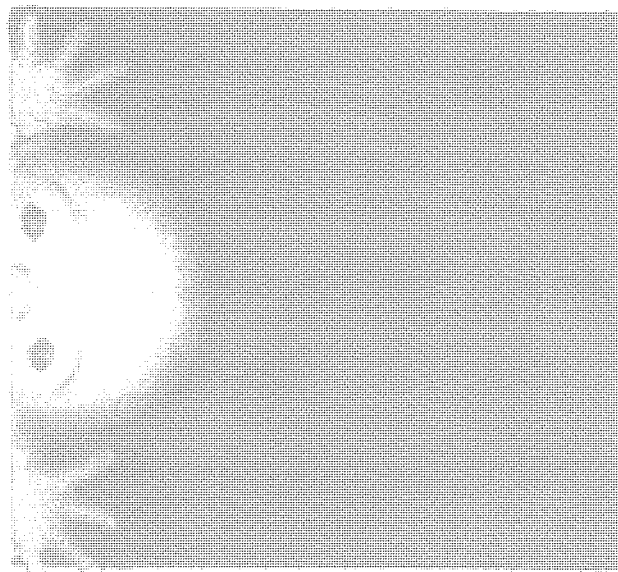*Reproduced by permission of Scholastic Australia Pty Ltd*

Julie: I was afraid of large areas of strong colour. Colour roughs help me decide, as the characters come into another life when the colours are applied. Using blues and purples in the fur seem to give relief from the expected brown and grey. The shape is so important, and I didn't want anything to distract from that. Everything changes in a drawing when solid colour is used. The use of darker grey for the koala (Figure 2) helps convey the weight of this character. It is often difficult to get the balance that I had in the drawing, when I start to paint.

Scan: What is your favourite book or image and why?

Julie: When the baby is born in *The nativity* is probably my favourite image (Figure 3). This is a simple image which has an impact and it is hard to get that. My newborn daughter, Kate, 12 years before, was the inspiration for that image. Her hands and eyes were wonderful. I also like the image in *The nativity* (Figure 4) which is really two friends talking at the kitchen table. The shape of the wings controls your gaze to the conversation between Mary and the Angel.

Scan: Can you comment on any major influences or mentors in your career?

Julie: I have had several mentors during my life. My mother was a kindergarten teacher and she made books important for me; the house was full of books. Once I went to school and could borrow books from the library I was very excited. I was amazed by this! My mother enjoyed looking at my drawings and she had a lot to do with my development with my drawing. Many of my teachers who taught interior design at East Sydney Tech. in the early sixties were my mentors, and English illustrators like Brian Wildsmith, Quentin Blake, and John Burningham were illustrators whom I admired. My husband, Luis Vivas, who was a painter, influenced me, and my publisher in the early days at Omnibus Books, Sue Williams, was also a big influence on my work.

Scan: What are your future plans?

Julie: I am working on a project for the next twelve months about a dog which lives many lives. 2004 is going to be a big year for the 21st anniversary celebrations of *Possum magic* and I will be very busy with activities and projects associated with this. ▦

Editor's note:

The *Possum magic* book rap began on 3 May. This can be accessed via *School Libraries and Information Literacy* at
http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm

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Figure 4.

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Proposed raps and book raps for Terms 2, 3, and 4, 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.

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.

Term 2

* *Possum magic* by Mem Fox and Julie Vivas. Stage 1 English. Rap starts 3 May 2004. Rap live for viewing and subscribing April 2004.

* *Papunya School book of country and history*. New Stage 4 English syllabus. Rap starts 23 May 2004. Rap live for viewing and subscribing on or before 17 May 2004.

Term 3

* *Athens Olympic Games*. PDHPE. One rap for Stage 2 and a possible rap for new Stage 4 syllabus.

* *Book Week*. Stage and sections TBA.

* *The rabbits*, by John Marsden and Shaun Tan. New Stage 5 English syllabus with a component to support Visual Arts. Rap starts 25 May 2004.Rap live for viewing and subscribing 17 May 2004.

Term 4

* *Indij readers for little fullas, for big fullas* Title(s) and Stages TBA.

Further proposed raps and book raps, including for the primary school Stages, will be advertised here as soon as they are suggested. See the web site for updates.

Artlinks in the Granville School Education Area (SEA)

*The Granville Artlinks project team present the results of a multicultural initiative involving: Consultants from Linkages and Creative Arts; the Multicultural Programs Unit; **Bronwyn Bancroft**, an Aboriginal artist and designer; and teachers and students from primary and secondary schools in the Granville SEA.*

The collaboration between the artist, consultants, teachers and students reflected the strength of the project as it aimed to achieve several outcomes which had their focus in the making of artworks.

Introduction

A rtlinks was a project to link primary and secondary teachers and students in a common goal of making and responding to art works. In the Granville SEA, the percentage of students from language backgrounds other than English is higher than in any other SEA in NSW; the cultural diversity of the student population is extensive. The area has schools from a whole range of socio-economic situations; from extremely disadvantaged to affluent. The project was a challenge on many fronts, even providing appropriate equipment and space to create art was problematic. It was decided to hold the workshops in high schools, which could offer art rooms and appropriate materials, as well

as a trained art teacher, and to invite selected primary schools to visit their local high school for the workshops. In its first year, 2002, the project was devised by Olga Maroc and Michael Coleman, the consultants for Linkages and Creative Arts. The project was based on the Department's resources *Beyond the frame* and *Enter art*. In 2003, Sharon Fulcher, Creative Arts consultant, Michele Shepherd and Emily Googan, Multicultural/ESL consultants for 7-12 and K-6, and the Multicultural Programs Unit worked on the project with Olga and an artist, Bronwyn Bancroft. The collaboration between the artist, consultants, teachers and students reflected the strength of the project as it aimed to achieve several outcomes which had their focus in the making of artworks.

Each workshop included about twenty students, half each from the primary school and the high school.

Stages 3 and 4 workshops

One purpose of the workshops was to provide a continuity of understanding about syllabus outcomes across Stages 3 and 4. This was achieved by providing training and development for both the primary teachers and the secondary art teachers as a cohesive group, focusing on providing art workshops for their students. In the workshops, students from Years 5 to 8 worked together with Bronwyn Bancoroft. This provided a great opportunity for teachers to see the how the students worked and what engaged and motivated them in the workshops. Once the art works were created, the teachers involved with the project worked with their own students to provide written responses to the artworks they had created.

Teachers were prepared for this part of the project in a training workshop and they were further supported by materials prepared to show the achievement of Stage 3 and 4 outcomes in literacy. The focus was on composing written responses to art and to provide students with a real context for writing as well as deep understandings about the composition of both an artwork and a written response.

Bronwyn Bancroft working with students from Granville Boys High.

Each workshop included about twenty students, half each from the primary school and the high school. The four pairs of schools each participated in one workshop in 2002 and two in 2003. The workshops involved displaying and discussing artworks belonging to the artist. The discussions were about the techniques and materials used in the works, as well as the experiences that motivated the artist. Bronwyn's work is inspiring, she shared her feelings and motivations with the students and, in turn, inspired them. In 2002, Bronwyn's artwork *You don't even look Aboriginal*, was chosen as the starting point and inspired the theme, *You don't even look Australian*. Bronwyn's experiences as an Indigenous Australian were shared with the students and they had powerful responses to her work. In 2003, this was followed by the theme *Me, myself, I - reflections of culture* which celebrated the students' cultural heritage and helped them depict their feelings about family and culture, and express pride in their identity.

Students' comments

The best testament to Bronwyn's skills and student engagement came from the students who participated in the

Artlinks project. Here are some of their comments:

I enjoyed painting and seeing Bronwyn's painting because I like painting and it was a real privilege to meet a real live painter.

I enjoyed learning about the different types of artwork and how artwork, like a novel and a book, can tell a story and have its own unique symbols which represent something.

I enjoyed painting with my hands because usually it's a messy job and you don't get to do it often since teachers and parents don't like messes. I think painting with your hands gives the artwork a natural look.

I enjoyed the messy art at the start with the paint, the fun of expressing our imaginative/creative side, using different materials for our artwork and doing it with older students (different ideas put together).

I learnt that if you make a mistake in a painting don't give up just try to fix it and make it better. Be free to do artwork.

This was an amazing and wonderful experience to have a famous artist to come to our school, as I had never experienced working with an artist. For me, this was a once in a life time.

The responses to their own artworks show what the students learnt and how they were able to express themselves both as artists and critics of their own works. The texts from three students who participated in the workshops were:

Lara, from Birrong Public School, created an artwork entitled *My family, my universe* to which she responded:

The title of my artwork is 'My family, my universe' and truly in my heart, my family is my universe. They mean everything to me. To have a good family you need peace and love. And if you want a happy world, you also need peace and love but you must work for it and earn it, every day of your life. This artwork is intended to convey the significance of family and peace and love in our lives.

Bronwyn Bancroft inspired me greatly. In her paintings, she included photographs of her existing family as well as her ancestors. Many of her works are set in the country where her family came from. She often includes traditional Aboriginal art techniques and contemporary designs in her work. This inspired me to think about my family's background, their life before Australia and how I could integrate this into my work.

I used a combination of dark and bright colours. The dark colours convey my angry thoughts about the world as even to this day, wars continue to happen in many countries. As I did not want the artwork to have a completely negative message, I also included brighter colours to convey my hope for peace and harmony in the world, today and in the future.

Bronwyn was a great influence on all the students who attended the workshops. Seluini from Granville Boys High created an artwork called *Heirloom necklace* and responded to his work showing an understanding of his culture and of the process of creating an artwork.
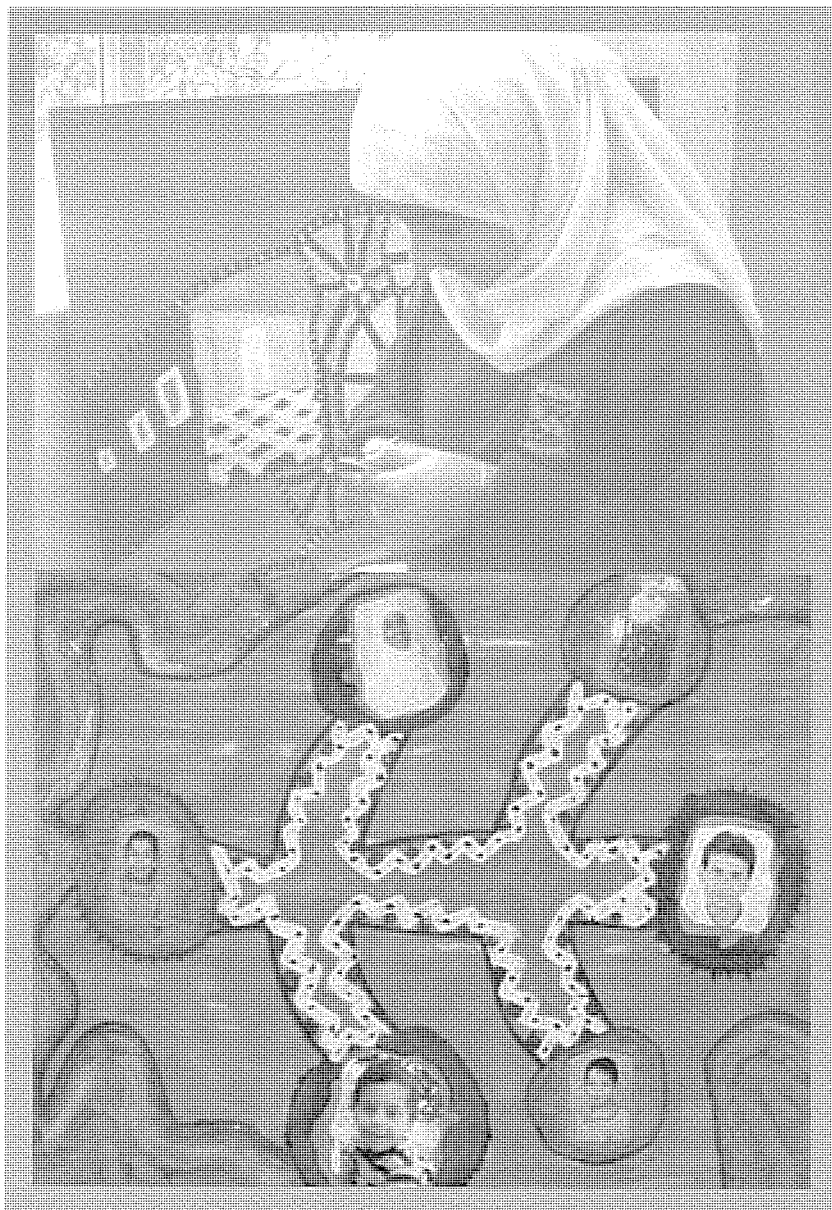
A student from Birrong Girls High works on her project.

"Heirloom necklace" was chosen as a metaphor to describe my family in this mixed media collage. This title is both a reference to what we inherit through our genealogy and also to the similarities a necklace has to my family. Different gems or precious jewels are connected together as a special treasure. Varied coloured and textured papers were combined with photocopies of family photographs and paint to create this collage.

Bronwyn Bancroft's process of art making was influential in this work. The use of a wash background, then gradual building up of layers suited 'Heirloom necklace'. Her works,

"Recalling" and "Memory" both capture a sense of remembering time in a similar way to the idea of an heirloom. The composition of these works relies on concentric circles rippling outwards. "Heirloom necklace" uses this spiraling device of concentric circles also.

The wash background of this work radiates from the centre. Bright coloured papers and cellophane spirals form an image of myself. Contrasting shapes in varying sizes are repeated to give a decorative and patterned surface. Some larger circles include photographs of family members as cameos, while strands of

small beadlike dots interconnect. "Heirloom necklace" is a balanced and symmetrical work with the focus encircled in the middle ground.

The differences that exist between individuals are represented with varied shaped and coloured stones.

This vibrant and richly coloured collage gives a mood of warmth and happiness. Family members encircle the central photograph. This illustrates the security and support network my family surrounds me with. "Heirloom necklace" is embellished with detail as the richness of family life is compared with jewels and gemstones.

The differences that exist between individuals are represented with varied shaped and coloured stones. Family resemblance is portrayed through the use of repeated shapes. Strands of beads and the metaphor of a necklace illustrate the connections between family members. A necklace changes shape as it moves yet remains intact. Relationships and tensions also shift within a family. "Heirloom necklace" expresses my family, joined as a precious necklace.

Vivienne, from Birrong Girls High, used the workshops to find ways to express her feelings about being a Vietnamese Australian.

"Imprinted in nature" is a mixed media photomontage which relates to my Vietnamese family life in Sydney. This artwork shows a palm tree with fresh green palm leaves standing individually, all alone with no help and company. It is a symbol of me as I grow from a child to stand alone in this world, but it is also telling us that sometimes in life you have to do things for yourself and do things using your own strength and knowledge. A large

dog paw print with my family members and cousins in it is stamped onto the other side of the painting. It shows that on the other side of being alone, there are many people there to help and support each other. It represents the times these are needed and family can always assist you with things. It also shows how some experiences can leave markings, some visible, some which aren't, but many can stay with you forever like an imprint. The paw print is like a dog leaving its marks in the sand as it walks along the beach. The imprint of a dog's paw is a strong symbol because dogs are faithful friends and very loyal to their owners, just like my family is loyal to me.

Although I enjoyed painting this artwork, I also found it difficult to explain, especially the way I used the dog paw. I know that I like dogs very much and would love to own a puppy but I think that there were other things that made me want to use the imprint of the paw. It was not easy for some people to see the paw at first so I needed to make the claws stand out by using very dark black marks. This helped and filled some of the blank space that was left between the tree and the paw pads. It all works better now and makes more sense.

The sunset is brightly coloured with orange and yellow, on the dark blue coloured waters. There appears a reflection of the sun on the waters, which are like reflection on us, of our past and present and no matter what happens in the future these reflections are also imprinted on us temporarily and sometimes permanently. We can never forget who we are and where we come from.

The sky is coloured in a very deep dark blue, which can make you feel

The sunset is brightly coloured with orange and yellow, on the dark blue coloured waters. There appears a reflection of the sun on the waters, which are like reflection on us, of our past and present and no matter what happens in the future these reflections are also imprinted on us temporarily and sometimes permanently.

depressed or upset about something. However the sky is half covered by the large glistening sunset showing that the sun can cover up unhappiness and replace it with mirth.

The reason that I painted this particular piece is that I feel that people should live their lives happily because life does not last forever. If you are feeling depressed then you need to realise that you are not really alone and look for happier thoughts and loved ones to help.

At the end of each series of workshops exhibitions were held at Lidcombe TAFE in the Director's Gallery. Parents and community members were welcomed to the exhibition and both events were well attended. The project was another way to forge links between the community, schools and TAFE. The pride students had in their achievements was shared by the

parents and staff from their schools. The pride in their cultural identity as unique Australians will be a lasting legacy for our community. ■

Bronwyn Bancroft is a very well known, contemporary, Aboriginal artist and designer whose artworks have been exhibited in both Australia and internationally. Bronwyn is descended from the Banjalung people of NSW and grew up in Tenterfield, a small country town. She now lives in Sydney with her children and has worked and studied in many parts of Australia. She has also illustrated several children's books and worked extensively as a tutor and lecturer in creative arts programs with students of all ages.

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Students and their research: architects of meaning
Dr Lois Barranoik

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School library research and learning research indicates that, in the process of constructing new knowledge and understandings through engaging with information, students need to know how to use a range of different sources and formats of information, be able to analyse ideas, determine the important ones, and then to put these ideas together in a coherent and meaningful way that enables them to state the new knowledge they have learned. Learning research tells us that this is no mere superficial feat, that it takes effort and time. It further indicates that sorting through a plethora, often conflicting, set of ideas imposes heavy cognitive demands on students, and inability to undertake this contributes to plagiarism, and lack of ownership of the research task and its outcomes.

I have been mulling over thousands of students' comments in the recent study *Student learning through Ohio school libraries* undertaken by Dr Carol Kuhlthau and myself. A report of this study will appear in the next issue of *Scan*. It is very clear to me that students perceive an effective school library as one that helps them considerably with their school work, and that this help centers strongly around developing the cognitive and metacognitive dimensions of engaging with and using information, particularly in the context of research projects and assignments. One aspect that students valued in the school library is the opportunity to become reflective thinkers in the process of finding and using information. This encouraged them to learn from their information search experiences and develop more critical approaches, enabling them to sort out misunderstandings or confusions that they might have, encouraging them to seek explanations or to ask for help when they do not understand aspects of their topics, and helping them to develop personal viewpoints through access to a diverse range of ideas, and fostering reflection on viewpoints and positions.

Research columns focuses on understanding more effectively how students engage in research tasks to build understanding and meaning. This requires both an in depth knowledge of the context of and processes for meaningful learning in information rich environments, and an understanding of instructional design. In this paper, students as reflective thinkers provide insight into central dimensions of instructional design related to research tasks. Their ideas underscore some interesting work being done in

the Center for Universal Design at North Carolina State University, available at: http://www.design.ncsu.edu/cud/univ_design/princ_overview.htm which has posited a number of universal principles of design. The developers, all design researchers, suggest that these principles may be applied to evaluate any existing designs, guide the design process and educate both designers and users about the characteristics of more usable products and environments. The principles include:

- equitable use: the design must cater to people with diverse abilities
- flexibility in use: the design accommodates a wide range of individual preferences and abilities
- simple and intuitive: use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level
- perceptible information: the design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities
- tolerance for error: the design minimises mistakes and unintended actions.

While their focus is intended to be on consumer commercial products, some of the design principles they articulate are clearly echoed by the students in Dr. Barranoik's study, and apply to the design of research tasks. Dr Lois Barranoik is a part-time instructor in the Department of Elementary Education at the University of Alberta, Edmonton, Canada, and is teacher-librarian at Windsor Park School and Ridea Park School. ■

Introduction

An architect is a visionary; imagining and designing new structures or replacing those that have been lost due to manufactured and/or natural disasters. I listened to an architect discussing his proposed design for the World Trade Centre site and was impressed with his careful thought and regard for visual meaning. I was struck by his assertion that an architect must always believe in hope. As I listened, it became clear that this serendipitous event linked with the findings from my study (Barranoik, 2004). I began to wonder if hope was also a necessary part of meaning making. Could students construct meaning without possessing a desire to know, a belief in the importance of reaching for the stars, and a confidence in their ability to make a difference? How could we encourage students to be visionary in their approach to learning, to think about content material in creative ways, to actually become architects of meaning? Was the intrinsic passion for learning an essential element to consider?

I realised the importance of identifying and understanding what students viewed as meaningful in a research project. My investigation of high school students and their research experience was rooted in constructivism. This learning or meaning making theory of knowledge with

My investigation of high school students and their research experience was rooted in constructivism.

roots in philosophy and cognitive psychology has gained prominence within educational thinking during the past decade. Constructivist approaches to education, in contrast to traditional transmission models, are seen as assisting with increased understanding and with supporting learners in making meaning for themselves (Brooks & Brooks, 1993). A prevalent concept in this theory of learning is that students construct personal meaning through individual activity and, drawing on the social constructivist work of Vygotsky (1978), through relationship and interaction with others. Another way to view students and their meaning making may be to consider the idea that, through research and inquiry, students not only construct meaning, but become architects of meaning (Shaw, 1997).

In search of meaning

Over a thirteen week period in 2002, an action research approach was used to investigate the experiences of one classroom teacher and nine students while completing a curriculum based research project in a senior level high school English course. The conceptual framework for this study was drawn from Kuhlthau's (1993) uncertainty principle. The interest corollary of this principle holds that the learner's interest increases as uncertainty decreases. This study provided a forum for discussion by students, teacher and teacher-librarian/ researcher about the

This study provided a forum for discussion by students, teacher and teacher-librarian/ researcher about the research process and the construction of meaning.

research process and the construction of meaning. The focus of the study was to identify what students view as meaningful in a curriculum based research project and, based on this understanding, to design and carry out a curriculum based research project that incorporated the students' viewpoint. Data was collected through audiotaped semi structured interviews, observation field notes and conversations held in cooperative inquiry groups (Baldwin, 2001). Since interpretation is a very real part of conversation, hermeneutics, particularly moderate hermeneutics (Gadamer, 1975), was essential to this study.

Data analysis was ongoing throughout the research project and provided the basis for replanning, acting and observing, and reflecting, the steps common to action research (Carson, Connors, Ripley & Smits, 1989). Individual student and teacher participant interviews were audiotaped, transcribed and reviewed to find all references to 'meaningful.' These references were highlighted and categorised. The categories identified for meaningful assignments and the sample participant responses are found in *Figure 1*.

Figure 1 table:

Categories	Participant voices
• choice	'… it's something of personal interest'
• can relate to it	'… it's something that you can relate to'
• previous experience	'… you can take what you already know and build on it'
• presents personal opinions	'… it's important that you get to put a little piece of your own opinions … into it because if you don't then you're just regurgitating facts and that's not meaningful'
• something that makes you think	'… it has to be something that will make me think a lot'
• helps you understand the way the world is	'… because there's lots of points of view being thrown out and you get to look at things in a new light all the time'
• increases understanding of self	'… it should be about getting to know yourself'
• variety	'… you need to have more variety … it's too repetitive'

Figure 1 Categories based on participant responses.

The identified categories, part of a discussion chart, formed the basis for the initial cooperative inquiry group discussion about what the students viewed as 'meaningful.' The students and the teacher constructed their own definition for 'meaningful' based on numerous discussions about what comprised a meaningful assignment. Various definitions for meaningful assignments were developed by the cooperative inquiry groups; the definitions identified cognitive processes, personal development and relevance as important to making meaning and contributing to meaningful assignments. These ideas were then presented to the whole group and combined by the researcher into one complete definition:

Meaningful assignments are open-ended, thereby allowing for choice, personal interest and the expression of personal opinions, while encouraging thought and decision making about the world and yourself.

The students agreed that this definition captured their ideas regarding meaningful assignments and that the design of the curriculum based research assignment in their English class should be based on this definition. The definition for meaningful assignments provided a context for the students' view of 'meaningful:' personal interest in conjunction with the expression of personal opinions were considered essential to making meaning. For these student participants, a curriculum based research project was meaningful when they were personally interested in their topic and were encouraged to think about how the topic related to themselves as well as to society in general. Giving the students choice of topic enabled them to select something that was of personal interest and stimulated their thought about individual and societal applications.

This action research study provided an opportunity for students to speak about school assignments and activities that they viewed as meaningful and, based on their recommendations, determine the composition of a curriculum based research project.

The teacher participating in this study asserted that 'Although we provided them with the basic blueprint, they were the architects, they created their own design and they came up with their own building.' This intriguing concept caught my attention and I began to read about schools of architecture online, to have numerous conversations with others about architecture, and to become more aware of the power of the metaphor.

Architects of meaning

Although the teacher and teacher-librarian/researcher assisted students with accessing information, the students' final products reflected a personal understanding of their self selected issue and demonstrated their unique approaches to the construction of meaning. It became evident through this study that students who were involved in the design and development of the research assignment were able to construct meaning, integrate new learning into their knowledge base, and were eager to share what had been discovered with their learning community, the English class. In other words, they were architects of meaning; they were involved in the design and development of the project as well as the final construction of personal understanding and knowledge. These students demonstrated a desire to know, a desire to create, and a desire to make a difference.

A desire to know

In their initial interview, the students in this study indicated that they enjoyed learning about a variety of subjects, for example, biology, history, existentialism, wind energy, electrons, human anatomy, and human behavior. A student participant summarised the 'desire to know' when he stated:

Generally I like research projects, especially if it's, you know, something I only have a little knowledge on. [Research] increased my knowledge on the subject and that's what I like about research projects—is actually getting to like really deeply know what it is you're talking about.

However, the artificial structure of school time (Smits, 2003) and school curriculum is not always conducive to the development of in-depth understanding.

Based on the issues identified in the novel, *The great Gatsby*, and listed by the class, student participants gathered information and wrote papers on a variety of topics. These included justifiable homicide, murder, prohibition, drunk driving, hedonism (defined as the absence of goal setting), family values, the influence of war upon life after war, and the power of money. The issues chosen by the students demonstrated not only the divergent views of the group, but also suggested an underlying interest in ethical living and a concerted effort to understand those members of society who demonstrate behavior considered unacceptable by the majority. The literature reviewed for this study identified that research assignments were considered effective by teachers and teacher-librarians when such assignments helped students to learn the course content and encouraged learners to make meaning for themselves. However, research projects that required students to access information and complete products often lacked student buy-in and did not consistently promote the personal construction of meaning. Lack of time and/or disinterest in the topic(s) resulted in the reproduction of knowledge rather than the production of new and personal learning.

The etymology of the word architect (Thatcher, 1984) is pertinent to this discussion. Architect originates from two Greek words: *archos* (chief) and *tekton* (carpenter or workman). This study suggests that one way for students to 'buy-in' and own their research may be to actually create the project itself, to have input into both the design of the research (that is, as the chief) and into the way it is carried out (that is, as the carpenter or workman). In a conversation during a cooperative inquiry group session, one student identified the importance of being part of the project design:

Well, I thought it was pretty good how we learned to do some things. It was good that we did this too because it helped the students set out what they want to do instead of the teachers making so you've got to do it their way.

Rather than teachers concentrating on adjusting and refining the traditional research project, their focus on inquiry based learning through the collaborative planning of students and teacher may be one way to ensure that students become architects of meaning, rather than merely consumers and technicians of information. A student participant commented:

For a person to regurgitate facts, I guess you could say, is they can. I like to look at it from the point of view where they choose to do the facts and they choose to just give it back, whereas some people can take it to mind and develop their own opinion about it and then present it in that way, not just back and forth. And then that's what your choice is, it makes it more interesting to yourself.

The information gained through the research process can become an important part of the student's knowledge base and may help in the formation of personal opinion(s).

A desire to create

Architects look forward to creating new designs while understanding the necessity for building a framework and structure that remains stable within a particular natural environment, based on a solid foundation. Similarly, by providing experience with inquiry and research, students began to comprehend the necessity for both expanding their horizons and creating new ideas within a framework of past and present understandings, the accumulated knowledge of society. Therefore, when students become architects of meaning they are both constrained and liberated by their prior knowledge and experience. However, by working with others and 'incorporating the insights of others' (Crusius, 1991, p 39) into their prior understanding, their horizons are enlarged and more possibilities become evident. Peer discussion, 'talking about what other people were focusing on, and just suggesting answers back and forth,' was perceived to be positive. The final product belonged to the individual, but each student agreed that the product had grown 'through the help of others.' This support can be viewed as cognitive apprenticeship (Collins, Brown & Holum, 1991) and reinforces the importance of appropriate intervention as identified by Kuhlthau (1993) in her zone of intervention which she based on Vygotsky's (1978) zone of proximal development.

Although the student participants indicated appreciation for the professional and peer support received, they were adamant about the importance of developing and expressing personal opinion(s) about their self selected research topic. One student suggested that:

If teachers just helped you understand it, you can be smart and come up with your own thoughts too. It's not just the teacher that's smart and knows all the answers.

In other words, assistance with comprehension was valued as long as personal reflection and insight were respected.

Does this mean that all students, having experienced research and inquiry based learning, will automatically become architects of meaning? Or, does the quality of the experience also matter? Dewey (1938) suggested in his discussion regarding education and experience that not all experiences are educationally worthwhile. Can a less than perfect research experience be educationally valuable as long as the participant's attitude is positive? One student did not complete the final research product, but felt that the process had contributed to his learning. This student indicated that it had been due to personal bad choice 'just some stuff came up that it seemed at the time more important, but clearly it wasn't.' Even though the final product was incomplete, the student believed that the experience had been educationally valuable.

An architect conceptualises the idea, designs the structure and then supervises the construction, making sure that the construction matches the conceptualisation. This requires an ability to see beyond 'what is' to 'what could be' and implies an understanding of both science and art. In the same way, it is important for students to comprehend that conducting research is both a science and an art. There is a science to gathering infor-

mation successfully, but there is also an art to research and meaning making, to the creative personal construction of knowledge and to sharing this new understanding with others. The technical skills so necessary for acquiring relevant information need to be kept in perspective. Only a focus on understanding leads to meaning-making.

The students agreed that 'repetition is good until a certain point … but like, after you've done it enough, you've learned it … and there's got to be a point where you've learned enough to be able to expand on it.' This expansion could be interpreted as having the opportunity to analyse and synthesise the information; in other words, to 'make it their own' through the creative construction of personal knowledge.

A desire to make a difference

One young woman said throughout this study that she continuously told her friends 'she was making a difference.' Her statement made me wonder about the lack of a social action component in many of our curriculum based research assignments. When young adults are eighteen and nineteen, the age of the student participants, they want to know that their actions are making a difference and that they are making a positive contribution to society. As Smith and Wilhelm (2002) indicate:

> The topic of inquiry can be negotiated with students. But even if the teacher or curriculum determines the topic of inquiry, students will still be able to make choices about how to approach their inquiry, what to make of what has been learned, what position to take on the issue (since issues always have multiple perspectives), how to present findings to others, and what kind of social action should be taken as a result of a position. (p 191)

Personal understanding gained through research and inquiry may, at times, be followed by relevant social

action. Social action requires students to apply their understanding as they 'address real dilemmas' (Barab et al, 1999, p 4) and to contribute to the learning community in ways that matter and make a difference. 'As long as educators continue to separate content from context, information from application, learning from participation, knowledge from experience, they will sever the essential connection that facilitates the learner in developing meaningful relations in the world.' (Barab et al, 1999, p 4)

Conclusion

It is evident from this study that there is value in listening to what the students have to say about doing research projects. Integrating these student understandings into the project design and instructional processes can contribute to more meaningful learning experiences for the students and can encourage students to become architects of meaning.

As identified by the students in this study, assignments and activities need to be meaningful to them as a prerequisite to the development of understanding. The statements made by the students about 'meaningful' assignments were general, process-oriented statements such as '"makes you think a lot', 'helps you understand the way the world is', and' increases understanding of self'. The 'meaningful' activities were those that provided a context for the process and, according to the student participants, enhanced understanding while developing higher level thinking (Krathwohl, Bloom & Masia, 1964; Hamler, 1995). Therefore, a well designed research project incorporates both process and product in a way that encourages students to construct personal meaning. Although essential and authentic questions are used to initiate research and inquiry, it is also important that a requisite part of the final product be an authentic expression of personal opinion(s) and/or perspective(s). Being able to provide a personal point of view requires

students to assimilate new information and formulate a more in-depth understanding of the topic. The final product is important and, as the teacher participant suggested, the 'end product can only get better as they get more experience with it'. This does not negate a process orientation but suggests that process and product must work hand in hand for meaning to be made. 'What we refer to as knowledge is thus both the enhanced understanding of the problem situation gained by the participants, on the one hand, and the representation of that understanding that is produced in the process, on the other' (Wells, 1997, p 11).

As suggested by this study, meaningful research encompasses the innate desires, hopes and aspirations of the student. There is intrinsic satisfaction in forming personal insight based on understanding developed within the framework of experience and accumulated societal knowledge. Students become architects of meaning, therefore, when they are both emotionally and intellectually engaged in their research; when the desire to know, to create, and to make a difference becomes the focus for their learning. ■

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Research abstracts

Branch, J. 'Inquiry takes time: breaking down barriers to an understanding of the inquiry process of Grade 9 students'. In S. Zinn, G. Hart and E. Howe *School libraries breaking down barriers.* **Selected papers from the 32nd Annual Conference of the International Association of School Librarianship and the 7th International Forum on Research in School Librarianship. Durban, South Africa 7-11th July, 2003. Seattle, WA: IASL, 2003. pp 35-42.**

This study focuses on understanding the perspectives of Grade 9 students as they undertake a self-chosen inquiry project for their Language Arts class. Students were tracked for two months as they engaged in the research task, and research protocols based on Think Alouds and Think Togethers gathered perspectives on information seeking strategies and their reflections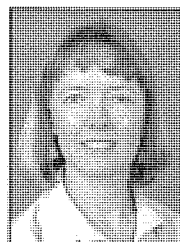 of the inquiry process. Think Alouds are verbal reports gathered after a participant has completed a particular task, and Think Togethers are when a group of participants discuss their information seeking process. The study identified key features of the design of the inquiry task and its implementation. These include: opportunities to compose and choose their essential questions, opportunities and time to explore background information in order to formulate a focus, mediation in terms of appropriate searching, quality searching, analysis and synthesis of information, and strategies for presenting information. ■

Collaborating to support the new Technology (Mandatory) Years 7-8 syllabus

Lyndall Foster, Chief Education Officer Technology, and **Wendy Sheppard**, technology teacher at Macarthur Girls High School, discuss opportunities for collaboration in the implementation of the new Technology (Mandatory) Years 7-8 syllabus.

The new *Technology (Mandatory) Years 7-8 syllabus* will replace the existing Design and Technology mandatory course from 2005 for Year 7 students and from 2006 for Year 8 students.
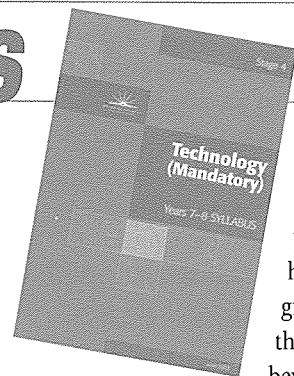
In the Technology (Mandatory) course project based, practical approaches are the main methodology for teaching subject matter. The focus of design projects can be diverse and the technologies involved are ever changing. Technology teachers rarely rely on textbooks and are constantly searching for new, current and relevant information to support either whole class or individually initiated projects and related learning. Collaboration between the technology teacher and the teacher-librarian can enable the explicit teaching of information skills to enhance student learning of the outcomes of the Technology (Mandatory) course.

During Term 2 2004, the Technology Unit of Curriculum K-12 Directorate will run eighteen two day workshops in locations across NSW to support the implementation of the syllabus. These workshops will target head teachers or subject coordinators. Workshop participants will return to their schools to lead their team of technology teachers through a process to implement the new syllabus. It is anticipated that during Terms 2, 3 and 4, technology teachers will be developing new teaching and learning programs. Technology teachers and the teacher-librarian are encouraged to incorporate effective information literacy strategies during the development of these programs.

About the syllabus

Technology education involves students learning about technologies through processes of design and production. Students learn how experts design and produce and how technologies are used in the world beyond school.

The Technology (Mandatory) Years 7-8 course enables students to develop a way of thinking and doing to create quality solutions to everyday problems, opportunities and needs. Students work through a design process to develop and realise ideas, manage resources and processes, and evaluate technology and design including social and environmental consequences.

In the *Technology (Mandatory) Years 7-8 syllabus* students undertake four to eight design projects during the course. Design related content is the basis of a student's progression of learning through the course and must be addressed in each design project. To ensure a breadth of technological experience, students use at least six different technologies by the end of the course to develop design projects.

The areas of study and design specialisations, which provide the situation or context for the design project, are as follows:

Areas of study		
Built environments	**Products**	**Information and communications**
Architectural design	Accessories design	Communication systems design
Environmental design	Agricultural product design	Information systems design
Interior design	Fashion design	Promotional design
Landscape design	Industrial design	Software design
Structural design	Jewellery design	Digital media design

Outcome	Students learn about:	Students learn to:
A student: 4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources	• research methods — needs analysis — surveys and interviews — searching techniques including use of the Internet	• identify, interpret and evaluate data from a variety of sources • use effective research methods to identify needs and opportunities and locate information relevant to the development of each design project • use the internet when researching

Note: The above contains an extract of the content from outcome 4.2.2.

At least one design project is to be based on each of the three areas of study. No more than three design specialisations can be selected from any one area of study. Each specialisation can be studied only once during the course.

Opportunities for collaboration

Information skills are embedded in the new Technology (Mandatory) syllabus, explicitly in outcome 4.2.2 and in support of the teaching and learning of other outcomes. Teacher-librarians are well placed to support the teaching of aspects of this course.

The content attached to outcome 4.2.2 is crucial to the course, as aspects must be applied to each design project. The expectation is that the application of the content will become progressively more sophisticated, and to a deeper level of understanding, as the course proceeds.

The teacher-librarian is appropriately skilled to deliver this outcome through the explicit teaching of relevant skills for example, locating, selecting and synthesising information. In teaching Technology (Mandatory) the prime concern is the application of this research content to improving students understandings of design and the quality of their design work, rather than just learning to research for its own sake. The research content shown above will need to be linked to and taught through other content in the syllabus, such as any of the outcomes listed below.

Outcome 4.1.3 provides an opportunity for the exploration by students of issues concerning designers in relation to the work that they are currently studying.

Suggested strategies:

1. Students form groups in order to research a designer working in the design specialisation they are studying such as fashion design, landscape design, digital media design etc. Using a report scaffold and Internet research methods (outcome 4.2.2), supported by explicit teaching of related information skills, students will investigate the following topics to produce an information report:
   - nature of the design work undertaken by the designer
   - the target market
   - range of work of the designer
   - process used by the designer
   - nature of collaboration
   - training undertaken by the designer/employees of the company.

Students could ask questions such as
   - What type of design work is the designer involved in?
   - Who are the clients of the designer? Who does the designer sell to?
   - What is the current work of the designer? What have they designed before?
   - What process does the designer use to design?

Outcome	Students learn about:	Students learn to:
A student: 4.1.3 identifies the roles of designers and their contribution to the improvement of the quality of life	• the nature of the work of designers as individuals and as collaborators • the contribution of females and males who engage in design and technology • work and training opportunities for people who engage in design and technology in each area of study	• apply group work and collaborative strategies to project development • identify the contribution the designer makes to the improvement of everyday life • explore work and training opportunities for people who engage in design and technology relevant to each area of study

Note. The above contains an extract of the content from outcome 4.1.3.

Outcome	Students learn about:	Students learn to:

A student:
 	
4.1.2 describes factors influencing design in the areas of study of built Environments, Products, and Information and Communications
	• definitions of design
	• factors affecting design
	  – function
	  – aesthetics
	  – human form
	  – scale
	  – ergonomics
	  – ethical
	  – environmental
	  – legislation including OHS
	  – cost
	  – socio-cultural
	  – resource availability
	  – physical and material properties
	  – safety
		• recall a definition of design
		• examine factors affecting design in the areas of study of Built Environments, Products, and Information and Communications
		• describe the factors affecting design in the development of each design project

Note. The above contains an extract of the content from outcome 4.1.2.

• Who else works in the company or beyond as support to the designer?
• What sort of training or career path has the designer and their team had?

This report may then become the basis of an oral presentation made to the class. During the preparation for this presentation, the teacher-librarian would focus on the skills concerned with understanding and using information, particularly:
• selecting, evaluating and, if necessary, discarding information
• presenting the most relevant information
• presenting information according to the audience.
2. Introduce students to the skill of finding information from a variety of sources (outcome 4.2.2) by engaging the services of the Careers Advisor to present an overview of, and information

regarding, training opportunities and training requirements for employment in the chosen design field. Students could also use *My future: Australia's career information service* at http://www.myfuture.edu.au/ to find out about careers in design.
3. Students to investigate (by hard copy or on the Internet) job opportunities in a chosen design specialisation. Sources could include:
• local or mainstream newspapers
• trade journals
• employment web sites.

Outcome 4.1.2 provides an opportunity for the exploration of factors that affect the nature and process of design.

Suggested strategies:
1. Investigation for a definition of *design* applying search, location and selection techniques using a variety of resources such as CD-

ROMs, dictionaries, non fiction books and specified web sites located in the school library. Students may present their definition to the class, with the class then voting on which definition they regard as the most applicable for the topic being covered.
2. Using the factors as listed in outcome 4.1.2, create a word meaning checklist that will help students become aware of the meanings of the words and phrases that they do and don't understand. Students will rate their understanding of the list of factors by completing the table below:
The results of this activity will guide the teacher-librarian and classroom teacher in the preparation of further learning activities in order to facilitate acceptance, understanding and use of the necessary terms. The checklist could then be applied again as a post test.

Word meaning checklist: factors affecting design			
Words	**I know it well. I use it.**	**I know it a bit.**	**I've seen it or heard of it.**	**I've never heard of it.**
function				
aesthetics etc…				

Outcome	Students learn about:	Students learn to:
A student: **4.4.1** explains the impact of innovation and emerging technologies on society and the environment	• innovation and emerging technologies relating to tools, materials, techniques or products in each area of study • the impact of innovation and emerging technology on society and the environment	• identify and describe a selected innovation or emerging technology in each area of study of Built Environments, Products, and Information and Communications • explain the impact of innovations and emerging technologies on society and the environment including new ICTs

Note. The above contains an extract of the content from outcome 4.4.1.

3. In support of the above strategy, students working individually or in small groups could be allocated one or more of the factors affecting design above. An information process approach could support the preparation of a presentation, both oral and written, to be given to the class, which would allow all students to acquire a greater indepth understanding of all the factors as they affect design and the design process.
4. Students will conduct a needs analysis to determine which factors are relevant to the development of their own design project work.

Outcome 4.4.1 provides an opportunity for the exploration by students of the changing nature of technology and its implications for society and the environment.

Suggested strategies:
1. As a case study, the classroom teacher and teacher-librarian could prepare a WebQuest based on innovation and emerging technologies in ICT. The WebQuest could engage students, guiding them in locating, selecting, analysing and organising information as they complete a guided investigation in this field. The WebQuest could also introduce students to the concepts of impact and consequences of the introduction of new technologies, and the responsibility of society in making wise and long ranging decisions with regard to the environment and society.
2. In the context of a specific design brief, students will then independently use the skills acquired above to conduct their own research, using the information

skills process as a guide to investigate innovation and emerging technologies in their chosen area of study. This would involve instruction and guidance from the classroom teacher and teacher-librarian in using the appropriate forms and sources of information, and a commitment of time allowing access to the required resources.

Outcome 4.6.2 provides an opportunity for students to consider thoughtfully the responsibility that designers have when making choices and decisions in their work. It also contains appropriate computer use, and respect for intellectual property and copyright issues.

Suggested strategies:

1. As a class, or in small groups, brainstorm for students' ideas and

Outcome	Students learn about:	Students learn to:
A student: **4.6.2** identifies and explains ethical, social, environmental and sustainability considerations related to design projects	• ethical and responsible design • environmental and sustainability considerations	• identify ethical, social, and environmental and sustainability considerations relevant to each design project • explain the responsibilities of designers • demonstrate appropriate ethics and etiquette in relation to computer use such as general computer care, passwords, file security, network use, printing and shared resources

Note. The above contains an extract of the content from outcome 4.6.2.

understandings on the concepts of environmental and sustainable using appropriate resources where necessary. Issue each small group with a topic such as:

- *The use of plastic for shopping bags*
- *Water tanks for individual homes*
- *Compulsory composting of food scraps*
- *Cutting down rainforests for timber*
- *Disposal of car tyres*

Each group is to construct a mindmap of the issues and possible consequences of future decisions made regarding their topic. A spokesperson/s for each group will then present their main ideas to the class.

2. Within the school context of policies and guidelines for appropriate computer and Internet use, teacher-librarians can guide students towards the examination of appropriate attitudes of ethics and etiquette in relation to the use of ICT and the use of information, visual and text, located using ICT and from other sources. How does this relate to their design project? What are some situations when copyright might be breached in a design project? ■

References and further reading

Board of Studies NSW http://www.boardofstudies.nsw.edu.au/syllabus_sc/index.html#alphabet

Ethics in design & technology [electronic resource] 1997?) Showads Interactive, Aust.?). SCIS 902723

Information skills in the school, NSW Department of Education, [1989]. SCIS 488633

My future: Australia's career information service http://www.myfuture.edu.au/ SCIS 1101253

'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, he video and the annotated bibliography [kit] ISBN 0731382552 SCIS 1131553

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

Technology education Curriculum K-12 Directorate http://www.curriculumsupport.nsw.edu.au/technology/

Assemble Edit web design video production
http://www.assemble-edit.com.au/

Examples of commercial web designs are showcased on this site. Information on the production company, its operations, philosophy, and market, is clearly laid out. The site could be useful as an example within the *Business* module of the Commerce syllabus, and for Media technologies in the *Technology (Mandatory) Years 7-8* syllabus. The most useful part of the site is **Clients**, with thirteen vibrant examples of the simple, elegant, and informative design talents of the company. This mainly visual site is small and easy to navigate, with language levels suitable for students who are investigating web design. A. Frost

|	
USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE; TAS
SYLLABUS:	Commerce 7-10; Technology (Mandatory) 7-8
SCIS SUBJECTS:	Assemble Edit Web Design & Video Production (Firm)
PUBLISHER:	Assemble Edit Web Design & Video Production, Melbourne
REVIEW DATE:	30/3/04 [338.7] SCIS 1167171

Sydney Architectural Walks: urban tours for walking people
http://www.sydneyarchitecture.org

Stroll around Sydney's inner city with four young architects who have a passion for and intelligent knowledge of its buildings. **Tours** include the **Sydney Opera House, Aurora Place, Governor Phillip Tower**, and **The Museum of Sydney** as well as a look at the harbour side environment, public places, and public sculptures. This site is a great way to study architecture in Visual Arts and Technology (Mandatory), as detailed and artistic information about buildings and venues is included online. Linked sites provide excellent information for research through picture galleries, access to detailed descriptions, as well as the ideas and inspirations of the architects whose building are described. L. Pratt

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; Technology
SYLLABUS:	Technology (Mandatory) 7-8; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Architecture, Australian; Sydney (N.S.W.) – Buildings
PUBLISHER:	SAW
REVIEW DATE:	16/3/04 [720.9944] SCIS 1165857

A shared history
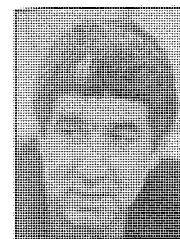
Chris Dorbis
is HSIE Special Projects Officer at Curriculum K-12 Directorate.

> One of the more challenging and exciting aspects of the HSIE syllabus is the concept of Australia's shared history with Aboriginal people.

A *shared history* at http://www.curriculumsupport.nsw.edu.au/hsie/abstud/shared.htm is an Internet site designed to support the teaching of Aboriginal perspectives in the NSW *HSIE K-6 syllabus*. Teachers have identified Aboriginal perspectives as an area requiring specific support. This web site endeavours to address this. It is not intended that the information on this site be used to teach discreet units of work. Rather, it is designed for use in developing informed and effective Aboriginal perspectives when teaching the syllabus.

One of the more challenging and exciting aspects of the HSIE syllabus is the concept of Australia's shared history with Aboriginal people. This resource aims to promote an understanding of shared history by supporting the inclusion of Aboriginal perspectives in the curriculum, reflecting the diversity of Aboriginal society.

Aboriginal perspectives are often assumed to be covered using Aboriginal content, however an Aboriginal perspective is designed to:

° recognise and affirm Aboriginal identity and cultures
° include Aboriginal viewpoints on events and issues
° maintain curriculum and cultural integrity
° achieve a balance between contemporary and historical content
° explore positive values, attitudes and beliefs

- develop skills that lead to active citizenship.

To effectively teach Aboriginal perspectives, teachers need to have knowledge and understanding of all of the above. No wonder this seems daunting, however, the NSW *HSIE K-6 syllabus* allows teachers to explore Aboriginal perspectives by:

- presenting past and present issues in a way that will lead to students to develop deep understanding of the world they live in
- allowing for the integration of indigenous and non-indigenous knowledge, which is important for the students as they undertake an active role in our communities in the future
- exploring the meaning of reconciliation as well as develop skills, attitudes and beliefs to carry forward the principles of reconciliation, and thereby achieving a shared history that is full of positives.

The *HSIE K-6 syllabus* promotes the concept of shared history. Shared history recognises that Australia's history began long before 1788 and that, since then, Aboriginal and non-Aboriginal Australians have occupied the same country and share a destiny based on recognising and respecting the rights of all Australians beginning with Aboriginal people as the original inhabitants.

Most Australians have been presented with a version of Australian history that minimised or ignored events concerning Aboriginal people. Many violent and painful events have been, until quite recently, part of Australia's hidden history. It may have been taught that Blaxland, Lawson and Wentworth were the first people to cross the Blue Mountains, in 1813, yet both the Wiradjuri and Dharug people had been making the crossing for thousands of years. This is discussed further in the Racism of omission.

The site contains:

- a rationale for teaching Aboriginal perspectives
- a set of protocols and guidelines to assist in the implementation of the NSW Department of Education and Training's mandatory policies
- a series of teaching ideas for Stages 1 to 3
- a list of resources
- a list of educationally relevant contacts
- a list of links to Internet sites.

The relevant Outcomes and Subject matter for the inclusion of Aboriginal perspectives have been identified and linked to background information and resources each in the four Stages of the primary years. This is accessed through the content strands of each stage (click on the content strand heading).

Specific protocol and guidelines for referring to and working with Aboriginal communities is available as well as contact lists and Internet sites. This web site contains a wealth of practical material that has been specifically selected to support NSW teachers. ■

*A version of this article will appear in Curriculum Support Vol 9 No 1, 2004.
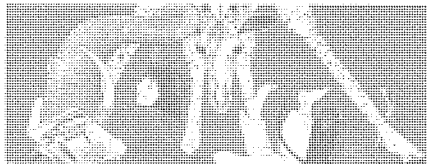
CBCA 2004 shortlisted finalists in the Children's Book of the Year Awards

On the 6th April, the Children's Book Council of Australia (CBCA) announced the following nominated books for the 2004 Children's Book of the Year Awards:

EARLY CHILDHOOD
- ALLEN, Pamela *Grandpa and Thomas*, Penguin/Viking, Australia, SCIS 1150648, to be reviewed *Scan* 23(3)
- BARBALET, Margaret (illus Andrew McLean) *Reggie, queen of the street*, Penguin/Viking, SCIS 1141778, to be reviewed *Scan* 23(3)
- COX, Tania (illus David Miller) *Snap! went Chester*, Hodder Children's Books, SCIS 1137888, reviewed *Scan* 23(2)
- GLEESON, Libby (illus Ann James) *Shutting the chooks in*, Scholastic, SCIS 1119394, reviewed *Scan* 22(4)
- WILD, Margaret (illus David Legge) *Baby boomsticks*, ABC Books, SCIS 1144637, to be reviewed *Scan* 23(3)
- WILD, Margaret (illus Ann James) *Little Humpty*, Little Hare, SCIS 1140646, reviewed *Scan* 23(2)

BOOKS FOR YOUNGER READERS
- BASE, Graeme *TruckDogs: a novel in four bites*, Viking, SCIS 1150731, reviewed *Scan* 23(2)
- HERRICK, Steven *Do-wrong Ron*, Allen & Unwin, SCIS 1127974, to be reviewed *Scan* 23(3)
- MILLARD, Glenda *The naming of Tishkin Silk*, ABC Books, SCIS 1148274, reviewed *Scan* 23(2)
- STARKE, Ruth *Stella by the sea*, Puffin, SCIS 1136805, to be reviewed *Scan* 23(3)
- STEPHENS, Michael *Mudlark*, HarperCollins, SCIS 1142623, to be reviewed *Scan* 23(3)
- WILKINSON, Carole *Dragonkeeper* , Black Dog Books, SCIS 1147767, to be reviewed *Scan* 23(3)

BOOKS FOR OLDER READERS
(These books are for mature readers)
- GARDNER, Scot *Burning Eddy*, Pan Macmillan Australia, SCIS 1121266, to be reviewed *Scan* 23(2)
- MARCHETTA, Melina *Saving Francesca*, Viking, SCIS 1123994, reviewed *Scan* 22(3)
- METZENTHEN, David, *Boys of blood and bone*, Penguin, SCIS 1131762, reviewed *Scan* 22(4)
- MOLONEY, James *Black taxi*, Angus&Robertson, SCIS 1132958, reviewed *Scan* 22(4)
- MURRAY, Martine *How to make a bird*, Allen & Unwin, SCIS 1140658, reviewed *Scan* 23(2)
- NIX, Garth *Mister Monday*, Allen & Unwin, SCIS 1144991, to be reviewed *Scan* 23(3)

EVE POWNALL AWARD FOR INFORMATION BOOKS
- CARLYTON, Patrick *The Gallipoli story*, Penguin, SCIS 1128154, to be reviewed *Scan* 23(3)

- DALE, Kim *Bush babies*, Lothian, SCIS 1148911, to be reviewed *Scan* 23(3)
- MALBUNKA, Mary *When I was little like you*, Allen & Unwin, SCIS 1119968, reviewed *Scan* 22(3)
- MORECROFT, Richard & MACKAY, Alison *Zoo album*, ABC Books, SCIS 1144632, to be reviewed *Scan* 23(3)
- NICHOLLS, Christine *Art, history, place*, Working Title Press, to be reviewed *Scan* 23(3)
- NICHOLSON, John *Animal architects*, Allen & Unwin, SCIS 1125998, reviewed *Scan* 22(4)

PICTURE BOOKS
(Some of these books may be for mature readers; arranged alphabetically by illustrator)
- BLACKWOOD, Freya (text John Heffernan) *Two summers*, Scholastic, SCIS 1150440, to be reviewed *Scan* 23(3)
- CURTIS, Neil (text Joan Grant) *Cat and fish*, Lothian, SCIS 1131289, reviewed *Scan* 22(4)
- JAMES, Ann (text Libby GLEESON) *Shutting the chooks in*, Scholastic, SCIS 1119394, reviewed *Scan* 22(4)
- KING, Stephen Michael Milli, *Jack and the dancing cat*, Allen & Unwin, SCIS 1137111, reviewed *Scan* 23(1)
- McLEAN, Andrew (text Margaret BARBALET) *Reggie, queen of the street*, Penguin/Viking, SCIS 1141778, to be reviewed *Scan* 23(3)
- THOMPSON Colin *The violin man* Hodder Children's, SCIS 1148249, reviewed *Scan* 23(2)

Remember that there is now a different entry process for Picture books. From 2001, all books are entered in one of the other categories, with publishers indicating if they wish a particular book to be considered for Picture book of the year. The CBCA judges have the ultimate responsibility for selecting these entries from all books submitted for the awards.

The winners will be announced on Friday 20th August, 2004. Book Week commences 21st August. The theme is *Doorways*. Visit the official *Children's Book Council of Australia* web site at: www.cbc.org.au/

Reviews of many of the shortlisted books are already available in *Scan* and online. Go to the *School libraries and Information Literacy* web site at http://www.schools.nsw.edu.au/schoollibraries/ and from the home page follow the path: Teaching ideas, then Book Week, then Book Week 2004. Additional reviews will be uploaded to the site as they come to hand. ▣

Teacher-librarians in the media

The **John H. Lee Memorial Award** and **John Hirst Award** for 2004 were presented on 28.2.04 at the ASLA (NSW) State Library Day.
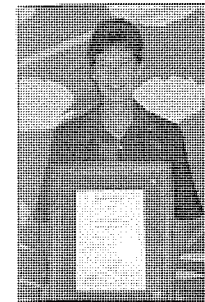
Congratulations to Wendy Chapman, teacher-librarian at Wollondilly Public School, for receiving the ASLA (NSW) John H. Lee Memorial Award for 2004. Wendy has made a significant contribution to teaching and learning through online collaborative projects such as raps and book raps. Wendy has coordinated a number of Department of Education and Training raps and book raps including the inaugural book rap, *Sailing home*, as well as *Mrs Millie's painting, Book Week 2002* and *Book Week 2003 – Early Childhood books*. Information about raps can be accessed from http://www.schools.nsw.edu.au/schoollibraries/ teaching/raps/past_braps.htm

Wendy has worked on DET projects including: co-facilitating TILT Plus: New Technologies/ New Literacies; and online training on the integration of information skills into the PDHPE syllabus. Wendy has also collaborated on projects with Charles Sturt University, such as Information Services in Schools (ISIS) Online Conferences. Wendy has shared her expertise with other teacher-librarians by writing articles for Scan and presenting workshops at state conferences and professional development days. This recognition for Wendy's work for teacher-librarianship is well deserved.
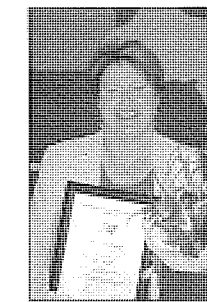
Congratulations also to June Wall, Executive Librarian at St Ignatius College, Riverview. June has been a tireless advocate for teacher-librarianship, and a committed and active member of ASLA, at the state and national levels, for the past 25 years. Some of June's achievements have been: delivering workshop training on file management, intranet development, web site planning and development, cataloguing, collection and curriculum mapping and information retrieval; running strategic planning workshops for schools as part of the quality assurance mechanism; and delivering workshops on curriculum integration K-12. Recently she has lead ASLA (NSW) workshops on the *Web and Flow* building online learning resource. June is a worthy recipient of the 2004 John Hirst Award for her services to teacher-librarianship. ▣
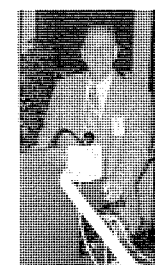
Ross Todd at the SLAV conference

On 19th March, the School Library Association of Victoria held its Term 1 conference, *From research to practice*. The keynote address was given by Dr Ross Todd who spoke about the research project that he recently carried out with Carol Kuhlthau, entitled *Student learning through Ohio school libraries*. In his address at the conference, *Be still and listen to the voices: from research to practice*, Ross urged us to build on research to inform and strengthen our practice, and to gather hard evidence that shows how we make a difference to student learning. ▣

Briefly...

Conferences

Get real and all that spiel – national conference of teachers of English, ESL and literacy will be held at the Sydney Convention and Exhibition Centre from the 4th July to the 7th July. Conference details are at http://getreal2004.com

School Library Association of Queensland (SLAQ) biennial conference will be held from 29 June to 1 July, 2004 at The Southport School on the Gold Coast. The theme this year is "Flagging The Future". Conference details can be accessed from www.slaq.org.au

The Australian Council for Computers in Education conference will be held in Adelaide, South Australia from Tuesday 6th July to Thursday 8th July 2004. The theme is "Research,... Reform,...Realise the Potential!" Visit the web site at http://www/acec2004.info/ ▣

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 21st 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 and	Technology & Applied Studies (secondary);
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.

All references to HSC syllabuses are now specific to new HSC syllabuses. Courses are referred to by their syllabus title in the review eg. Aboriginal Studies Stage 6. In the SYLLABUS descriptor, they will be followed by 'Stage 6', with any relevant delineations following a colon eg English Stage 6: Standard. Core topic and option topic titles within syllabuses are italicised in a review.

Guest review editor: Cath Keane

Reviews of Internet sites

Sites are listed in Dewey order. Reviews of Internet sites which support Literacy would appear at the beginning of **Literacy 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**.

Graphic novel reviews: and other stuff
http://www.rationalmagic.com/Comics/Comics.html

Each review on this site contains publishing and genre information, a synopsis, and an evaluation. Also provided is information regarding the target audience highlighting sensitive or controversial areas. There is an archive of 144 reviews, a subject index, a catalogue of Titles appropriate for the younger set, and a list of the best and worst books reviewed on this site. An interview with comic artist Donna Bar is transcribed, and two examples of her sequential art are displayed. Although the site is not being updated regularly, it is an excellent resource with a wealth of valuable reviews and information on graphic novels. F. Campbell

USER LEVEL:	Professional
KLA:	CA; English
SYLLABUS:	Creative Arts K-6; English K-6; English 7-10; Visual Arts 7-10

SCIS SUBJECTS:	Comics – Bibliography; Comics – Reviews
PUBLISHER:	Rothschild, USA
REVIEW DATE:	01/04/04 [016] SCIS 1157288

No flying, no tights: a website reviewing graphic novels for teens
http://www.noflyingnotights.com

A visually appealing and well designed resource, primarily designed as a reference point for teachers and parents, the site contains useful information in a comic book style presentation. Reviews are listed by genre, which, apart from the usual categories, include Nonfiction, Historical fiction, and Realism. Reviews vary in length and their colloquial style will appeal to adolescents. Similarly, information in What's the deal?, will provide an interesting stimulus for discussion on characters, narratives, or the writing itself. The site may be useful for units of work on popular culture, youth culture, and picture books in English. Within the site, Sidekicks has material for younger students, and The lair caters for older students and adults. F. Campbell.

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English
SYLLABUS:	English 7-10; English Stage 6; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Comics – Bibliography; Comics – Reviews
PUBLISHER:	Brenner, USA
REVIEW DATE:	01/04/04 [016.7415] SCIS 1157293

Comic books for young adults: a guide for librarians
http://ublib.buffalo.edu/lml/comics/pages/

Designed by a librarian to help libraries develop selection policies for the inclusion of graphic novels, this site is an excellent launching pad for the study of comic book material. Philosophical and access issues include comic formats, the development of a collection, and the perennial question: Do comic books belong in libraries?. Recommended comics caters for a range of audiences, and will direct teachers to positive role models and an appropriate age guide. Comic book genres is a listing of titles with their superbly reproduced covers, including the categories of Superhero, Fantasy, Horror/supernatural, Humour, Science fiction, Action/adventure, and Manga. Annotated web site links will extend the user's search. F. Campbell

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English
SYLLABUS:	English 7-10; English Stage 6; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Comics; Library resources – Selection
PUBLISHER:	Lavin, USA
REVIEW DATE:	01/04/04 [025.2] SCIS 1157283

Library Webs
http://www.librarywebs.com

Providing an Internet library of thousands of sites organised in Dewey order, this directory site aims to be extensive, up to date and targeted. Topics have been chosen that relate to secondary school assignments throughout Australia. Syllabus topics in categories such as Social sciences and Modern history are well supported, while Art, Music and Sports and Religions are smaller sections. There are few Australian art, music, or literature resources. This may be rectified in the future as resources are constantly being added and updated. The Search facility assists with locating specific syllabus topics and Subscription contains convenient pricing options for schools. A. Glasscock

USER LEVEL:	Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Educational resources – Directories; Websites – Directories
PUBLISHER:	Library Webs, Australia
REVIEW DATE:	01/04/04 [025.06] SCIS 1165162

Australian museums and galleries online
http://www.amol.org.au

Appealing learning modules from Australia's museums feature on this large and intriguing site. In Discovernet, site users can Make your own exhibition, use the Museum locator to find other museums and their programs, research topics through the Study booster, and log onto the stimulating Australian tales. In the latter, students can find engaging and interactive research pieces on such topics as the Eureka flag and rabbits, and take virtual tours of the New Norcia monastery and a grocer's shop. Teachers can access the Teacher zone at most of the site locations for direct links to curriculum. There is much of value in the material found here and the site is an ideal starting point for Australian research projects. D. Low

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	CA; English; HSIE; Mathematics; Science; ST
SYLLABUS:	Creative Arts K-6; Design & Technology 7-10; English K-6; English 7-10; History 7-10; Mathematics K-6; Mathematics 7-10; Science 7-10; Science & Technology K-6; Visual Arts 7-10
SCIS SUBJECTS:	Exhibitions – Directories; Australian – Galleries and museums – Directories
PUBLISHER:	AMOL, Australia
REVIEW DATE:	01/04/04 [069.0994] SCIS 1123459

World Press Review online
http://www.worldpress.org

International news reports, vibrant photographs, and current affairs articles are presented on this exceptionally useful and contemporary site. Large and varied in its content, this collection would be useful for the topic World political geography in the Geography Years 7-10 syllabus. Some analysis is made of the role of media, such as how reporting contributes to our perception of war, making the site pertinent for media studies. Students and educators contains discussion and research activities, and focuses on how we perceive and use the media. The Educators handbook, a guide to using the site, is available by subscription. There is enough material online, such as World newspapers, Documents in the news, and Interviews, to keep the most avid news consumer informed and entertained. F. Campbell

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English; HSIE
SYLLABUS:	English Stage 6; Geography 7-10
SCIS SUBJECTS:	Current events; News services
PUBLISHER:	The Stanley Foundation, USA
REVIEW DATE:	01/04/04 [070.1] SCIS 1163416

The source
http://www.thesource.gov.au/source_new.asp

The Federal government's youth web site has a vibrant design with great youth appeal. Providing young people with both government and non government information in many areas, it allows them to

have a say in Australia's future. Sections include an attractive Ezine, Careers, Lifestyle, Learning, Events, Money, Rights, Newsroom, and Youth services. The Big picture tells youth how they can partake in Australian and world affairs. The site is not geared for quick access to information but it is pleasant to use and useful for those who have time to explore. A. Soutter

USER LEVEL:	Stage 4 Stage 5 Community
KLA:	Commerce; English; PDHPE
SYLLABUS:	Commerce 7-10; English 7-10; PDHPE 7-10; Work Education 7-10
SCIS SUBJECTS:	Adolescents; Careers; Community services; Education, Tertiary; Lifestyles; Vocational education
PUBLISHER:	Commonwealth Department of Family and Community Services, Australia
REVIEW DATE:	01/04/04 [305.235] SCIS 1049119

Rural Women's Network
http://www.agric.nsw.gov.au/rwn

Women's diverse roles, unique expertise, and social and economic impact in rural NSW are discussed on this regularly updated site. Issues including isolation, health, services, family and community are relevant to the core study *Groups in context*, in the *Community and Family Studies Stage 6 syllabus*. Strong role models of talented, innovative women, devising solutions to concerns in their communities, are shown in snapshots of finalists in the 2004 RIRDC Rural Women's Award. The Country web newsletter is informative and well written, and back issues include Learning, which focuses on rural youth. What's new? also has interesting youth information, and Links gives valuable insight into rural issues, families, and communities. Supervision is recommended in referring students to the discussion lists. J. Hawkes

USER LEVEL:	Stage 6 Community Professional
KLA:	PDHPE
SYLLABUS:	Community & Family Studies Stage 6
SCIS SUBJECTS:	Country life – New South Wales; Women
PUBLISHER:	Rural Women's Network, Australia
REVIEW DATE:	01/04/04 [305.4] SCIS 1158235

Bunjilaka
http://www.melbourne.museum.vic.gov.au/bunjilaka/bunjilaka.asp

Designed and maintained by Aboriginal people, this is the Aboriginal centre at the Melbourne Museum, a campus of Museum Victoria. This site is an informative and visually appealing resource for understanding the complex and diverse nature of modern Aboriginality, and it presents a clear and contemporary Aboriginal voice. A map of the centre depicts current exhibitions and performance Spaces. Dreaming stories of the southern most Koori peoples can be read in Yarns we tell. An information service which can be useful for comparative studies is found in Resources, as is an outline of the contents of the useful Aboriginal perspectives kit. C. Dorbis

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7-10; Aboriginal Studies Stage 6; HSIE K-6; History 7-10
SCIS SUBJECTS:	Aboriginal peoples – Exhibitions; Aboriginal peoples – History – Exhibitions; Aboriginal peoples – Law and legislation – Exhibitions; Art, Aboriginal – Exhibitions.
PUBLISHER:	Museum of Victoria, Australia
REVIEW DATE:	02/04/04 [305.89] SCIS 1164018

Deadly Vibe Magazine Online
http://www.vibe.com.au/index.htm

An excellent resource, this site explores a variety of Aboriginal issues relevant to young people. An electronic version of the popular magazine, the site is well organised, and easy to navigate. For students, there are sections on music, health issues, well known Aboriginal people and sport. For teachers, there are a series of worksheets developed for each issue of the magazine which can be downloaded free. These are organised by stages of learning from K-10 in Teacher's tools. Lesson plans developed by Aboriginal teachers are also available. Students will enjoy the Deadly Wes cartoon strip which explores topical issues such as racism, bullying, and family relationships from the perspective of teenagers. A. Byron

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7-10; HSIE K-6
SCIS SUBJECTS:	Aboriginal peoples – Education – Periodicals; Aboriginal peoples – Periodicals; Musicians, Australian; Sportsmen and sportswomen, Aboriginal
PUBLISHER:	VIBE Australia
REVIEW DATE:	01/04/04 [305.89] SCIS 1162001

National Aboriginal and Torres Strait Islander education website
www.natsiew.nexus.edu.au

Teachers and students can get information on all Aboriginal Studies topics from this site. It is an educational portal and links to other resources are numerous. Suitable sites are harvested, catalogued, and indexed to a set of 464 keywords, making it an excellent authority for checking cultural authenticity. The site is regularly updated to include current events and issues, and visitor comments highly commend the site as a resource for Aboriginal Studies. The connections to international indigenous sites are valuable for the comparative study component of the *Aboriginal Studies Stage 6 syllabus*. L. Pratt

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Aboriginal Languages K-10; Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History 7-10
SCIS SUBJECTS:	Aboriginal peoples
PUBLISHER:	NATSIEW, Australia
REVIEW DATE:	01/04/04 [305.89] SCIS 995837

Gadigal information service
http://www.gadigal.org.au/main

Based on happenings at Koori Radio, this web site is named after the traditional owners of the inner Sydney area. It is a community based media, arts and information service. Arts outlines particulars about Indigenous performers such as Bangarra, and locations for viewing Aboriginal artworks. Through Significant events, students can access brief descriptions of recent historical events such as the Bicentenary march and the 2000 Bridge walk, as well as information on the Day of mourning and Pemulwuy. Contemporary sites and Traditional sites provide details of places to visit in the Sydney area, and other available services. News offers links to Indigenous newspapers. L. Pratt

USER LEVEL:	Stage 4 Stage 5

KLA:	CA; HSIE
SYLLABUS:	Aboriginal Studies 7-10
SCIS SUBJECTS:	Aboriginal peoples – New South Wales
PUBLISHER:	Gadigal Information Services, Australia
REVIEW DATE:	02/04/04 [306.08] SCIS 1168022

The Australia Institute Ltd
http://www.tai.org.au

An outstanding cross curricula resource, this site contains a plethora of essays, discussion papers, newsletters and media releases. Topics, located in Newsletter, include over consumption, human rights, greenhouse gasses, environmental protection, and the ageing population. These quarterly publications are free to members, but copies, from 1998 to 2003, are freely available online in PDF format. Find offers key word searches, allowing easy location of relevant material. This is an excellent and essential source of information when studying and teaching the *Geography Stage 6 syllabus* modules *8.2.1 Biophysical interactions* and *8.2.2 Global challenges*. The site is easy to navigate, with language suitable for senior students. A. Frost

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE; Science
SYLLABUS:	Economics Stage 6; Geography 7-10; Geography Stage 6; Science 7-10; Science Stage 6
SCIS SUBJECTS:	Ageing – Social aspects; Air pollution; Consumption (Economics); Environmental protection; Human rights
PUBLISHER:	Australia Institute
REVIEW DATE:	01/04/04 [320] SCIS 1165017

The Institute of Public Affairs: Australia's premier think-tank for over sixty years
http://www.ipa.org.au

Examining issues of Australian public affairs and promoting free enterprise, the site is a series of papers, transcripts of speeches, and other resources on a variety of topics. These include: Murray-Darling water quality, corporate social responsibility, an energy forum, deregulation, biotechnology, property rights, and economic freedom. This would be an interesting resource when teaching and learning across a range of environmental, science, business and social areas in the secondary school. An easily navigated site, the language, style and format are suitable for senior students, and as a resource for teachers of middle school students. A. Frost

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE; Science
SYLLABUS:	Geography 7-10; HSIE Stage 6; Science 7-10
SCIS SUBJECTS:	Biotechnology; Economic policy; Real estate – Law and legislation
PUBLISHER:	The Institute for Public Affairs, Australia
REVIEW DATE:	02/04/04 [320] SCIS 1165026

The Whitlam dismissal
http://www.whitlamdismissal.com/

A comprehensive history of the dismissal of the Whitlam government in 1975, this site is an excellent starting point for teachers and students of Stage 5 History. Designed specifically for students, it provides a well structured step by step guide, divided into sections on each major personality, background to the dismissal, pictures, sound archive, and speeches. The timeline is comprehensive and gives an hourly description of events on the day of the

dismissal. The documents section is a great time saver for teachers, with printable versions of information. The photographs and documents make great stimulus for an interesting primary source study. A. Byron

USER LEVEL:	Stage 5 Professional
KLA:	HSIE
SYLLABUS:	History 7-10
SCIS SUBJECTS:	Australia – Politics and government; Whitlam, Gough
PUBLISHER:	M. Farnsworth, Australia
REVIEW DATE:	01/04/04 [320.994] SCIS 1162011

Reconciliation Australia
http://www.reconciliation.org.au/

The independent foundation of Reconciliation Australia was established in 2001 to provide national leadership on Reconciliation. The site, which is especially relevant for Stage 6 Aboriginal Studies, has an excellent scrolling Reconciliation timeline which senior students will appreciate. A recently updated list of Reconciliation in action activities around the country, including National Reconciliation Week, would be valuable for teachers planning school participation in Reconciliation events. Also useful are contacts in Friends and partners. The Resource centre and Media centre provide a valuable database of Student material, Speeches, Publications, Media releases, and Community education. B. Percival

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History 7–10
SCIS SUBJECTS:	Aboriginal peoples – Civil rights; Australia – Race relations; Reconciliation of Aboriginal and non-Aboriginal Australia; Torres Strait Islanders – Civil rights
PUBLISHER:	Reconciliation Australia
REVIEW DATE:	01/04/04 [323.1] SCIS 1033394

FIDO: Australian Securities & Investments Commission's financial tips & safety checks
http://www.fido.asic.gov.au/fido/fido.nsf

An excellent resource base for a wide variety of topics in Commerce, this site is easy to use and a productive source of information for students and teachers. Warnings contains practical information about a variety of topics covered in the core study *Personal Finance and Consumer Choice*. The section on financial literacy also provides comprehensive information for the core study and a range of options including *E-commerce*, *Investing*, *Running a business*, and *Our economy*. The Young adult section will be of particular use for the *Towards independence* option, focusing on issues such as mobile telephone use, bank account fees, and use of credit. A. Byron

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	Commerce 7-10
SCIS SUBJECTS:	Companies – Law and legislation; Consumer protection; Finance – Australia – Law and legislation; Industry and state – Australia; Investments; Securities (Economics) – Law and legislation
PUBLISHER:	ASIC, Australia
REVIEW DATE:	01/04/04 [332.0994] SCIS 1112916

Department of Infrastructure, Planning and Natural Resources
http://www.dipnr.nsw.gov.au/

Packed with the latest reports, research, and projects in NSW land and water management, this site successfully gives information on **Infrastructure, land use, and transport planning** issues. A useful and well laid out **Site plan** will help researchers understand the site's scope. Within **Infrastructure, Taskforce reviews** highlight specific planning issues, and **Natural resource management** has a great deal of information on **Catchments, Coasts, Soil, Vegetation, Water,** and **Community involvement.** How NSW is reforming environment and natural resource usage, the place of native vegetation, and the role of boards and authorities are clearly described. Students will get an overview of the state of the environment, while those pursuing more complex research will find such things as the **Annual Report 2002-2003** most helpful. F. Campbell

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Geography Stage 6
SCIS SUBJECTS:	Conservation of natural resources; Environmental protection
PUBLISHER:	Department of Infrastructure, Planning and Natural Resources, NSW
REVIEW DATE:	01/04/04 [333.7] SCIS 163383

Small business website
http://www.smallbiz.nsw.gov.au/

An excellent starting point for the study of *Running a business,* this site covers all of the content areas for that option. **Starting, Buying, Managing and growing a business** are examined, along with information about **Exporting** goods. Areas of special interest are also included, such as **Aboriginal** community businesses, **Tourism, Women** in business and **Home based business.** Of particular interest to teachers is the **Case studies** section, providing excellent stimulus materials for lessons on running and building a business. **Current issues** will also allow students to explore a range of factors that impact on businesses in Australia today. A. Byron

USER LEVEL:	Stage 5 Professional
KLA:	HSIE
SYLLABUS:	Commerce 7-10
SCIS SUBJECTS:	Corporate planning; Management; Small business
PUBLISHER:	New South Wales Dept. of State and Regional Development
REVIEW DATE:	01/04/04 [338.6] SCIS 1076715

Environment Australia
www.ea.gov.au

An excellent resource for schools, this regularly updated site is designed around key environmental themes including **Atmosphere, Biodiversity, Coasts and oceans, Industry, Inland waters, Land management,** and **Meteorology.** In **Antarctica,** teaching units for Years 5 to 8 allow for cross curricula activities. **Media centre** is especially useful for schools, with contemporary information and kits, including news and fact sheets regarding the **International day of the world's Indigenous people** on the ninth of August. Teachers may also be interested in **Programs and funding,** where the criteria for the **Environmental education grants** program can be examined. F. Campbell

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE; Science
SYLLABUS:	Earth & Environmental Science Stage 6; Geography 7-10; Science 7-10

SCIS SUBJECTS:	Conservation of natural resources – Policy; Environmental policy – Australia; National parks and reserves – Australia; Nature conservation– Policy
PUBLISHER:	Department of the Environment and Heritage, Australia
REVIEW DATE:	02/04/04 [354.30994] SCIS 1002493

NSW Anti-Discrimination Board
http://www.lawlink.nsw.gov.au/adb.nsf/pages/index

Anti-discrimination laws, Speeches by the Anti-Discrimination Board, and **Media** releases, are some of the resources on this concise and readable site. **Equal employment opportunities (EEO) and affirmative action** is especially useful for understanding government policies, and personal rights and responsibilities, for the *Community and Family Studies Stage 6 syllabus* option, *Individuals and work.* This section has a good overview of workplace issues, and it identifies groups that may be discriminated against. Also in this section, **Your right to** a **fair go** details practical advice on countering **Discrimination, Harassment,** and **Vilification. Your rights to a fair go at school** supports anti bullying programs, as well as aspects of the *Legal Studies Stage 6 syllabus.* All information is supported with links to more detailed accounts. J. Hawkes

USER LEVEL:	Stage 6 Professional
KLA:	HSIE; PDHPE
SYLLABUS:	Community & Family Studies Stage 6; Legal Studies Stage 6
SCIS SUBJECTS:	Discrimination – Law and legislation; Equality – Law and legislation; Law – New South Wales; Sexual harassment
PUBLISHER:	Anti-Discrimination Board, NSW
REVIEW DATE:	01/04/04 [353.4] SCIS 1158232

NCOSS: the Council of Social Service of New South Wales
http://www.ncoss.org.au/

Promoting social justice for those disadvantaged by poverty, this site offers a great deal of useful background information for the *Groups in context* core study of the *Community and Family Studies Stage 6 syllabus.* The organisation coordinates advocacy groups providing community services for refuges, charities, local councils, hospitals, child care centres, and the aged and disabled. Identification of the types of support organisations is enlightening in itself. **Hot issues** links to reports, articles, and submissions by member agencies on various concerns including chronic illness, criminal justice, DoCS, **Medicare,** public transport, and housing. These and **Projects,** demonstrate the depth of detail and range of issues that are involved in planning adequate services and support for diverse groups within society. J. Hawkes

USER LEVEL:	Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	Community & Family Studies Stage 6
SCIS SUBJECTS:	Community services; Social welfare – New South Wales
PUBLISHER:	Council of Social Service of New South Wales
REVIEW DATE:	01/04/04 [361.7] SCIS 1158250

Australian Red Cross Blood Service
www.giveblood.redcross.org.au/home.asp

The site has several useful features relevant to the *Science Years 7-10 syllabus* and to the *Maintaining a balance* module of the *Biology Stage*

6 syllabus. **Who does your blood help?** details the stories of individuals who have benefited from blood donations. The **Donation process** is described, and in **Youth news,** a clever graphic and a quiz have an educational focus. The **History of blood transfusion** is found in the **General education** section, as is a downloadable copy of **Vital Factor,** the blood service's very useful magazine of their work. General information on the nature of blood, **Blood types,** and how blood is processed and screened is also provided. J. Morgan

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Science 7-10
SCIS SUBJECTS:	Blood, Blood transfusion
PUBLISHER:	Australian Red Cross Blood Service
REVIEW DATE:	01/04/04 [362.1] SCIS 1165057

The law and you
http://www.legalaid.nsw.gov.au/asp/index.asp

Information and types of support available through this agency will be useful for the core study *Groups in context* in the *Community and Family Studies Stage 6 syllabus.* **How legal aid can assist** provides advice about services related to family law, child support, domestic violence, and mental health. A wide range of issues including **Aboriginal people, Discrimination,** and **Young people** is found in **Legal topics** A-Z. Descriptions of **Recent cases** are clear with appropriate jargon. **Koori links** has many suggested contacts to government, educational, and Aboriginal organisations. The site will help students identify the needs and resources available to support specific groups within the community, and to examine how that support works in practice. J. Hawkes

USER LEVEL:	Stage 6 Professional
KLA:	HSIE; PDHPE
SYLLABUS:	Community & Family Studies Stage 6; Legal Studies Stage 6
SCIS SUBJECTS:	Legal aid – New South Wales
PUBLISHER:	Legal Aid Commission of NSW
REVIEW DATE:	01/04/04 [362.5] SCIS 1164950

Welcome to the Association of Childrens Welfare Agencies: and the Centre for Community Welfare Training
http://www.acwa.asn.au/

The association initiates research and provides input to policy development related to children's welfare. The site provides access to a number of support agencies, as studied in the Option *Family and societal interactions.* The association's **Activities** include compiling a **Community and family services directory** that allows searching under categories of services for various health and welfare agencies in NSW. This also provides a breakdown of types of services. **Research links** is a recently updated database which identifies a number of Australian organisations that are useful for the overall course. J. Hawkes

USER LEVEL:	Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	Community & Family Studies Stage 6
SCIS SUBJECTS:	Child Welfare – New South Wales
PUBLISHER:	ACWA, Australia
REVIEW DATE:	01/04/04 [362.7] SCIS 1164953

Family Support Services Association of NSW
http://www.fssansw.asn.au

Organisations to help family members work together are identified on this visually appealing and colourful site. Some useful informa-

tion is provided for the core study *Groups in context* in the *Community and Family Studies Stage 6 syllabus.* A listing of agencies and a brief description of their services is organised by local government area. Within **Projects,** of particular interest is the 78 page **Mapping project,** a report of the development of family support since 1988. While there are no links to navigate within the report, it does provide discussion of services available, client statistics and profiles, management concerns, and targets. Students will gain a better understanding of how organisations and welfare agencies can coordinate efforts to support family relations. J. Hawkes

USER LEVEL:	Stage 6 Community Professional
KLA:	PDHPE
SYLLABUS:	Community & Family Studies Stage 6
SCIS SUBJECTS:	Community services; Social welfare – New South Wales
PUBLISHER:	Family Support Services Association of NSW
REVIEW DATE:	01/04/04 [362.82] SCIS 1158245

Farmsafe Australia Inc: productive Australian farms free from health & safety risk
http://www.farmsafe.org.au

Managing farm safety presents discussions about issues of farm safety, *Major agents of injury* and impediments to improved safety. In **Goals targets,** key areas on farms where safety is an issue are given in specific detail. By targeting issues of tractor and horse related injury, and the use of hearing protection on farms, this organisation aims to reduce the number of injury related deaths, compensation injury, and noise induced hearing loss. **Child safety on farms** links to a related site which contains reports, statistics, fact sheets, case studies, **Educational resources** and student activities. This information is an excellent introduction into safety and can be easily utilised by students. G. Dunmore

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	TAS; VOC ED
SYLLABUS:	Agriculture Stage 6; Agricultural Technology 7-10; Primary Industries Stage 6
SCIS SUBJECTS:	Accident prevention; Agricultural machinery – Safety measures; Agriculture – Safety measures; Industrial health and safety; Safety education
PUBLISHER:	Farmsafe Australia
REVIEW DATE:	01/04/04 [363.11] SCIS 1162411

Primary programs plus: your total programming resource developed by teachers for teachers
http://www.ppplus.com.au

Offering a downloadable range of outcomes based **Programs** based on the NSW curriculum across all KLAs, this resource also provides a **Forum** for teachers to interact and share their experience with colleagues. The site is well organised, with **Sample programs** and a **Full program list** in all Stages K-6, to help users assess the curriculum relevance of resources on offer. Once bought, each program comes as an emailed *MSWord* document which can be modified to suit individual needs. FAQ and **What to do** are helpful inclusions which assist navigation and **Pricing policy** details payment possibilities for schools and individuals. S. Rasaiah

USER LEVEL:	Professional
SCIS SUBJECTS:	Curriculum planning; Teaching methods
PUBLISHER:	PPPlus, Australia
REVIEW DATE:	15/3/04 [371.3] SCIS 1165859

Instructional design for integrating technologies
http://netche.unl.edu/idit

Six interactive modules guide the user in the development of an instructional design plan on this site. Useful for beginning teachers or those wishing to do a refresher course, this interactive online tutorial provides a model for developing programs adapted to NSW syllabuses. Although the homepage opens up with a login screen and no additional information, registration is free. Designed and created in Nebraska, the terminology is not entirely familiar but it does have universal application. It takes time to go through the whole tutorial, but the **Go to where I left off** button allows you to take a break and return to the same spot, even if you have logged out. Stories such as *The snowmen* create excellent scenarios that could be used to discuss with students the importance of planning and creativity. L. Pratt

USER LEVEL:	Professional
SCIS SUBJECTS:	Curriculum planning; Educational innovations; Teaching
PUBLISHER:	Netche, USA
REVIEW DATE:	02/0404 [371.1] SCIS 1168054

Primary school: primary school sites, lessons and resources
http://www.primaryschool.com.au/index.php

A directory with twenty one categories containing lessons, resources, and many related sites, this teacher resource is available at no cost to users. Categories include: **Webquests and projects**; **Gifted and Talented Education**; **English as a second language**; and **Learning technologies**, as well as all key learning areas, K-6. **For teachers** has many sites addressing such issues as **Classroom management** and helpful **IT tutorials**. **For Principals** supports school administrators with numerous sites containing information under categories such as **Leadership and management** and Australian **Principal associations**. **Search** facilitates navigation, and a free newsletter is available from the home page. All sites need to be verified by teachers for their curriculum relevance. S. Rasaiah

USER LEVEL:	Professional
SCIS SUBJECTS:	Curriculum planning; Educational resources; teaching methods
PUBLISHER:	Primary School, Australia
REVIEW DATE:	01/04/04 [371.3] SCIS 1165865

Galeries Lafayette
http://www.galerieslafayette.com

From the *Sélectionnez votre magasin* drop down menu, select **Paris Haussmann** to navigate around this beautiful store. The **Visite virtuelle** is a well constructed tool, and the **Univers et marques** will allow users to select parts of the shop to visit. **Actualité** details special promotions and **Acceuil** the opening hours. In **Nos Services**, store sectors show what special services are on offer. **Bienvenue**, for example, explains the language services available, and how shoppers can claim tax refunds. The site lends itself to role plays: one student playing the client and the other the employee, thereby requesting assistance, and maintaining communication. Students can practise ordering gifts, and teachers could develop listening tasks. Most of the site's language is simple, allowing beginning students to use the site with relative ease, while advanced students could research a particular area, such as fashion. D. Yule

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6

KLA:	LOTE
SYLLABUS:	French K-10; French Stage 6: *Beginners*
SCIS SUBJECTS:	Department stores; French language text
PUBLISHER:	Galeries Lafayette, France
REVIEW DATE:	01/04/04 [381] SCIS 1156634

WDR
http://www.wdr.de

Life in contemporary Germany is made explicit in a collection of news reports, photographs, and articles, posted daily on this media site which is run by a radio and television station. The layout is clear and the language in the articles is accessible to students at *Continuers* and *Extension* level. Links to a wide range of topics, including **Freizeit**, **Sport**, **Gesundheit** and **Kultur**, provide plenty for the competent user of the German language to investigate and appreciate. A search under **Themenarchiv** produces a wealth of topic based reading material. Y. Stoeger

USER LEVEL:	Stage 6
KLA:	Languages
SYLLABUS:	German Stage 6: *Continuers; Extension*
SCIS SUBJECTS:	German language text; Radio programs; WDR (Radio station)
PUBLISHER:	Westdeutscher Rundfunk, Germany
REVIEW DATE:	01/04/04 [384.54] SCIS 1157132

RATP: un bout de chemin ensemble
http://www.ratp.com

Although visually complex, the site enables students to efficiently work Paris' public transport system. *Les services clés* offers access to itineraries, whereby students can find the best way of getting from one monument to the next, to the quartier in which they are staying, or to a post office. **Cité futée** indicates how to make connections between airports and the city centre. **Paris visite** allows visitors to plan their séjour in Paris by investigating the choices of **Loisirs**, **Monuments**, **Musées**, **Promenades**, and **Magasins**. The key competencies of planning and organising activities, and solving problems, are engaged by using this challenging and interactive site. D. Yule

USER LEVEL:	Stage 6 Professional
KLA:	Languages
SYLLABUS:	French Stage 6 *Beginners; Continuers; Extension*
SCIS SUBJECTS:	French language text; Paris (France); Transport – France
PUBLISHER:	Le Groupe RATP, France
REVIEW DATE:	01/04/04 [388.0944] SCIS 1156627

Your dictionary.com: the last word in words
http://www.yourdictionary.com

A fascinating site for lovers of language and those seeking meaning in words within all key learning areas, this resource opens with a quick reference for a word search, then offers a huge number of language related choices for investigation. These include: multilingual **Dictionaries**; **Glossaries** for a wide selection of subjects including **Indian cooking terms**, **e-commerce** and **Film**; **Grammars** for many languages; and linguistics **Research**, also useful for LOTE teachers, with tables showing how to conjugate in several European languages. The **Library** corrects common pronunciation and spelling errors, and provides an intriguing and entertaining collection of language related articles, including discussions of mathematical symbols. **A prompt for finding essay topic ideas**, is the current guest essay, and this creatively details how the word of the day can be used to brainstorm writing pieces. This excellent resource could be used constructively by all teachers. C. Thomas

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Dictionaries; English language – Dictionaries – Polyglot; Language and languages; Word games
PUBLISHER:	yourDictionary.com, USA
REVIEW DATE:	25/3/04 [413] SCIS 1032562

Teachit's library of free English teaching resources
http://www.teachit.co.uk/

Specialising in English, drama and media studies, this site contains over 4 000 pages of classroom materials, lesson plans and teaching ideas. **Online lessons** provides drop down lists of online study units and interactive units and **Primary library** has an extensive list of activities under headings such as **Myths and legends** and **An introduction to poetry**. The use of British references and terminology does not detract from the value of this site for Australian teachers. Support is offered from **Links** and from the resources included in areas such as **Drama library** and **Media library**. The external links would need to be verified for curriculum relevance. S. Rasaiah

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K-6; English 7-10
PUBLISHER:	Teachit, UK
REVIEW DATE:	01/04/04 [428.0071] SCIS 1163865

Little explorers: English-French picture dictionary
http://www.enchantedlearning.com/french/

For students who are just beginning French, this site offers an excellent picture dictionary with over 1300 entries. An ample number of choices includes easy to use and visually appealing activities based on numbers, colours, and shapes. A good place to start is the bottom of the home page, where users can view an index of site topics including **Inventors**, **Volcanoes**, and **Art and artists**. The **French** theme page has various simple language learning activities, with English instructions, including colouring book printouts and labelling activities on topics such as animals, time, pets, the body, food, the house, and the planets. Students can also read a science fiction novel in English. D. Yule

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English; Languages
SYLLABUS:	English K-6; French K-10
SCIS SUBJECTS:	English language – Dictionaries – French
PUBLISHER:	EnchantedLearning.com, USA
REVIEW DATE:	01/04/04 [443] SCIS 1156782

BioFact Report
http://www.biofact.com/

Teachers and students wishing to keep up to date with recent developments in science will find this portal useful. It has direct links to twenty five sites providing science news. Some of these include **Science Daily**, **Science a gogo**, **ABC News science**, **Discovery channel**, **NY Times science**, **Mars global surveyor**, and **Hubble images**. The site is relevant to the *Science Years 7-10 syllabus* and all senior science syllabuses. Teachers could use the site to update their knowledge, research and illustrate the link between science and technology, or as a starting point for student research. It could also be useful as a vehicle for critical analysis and comparison of sources of information as part of the information search process. J. Morgan

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Chemistry Stage 6; Earth and Environmental Science Stage 6; Physics Stage 6; Science 7-10
SCIS SUBJECTS:	Science
PUBLISHER:	Arthur Kerschen, USA
REVIEW DATE:	01/04/04 [500] SCIS 1165059

Molecular expressions: optical microscopy primer: digital imaging in optical microscopy
http://micro.magnet.fsu.edu/primer/digitalimaging/index.html

Although the site is dedicated to the microscope, the technical information found at **Concepts in digital imaging technology** has useful applications for photography students. As the syllabus recognises that **Digital imaging** has its origin in scientific fields, the technology concepts discussed here will give students some insight into its complexity. Biology students will appreciate the relevance of **Development of microscope** for 8.3 *Patterns in nature*. **Light and colour** is scientific rather than artistic, but it does make an interesting read. The **Photo gallery** is not to be missed, and its Australia link features some inspiring microscopic images of red and green kangaroo paw, vegemite and Blue Mountains honey. L. Pratt

USER LEVEL:	Stage 6
KLA:	CA; Science
SYLLABUS:	Biology Stage 6; Photography, Video and Digital Imaging Stage 6
SCIS SUBJECTS:	Digital video recording and reproducing; Microscopes and microscopy; Photography
PUBLISHER:	National High Magnetic Field Laboratory, USA
REVIEW DATE:	22/04/04 [502.8] SCIS 1168079

Sun-Earth Day 2004 Venus transit
http://sunearth.gsfc.nasa.gov/sunearthday/2004/index_vthome.htm

Online events and information regarding the transit of Venus can be found on this contemporary, entertaining, and interesting site. A historical link to the last occurrence in 1882 is supported by a **Venus transit animation**, designed so that **Students** may search for age related activities such as **Ask a scientist**, which focuses on the history of the event, or use the interactive **Sun Earth viewer**. A comprehensive history can also be found in **Venus transit background reading**. The site has cross KLA references to the transit; art teachers, for example, will find extraordinary images in **The sun as art**. The *Science Years 7-10 syllabus* prescribed focus areas *History of science*, and *Current issues*, are especially catered for by this site's information. A **Sun-Earth day kit** provides suitable downloadable materials and activities. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Science 7-10; Senior Science Stage 6
SCIS SUBJECTS:	Venus (Planet)
PUBLISHER:	NASA Goddard Space Flight Center, USA
REVIEW DATE:	25/3/04 [523.42] SCIS 1166559

Evolution and the nature of science institutes
http://www.indiana.edu/~ensiweb/home.html

Focusing on the Nature of science, Evolution, and the Origin of life, this crowded and colourful site contains interesting resources for biology teachers. A wide range of student activities is provided, each of which explores the processes that scientists use. Under these main headings, among the most useful activities are an exploration of astrology, Whale evolution, Virtual age dating, Classification, adaptation, and speciation. There are also several simulations of natural selection. Very detailed lesson plans and worksheets are included with each activity. The site is relevant to the core topic *The blueprint of life* in the *Biology Stage 6 syllabus*. J. Morgan

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Science 7-10
SCIS SUBJECTS:	Evolution – Study and teaching; Life – Origin– Study and teaching; Natural selection– Study and teaching
PUBLISHER:	Evolution and the Nature of Science Institutes, USA
REVIEW DATE:	01/04/04 [576.807] SCIS 1157669

Australian National Botanic Gardens
http://www.anbg.gov.au/index.html

The home page leads into three main sites: Australian national botanic gardens; Centre for plant biodiversity research; and the Australian biodiversity information facility. There is also quick access to a number of topics such as Threatened plants, Floral emblems, and Plant databases. The topic on Bushfire ecology contains influence diagrams, which illustrate the interactions between fires, plants and animals in sample habitats, and can be printed for classroom use. Step by step information for propagating and Growing Australian plants can be found in *About the botanic gardens*, a wonderful project that could be used for various age groups. There are also some great onsite Education programs for those who are visiting the gardens as part of a Canberra excursion. L. Pratt

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE; Science; ST
SYLLABUS:	Biology Stage 6; HSIE K-6; Science 7-10; Science & Technology K-6
SCIS SUBJECTS:	Aboriginal peoples; Botanic gardens; Bush food; Endangered species; Gardening;
PUBLISHER:	Australian National Botanic Gardens
REVIEW DATE:	02/04/04 [580.73] SCIS 1047118

Botanic Gardens Trust, Sydney, Australia
http://www.rbgsyd.nsw.gov.au/indexhtml

A colourful site, it features a drop down menu and numerous photo-graphic images of plants, through which Sydney's three botanic gardens: Sydney Gardens & Domain; Mount Annan Botanic Garden; and Mount Tomah Botanic Garden, can be accessed. With its mission to inspire the appreciation and conservation of plants, this site provides valuable material that can be used for K-12 science. School programs at each of the gardens have a variety of popular sessions available for school excursions. Information on Aboriginal bush foods can be accessed from the Indigenous category in each garden. There are also projects under way to create a Stolen Generations Memorial at Mount Annan. Details of the Sydney sculpture walk are available at the Sydney gardens, and Garden features provides information on Buildings & art in each of the

gardens, which would be beneficial to visual arts students. L. Pratt

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA; HSIE; Science; ST
SYLLABUS:	Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Biology Stage 6; Science 7-10; Science & Technology K-6; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Aboriginal peoples; Botanic gardens; Bush food; Endangered species; Gardening; Plants – Australia
PUBLISHER:	Botanic Gardens Trust
REVIEW DATE:	02/04/04 [580.73] SCIS 1167969

Desert animals & wildlife
http://www.desertusa.com/animal.html

Featuring an extensive list of desert wildlife organised under: Birds and fish; Insects and spiders; Mammals, Reptiles and amphib-ians, this site presents photographs and detailed information about each species' range, habitat, habits, and life cycle. Desert animal survival looks at how animals avoid and dissipate heat, retain and acquire water. The site illustrates the adaptation of organisms in an arid environment. Information on this site supports the achievement of outcomes in *Change for the better*, illustrating how animals are suited to a particular environment. Links to other sections of the larger site, *Desert USA*, would be of interest in a study of global environments. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
PUBLISHER:	DesertUSA
REVIEW DATE:	01/04/04 [591.754] SCIS 1163870

Australian wildlife cam
http://www.gould.edu.au/wildlifecams/

Winner of the Best Science 2003 AIMIA Awards, this fascinating site offers full time live viewing of habitats at the Melbourne Wildlife Sanctuary. Infrared cameras offer marvellous opportunities to observe the behaviours of the Sugar glider, Kookaburra, Gould's wattled bat, and the Red bullant. Options for watching a Prerecorded video and accessing an Information page are available for each animal. An *Interactive graph* allows students to record observed behaviours such as Not in box, Playing; and Grooming, to create a behaviour pie graph for each animal. Students can participate in studies of animal behaviour by Collecting and using data from the website. In Curriculum are interesting Mathematical challenges, a variety of *Exploring adapta-tions* options, and I heard that! The latter offers suggestions for classroom activities. C. Keane

USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4
KLA:	Science; ST
SYLLABUS:	Science 7-10; Science & Technology K-6
SCIS SUBJECTS:	Animals – Australia
PUBLISHER:	Gould League, Australia
REVIEW DATE:	01/04/04 [591.994] SCIS 1162887

Stellaluna's friends: presented by Mrs Silverman's second grade class
http://www.kids-learn.org/stellaluna/welcome.html

Drawing on a well known picture book about a bat, this multime-dia site is a valuable example of how ICT can be integrated into the

curriculum. The objectives in About this project highlight the development of research skills in students through participation in an online collaborative project. Each class has been allocated a web page where the students' work, which includes poetry, artwork and information reports about bats, forms an attractive display. Bat web sites reveals a range of sites from which students can gather information to answer the Did you know? questions in the Bat thematic unit. Participation in online projects such as book raps would be a natural progression for classes motivated by this site. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2
KLA:	English
SYLLABUS:	English K-6
PUBLISHER:	S. Silverman, USA
REVIEW DATE:	01/04/04 [599.4] SCIS 1163861

Farmers info: Australia's leading farming information source
http://www.farmersinfo.com.au

Providing current information on a vast range of agricultural topics is the aim of this site. The information is presented in summary form, which is easy to read and understand. There are articles on current technologies related to the production and marketing of agricultural products, which students are required to examine. Features provides information suitable for the electives. Futures contains market information on the agricul-tural commodities via Current report, Market snapshot and Detailed analysis and is useful for the *Farm/Product Study* component. Organisations leads to a range of different agricul-tural web sites which would need to be checked for relevance. G. Dunmore

USER LEVEL:	Stage 6 Agriculture
KLA:	TAS
SYLLABUS:	Agriculture Stage 6
SCIS SUBJECTS:	Pastoral industry – Australia
PUBLISHER:	Farmersinfo, Australia
REVIEW DATE:	01/04/04 [630.994] SCIS 1162406

Monster carrièrescope
http://contenu.monster.fr/recherche/articles/tout_cv/

Not all articles on this large career site are helpful, but for competent French speakers, Les clés d'un CV efficace, and Mettez votre CV à jour give relatively easy to read tips on how to maximise employment opportunities. Les différents types de CV allows readers to set up their Curriculum Vitae in a range of ways, such as Présentation par date; Par compétences, or Electronique. The different CV types are shown in Modèles de CV français, and English and American formats are shown in Modèles de CV étrangers. In Zoom sur, Jeunes dip' gives advice on finding a work placement and Accueil links to an international career network. The site is useful for the topics *Personal identity; Post school options;* and *Careers and occupations*. D. Yule

USER LEVEL:	Stage 6 Professional
KLA:	Languages
SYLLABUS:	French Stage 6: *Continuers; Extension*
SCIS SUBJECTS:	Employment applications; French language text
PUBLISHER:	Monster.com, France
REVIEW DATE:	01/04/04 [650.14] SCIS 1156786

Primary art ideas to view and use
http://www.adrianbruce.com/art/index.htm

Being a web designer was definitely an advantage to Adrian Bruce when he decided to archive his primary teaching resources for all to use. His Art lessons are easy to follow with lots of wonderful coloured examples. These Activities for shades, tints, hues and tones have been used with Stage 2 students, but could easily be adapted for use with Stage 3 and Stage 4. The lesson descriptors outline some tricks and tips that students and teacher have learnt in the process. My specialist art teacher's work links users to another site of useful lessons. These are a mixture of art and craft lessons, some of which focus on the work of famous artists and art styles. L. Pratt

USER LEVEL:	Professional
KLA:	CA
SYLLABUS:	Creative Arts K-6; Visual Arts 7-10
SCIS SUBJECTS:	Art – Study and teaching; Educational resources
PUBLISHER:	A. Bruce, Australia
REVIEW DATE:	01/04/04 [707] SCIS 1165922

A handbook of the collection: Herbert F. Johnson Museum of Art
www.museum.cornell.edu/HFJ/handbook/hb156.html

The handbook displaying part of the Herbert F. Johnson Museum of Art's *The permanent collection* is the most useful part of this site. Four categories, Asia, Africa, Europe and the Americas, are accessed via Contents and here, a selection of works shows an image that can be enlarged, and which is complemented by infor-mative text. It is an impressive collection and includes works by many well known European artists: Rembrandt; Hogarth; Durer; Constable; Toulouse-Lautrec; Matisse; de Chirico; and Dubuffet. The building itself, which could be used for architec-tural study, is an imposing structure by architect I. M. Pei, and can be viewed in About our building under General information. Students could use this site to research individual works or to look at the concept of a whole collection. L. Pratt

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Art – Collections
PUBLISHER:	Herbert F. Johnson Museum of Art, Cornell University, USA
REVIEW DATE:	01/04/04 [708.147] SCIS1165701

Dia
www.diacenter.org/findex.html

An excellent site for researching international contemporary artists, Dia has two galleries: Beacon, which houses its permanent collection of art from the 1960s to the present; and Chelsea, which contains an Archive of exhibitions. The spaces are designed to house large scale works, and site users can view Richard Serra's monumental *Torqued Ellipses*, and installations such as Andy Warhol's *Shadows*. Some critical information is provided on the exhibitors. Artists' web projects give access to numerous contemporary artists who have used the Internet as their medium. It includes a page on Aboriginal photographer and filmmaker, Tracey Moffat, who exhibited Free-falling at Dia in 1997. It contains her images as well as an essay, and biography. L. Pratt

USER LEVEL:	Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Visual Arts Stage 6
SCIS SUBJECTS:	Art, Modern – 20th century; Art, Modern – 21st century
PUBLISHER:	Dia Art Foundation, USA
REVIEW DATE:	01/04/04 [708.147] SCIS 1165850

Asia-art. net: for Asian art appreciation
http://www.asia-art.net/index.html

Although a business site designed to market Asian art, a side menu featuring History, Techniques, Paintings, Artists, and Museums, provides links to some useful applications for students. It covers an array of articles from Vietnamese silk paintings, and the Chinese snuff bottle, to Japanese textiles and Khmer ceramics. The cultures looked at include Chinese, Vietnamese, Japanese, Korean, Thai, Khmer, Indonesian, and Malaysian art. Chinese brush painting shows the History, examples by particular artists, Techniques and rules of the style showing the correct brushes to use and how to hold them. Other categories covered would be helpful for the study of textiles. Chinese embroidery, Chinese wool carpet, Japanese textiles, Indonesian batik and Malaysian batik all have relevant information and some links to other useful sites. L. Pratt

USER LEVEL:	Stage 4 Stage 5
KLA:	CA; TAS
SYLLABUS:	Textiles Technology 7-10; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Art, Asian; Textile crafts
PUBLISHER:	Runckel & Associates, USA
REVIEW DATE:	02/04/04 [709.5] SCIS 1167963

Boomalli Aboriginal artist co-operative
http://culture.com.au/boomalli/

Founded by Aboriginal artists who refused to be defined by existing preconceptions of what constituted authentic Aboriginal art, works from a variety of media are exhibited in this space. These include: painting, print-making, photography, new media, sculpture, fabric design, and mixed media. They exemplify the complex and diverse nature of contemporary Indigenous cultural expression. Some strong visual images as well as written information about the three Exhibitions held in the gallery in 2003 can be viewed. The A centenary vs eternity exhibition offers powerful works from many of the Boomalli artists who have expressed their views on Aboriginal history. L. Pratt

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; HSIE
SYLLABUS:	Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Aboriginal peoples – Handicrafts; Art, Aboriginal; Art, Australian
PUBLISHER:	Boomalli Aboriginal Artist Co-operative
REVIEW DATE:	02/04/04 [709.94] SCIS 1168030

Old Parliament House
http://www.oph.gov.au/

Examining the past and present uses of the building, this site provides a wealth of resources for teachers and students of Australian history. A section on The house provides a comprehensive history of the building, its construction, and a useful Interactive timeline about the significant events that have taken place in the building and its grounds. It goes on to explore uses of the building after parliament was moved to its new site, including the National Portrait Gallery and a changing exhibition centre. This would make an excellent resource for the study of an electronic site, for background material when planning for excursions to Canberra, and for the study of a built environment. A. Byron

USER LEVEL:	Stage 5 Professional
KLA:	HSIE; TAS
SYLLABUS:	History 7-10; Technology (Mandatory) 7-8
SCIS SUBJECTS:	Parliament House (Canberra, A.C.T.)
PUBLISHER:	Department of Communications, Information Technology and the Arts
REVIEW DATE:	01/04/04 [725] SCIS 1060689

www.thestylefile.com
http://www.thestylefile.com

An array of wonderful illustrations to inspire students can be viewed at this site. Set up by several organisations to promote the talented work of illustrators, the site is growing and presently contains about eighty illustrators. The Random slide show is perhaps the easiest way to get access to the individual illustrators, or searches can be made in several categories: Name, Age group, Subject, Style, or Media. Each illustrator has a file that displays four samples of their work. A linking page gives Further information about the artist. Students can download selected artists into their own personal file whilst browsing, or they can print the page instantly. Wonderful Screen savers can also be selected; these are changed on a monthly basis. L. Pratt

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Visual Arts 7-10; Visual Arts Stage 6; Visual Design Stage 6
SCIS SUBJECTS:	Illustrators, Australian; Illustration of books
PUBLISHER:	Society of Book Illustrators, Australia
REVIEW DATE:	16/3/04 [741.6] SCIS 1161016

The art of illustration: a celebration of contemporary Canadian children's book illustrators
http://www.nlc-bnc.ca/3/10/index-e.html

Fantastic insight into the processes involved in illustrating children's books can be found in this online exhibition of Canadian illustrators. Students can browse through the work of twenty eight artists, either alphabetically or in various categories such as Cartoons, Naïve, Magic, Realism, and Style. Students will recognise the appropriation of Seurat's *An afternoon on the Island of La Grande Jatte* in Dayal Kaur Kahalsa's work. Story boards, original drawings displayed alongside the completed book covers, and preliminary sketches scribbled with printing instructions are all featured in the exhibition. Each artist has a link page although some prohibit downloading of their images and notices are included regarding copyright. L. Pratt

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Visual Arts 7-10; Visual Arts Stage 6; Visual Design Stage 6
SCIS SUBJECTS:	Illustrators, Canadian – Exhibitions; National Library of Canada
PUBLISHER:	National Library of Canada

REVIEW DATE:	01/04/04 [741.6] SCIS 1165866

Try our super craft projects!
http://www.kckpl.lib.ks.us/YS/CRAFTS/Crafts.htm

Organised in alphabetical order and in Craft subject list, the site is a wide range of easy to create craft using readily available materials. Projects such as: Family tree; Lil 'buddies; Olympic torch; and Self portrait masks have application in cross curriculum units of work, and support *Making* outcomes in the *Visual Arts* component of the *Creative Arts K-6 syllabus*. Several of the puppet projects or sculptures such as the Cat-in-the-hat hat could enhance storytelling, and the special occasion ideas may be integrated into studies of *Celebrations* in HSIE K-6. Each creation has a clear list of materials needed and directions are mostly numbered, making this site a model for procedural types of text. S. Rasaiah

USER LEVEL:	Professional
KLA:	CA
SYLLABUS:	Creative Arts K-6
PUBLISHER:	Kansas City Public Library, USA
REVIEW DATE:	01/04/04 [745.5] SCIS 1163863

Art crimes: the writing on the wall
www.graffiti.org

Careful teacher analysis of material is needed with these works of contemporary graffiti street artists from all over the world. The site examines current issues such as war and conflict and shows how these are expressed visually across continents and cultures from New York to Sarajevo. The Interviews, Articles and Research section includes some potent articles on the latest trends and topics, but it also has links to pornographic sites, making this site inappropriate to use with students. For professional purposes many suitable images, articles and information about current exhibitions, such as *Sneaker pimps* could be extracted and used in the classroom. L. Pratt

USER LEVEL:	Professional
KLA:	CA
SYLLABUS:	Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Graffiti; Street art
PUBLISHER:	Susan Farrell & Brett Webb, USA
REVIEW DATE:	01/04/04 [751.7] SCIS 1165124

Designer Aboriginals: the website of Bronwyn Bancroft
http://www.bronwynbancroft.com/index.html

Painter, illustrator, designer, and educator, renowned Aboriginal artist Bronwyn Bancroft has exhibited her work internationally. A descendent of the Bungalung people of NSW, she grew up in Tenterfield, as is outlined in her Biography. The stunning Paintings included in the site are her most recent, and differ in style from her previous works. In the exhibition, *My DNA*, she moves away from the literal images in some of her works and concentrates on texture and luminosity. She writes a descriptor about each of the paintings underneath, making this a useful site for case study research in visual arts. Her Selected commissions are listed, as well as sample images of her Book illustrations. Links to other sites could be valuable for Aboriginal studies, and teachers would need to check these for suitability. L. Pratt

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; HSIE
SYLLABUS:	Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Art, Aboriginal; Art, Australian;
PUBLISHER:	B. Bancroft, Australia
REVIEW DATE:	02/04/04 [759.94] SCIS 1168026

DSOKids: the Dallas Symphony Orchestra's magical doorway to a world of musical fun and learning for students, parents and teachers!
http://www.dsokids.com/2001/rooms/DSO_intro.html

A colourful, dynamic introduction leads users of this site through a comprehensive overview of a symphony orchestra, its instruments, and composers who have shaped the world of music. Kids allows students to interact with games such as Time machine and Beethoven's baseball; Make your own instruments; learn about Music theory; and Hear the instruments play in Instrument encyclopedia. Teachers includes: an Orchestra seating chart divided into musical periods; Activities for lesson ideas; and downloadable resources in Sheet music. Supporting several of the outcomes in the *Music* strand of the *Creative Arts K-6 syllabus*, this site offers visual and auditory stimulation with explicit teaching of the skills of *Performing, Organising sound* and *Listening*. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3 Professional
KLA:	CA
SYLLABUS:	Creative Arts K-6
PUBLISHER:	Dallas Symphony Orchestra, USA
REVIEW DATE:	01/04/04 [784.2] SCIS 1163872

Judith Chaffee's commedia website
http://www.commedia-dell-arte.com

The strength of this site lies not in its succinct and simply presented paragraphs of information, but in its extensive set of commedia references. Chaffee's Bibliography contains recommendations and comments. The timeline, covering 1182-1780, is more than a list; it is a solid collection of links and information regarding people, theatres, and events including Robin Hood, Moliere, and Teatro Olimpico. The Commedia web situation found in Links, include seven mask makers, wonderful images, theatre groups, and some analysis of this dramatic style. The site will be appreciated by students and teachers looking at Commedia dell'Arte as a *Dramatic context* study. C. Thomas

USER LEVEL:	Stage 4 Stage 5
KLA:	CA
SYLLABUS:	Drama 7-10
SCIS SUBJECTS:	Commedia dell'arte; Theatre – Europe
PUBLISHER:	J. Chaffee, USA
REVIEW DATE:	01/04/04 [792.2] SCIS 1163728

Mediterrania
http://www.goethe.de/dll/pro/mediterrania/index.htm

In this intercultural activity, students are invited to participate in an online game of hide and seek with other students around the world. Based on Homer's *Odyssey*, and using written and visual stimulus, the site is pitched at students aged eight to fourteen. The site is simply organised into the choices of Lehrer and Schüler. Once students are registered they email information to others over a three week period, without knowing where in the world their letter will land. An entertaining visual and written puzzle can also be undertaken, as can a memory game. The site has no English,

and is certainly worth a look for teachers interested in extending students' communication skills. Y. Stoeger

USER LEVEL:	Stage 3 Stage 4
KLA:	Languages
SYLLABUS:	German K-10
SCIS SUBJECTS:	Adventure games; Computer games; Email; Homer – Odyssey; German language text; Legends, Greek; Odysseus (Greek mythology)
PUBLISHER:	Goethe Institute, Germany
REVIEW DATE:	01/04/04 [793.93] SCIS 1157166

Sport: more than heroes and legends
http://www.phm.gov.au/sport/

Sydney's Powerhouse Museum's interactive exhibition of Australian sporting legends, memorabilia and trivia, goes beyond showcasing elite sportspeople as it weaves a thread connecting all levels of our society's values and culture. **Visitor information** contains information about dates, times and prices, while **Exhibition highlights** briefly introduces each section and includes a look at equipment and clothing. Of particular interest is **Education**, where K-12 cross curricula options are highlighted in **Education links**, and **Teachers exhibition notes** is a lengthy and useful PDF document. Easy navigation, colourful annotated images, a **Trivia quiz**, **Kids quiz**, and online **Games**, add to the site's energy and visual appeal. The site depicts an exhibition open until 18th July, 2004, and would be beneficial for classes studying the Olympic Games. C. Keane

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA:	HSIE; PDHPE; Science; ST
SYLLABUS:	Design & Technology 7-10; Design & Technology Stage 6; HSIE K-6; PDHPE K-6; PDHPE 7-10; PDHPE Stage 6; Science 7-10; Science & Technology K-6; Society & Culture Stage 6; Textiles Technology 7-10; Textiles & Design Stage 6
SCIS SUBJECTS:	Powerhouse Museum (N.S.W); Sports; Sportspeople, Australian
PUBLISHER:	Powerhouse Museum, Australia
REVIEW DATE:	01/04/04 [796.0994] SCIS 1158253

Gazoogie
http://www.gazoogie.com/

The main attraction of this site is as a safe, public forum for student work. Students interested in writing stories and poems can share their writing on this site and, because the service is free after registering, publishing on the site could easily be used as a focal point for work completed at school. **Read a story** showcases students' writing which can be viewed by selecting a category or a particular school, with primary and high schools listed. Australian writers feature in the list of top ten stories. **Hangman** and **Recall** games provide light literacy relief and navigation is easy enough for younger students to work independently. This is a great site for fostering awareness of purpose and audience when writing. K. Rushton

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K-6; English 7-10
SCIS SUBJECTS:	Children as authors; Writing (Authorship)
PUBLISHER:	Gazoogie, USA
REVIEW DATE:	01/04/04 [808] SCIS 1162418

The best children's literature (on the net)
http://www.geocities.com/Paris/Jardin/1630

An extensive collection of works, purporting to be the best Internet available literature for **Children** and **Young adults**, is found on this large web site. Titles, mainly novels and short stories, are arranged in easily accessible alphabetical order. The site is a fruitful source of original illustrations as well as providing complete versions of many popular texts. Especially useful for senior students' supplementary reading lists in the Area of Study: *The imaginary journey*, are: *Alice's adventures in wonderland*; *Dorothy and the Wizard of Oz*; and *Gulliver's travels*. Best suited for teachers trying to access printed versions of texts, the site has some dead links, but it will reward literature researchers with what it does have. C. Keane & C. Thomas

USER LEVEL:	Stage 6 Professional
KLA:	English
SYLLABUS:	English 7-10; English Stage 6: *Standard*; *Advanced*
SCIS SUBJECTS:	Children's literature – Collections
PUBLISHER:	N. Naylor, USA
REVIEW DATE:	01/04/04 [808.8] SCIS 1165550

Meme McDonald
http://www.mememcdonald.com/

A colourful and intelligent compilation of the author's work and inspirations, this site is a revealing look at writing and learning processes. The author's biography is found in **Beginning**, and in **Out and about**, McDonald discusses the value of speaking engagements and workshops. **With the birds**, describes how an observation led to an idea, a journey, two books, a theatre project, an animation, and a television documentary. Here users can **Download and view an animated** clip from *The way of the birds*. The site gives an interesting context to the writing process, and is excellent for gaining an understanding of how outside influences are used by writers. **Collaboration** explains the author's work with Boori Monty Pryor, and their ongoing discoveries about each others' traditions. Each of their five books can be found here, with a summary, authorial comment, and excerpt. Here, and in **Books**, users can listen to readings from some of the works. Visually appealing, well written, and informative, this engaging site is well worth a look. C. Thomas

USER LEVEL:	Stage 4 Community Professional
KLA:	Aboriginal Studies; English
SYLLABUS:	Aboriginal Studies 7-10; English 7-10
SCIS SUBJECTS:	Australian fiction – Biography; McDonald, Meme
PUBLISHER:	M. McDonald, Australia
REVIEW DATE:	01/04/04 [A823] SCIS 1161657

Interview with Meme McDonald and Boori Monty Pryor
http://www.papertigers.org/interviews/archived_interviews/mmc donald_bmpryor.html

An October 2003 interview with authors Meme McDonald and Boori Monty Pryor can be found at this site. Their transcribed responses reveal personal views on writing and culture, texts and genre, and describe their collaboration on five books. The pair make articulate and poetic observations on the progress of cultural exchange in Australia, and relate their experience to the interna-

tional stage. This concise site has links to McDonald's excellent web site, Pryor's biographical information on the **Wingara website**, and an article on their collaboration printed on the **Website of the Australian Association of the Teachers of English (AATE)**. The latter is an interesting look at the crafts of writing and storytelling as the artists explain how their collaboration has worked in practice. C. Thomas

USER LEVEL:	Stage 4 Community Professional
KLA:	Aboriginal Studies; English
SYLLABUS:	Aboriginal Studies 7-10; English 7-10
SCIS SUBJECTS:	Aboriginal peoples– Biography; Aboriginal peoples – Race relations; Australian fiction – Biography; Authors, Australian; Writing (Authorship)
PUBLISHER:	Pacific Rim Voices, Australia
REVIEW DATE:	01/04/04 [A823] SCIS 1162039

Smartraveller.gov.au: it's a must see destination
http://www.dfat.gov.au/travel/index.html

A comprehensive resource for the option *Travel*, this vast site will allow students to explore a range of issues either independently through project based work or with teacher support. Language and style are accessible for Stage 4 students. The site provides information about visa requirements, insurance, countries considered unsafe for travel, and passports. Issues such as marriage and voting overseas are also explored, and site users can view the department's television advertisements. Consular roles and responsibilities are listed, and advice is given for safe travel, which could provide the focus for lessons on solving travel problems. Students will find this site easy to use for research. A. Byron

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	Commerce 7-10
SCIS SUBJECTS:	Crime prevention; Travel – Safety measures
PUBLISHER:	Department of Foreign Affairs and Trade, Australia
REVIEW DATE:	01/04/04 [910.2] SCIS 1162009

Peter Murphy's panoramic VR weblog
http://www.mediavr.com/blog/

From the premiere of *Matrix Revolutions* in November 2003 to the launch of streetradio.net in March 2004, Peter Murphy's virtual panoramic photographs provide a wonderful set of images relating to current and popular issues. Updated on a regular basis, the thumbnail pictures are links to larger **Panoramic** images, accessible with *QuickTime*. Text accompanying the pictures has links to other sites, including news articles and Murphy's own personal leads. These have many potential uses for Society and culture students, and English students. Photography and computer students could find some useful links in **My vr theory** blog in virtual reality computer software. **My other website** contains more panoramic pictures and links to **Articles** on virtual reality modelling languages (VRML). L. Pratt

USER LEVEL:	Stage 6 Professional
KLA:	CA; HSIE; TAS
SYLLABUS:	Information Technology Stage 6; Photography, Video & Digital Imaging Stage 6; Society & Culture Stage 6; Software Design and Development Stage 6

SCIS SUBJECTS:	Earth – Pictorial works; Voyages and travels – Pictorial works
PUBLISHER:	P. Murphy, Australia
REVIEW DATE:	02/04/04 [910.22] SCIS 1168018

Spectrum home and school network – biographies
http://www.incwell.com/Biographies

Twenty nine biographies in a standard chronological format are presented on this site. Accompanied by an interesting drawn portrait, the one page biographies are not insightful, but, as a reference for names, dates, places, and achievements, they provide a useful resource for beginning or checking research. They are also useful as a solid model of biography writing. Biographies are accessed by the image, and the site's presentation is student friendly. Seven classical musicians feature, with appearances by mid twentieth century musicians such as **Joplin** and **Gershwin**. Writers and adventurers include **Wilde** and **Cousteau**. As it is part of the *Amazon* book network, each biography includes a useful list of available related texts, some with a short description and extract. C. Thomas

USER LEVEL:	Stage 4 Stage 5
KLA:	CA; English
SYLLABUS:	English 7-10; Music 7-10
SCIS SUBJECTS:	Biography – Collections
PUBLISHER:	K.B. Shaw, USA
REVIEW DATE:	01/04/04 [920] SCIS 1163685

Kids web Japan
http://www.jinjapan.org/kidsweb/index.html

Supporting students *Learning about languages and learning about the world through languages* in the *Cultures* outcomes of the *HSIE K-6* syllabus, the information on this site also enables students to learn to use the Japanese language. **Say it in Japanese** includes clickable characters with spoken pronunciation in **Hiragana chart**. **Culture corner** and **Explore Japan** provide a range of links detailing: **Daily life; Tradition and culture; History;** and **International relations.** A fact box is located in **Japan at a glance.** Developed by the Japan Centre for Intercultural Communications, this site is part of the larger *Japan Information Network.* This host site has relevance for teachers, although time would be needed to assess its curriculum relevance. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	HSIE; Languages
SYLLABUS:	HSIE K-6; Japanese K-10
PUBLISHER:	Japan Information Network
REVIEW DATE:	1/3/04 [952] SCIS 1147756

5 days in Bali
http://www.curriculum.edu.au/accessasia/indonesia/teacher/classroom/bali.htm

Based on the five Studies of Asia learning emphases, the curriculum suggestions on this site raise issues that are topical and significant in all learning areas. Teaching and learning activities include web sites, a Map of Bali, and a Five days in Bali activity sheet. The focus of the unit is for students to investigate aspects of Balinese and Indonesian life and culture and to use information skills to analyse and collate their findings, showing an understanding of their independent research. Access Asia lesson plans reveals many units of work from lower primary to upper secondary level, covering a range of Asian countries. Teachers need to allow time to assess curriculum relevance of linked sites. S. Rasaiah

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	Geography 7-10; HSIE K-6
PUBLISHER:	Curriculum Corporation, Australia
REVIEW DATE:	01/0404 [959.8] SCIS 1163860

Australian Institute of Aboriginal and Torres Strait Islander Studies
http://www.aiatsis.gov.au

Well designed and informative, this site provides information about the cultures and lifestyles of Aboriginal and Torres Strait islander peoples. Archives and production provides access to the MURA online catalogue of the vast AITSIS resource collection. *Wiradjuri*, for example, results in a list of over one thousand resources held by AIATSIS. All resources are listed for content and cultural access and are cross referenced. The site also gives access to the invaluable Aboriginal Studies Press Catalogue. The Library section outlines services provided to educators and the community on collections, family history, subject guides, bibliographies, and fact sheets. An annotated list of 75 Web links is a bonus for teachers. B. Percival

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; HSIE; Science
SYLLABUS:	Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History 7–10; Legal Studies Stage 6; Science 7–10; Visual Arts Stage 6
SCIS SUBJECTS:	Aboriginal peoples; Torres Strait Islanders
PUBLISHER:	The Institute, Australia
REVIEW DATE:	01/04/04 [994] SCIS 994972

Royal Australian Historical Society
http://www.rahs.org.au/index.html

The RAHS maintains an extensive database of collections from Australia's history, some of which can be accessed from this web site. Of most use to schools are Cornucopia, which includes Images of Federation; a RAHS history quiz on events, people, and places, and Memorable quotations about history, which would be useful for class discussion. The site lays particular emphasis on Sydney and New South Wales history, although Australia's main events, people, and places are mentioned. The site is primarily a tool to access the RAHS, rather than to showcase history per se. Using the online library services requires library skills and some subject information. F. Campbell

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional

KLA:	HSIE
SYLLABUS:	History 7-10; Modern History Stage 6
SCIS SUBJECTS:	Royal Australian Historical Society
PUBLISHER:	Royal Australian Historical Society
REVIEW DATE:	01/04/04 [994.006] SCIS 1074450

Cadigal Wangal
http://www.cadigalwangal.com.au/main.php

Covering a wide variety of areas relating to Cadigal Aboriginal communities, this huge site is extremely useful. Divided into five main sections, information can be readily accessed via a pictorial banner at the top of each page, or from the extensive list of links from the Site map. Land use examines ways in which the Cadigal people managed the land, Bush tucker presents the natural sources of food that were available in the local area, and The Cooks River highlights the complex lifestyle of the people in the area prior to 1788. Country and culture includes Spirituality which contains an interesting explanation of *The Dreaming* and examines local belief systems and the ongoing custodianship of the Land to contemporary times. Teachers will also find Protocols for working with Aboriginal people of interest. A. Byron

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History 7-10; HSIE K-6
SCIS SUBJECTS:	Aboriginal peoples – New South Wales
PUBLISHER:	Marrickville Council, Australia
REVIEW DATE:	01/04/04 [994.4] SCIS 1162007

Centenary of Federation: connecting the continent
http://www.connectingthecontinent.com/ctcwebsite/index.html

A legacy of the online event held during the Centenary of Federation, this web site provides a unique snapshot of outback Australia. It takes a tour along the path of the Overland telegraph from Adelaide to Darwin, looking at communities and sites along the way. The history of the construction of the line is told as each centre is visited. Interviews with Colourful characters can be heard at each location, along with virtual tours of significant places. Aboriginal connections takes the user on a virtual tour to Iga Warta in the Flinders Ranges, and offers thirty audio interviews with local Aboriginal people as well as renditions of the didgeridoo. Overland telegraph stories provide wonderful primary sources for use in the History and English syllabuses. L. Pratt

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5
KLA:	English; HSIE
SYLLABUS:	Aboriginal Studies 7-10; English 7-10; History 7-10; HSIE K-6
SCIS SUBJECTS:	Aboriginal peoples – South Australia; Aboriginal peoples – Northern Territory; Australia – Federation; Centenary of federation
PUBLISHER:	Centenary of Federation
REVIEW DATE:	02/04/04 [994.04] SCIS 1167975

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. Please note all syllabus references apply to the most recent or upcoming new syllabuses for implementation in 2004-2005.

Mathsteps
http://www.eduplace.com/math/mathsteps/

Valuable support to teachers, through a variety of approaches in mathematical topics, is given on this site. Organised into year levels, from kindergarten to Year 9, topics include background information and prerequisites, allowing the teacher to build on prior knowledge. Teachers have an opportunity to develop intellectual quality through a deep understanding of the concepts being taught. At least two lessons are provided with each topic, and Tips and tricks provide some practical classroom hints, useful even for the experienced teacher. Levels given do not exactly match the NSW syllabus but the site is worth the trouble to match outcomes to complement current teaching practices. L. Wilson

USER LEVEL:	Professional
KLA:	Mathematics
SYLLABUS:	Mathematics K – 6; Mathematics 7-10
SCIS SUBJECTS:	Mathematics – Study and teaching
PUBLISHER:	Houghton Mifflin, USA
REVIEW DATE:	25/3/04 [510.7] SCIS 1163709

Free maths games & resources: for you to print out and play
http://www.adrianbruce.com/maths/index.htm

Offering free games, which are easy to play and inexpensive to reproduce, this practical site is well worth visiting. Bruce's memory and concentration games have many uses, such as the 3D concentration games which will make great poster decorations for students undertaking writing assignments. Most impressive in curriculum differentiation is the Symmetry project, which contains a large number of interesting resources for a diverse range of applications of symmetry. These include *rotational symmetry*, which can often be confusing for students. A tables game that the kids love, is new to this regularly updated site. L. Wilson

USER LEVEL:	Professional
KLA:	Mathematics
SYLLABUS:	Mathematics K – 6
SCIS SUBJECTS:	Mathematics – Study and teaching
PUBLISHER:	A. Bruce, Australia
REVIEW DATE:	01/04/04 [510.7] SCIS 1163996

Maths across Oz
http://www.palmdps.act.edu.au/australia_maths/mainpage.htm

Maths across Oz is part of a comprehensive school site, administered by a teacher-librarian. Where is Australia? and How big is Australia? provide teachers and students with opportunities to experience instruction for specific computer skills outcomes. Clear instructions guide students through the use of Publisher to undertake and report on their investigation. This could be a valuable resource for the teacher who is not confident in integrating numeracy and computing skills, and a relevant and interesting learning opportunity for students. The teaching and learning experiences thoroughly embrace many of the elements in the *Quality teaching in NSW public schools* document. L. Wilson

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	Geography 7-10; HSIE K-6
SCIS SUBJECTS:	Australia – Geography – problems, exercises, etc; Word processing – problems, exercises, etc
PUBLISHER:	Palmerston District Primary School, Australia
REVIEW DATE:	01/04/04 [919.4] SCIS 1156700

ESHUYS, Jo & GUEST, Vic & SAUNDERS, Theresa

English elements. 3

Jacaranda, 2003
ISBN 0701635053 [428.0076]

Contemporary units on Reality TV, Issues in film, and music, are intelligently and interestingly deconstructed in this clearly laid out and visually appealing resource. Contentious issues, such as refugees and bushfire arsonists, are presented logically, encouraging informed debate. Themes, language skills, and text types, make up the unit content, with printed extracts longer than usual in this type of book. Each unit's assessment task sheet has a detailed question showing a degree of originality, and a useful criteria marking grid. Written to cater for the National Curriculum and Standards Framework, the ability range and age appropriateness in unit material, graphics, and questions is very wide. The book is accompanied by a gimmicky CD-ROM on poetry writing that is, unfortunately, slow to open and frustrating to use. C. Thomas

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English K-6; English 7-10; English Stage 6 Paper $44.95 SCIS 1142895

Remote control: new media, new ethics
/ edited by C. Lumby & E. Probyn. Cambridge University Press, 2003
ISBN 0521534275 [175]

Debate on media ethics is essential for a healthy society, and in this thoughtfully academic and informative text, readers will learn a great deal about contemporary Australian media and society. New

genres and new technologies must affect the dynamic relationship of consumers, media, and ethics, and media practitioners offer their thoughts and observations about this, in practical case studies. Many of these are presented in an enjoyably readable interview format. Indigenous issues, reality television, rugby league, and Internet pornography, are examined; Margo Kingston writes about starting up a webdiary; John Safran talks about the use of satire; and Maxine McKew gives her perceptions of some interesting interviews. Unusual voices are heard, and new viewpoints presented, in this excellent text. C. Thomas

USER LEVEL:	Stage 6 Community Professional
KLA:	English; HSIE
SYLLABUS:	Aboriginal Studies Stage 6; English Stage 6: *Standard; Advanced; Extension 1; Extension 2*
	Paper $39.95 SCIS 1147346

CORBETT, Pie

Black's rhyming and spelling dictionary

A & C Black, 2003
ISBN 0713665106   [423]

A dictionary with a difference, this colourful and attractive collection of word banks will support students to spell and link words which end with similar sounds. Sound groups are alphabetically arranged, with several words included in well illustrated poems to demonstrate meaning and usage. An index links each entry with its final phoneme and suggests alternative spellings for homophones. Explicit teaching of word recognition strategies, such as segmentation and recognition of onset and rime, could be well supported by this resource. Word banks provide stimulus for joint and independent construction of rhyming poems and opportunities for text innovation. This useful resource could help students build word recognition skills to support spelling and reading. K. Rushton

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
	Paper $21.95 SCIS 1148351

MELLONIE, Ben

Bruce's Aussie dictionary

Penguin, 2003
ISBN 014330089X   [427.994]

This comical book may have appeal for older primary students who are already familiar with stereotypical Aussie colloquialisms, particularly as portrayed by Crocodile Dundee type characters. The selection is through the eyes of the great white shark from the film, *Finding Nemo*, and examples of colloquialisms are put into the context of marine life on the reef. Readers will be advantaged if they have seen the Disney production, but it is mainly the cover drawing which links this book to the film. Advanced learners of English as a second language might find it amusing, but it will have limited use for most students. This light hearted approach to the study of Aussie idioms could provide amusing stimulus material for discussions about the features and structure of language, especially when considering the needs of an audience when preparing spoken presentations. S. Bremner

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
	Paper $9.95 SCIS 11391992

All prices in the availability statement include GST.

Heinemann English zone 2

Heinemann, 2003
ISBN 0864629907   [420.76]

Written for the new *English 7-10 syllabus*, this resource contains a **Toolkit** of information and techniques, and eight thematic units. Like most similar resources, the text is a combination of creativity and innovation, with mundane information and activities. The language is designed for a keen and literate student audience, limiting its usability in independent learning situations. The contemporary layout design has resulted in a non linear, densely packed text, with many loosely related information bites, juxtaposed. Stylistically, the resource is overwhelming, but it is an excellent source of information for the study of visual literacy, comedy, and Internet technology, and would certainly be useful as a teacher directed reference for students. C. Thomas

USER LEVEL:	Stage 5 Professional
KLA:	English
SYLLABUS:	English 7-10
	Paper $34.65 SCIS 1145253

Picture books

Picture books are arranged alphabetically by author. Some books in this section are non fiction or have relevance to a particular KLA.

BROWNE, Anthony

The shape game

Random, 2003
ISBN 0385601360   [708.2]

Layered with meaning and a variety of techniques, this amazing picture book uses an original formula to promote art appreciation. Browne's recount of a family visit to the Tate Britain gallery in London is reflected on each page. The opening pages are predominantly brown, capturing the reluctance of dad and the boys to visit the gallery. The mood lightens with each page as vibrant colours appear and Browne's fantastic imagination and skill transports the family into several works. Browne hopes to inspire others to go beyond a cursory glance and critically respond to a variety of art forms. Endpapers offer examples of the entertaining shape game, which is simply explained, to tempt the reader's drawing ability and imagination. C. Keane
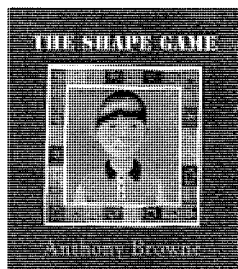
USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	CA
SYLLABUS:	Creative Arts K-6; Visual Arts 7-10
	$29.95 SCIS 1145511

CASWELL, Brian & OTTLEY, Matt

Hyram and B.

Hodder, 2003
ISBN 0733614426

Warm, rich, multilayered illustrations make this picture book a collectible treasure. The glorious use of oils, coloured pencil, and charcoal, fills every scene with masterful detail. The tale is told from the visual perspective of an abandoned teddy bear, B, who patiently waits on a junk shop shelf next to his comrade, Hyram. Some images are shown from unusual angles and one is even upside down when B stands on his head. Catherine, the girl who eventually adopts the bears, is shown as a victim of war, and this is a valid inclusion. The text refers to 'the secret language of bears', a phrase that will delight children, and that would possibly have made a more accessible title. S. Taylor
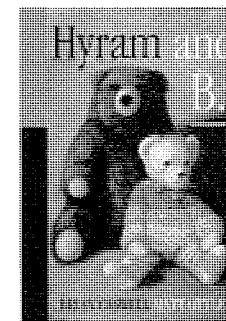
USER LEVEL:	Stage 1 Stage 2
	$27.95 SCIS 1148247

CHILD, Lauren

I am too absolutely small for school

Orchard, 2003
ISBN 1841213543

Lola sees no reason for going to school. This picture book is a clever dialogue between the ever patient older sister, Charlie, and Lola, the little sister. Charlie's calm strength in dealing with the variety of Lola's excuses, fears, rational and irrational thoughts are dealt with creatively and humorously. The tone captures the reassurance that only an older sibling can give. This book is a visual delight; it plays with print conventions, as words and sentences travel across and around the page. The illustrations and layouts use a blend of photographs and naïve drawings, giving it a childlike and personal quality. F. Kyle
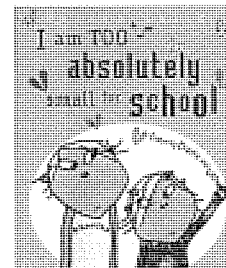
USER LEVEL:	Early Stage 1 Stage 1
	$27.95 SCIS 1146384

COX, Tanya & MILLER, David

Snap! went Chester

Hodder Children's Books, 2003
ISBN 0733617727

David Miller's realistic paper sculptures leap off each page, supporting and enhancing the written text, while telling the story of a bored crocodile that amuses himself by scaring unsuspecting animals at the waterhole. Sure to engage a young audience with its repetitive and predictable text, the ending will be as much a surprise to them as to Chester, the crocodile, and could promote discussion about animal characteristics and habitats. Paper: coloured; painted; fringed; crimped; scalloped; curled; cut; layered and stuffed; is the star of this appealing picture book. Teachers will find it difficult to resist an opportunity for students to develop fine motor skills while producing a colourful classroom display based on this story. C. Keane

USER LEVEL:	Early Stage 1 Stage 1
	Paper $14.95 SCIS 1137888

CREW, Gary & WILSON, Mark

I said nothing: the extinction of the Paradise Parrot

Lothian, 2003
ISBN 0734405596

Based on a true story, the text evocatively relates the last sighting of the Paradise Parrot, in 1920s rural Queensland. Told conversationally by Harry, a young boy who is watching over the parrots, the narrative is more like an illustrated short story than a picture book. Harry's first person colloquialisms bring him to life on the page. The boy's dilemma is that his pastoralist family farm sheep, which eat the parrots' food. This is the story's punch: the extinction is caused by human behaviour, and Harry, a dutiful son, is powerless to intervene. Dark and moody oils, in double page artworks, richly depict this environment and the people who live and work there. An afterword links the narrative to the history. C. Thomas
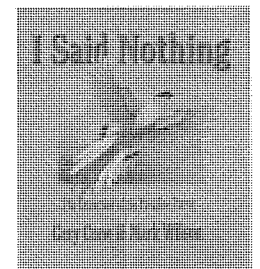
USER LEVEL:	Stage 3 Stage 4
	$26.95 SCIS 1144049

FRENCH, Jackie & WHATLEY, Bruce

Too many pears!

Koala, 2003
ISBN 0864614608

Pamela is a gorgeous white and black cow who has a weakness for ripe pears. Her passion for pears is shared by a number of the people who live around her. This bright picture book follows the cow and her school aged owner, Amy, who is intent on preserving her own share of the local produce. The language used by the author is simple but not contrived; it can be listened to and then read independently soon afterward by beginning readers. Students can be guided to look at the obvious alliterations and the use of conjunctions to signal twists in the storyline. S. Bremner

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K-6
	$24.95 SCIS 1145589

GAIMAN, Neil & McKEAN, Dave

The wolves in the walls

Bloomsbury, 2003
ISBN 0747569533

The recent trend in children's literature, to explore the anxiety of young children, is reflected in this story. Lucy knows there are wolves in the walls of her home; she can feel it in her tummy. Her nervousness is portrayed through disjointed written text which plays with language using varying styles, and a range of sizes and fonts. The layered, mixed media visual text is cleverly dark and evocative. There is enough interesting substance here to support teachers
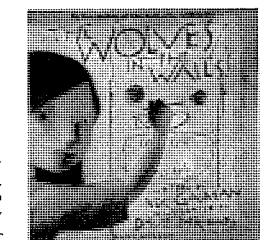
looking for picture books to support the *English Years 7-10 syllabus*. Following the fairytale tradition, the wolves are eventually banished but the ending, while humorous, implies a new threat to the family. Some youngsters could find this text unnerving but others may well find it cathartic. S. Taylor

USER LEVEL:	Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K-6; English 7-10
	$29.95 SCIS 1147884

HEIMANN, Rolf & SPOONER, John

A kingdom for a hat

Lothian, 2003
ISBN 0734405499

When the pompous King Gregorus decides to go into the community disguised, the scene is set for some tongue in cheek humour and clever dialogue. As the King sees injustices, he declares the perpetrator must suffer a specially devised and unusual punishment. The King's proclamations become more unusual, until he is caught in a bind by his obedient people. Illustrated in soft watercolours, the narrative will be enjoyed by young audiences for its story and visual humour, while other readers may find the language and post modern narrative amusing. Graphics and written text provide plenty to work with for teachers looking for picture books to support the *English Years 7-10 syllabus*. E. Derouet

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K-6; English 7-10
	$26.95 SCIS 1124125
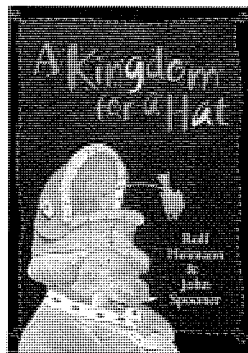
HOBBS, Leigh

Old Tom: man of mystery

ABC, 2003
ISBN 0733312470

Angela Throgmorton's cat rules the house, until Angela decides he needs to help clean up. In a basic and unsatisfying plot, Old Tom overtly manipulates his owner, pretending to be sick, before escaping into town on a night escapade. A weak narrative is ably supported, indeed saved, by the artwork in this quirky book. The eccentricities of Angela and Old Tom are cleverly shown in bold watercolours, their facial expressions telling the story better than the written text. Old Tom is an ugly rascal, scarred and rugged, humorously depicted in tomcat style situations. Angela is insipid in the narrative, yet delightfully offbeat in the illustrations. The simple linear text would lend itself well to a sequencing activity, given the strength of the artwork. C. Thomas

USER LEVEL:	Stage 1 Stage 2
	$25.95 SCIS 1140927

KENEALLY, Tom

Roos in shoes

Random, 2003
ISBN 1740518640   [A821]

The farming Drewe family live in harmony with the local kangaroos, until all are displaced by an energy authority which claims their land. The kangaroos raid a shoe shop and don shoes as a protest. Surprisingly contrived and clumsy, the narrative is a long verse, with an overall jarring rhythm, odd metre, and some weak rhyming choices. The picture book's intention, to show the value of friendship, is executed with little regard for a young audience's intelligence. The notion of farmers encouraging kangaroos will strike country students as false, and all students may well question the devices this vacuous plot turns on, such as the prime minister being easily persuaded by her daughter to abandon the development. C. Thomas

USER LEVEL:	Stage 2 Stage 3
	$26.95 SCIS 1152936

LAWSON, Sue & MAGERL, Caroline

My Gran's different

Lothian, 2003
ISBN 0734405006

Poignant and sensitively told, this tale deals with a subject which must affect a growing number of students and their families. A young boy reminisces about his friends' grandmothers, who make cakes, go to football, deliver flowers, work in the garden or knit wonderful garments. Alternate pages focus on the boy, pondering about his gran being different, as he gets ready to visit her. It is not until the end of the book that we find out why his gran is different. She stares out the window and doesn't know who she is, but he knows. Soft, delicate watercolours complement the text, making this an ideal book to provide a stimulus for discussion about family illness and dementia. J. Eade

USER LEVEL:	Stage 1 Stage 2
	$26.95 SCIS 1137109

LUCAS, Diane & SEARLE, Ken

Walking with the seasons in Kakadu

Allen & Unwin, 2003
ISBN 1865088676   [919.429]

Each season is explored in relation to animal life and weather patterns in this wonderful picture book. Lucas, a non Aboriginal, taught in the Gundjeihmi community, and here she depicts traditional knowledge of the Kakadu seasons with Searle's rich illustrations. The location map and a quote from the Elders outline the importance of learning about the environment through first hand experience. Gundjeihmi language appears in italics, followed by an English translation if there is an equivalent word, and a cyclical diagram relates the Gundjeihmi seasons to the English calendar. This book could be used for studies of Aboriginal life, weather patterns, food sources, and other aspects of the environment. L. Pratt

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
	$29.95 SCIS 1144913

MORIMOTO, Junko

Big Nuisance

/ translated by Isao Morimoto. Random, 2003
ISBN 1740518764

Sleepy Village is the well named setting for this tale. The villagers, accustomed to a peaceful existence and an extremely slow pace of life, are rudely awoken by deafening sounds that rattle the windows and shake the earth beneath them. Initially apathetic, they are appalled when their slow way of life is disturbed by Big Nuisance, a giant with a sense of mischief, who has his own innovative ideas about town, or rather village, planning. Earthy water colours provide a soft background for the striking, black calligraphic brushstrokes, complementing the humorous, yet thought provoking, text. This delightful picture book promotes the message that bullies can change when people work together for the good of the community. C. Keane

USER LEVEL:	Stage 1 Stage 2
	$27.95 SCIS 1145501

MURRAY, Andrew & SLATER, Nicola

Have you seen Elvis?

Koala, 2003
ISBN 0864615108

Elvis, the cat, and Buddy, the dog, always fight. When Elvis decides he's had enough and leaves home, Buddy decides that he really does miss Elvis and scours the neighbourhood for him, resulting in a predictable happy ending. Surprisingly, the scenario works, as this narrative is well constructed and Slater's cleverly expressive illustrations bring the characters to life. Fonts in all shapes and sizes are either disciplined or chaotic, and page layouts constantly change from split scenes to whole page. There is a range of contrasting and complementary backgrounds, while memory sequences are shown as monotone cartoons. This busy publication will engage the reader and stimulate creative art responses. C. Keane

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
	Paper $12.95 SCIS 1150735
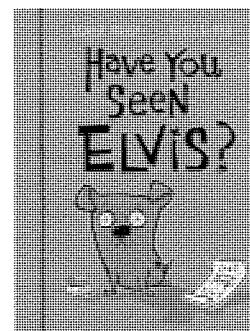
RIPLEY, Marion & BACKHOUSE, Colin

Private and confidential

Frances Lincoln, 2003
ISBN 0711220972

A lengthy written text and sweeping brush strokes in soft focus tell the story of a correspondence between English schoolgirl Laura, and her new pen pal, Malcolm, who is writing from Australia. The story is simply told; as Laura comes to the realisation that Malcolm is blind she grows to accept the notion that he can still be her friend. These issues are handled with sensitivity. A braille alphabet card, with an explanation to show readers how to read braille, make this beautifully illustrated picture book a useful teaching resource. S. Taylor

USER LEVEL:	Stage 2 Stage 3
	$24.95 SCIS 1144613

ROSS, Tony

I don't want to go to bed!

Anderson, 2003 (A little princess story)
ISBN 1842702238

Determined not to go to bed, and so to sleep, the Little Princess produces a myriad of excuses, justifications and questions. Her parents patiently deal with each issue and the audience is keen to know what the next stalling tactic will be. The colourful illustrations are simple and clear, reinforcing the uncomplicated story. The facial expressions and body language of the Little Princess are well depicted and would make an ideal teaching point for personal communication. The story blends the world of castles and princesses with contemporary issues making the topic accessible to the reader of this entertaining picture book. F. Kyle

USER LEVEL:	Early Stage 1 Stage 1
	$29.95 SCIS 1141737

STANFORD, Michael

Zac's P.B.

Hodder, 2003
ISBN 0733616623

Zac, a small dog, loves sport of all kinds, but he is unsure whether he is good enough to be a star. He visits the Institute of Sporting Dreams, a skyscraper with a different sport on each level, where he has a go at everything. This picture book integrates puzzles, language, facts, and graphics with a double page of information about each of the fourteen sports that Zac tries. Each brightly coloured page has a multilayered drawing of the sport being played, plus a box of facts naming equipment, basic rules, some history, players, and a little of the sport's jargon. The resource is cleverly presented, appealing in content and excellent for instilling the concept of being a good sport. E. Derouet

USER LEVEL:	Stage 2 Stage 3
	$27.95 SCIS 1144678
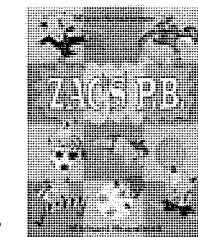
THOMPSON, Colin & MOULD, Chris

Gilbert

Lothian, 2003
ISBN 0734405162

Wickedly delightful, and without the predictable happy ending, this picture book will amuse and surprise. Gilbert shares many of the characteristics associated with a young child: he's scared of the dark and spits out the lumps from his food. He is, in fact, a scaredy cat and children will empathise with his character. True to form, Gilbert is terrified when he comes face to face with a mouse, but this meeting proves to be an eventful one for Gilbert. Perfect for reading to a class and gauging responses, this unusual tale will stimulate discussion about complication, resolution, and coda for narrative writing. C. Keane

USER LEVEL:	Early Stage 1 Stage 1
	$26.95 SCIS 1144444
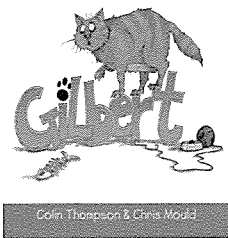
THOMPSON, Colin
The violin man
Hodder, 2003
ISBN 0733614000

When Oscar plays the violin outside the theatre, his street audience can temporarily suspend their everyday lives and soar into the freedom of dreams. This touching human tale about a man who lives in his dreams has an extended written text and complex illustrations. The book marks a change in visual style for this talented author, and very successfully uses computer generated images. It is the humanity of the story that lifts this book above the ordinary. There is plenty to work with here for older students studying the genre of picture books. S. Taylor
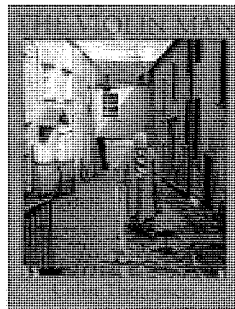
USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
     $27.95   SCIS 1148249

VROMBAUT, An
Smile, crocodile, smile
Oxford University Press, 2003
ISBN 0192725475

Dental hygiene is the theme of this bright, cheerful picture book. The message is clothed in an amusing, chirpy narrative in which a variety of animal characters engage in a range of activities familiar to all young children. Large, colourful oil pastel illustrations extend the story, and emphasise the individuality of each character. Young readers will enjoy the rhythmic, repetitive and cumulative text, especially if read aloud, and will relish the surprise ending. This entertaining book offers valuable opportunities for role play and drama, along with opportunities for exploring the effective use of colour and space, layout and design. W. Smith
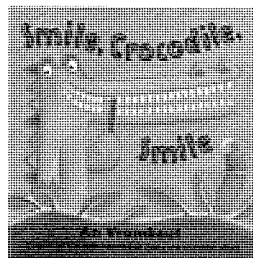
USER LEVEL: Early Stage 1 Stage 1
     Paper $15.95   SCIS 1136898

*Overseas publication: Cover illustration reproduced with permission of the publisher Oxford University Press, UK

WARD, Helen & ANDERSON, Wayne
The tin forest
Koala, 2003
ISBN 0864615493

In this well designed, attractive and distinctive picture book, Anderson's extraordinarily beautiful illustrations complement, extend and develop the gentle, lyrical, understated narrative into a complete and seamless whole. The emotional content of the story is conveyed through skilful use of line, colour and space. Themes include: the importance of literature as a stimulus and sustenance of personal vision; the power of dreams; the value of the natural world and its creatures; and the ability of an inspired individual to create beauty from the least promising materials and environment. This highly recommended book has value in an exploration of visual literacy, especially in the illustrator's realisation of the writer's words. W. Smith
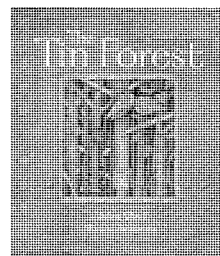
USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
     Paper $14.95   SCIS:1138021

WILD, Margaret & JAMES, Ann
Little Humpty
Little Hare Books, 2003
ISBN 1877003166

Readers would benefit from learning a few facts about Arabian camels, they are the ones with one hump, and their habitats in preparation for reading this beautifully illustrated picture book. A young camel is caught up in a world where his mother and the local vegetation are his only companions. Mum, concerned about the size of the world perceived by Little Humpty, decides to take her offspring on a journey of anticipation, based on the things they might discover together after they cross the desert. Readers will empathise with the young camel and join in the predicting game which helps to distract from the toil of the long journey. This is a happy story, with good examples of expressive verbs working well to portray the childish energy of the young camel. S. Bremner
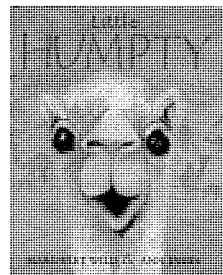
USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
     $24.95   SCIS 1140646

Fiction for younger readers

Resources are arranged alphabetically by author.

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

Aussie chomps [series]
Penguin, 2003 (Puffin)

The books' presentation of a large zigzagged bite out of the top corner, will appeal to the intended audience, those students who need encouragement to read. Although these well constructed novellas are not supported by pictures, the font size and amount of text make them accessible for a range of abilities. Tightly structured stories by proven authors, such as David Metzenthen and Ruth Starke, include an eclectic assortment of characters with unusual problems to overcome. Friendship, a sense of belonging, and achieving goals, are themes explored in these entertaining narratives. C. Keane
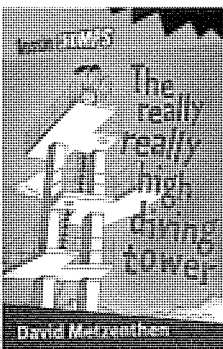
USER LEVEL: Stage 2 Stage 3
     Paper $12.95 each

Titles in this series include:

The boy who would live forever	SCIS 1124018
The really really high diving tower	SCIS 1143112
Stella by the sea	SCIS 1136805
Walter wants to be a werewolf	SCIS 1124020

CIDDOR, Anna
Wolfspell: the second book about the adventures of Oddo and Thora
Allen & Unwin, 2003
ISBN 1741140137

The mystery and intrigue that surrounds the Viking era is explored in this adventure novel. In a lightweight plot, Oddo and Thora set off on a dangerous journey, seeking help to foil the demands of the King's sheriff. Their friendship is well handled and thus will appeal to readers of both sexes. There is magic, signs and symbols, and fortune telling, enhancing the drama of the adventure. The rune alphabet is used, with a secret message embedded in the book for readers to solve, and instructions about how to read and use runes. S. Taylor

USER LEVEL: Stage 2 Stage 3
     Paper $14.95   SCIS 1126285

DONALDSON, Julia
Princess Mirror-Belle
Macmillan Children's, 2003
ISBN 0330415301

Moments of mayhem, the result of magic and misunderstanding, are at the core of these six humorous short stories. What could link chickenpox, a department store visit, a production of Snow White, a magician's birthday party performance, a visit to a funfair, and a new school? Mirrors, the gateway reality and Princess Mirror-Belle's world, could provide a stimulus for the study of physical phenomena, or serve as a model of fantasy writing. Zany black and white illustrations break up the text and the story lengths are appropriate to the target age. The reverse psychology for handling schoolyard bullies, some inappropriate responses, and the stories' word play will amuse readers. N. Chaffey

USER LEVEL: Stage 2
     Paper $12.95   SCIS 1147597

EASTON, Kelly
Canaries and criminals
Candlewick, 2003 [A Betts Pets Mystery]
ISBN 0763619280

In this humorous mystery adventure novel, Aaron Betts and his friend, Sharon Trout, manage to foil three bumbling criminals. Aaron, who has an uncanny ability to identify human acquaintances with animals, is drawn into the adventure when a turtle with a map painted on its shell is left at the door of their family pet shop. After finally solving the mystery, Aaron also learns something about his family history and his artistic heritage. Written in short, easily read chapters, this engaging book includes a number of quaint characters, like Loafer the chauffeur, who are sure to appeal to fans of this genre. J. Eade

USER LEVEL: Stage 2 Stage 3
     $24.95   SCIS 1144555

FORRESTAL, Elaine
Deep water
Puffin, 2003
ISBN 014330030X

Set in the wine growing region of Western Australia, this well written story, the first in a series, centres on a lost dog, missing in floods months earlier, and a boy's deep conviction that his beloved pet is still alive nearby. The difficulties of rural isolation are shown, and Tori's discovery of an old man's corpse is treated sympathetically, without labouring his initial shock and horror. A realistic picture of rural life, with convincing portrayals of individuals in a warm and loving family, blends with the satisfying resolution of a mystery. The virtue of personal belief, persistence and effort is emphasised, as is the importance of family support and trust. W. Smith

USER LEVEL: Stage 2 Stage 3
     Paper $14.95   SCIS 1148283

FORRESTAL, Elaine
Rainbow jackets
Fremantle Arts Centre Press, 2003
ISBN 1920731679

In these five short stories, Elaine Forrestal shows her flair for finding and expressing humour in everyday situations which would normally seem commonplace. The term, rainbow jackets, actually refers to the covers worn by bubbles as they enjoy bath time and wash the dishes and floors. I can't find any socks has a theme all young readers will be able to identify with, as will their parents. Large font, well spaced text and outline style drawings make these stories perfect for the newly confident reader. All of these tales would read well if read aloud, taking approximately five minutes each. All would also lend themselves to performance, with a storyteller reading for narration. This is a witty, amusing imaginative collection. A. Beedles
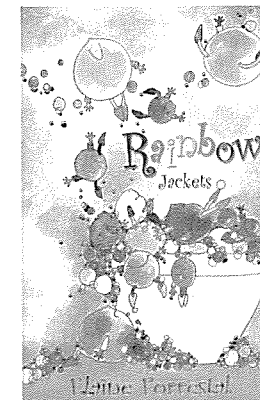
USER LEVEL: Stage 1 Stage 2
     Paper $12.95   SCIS 1147321

FREEMAN, Pamela
Hair of the skeleton
Koala, 2003 (Network mysteries 1)
ISBN 0864615531

Three intelligent youngsters, Jake, Peter, and Ruby are prepared to stop at nothing to protect the home of an elderly resident at a retirement village. Ghosts and robbers feature in this suspense story. An ancient, cross cultural narrative evolves, as the youngsters ironically use the latest technology of biosensors, remote cameras and even robots, to problem solve the mystery. This is a flowing, easily digested text, neatly divided into brief chapters and liberally sprinkled with graphics such as hand drawn maps, notes, and simple pictures. The novel concludes by leading into the sequel. S. Taylor

USER LEVEL: Stage 2 Stage 3
     Paper $14.95   SCIS 114359

HARVEY, Jacqueline
Code name Mr Right
Lothian, 2003 (Takeaways)
ISBN 0734405944

Harvey writes on an issue of concern, the aftermath of divorce and its effect on children, in an appealing story written with authentic directness and simplicity, in the manner pioneered by Judy Blume. The first person conversational style provides ready connection with the protagonist, Penelope, and humour lightens the underlying seriousness of the subject matter. Unlike her older brother, Penelope seems to be accepting of her parents' divorce and her father's new partner. She is, however, concerned about her mother's single status and sets out on a mission to find her a boyfriend. Along the way she discovers important lessons about friendship and love. The conclusion is not totally resolved, suggesting a sequel. B. Richardson

USER LEVEL: Stage 3
Paper $14.95 SCIS 1140664

HOEYE, Michael
Time stops for no mouse
Penguin, 2003
ISBN 0141315121

Hermux Tantamoq, watchmaker, has a very satisfactory life, whether working expertly on treasured timepieces, or reading *The daily squeak* at home with a wholesome meal of soup, cheese, and apple. His only worry is the bullying neighbour with an oversized ego and a redecorating fetish. A truly vibrant and teeming imagination has unleashed its energy on character and context to create a vivid world of cosmopolitan mice, rats, moles, badgers, otters and squirrels. The sudden appearance and disappearance of beautiful aviatrix, Linka Perflinger, introduces Hermux to a thrilling life, with eternal life elixirs, disguise and danger in truckloads. Readers will never look at mice in quite the same way again. W. Bowie

USER LEVEL: Stage 3
Paper $16.95 SCIS 1142689

JOHNSON, Pete
How to train your parents
Random, 2003
ISBN 0440864399

Here is a first hand account of what it feels like to be the child of ambitious and competitive parents, compensating for their own lack of academic, sporting or cultural achievement. Although Louis' parents are initially relaxed about his indifferent school results, a move to a new social environment soon sees them sucked into the competitive vortex. Driven by his own ambition to be a comedian, Louis has a unique way of coping with the situation, and his first person narrative, while fast, funny and furious, is also revealing of his and his friends' feelings and attitudes towards their parents' and schools' expectations. This book will have wide appeal. W. Smith

USER LEVEL: Stage 2 Stage 3
Paper $15.95 SCIS 1126869

KAY, Jackie
Strawgirl
Macmillan Children's, 2003
ISBN 0330480634

Eleven year old Molly is facing momentous change and it just won't do to be comfortably indecisive about it. Her father's sudden death, and her mother's immobilising grief, puts Molly's security at perilous risk. It takes time for her naturally magical and powerful alter ego to develop a character, but when Strawgirl emerges she is enchantingly wild, with the ability to fly. Great tension pervades the narrative as Molly's identities fight avaricious developers and the future her Nigerian father had built in a foreign land. Expertly controlled character development and psychological pace give a tragic edge to a childish perspective of life after death. W. Bowie

USER LEVEL: Stage 3
Paper $12.95 SCIS 1151428

KING-SMITH, Dick
Aristotle
Walker, 2003
ISBN 0744583209

An appealing cover shows Aristotle, a mischievous white kitten, testing the adage that cats have nine lives. Luck, and a hint of magic, save this curious feline from a variety of life threatening mishaps. Delightful, descriptive passages lead the reader to predict each event, and a charming illustration provides confirmation at the turn of the page. As the story develops, a bond of friendship and trust strengthens between Aristotle and his perceptive owner. Although never stated, the illustrations provide a build up of clues to the old woman's identity and a stimulus for discussion. This charming book is ideal for shared reading. C. Keane

USER LEVEL: Stage 1
$24.95 SCIS 1144538

LAWSON, Sue
Tessa
Lothian, 2003
ISBN 0734406096

Tessa Macintosh longs for a puppy but her mother gives her a black, silkie bantam rooster instead. What is Tessa to do with a silly chook? In the course of this sensitive tale a young girl learns not only to love her pet rooster but also to come to terms with a number of life concerns that have been troubling her. Through a blend of humour and sadness the writer foregrounds many issues that can trouble a growing child. Fear, being bullied, discovering one's self worth, and coming to terms with a father who has remarried, are but a few of the aspects touched upon in this story. It is a delightful book for independent readers. C. Sly

USER LEVEL: Stage 2 Stage 3
Paper $14.95 SCIS 1147210
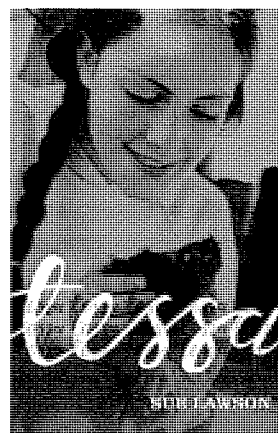
PAUSACKER, Jenny
The perfect princess
Lothian, 2003 [The Quentaris chronicles]
ISBN 0734405863

Abandoned as a baby, Tab scrapes by as a member of the Dung Brigade, briefly escaping the drudgery of work with the stories and characters of the local playhouse. Her life takes an adventurous turn when she meets Azt, a mysterious stranger, and helps him to investigate the fate of the child of the Perfect Princess. Set in Quentaris, a world that closely resembles medieval Europe, it is the view of events from the insightful perspective of Tab, and the twisting and turning plot, that hold our interest. This adventure story is suitable for exploration of how fantasy worlds are constructed, and how authors bring plot twists to a resolution. E. Vale

USER LEVEL: Stage 3
Paper $14.95 SCIS 1129596

PIKE, Louise
Harriet Huxtable and the trouble with teachers
Scholastic, 2003
ISBN 1862915164

When Harriet and her best friend, Sophie, learn that their favourite teacher, Mr Penny, might be moving away to teach in the city, they decide to prevent this at all costs. Not only is he the best teacher ever, but the relief teacher, Mr Rugless, is just awful. A hilarious series of events occur when they embark on a quest to find Mr Penny a wife so that he will have to stay. Apart from the comical aspects of this novel, an awareness of disabilities is also fostered as Sophie is wheelchair bound, and at one point has to enter hospital to deal with the problem of bed sores. Young independent readers should enjoy this amusing book. J. Eade
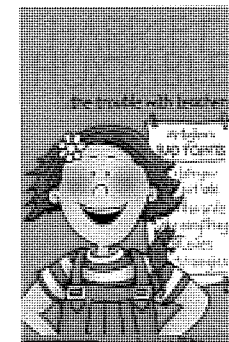
USER LEVEL: Stage 2 Stage 3
Paper $12.95 SCIS 1126777

PILLING, Ann
The catnappers
HarperCollins, 2003
ISBN 0007137265

Change is at the heart of this touching story. Friendship and loneliness in their many guises are explored as elderly friends prepare for Christmas, while coming to terms with their changing community and the loss of their pet. The characters lend themselves to activities identifying their individual physical and personality traits, or noting the implications of the differences between how they behave and what they are really feeling at the time. The role of children and pets in people's lives, and the function, wording, and formatting of lost and found notices could also be explored. The story could also be a catalyst for researching saints. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper $13.95 SCIS 1142459

PLACE, Nick
The kazillion wish
Allen & Unwin, 2003
ISBN 1741141745

Word games, weird worlds, and wacky characters feature in this chatty narrative. Two children, in a post divorce situation, set out on a quest to rescue their devastated father. The story is very visual, having all the hallmarks of a cartoon fantasy, and resonating of computer games. There is a contemporary and Australian flavour to the references and asides made during the course of the narrative, mainly about books, movies and cartoons. The novel could be used with class work on memory, a variety of word play activities, and for stimulating thoughtful discussion about heroes and the nature of heroism. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper $13.95 SCIS 1152126

RAYNER, Shoo
Little horrors [series]
Orchard, 2003

Newly confident readers often ask to borrow books about ghosts and monsters but are discouraged by the lack of resources at their level. This series caters for that need with bite sized reads featuring just enough horror to appeal without being frightening. Creepy local legends set the scene for each story and readers will empathise with the fun loving siblings, Sam and Kim, who are staying with relatives. Imbuing everyday occurrences with a hint of mystery and horror, these well constructed narratives, are appropriately supported by black line illustrations. Each delightfully unpredictable story includes a series of complications and resolutions that will encourage thoughtful reading. A concluding twist will have readers asking for more. C. Keane

USER LEVEL: Stage 1
Paper $12.95 each

Titles in this series include:
The bone man SCIS 1147460
The snow man SCIS 1147457

SIMONS, Moya
Remember me?
Scholastic, 2003
ISBN 1862915261

Irregular diary entries are the format of this therapeutic and engaging narrative. The blissful togetherness of a mother and daughter is changed by the entry of a stepfather into the household, and the return of a long absent father into their lives. Along with the trials and tribulations of beginning adolescence, issues regarding the effects of big business on small business, and the value of both old and new relationships are examined with emerging self awareness and maturity. While underscoring the value of friends and writing in times of trouble, the story provides insights into issues relating to changing self, families, and communities. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper $14.95 SCIS 1133968

WINTON, Tim
The Bugalugs bum thief
Penguin, 2003 (Aussie bites)
ISBN 0143300849

A popular book since 1991, this bizarre bedtime tale by Winton is brought to new audiences via the ever reliable *Aussie bites* series. Newly illustrated by Stephen Michael King, this is the story of Skeeta Anderson who, like everyone in his town, awakens to discover that his bottom has gone missing. Have the bums been stolen or is there another explanation? Skeeta considers numerous advantages and disadvantages of not having a bottom to call his own. He is methodical in his investigation of the mystery. Bottom jokes are plentiful, of course, and there are several twists at the end that will keep readers and listeners engrossed. I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3
Paper $10.95   SCIS 1133967

Fiction for older readers
Resources are arranged alphabetically by author.

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

BASE, Graeme
Truck dogs: a novel in four bites
Penguin, 2003
ISBN 0670893331

The town of Hubcap is inhabited by intriguing creatures which are a cross between various breeds of dogs and vehicles. The town is a battleground between the mongrel pack and the RottWheeler gang. Adept language use and the extended metaphor of dogs with human personalities creates a humorous and engaging story which relies on short sentences and fast paced action to describe the battle. Written text is supported by full page colour illustrations with clever profiles of the main characters laid out as colloquial fact sheets. The novel lends itself to reading aloud as the expressive dialogue cleverly depicts different personalities. Mature readers will enjoy the experimentation with form and style in this wonderfully original tale, and there is plenty for teachers to explore in classwork. E. Derouet

USER LEVEL: Stage 3 Stage 4 Stage 5
$24.95   SCIS 1150731

BOOTH, Martin
Doctor Illuminatus
Penguin, 2003 (Puffin)
ISBN 0141310375

The willing suspension of disbelief is essential to enjoyment of this novel of magic, time travel, evil and sorcery. In an apparently idyllic rural English landscape, an old manor house is the setting of a centuries old struggle between good and evil, in which twins Tim and Phillipa unite with boy alchemist Sebastian to defeat the repulsive de Loudéac. Blending fifteenth century alchemy with twenty first century technology adds contemporary relevance, and invites reader consideration as to how concepts of, and attitudes to, science and scientists, have changed over time. Readers of fantasy will relish this tale, but its appeal for others may be limited by its subject matter and treatment. W. Smith

USER LEVEL: Stage 3 Stage 4
Paper $14.95   SCIS 1139238

BOWLES, Colin
Nights in the sun
Penguin, 2003
ISBN 0140265554

Sensitivity and teacher awareness in addressing underlying issues is required for this story of coming of age in Broome, 1926. The narrative describes the involvement of the protagonist in a feud between two Manilamen and a group of Japanese divers, building to a shooting climax. Parallel plots trace the infatuation of the protagonist with the policeman's daughter and his relationship with his father, the owner of the local picture theatre. This occasionally humorous novel is evocative of the period through its descriptions of the town, its people, and photographs of the real movie theatre. By treating the local Aboriginal population as an anonymous group, the Binghis, and using contemporary terminology such as Japs and Manilamen, the author successfully reflects the Eurocentrism of the time. B. Corr

USER LEVEL: Stage 5 Stage 6
Paper $17.95   SCIS 1144455

CARROLL, Jane
Thambaroo
Scholastic, 2003
ISBN 1862915423

Carroll's experience of life in the bush gives power and insight to this story of a boy's battles to overcome his family's stigma. Mitch is the son of a violent and alcoholic shearer whose brushes with the law cause the family to move from town to town in the vain hope of a new start. Mitch avoids making friends because he knows that before long he will have to move on. In Warrembool, he makes a friend, gets into trouble, then through hard work he makes up for what he has done, coming to know himself as a person. His actions cause his father to change for the better. This readable book competently tackles some difficult issues of social isolation. A. Soutter

USER LEVEL: Stage 3 Stage 4
Paper $16.95   SCIS 1144458

CASSIDY, Anne
Blood money
Hodder Children's, 2003
ISBN 0340855975

Characters are forced to examine their personal values and relationships on a journey of self discovery in this crime thriller. Three teenagers find and keep a bag of money, then face the implications of their action. Well written in first person, the novel allows readers to identify with the central figures, and offers a range of discussion points. Themes explore the relationship between loyalty and survival, friendship and truth, and wealth and happiness. The climatic conclusion will ensure classroom discussion about cause and effect. Well suited to a range of classroom possibilities, with teacher direction, the novel could be utilised in a variety of ways. B. Kervin

USER LEVEL: Stage 5 Stage 6
Paper $16.95   SCIS 1137243

COLEMAN, Michael
Going straight
Orchard, 2003 (Orchard black apple)
ISBN 1843622998

The opening words, 'Luke was a thief', set the tone of this straightforward narration. Luke is a fifteen year old persistent offender who changes when, as a community service alternative to custody, he has to guide a blind girl in the London marathon. Students will be fascinated by the details of Luke's guide runner training, and will perhaps understand the message that people with disabilities need to be included. But this is not simply a feel good book, nor a didactic text, and readers will find the novel hard to put down. There is family conflict, and tension as Luke's former friends try to force him back to crime. The resolution is logical, and ultimately satisfying for the reader. A. Soutter

USER LEVEL: Stage 4 Stage 5
Paper $13.95   SCIS 1143062

GANTOS, Jack
What would Joey do?
Random, 2003
ISBN 0440865212

In the third book in a series, Joey Pigza lives with his mum and his grandma, while his crazy parents fight constantly. Joey decides to help people instead of raging against the difficult relationships in his life, in this tender and witty story of some very eccentric people. Written in the first person, Joey takes us on a rollercoaster journey as he tries to make sense of his world. This well written novel reveals the tragedies of broken relationships, with a dominant theme of Joey's struggle to get on with his life, while making choices for himself. F. Campbell

USER LEVEL: Stage 4
Paper $14.95   SCIS 1145538

GARDNER, Scot
Burning Eddy
Pan Macmillan Australia, 2003
ISBN 0330364014

Fifteen year old Dan is not the most popular boy in Bellan. He is the brunt of harassment from his peers and he endures a great deal of suffering. Thankfully, he finds a semblance of normality when he meets Eddy, an eccentric eighty six year old Dutch woman. The two forge an unlikely friendship which releases Dan from cruelty and his fragmented family life. Unfortunately, the plot is slow moving in places, and some events seem to happen for no apparent reason. In addition, seemingly complex situations are resolved in a superficial manner. Because of these narrative problems, the novel may not appeal to all readers. H. Gardiner

USER LEVEL: Stage 5
Paper $14.95   SCIS 1121266

GARDNER, Scot
The other Madonna
Pan Macmillan, 2003
ISBN 0330364391

Seventeen year old Madonna's first person narrative moves steadily through adolescent themes of family dysfunction, boyfriends, work issues, and a variety of sexual issues including same sex relationships and sexual harassment. Each issue is satisfyingly resolved, although Madonna's apparent ability to faith heal is left dangling in the plot. As she moves between her gritty working class home life, taking care of her depressed father, and the slick urban culture of contemporary Melbourne, Madonna cannot shake the inherent sadness that often overwhelms her, pervading the novel itself. Although well written, with some humour and a positive ending, the text's mood is generally sombre. Teachers' notes, not reviewed, can be found on the author's web site. C. Thomas

USER LEVEL: Stage 6
Paper $14.95   SCIS 1143816

GLEITZMAN, Morris
Toad away
Penguin, 2003
ISBN 0143300474

Third in the series based on Limpy the cane toad, and his friends and family, *Toad away* extends Gleitzman's inimitable style. There is much swamp slime stinkweed, and poisoned pus, many bog leeches, slugs and dung beetles as well as urinating on pizzas in supermarkets. Limpy is clinging to a vision of a world where cane toads and humans can peacefully coexist. Unfortunately, his efforts to extend the olive branch are very much misunderstood by humans. Following Limpy and his friends through the Amazon, in the hope that they will succeed, will engage readers to the final page. This well written and fast paced novel is sure to please Gleitzman fans. A. Beedles

USER LEVEL: Stage 3 Stage 4
Paper $14.95   SCIS 1152288

GROSSMAN, David
Someone to run with
Bloomsbury, 2003
ISBN 0747562075

Two young lives intersect by chance when Assaf, a sixteen year old boy, spends his summer working in the Jerusalem City Hall. Given the task of locating the owner of a stray dog, he undertakes an unexpectedly perilous journey. The dog's owner, Tamer,

has infiltrated the Jerusalem underworld in order to rescue her heroin addicted brother. How Assaf and Tamer meet, and what happens to them, is the source of the narrative's great suspense. The novel alternates between the personal journeys of Assaf and Tamer until they merge in a compelling final section. Themes such as the impact of the drug problem on families, loyalty, and friendship are cogently explored. A. Anderson

USER LEVEL: Stage 6
                Paper $29.95   SCIS 1137772

HADDON, Mark
The curious incident of the dog in the night-time
Fickling, 2003
ISBN 0385605870

Christopher Bone is fifteen, mathematically gifted, keen on murder mystery novels and suffering from Asperger's syndrome. He lacks the ability to read people's emotions, and, because this story is told through his eyes, we share his sense of bewilderment about human behaviour. The novel is initially about Christopher's search for the killer of his neighbour's dog, but, as he explores this mystery, revelations about his parents' broken marriage occur and he finds himself on a perilous journey of discovery. This remarkable novel, nominated for the 2003 Booker prize, will have a profound effect on readers. However, teachers should be aware of the use of some obscene language, and should carefully consider their use of the novel with Stage 5 students. D. McPherson

USER LEVEL: Stage 5 Stage 6
                Paper $29.95   SCIS 1160839

JEANS, Peter D
Stoker's Bay
University of Western Australia Press, 2003 (Cygnet Young Fiction)
ISBN 1876268972

Angus, protagonist of this novel's prequel, *Bodger*, begins high school in North Bay far from home and family. Initial loneliness and homesickness are soon left behind as he establishes a close friendship with Kes. This well crafted narrative focuses on Angus's leaving year and his romantic involvement with Kate. It unfolds with action and excitement aplenty, building to a dramatic, violent climax with an attempted rape and death that tests goodness, loyalty and strength. The denouement is sad, but believable. Careful attention to details of domesticity, activities and entertainment, and thoughtfully drawn cameos of characters who reflect many of the attitudes and values of the time, ensure faithful reconstruction of the 1950s setting. B. Richardson

USER LEVEL: Stage 6
                Paper $16.95   SCIS 1148265

LASSITER, Rhiannon
Waking dream
Macmillan Children's, 2003
ISBN 033039701X

The trauma of her father's death is far from over, yet Bethany is forced to spend the summer holidays with the person she loathes most, her popular cousin, Poppy. The teenagers share little in

common but they are thrown together upon the unexpected arrival of their enigmatic cousin, Rivaluan. Told from the perspectives of the three teenagers, a complicated and ominous world of dreams, deceit, and danger is unfurled in this multifaceted novel. Ideal for exploring numerous language structures including point of view and flashback, attention could also be drawn to the use of appropriation. English teachers searching for a challenging class set should investigate this complex novel. H. Gardiner

USER LEVEL: Stage 4
                Paper $12.95   SCIS 1150807

LEADER, Alice
Power and stone
Penguin, 2003 (Puffin)
ISBN 014131527X

The Roman occupation of England is interwoven with the history of earlier Celtic inhabitants in this novel. Leader explores the clash of cultures along the new Hadrian's Wall, with interesting pictures of Roman and Celtic life, showing the effects of the invasion on both cultures. Her youthful protagonists must balance their desires for friendship and love against the demands of an older generation with fixed ideas about Roman nobility and duty. The Celts are similarly caught between acceptance of the new power structure and the desire to rebel. With narrative elements including magic and quest, danger and adventure, adult anxiety and adolescent desire, the novel has something for most readers. Its ambitious scope may detract from our interest in the characters. H. Cobban

USER LEVEL: Stage 4 Stage 5
                Paper $16.95   SCIS 1143005

LINGARD, Joan
Tell the moon to come out
Penguin, 2003 (Puffin)
ISBN 0141316896

At the end of the Spanish Civil War, in 1939, Nickolás Torres travels from Scotland to Spain in search of his father who returned to his homeland to fight for the Republican cause. Assisted by a network of underground sympathisers, Nick makes a difficult and dangerous trek across the country hoping to find his father alive. A moving piece of historical fiction, this tale is riveting. Terror and calmness, anxiety and peace, aggression and friendship are deftly balanced in a story that offers readers an appreciation of a different cultural, historical and political context. It is well worth considering as a choice for teaching and learning in relation to the new *English 7-10 syllabus*. C. Sly

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
                Paper $14.95   SCIS 1147804

MacLEOD, Doug
Tumble turn
Penguin, 2003 (Puffin Books)
ISBN 0143300636

At thirteen years, Dominic suffers from a supposedly low IQ, poor body image, and uncertainty about his sexual identity. In addition, a

problematic friendship, disquieting family relationships and an emerging interest in Buddhism, are concerns Dominic shares with his uncle via email. If this sounds rather serious and dreary, it's not. Uncle Peri, although disowned by the family, proves to be an ideal confidante: empathic, but with common sense and an appreciation of what it is to be an adolescent. The email dialogue between the two makes for fast, funny and thought provoking reading. Those looking for an enjoyable, light hearted read that explores some of the deeper issues of self identity and growing up, will appreciate this novel. B. Richardson

USER LEVEL: Stage 4
                Paper $16.95   SCIS 1148282

MacPHAIL Catherine
Another me
Bloomsbury, 2003
ISBN 0747564604

In this skilfully crafted supernatural thriller set in contemporary Britain, Fay Delussey is given the role of Lady Macbeth in the school play, and thus incurs the wrath of Monica, the most popular girl in the school. When strange things start to happen, each incident involves another version of Fay, suggesting a folkloric wraith that heralds doom. Fay, with the help of her childhood friend Donald, must unravel the mystery of her other self before she is replaced permanently. Themes and issues include jealousy, friendship, school, growing up, and the personal journey. F. Crum

USER LEVEL: Stage 5 Stage 6
                Paper $15.95   SCIS 1148730

MacPHAIL, Catherine
Wheels
Penguin, 2003
ISBN 0141314729

James, confined to a wheelchair after a car accident in which his father is killed, believes he has seen the supposedly dead driver who caused the crash. In this fast moving and exciting novel, he sets out to discover the truth. Angry at being treated differently and unable to relate to others because of his injuries, he is befriended by Kirsty, whose friendship and ability to get on with life help James come to terms with his predicament. This readable book lends itself to the exploration of many issues relating to disabilities, as well as the difference between right and wrong. Students will relate to the novel's language and the male hero has definite appeal. M. Busch

USER LEVEL: Stage 3 Stage 4
                Paper$ 14.95   SCIS 1131207

McCLINTOCK, Norah
Hit and run
Scholastic Canada, 2003
ISBN 0439974186

When Mike's mother Nancy is killed in a hit and run, his uncle steps in to care for him as Mike begins high school. Mike's first person narrative allows the reader room to think, as Mike analyses the events in his new life without indulging in adolescent intro-

spection. The novel flows smoothly, with a range of skillfully developed characters who reveal the mystery of Nancy's death in a series of climatic twists. Mike is a likeable character, and his psyche is cleverly explored through the five deaths of the novel, a petty theft, his peer relationships, being fired from his job, and his lack of family support. This intelligent and enjoyable read will have wide appeal as a class or library text. C. Thomas
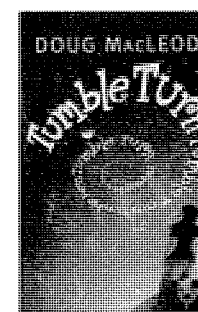
USER LEVEL: Stage 4 Stage 5
                Paper $9.95   SCIS 1134621

McHUGH, Siobhan
Snowy: the diary of Eva Fischer, Cabramurra, 1958-1959
Scholastic, 2003 (My story)
ISBN 1865045632

Eva Fischer tells of her new relationships and adventures when she moves to Cabramurra, where her German father works as a surveyor on the Snowy Mountains Scheme. Written in diary form over two years, this fictional narrative, based on real events and characters, provides an insight into how a mix of nationalities fought, played, and worked alongside each other building the hydro electric scheme. The story highlights attitudes within an isolated Australian community in the post war period, and may be useful as background reading for history students. F. Campbell

USER LEVEL: Stage 4 Stage 5
                Paper $16.95   SCIS 1150463

McROBBIE, David
Strandee
Angus & Robertson, 2003
ISBN 0207199647

In this swiftly moving sequel to *Mum, me, the 19thC*, sixteen year old blacksmith Steven Plumtree has returned with Cara Gillespie and her mother to the 21st century. Now it is he who must cope with being out of his time and keeping his identity and origins secret. Fortunately, rescue is on its way, as the time 'strandee' is already exhibiting signs of the rapid ageing disease that besets future time travellers. Two separate, but interlinked narratives, imaginative and unexpected twists and turns of plot, amusing incidents, adventure, and a dash of romance, maintain interest and will keep readers turning the pages to the story's exciting and satisfying ending. This novel is bound to be popular with young teens. B. Richardson

USER LEVEL: Stage 4
                Paper $14.95   SCIS 1141675

MILLARD, Glenda
The naming of Tishkin Silk
ABC, 2003
ISBN 0733313140

This beautifully written novel is not just about a sensitive boy starting a new school. Sharing the sadness of the main character, Griffin, the reader feels a sense of loss, but is not sure why until discovering that Griffin's baby sister is a victim of cot death. Compelling the reader to travel on this sad and special journey with Griffin, the narrative also explores how the other family members interact and cope with this tragedy. The author creates a

magical feel around this unusual family and handles an extremely difficult topic with sensitivity and respect. F. Kyle

USER LEVEL:	Stage 3 Stage 4	
	Paper $11.95	SCIS 1148274

MORIARTY, Jaclyn
Finding Cassie crazy
Pan MacMillan, 2003
ISBN 0330364383
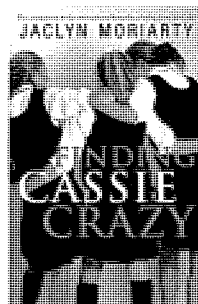
Lydia and Emily build interesting relationships with their enforced male pen pals, but their friend Cassie's correspondent proves crass, callous and cruel. Despite threats and rudeness, Cassie foolishly tells no one and persists in her letter writing, believing it to be a form of therapy for her enduring grief over her father's death. Three separate story strands are developed through the students' correspondence, then they are cleverly melded as the teens unite to avenge Cassie. Authentic voices reveal much about their personalities, idiosyncrasies and some of their dreams and aspirations. The story explores serious issues of growing up, identity, grief and loss, cruelty and snobbery, but the approach is never heavy handed and the result is a hugely entertaining read. B. Richardson

USER LEVEL:	Stage 4 Stage 5	
	Paper $16.95	SCIS 1150852

MURRAY, Martine
How to make a bird
Allen & Unwin, 2003
ISBN 1741141095

Mannie undertakes a journey from her home in rural Victoria to Melbourne which also takes the reader on a journey through the turbulent mind of a grief stricken teenager who is searching for answers. Told in the style of the road novel, this filmic construction is a series of incomplete flashbacks interwoven with the journey, withholding key information until the last possible moment. Despite clear writing, wonderful characterisations, and interesting scenes, the novel is difficult to read in parts and emotionally challenging due to its reflective nature. Dealing with grief and personal journeys, the novel could be a supplementary text for the English Stage 6 Area of Study: *The journey*. F. Crum

USER LEVEL:	Stage 6	
	Paper $16.95	SCIS 1140658

OATES, Joyce Carol
Big Mouth & Ugly Girl
CollinsFlamingo, 2003
ISBN 000714573X

In an American high school, the characters of the novel's title meet when Matt, an extrovert joker, is falsely accused of plotting to blow up the school, and then deserted by his friendship group. Ursula, an artistic and sporty academic loner, knows the truth and supports him. The narrative is character driven, and the two form an unlikely but strong friendship, with justice being served after several complications. Ursula tells her story in first person and Matt's point of view is revealed in third person. The two use email to communicate, as latent sexuality

issues, family, friendship, and adolescent problems evolve. Each development is handled with aplomb and then satisfyingly resolved in this well written and interesting novel. C. Thomas

USER LEVEL:	Stage 5 Stage 6	
	Paper $14.95	SCIS 1138782

PANCKRIDGE, Michael
The Legends series [series]
Black Dog, 2003

Colloquial narration, large print and suspenseful but accessible plot make these high interest books appealing to students looking for a fast paced read. Based on the idea of a legend of sport competition, each brief novel deals with events on and off the field for a particular sport. The main characters are constantly up against the unsporting, and at times dangerous, behaviour of the highly competitive Travis Fisk. The books include match scores and sporting diagrams, lending an air of authenticity and providing additional teaching and learning opportunities. This highly entertaining series could be a valuable supplement to a study of sport and leisure, competition and sporting values, or a unit on school life. E. Vale

USER LEVEL:	Stage 3 Stage 4	
	Paper $12.95 each	

Titles in this series include:

Against the spin	SCIS 1124188
Chasing the break	SCIS 1124187
Clearing the pack	SCIS 1124243
Down the line	SCIS 1124190
On the buzzer	SCIS 1132775
Over the wall	SCIS 1132807

PATERSON, Katherine
The same stuff as stars
Oxford University Press, 2003
ISBN 0192753118
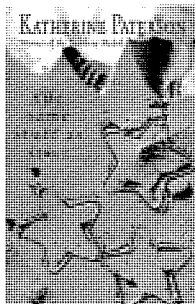
Although Angel Morgan is not yet twelve years old, she has to shoulder adult responsibilities. Her father is in prison and her irresponsible, wayward mother abandons Angel and her little brother, Bernie, leaving them with their cantankerous great grandmother. Saved from despondency by the magical star man who teaches her to appreciate the starry heavens, Angel operates with optimism in the face of adversity. A sensitive tale of the difficulties of growing up in a dysfunctional family, this book conveys the innocent optimism of children and the power of friendship. It is a finely crafted tale that is at times achingly sad, while still managing to maintain rays of hope. C. Sly

USER LEVEL:	Stage 3 Stage 4	
	Paper $12.95	SCIS 1147284

*Overseas publication: Cover illustration reproduced with permission of the publisher Oxford University Press, UK

PETERS, Julie Anne
Define "normal": a novel
Little Brown, 2003
ISBN 0316734896

Two strong female protagonists feature in this engaging novel. Antonia, an A grade student and overachiever, is assigned to

counsel Jasmine as part of a peer tutoring program. Jasmine, a rebel, is the antithesis of Antonia in every way, so initial sessions result in hostility between the two. Gradually, however, each girl discovers that the other is not the person they first imagined them to be, and a close friendship unexpectedly develops. The themes of friendship, family relationships, and the need to resist judging people according to appearances, are sensitively explored. Questions at the end of the text may prove useful for teachers. A. Anderson

USER LEVEL:	Stage 4	
	Paper $14.95	SCIS 1131640

ROWLING, J. K.
Harry Potter and the order of the phoenix
Bloomsbury, 2003
ISBN 0747551006
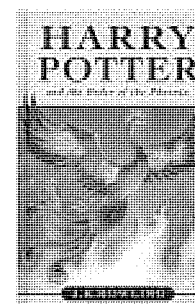
A bitter, angry, and frustrated fifteen year old Harry Potter features in this latest novel. Delving deeper into Harry's story, the reasons for his special gifts are explained, as is Voldemort's relentless opposition. Much of the action takes place away from the familiar Hogwarts surroundings, as a secret order of magicians prepares for a battle that has been building since the first novel. The Weasley twins provide some light hearted relief in an otherwise dark novel in which friendships and loyalties are questioned. New characters provide surprises as a maturing Harry faces confusion, ridicule, persecution, and death. Younger fans will have trouble finishing this lengthy novel but many will persevere, eager for the next instalment. C. Keane

USER LEVEL:	Stage 3 Stage 4	
	$45.00	SCIS 1136731

STEWART, Paul & RIDDELL, Chris
Muddle earth
Macmillan Children's Books, 2004
ISBN 0330426281
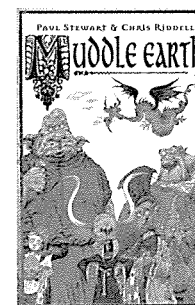
Readers will instantly be attracted to this tongue in cheek romp through a fantasy world of slightly flawed characters. Using a traditional plot of good versus evil, its value is in the collection of eccentric individuals and situations, and its satirical style. The language is light hearted in delivery, incorporating puns and humour. There is much to encourage all levels of reading ability, and the range of language techniques is suitable for a variety of classroom exercises. The novel is well supported with illustrations that could be used as visual tools for extension work. It is a worthwhile alternative to the more serious examples of this genre. B. Kervin

USER LEVEL:	Stage 4 Stage 5 Stage 6	
	Paper $14.95	SCIS 1154063

Information, poetry and drama

Resources are in Dewey order.

WHITEHOUSE, Patricia
Animal world [series]
Raintree, 2003

The integration of literacy and numeracy is achieved in these very colourful resources. *Animal maths* is particularly valuable as it touches on many of the strands in the syllabus, allowing the classroom teacher to involve students in substantive conversation on the concepts being covered. This book provides examples of number patterns, groupings, position, addition and subtraction using animals. All texts have large print, clear and colourful photographs on each page, and a question and answer format which is pleasant to use. Students will relate well to the books, and they will be enthralled by the variety of animals. The series would be suitable for classroom discussion, and for independent reading. L. Wilson

USER LEVEL:	Early Stage 1
KLA:	Mathematics
SYLLABUS:	Mathematics K-6
	$22.00 each

Titles in this series are:

Animal pairs	SCIS 1142533
Animal sizes	SCIS 1142535
Animal patterns	SCIS 1142539
Animal maths	SCIS 1142540

Eyewitness guides [series]
Dorling Kindersley, 2003

Containing large amounts of factual detail about the three faiths, *Christianity, Islam* and *Judaism*, these books are solid beginner's guides. Featuring extensive images and colour photographs of primary source material, they are a good series to have at hand in the school library, and would be useful for a study of *HSIE K-6 syllabus* units: *Study of a cultural group* and *Identity and values*. Providing easy references for the faith, culture and history that have shaped key beliefs and the expression of these beliefs in the modern world, these resources would also help to achieve the outcomes for Topic 2: *Societies and civilisations of the past* and for the Topic 3: *Thematic studies* elective in the *History Years 7-10 syllabus*. C. Dorbis

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	History 7-10; HSIE K-6
	$24.00 each

Titles in this series include:

Christianity	SCIS 1119624
Islam	SCIS 1106024
Judaism	SCIS 1131325

MAGLOFF, Lisa

Curriculum visions [series]

Atlantic Europe Publishing, 2003

Providing an insight into the important roles of churches as community centres, this series examines the physical structure and purpose of the church being showcased. External and internal features are reviewed and different activities, such as **Praying, Learning and celebrating**, that take place within the church, are highlighted. Art, other treasures and churches around the world are also discussed. A word list and index facilitate understanding of the information, and colour photographs and diagrams enhance the text. The language, format and style are suitable for primary students studying *People and their beliefs*. A. Frost

USER LEVER:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
	$29.70 each

Titles in this series include:

| **Church** | SCIS 1146138 |
| **Mosque** | SCIS 1146141 |

TEECE, Geoff

Religion in focus [series]

Watts, 2003

Major religions in Australia are introduced to students in this appealingly presented series which explores questions of beliefs, traditions, and deities common to each of the religions. It also provides a more detailed and informative study of each of the religions, using maps to illustrate world distribution of the religion, photographs to support and illustrate the concepts explored in the text, and quotations from religious writings. Key questions and answers, and a glossary of terms provide a ready reference for students comparing aspects of the religions. Suitable for supporting the *Cultures* strand of the *HSIE K-6 syllabus*, the text is accessible for students to use in research and to form a foundation for future study in the area. L. Singleton

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
	$36.00 each

Titles in this series include:

| **Buddhism** | SCIS 1146380 |
| **Christianity** | SCIS 1146377 |

TAMES, Richard

Ideas of the modern world [series]

Hodder Children's, 2003

Contributing towards a better understanding of significant and complex matters in the modern world, this objectively written series examines the origins, nature, and prospects of each subject. The series is well organised, supported by photographs and quotations, timelines, and adequate glossaries. However, in trying to concisely cover a range of examples in complex language, the texts are sometimes reduced to mere smatterings of information. *Nationalism* demonstrates how historically complex this issue is. In *Fundamentalism* the scope is smaller, and the writer treads adroitly through this controversial area. The focus here is mainly on American Christian and Islamic fundamentalism, although Hindu,

Jewish, and other forms are considered. The contexts of political cause and effect are dealt with effectively in both texts. G. Spindler

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	History 7-10; Modern History Stage 6; Studies of Religion Stage 6
	$39.95 each

Titles in this series include:

| **Nationalism** | SCIS 1147434 |
| **Fundamentalism** | SCIS 1147340 |

HORNE, Donald

10 steps to a more tolerant Australia

Penguin, 2003

ISBN 0143001825   [305.0994]

In his latest work, Horne examines the prevalence of xenophobia in Australia, a social illness he likens to 'a kind of herpes of the human spirit'. Horne sustains the metaphor throughout the book. In the first section, **Diagnosis**, he defines xenophobia and discusses examples within Australian history. In the second section, **Treatment**, Horne proposes ten strategies for creating a more tolerant Australia. Finally, in **Prognosis**, he examines the potential for creating a society in which tolerance and diversity are celebrated. Extremely well written, the text serves as a powerful advocate for social justice in contemporary Australia. A. Anderson

| USER LEVEL: | Stage 6 Community |
| | Paper $19.95   SCIS 1147174 |

PURCELL, Leah

Black chicks talking

Hodder Headline, 2002

ISBN 0733610706   [305.48]

Purcell's book touches on her own story as she discovers similar themes about coming to terms with Aboriginality in the lives of the nine famous Aboriginal women she interviews. All have unique stories, which culminate in the final chapter when the women meet for dinner and the conversation is recorded. Colour reproductions of the portraits painted by Robert Hannaford show a unique insight into how each woman wants to be portrayed. Combining traditional images with contemporary symbols such as *Barbie dolls*, a painting by Aboriginal artist, Bianca Beetson, is a wonderful portrayal of the ten women's lives. This resource could be useful as a model for genre writing. L. Pratt

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7-10; Aboriginal Studies Stage 6
	Paper $29.95 SCIS 1100338

Teenage health freak [series]

Oxford University Press, 2003

Very down to earth information is presented here in a question and answer forum. A 'Dear doctor' format presents common questions, and deals with the misconceptions and concerns young people have about their bodies and health issues, through the personal voice of a medical authority. The language is relaxed and contemporary, and will appeal to teenagers attempting to come to terms with complex and

often embarrassing areas of their lives. Drawings, both humorous and informative, illustrate the questions, and though the texts lack colour and attention grabbing visual appeal, they are thoroughly recommended as a factual and stimulating resource. R. Cox

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	PDHPE
SYLLABUS:	PDHPE 7-10
	Paper $12.95 each

Titles in this series include:

| **Sex: the truth** | SCIS 1150777 |
| **Drugs: the truth** | SCIS 1150774 |

You've got the job: legal rights and responsibilities of employees and employers [videorecording]

Video Education Australasia, 2003 (20 min.)

ISBN none   [331.3]

A lively young presenter wanders through several scenarios in different workplaces and with different characters. With a script and actors whose styles range from painfully stilted to interesting, the presenter explains many of the dilemmas faced by new employees. The dramatisations are summarised in point form at the end of each section, providing student note essentials. The accompanying teacher notes suggest a first showing without note taking, and, given the large amount of information, this approach would be efficient. While content, such as award information, may change, the modelling of employee behaviour has timeless appeal. E. Kesby

USER LEVEL:	Stage 5 Stage 6
KLA:	VOC ED
SYLLABUS:	CEC Work Studies Stage 6; Work Education Stage 5
	$99.95 SCIS 1126517

ARMSTRONG, Kate

All this talk about careers

Allen & Unwin, 2003

ISBN 1865088722   [331.7]

Fifty stories of inspiring individuals show the human elements of career planning, and illustrate the changes that can happen on that journey, in this engaging text. Applicable to Careers, and the Area of Study: *The journey* in Stage 6 English, the mysterious truths about career decision making are revealed here in a readable, informative, and interesting style. Each story, written in third person, ends with a statement of heartfelt advice. As a guide for those who have some idea, or perhaps no idea regarding what they would like to do, careers advisers can confidently commend the book to students, reassured by these stories of the career journey. E. Kesby

USER LEVEL:	Stage 6 Professional
KLA:	English; VOC ED
SYLLABUS:	CEC Work Studies Stage 6; English Stage 6; Work and the Community Life Skills Course Stage 6
	Paper $17.95 SCIS 1141567

A million acres a year [videorecording]

Australian Film Finance Corporation, 2002 (60 min.)

ISBN none   [333.7609941]

Documenting the environmental devastation caused when the Western Australian government released large tracts of land to

agriculture in the 1950s, this film shows how fifty years of agriculture undid three billion years of evolution. The forced clearing of land for pasture created widespread environmental degradation and habitat destruction, which, in turn, led to problems of drought, salinity, erosion and loss of biodiversity on a large scale. Archival film and striking footage paint a graphic picture of environmental destruction, whilst moving testimonials and personal interviews document the current push led by farmers to restore biological and ecological diversity. The program contains a press kit and detailed **Study guide** with suggested activities. Its Australian focus and contemporary nature make this documentary an ideal resource. A. Fisher

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Geography Stage 6
	$77.00 SCIS 1123862

LINDSAY, Patrick

The spirit of the digger: then & now

Pan Macmillan, 2003

ISBN 0732911818   [355.3]

From Gallipoli to East Timor, and with brief reference to Afghanistan and the Gulf, Lindsay examines the nature and experiences of the Australian soldier, often from personal viewpoints. Through properly sourced interviews, diaries, accounts, and other documentation, he supports Charles Bean's much perpetuated image of the resourceful, irreverent, and highly effective warrior. Lindsay depicts the spirit of mateship and those qualities which seemed to help people bear the enormous challenges of war. He thus contributes to studies of Australians at war and in the prisoner of war camps, and the Australian identity. Inspirational and admirable as these stories certainly are, teachers should be aware that generalisations and stereotypes require cautious treatment. G. Spindler

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	History 7-10; Modern History Stage 6
	Paper $30.00 SCIS 1143937

BURGERMEESTRE, Kevin

B is for Bravo

Lothian, 2003

ISBN 0734405359   [387.7]

Colourful dioramas illustrate an alphabetical journey through the last 100 years of flight in this text. Australian references include the flying doctor service, Scramjet engine research, and Charles Kingsford Smith. Both general readers and aviation enthusiasts will enjoy this text, as there is a great variety of information presented in a readable style. Detail is limited but the scope is broad. There are some links to outcomes in Stage 2 Science and Technology, *Physical phenomena*. Teachers may like to use the dramatic illustrations to address *Appreciating* outcomes in Visual Arts. A. Arnott

USER LEVEL: Stage 2 Stage 3
KLA: CA; ST
SYLLABUS: Creative Arts K-6; Science & Technology K-6
$26.95 SCIS 1152680

GANERI, Anita
The Divali story
Evans Brothers, 2003
ISBN 0237524716 [394.265]

An intriguing Hindu religious narrative is presented here in simple text with large and dramatic illustrations. A recipe for Divali sweets, instructions to make a Hanuman mask, plus information relating to the festival's origins and celebrations, make this a practical reference book for Stage 2 and 3 *Cultures* outcomes relating to identities. Some vocabulary may challenge the early Stage 2 reader, however independent readers should have no difficulty comprehending this well illustrated text. The text could provide a model for the production of other religious stories, and schools with a multicultural population will find this book a useful addition to their library. A. Arnott

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
Paper $16.50 SCIS 1142742

GRIBBEN, Mary & GRIBBEN, John
Big numbers: a mind-expanding trip to infinity and back
Wizard, 2003
ISBN 1840464313 [500]

Investigating the drama of large numbers, this book looks at a variety of mathematics and science strands with an interesting written text and carton like illustrations. Space is a common source of big numbers, and examples here include **Neutron stars, Supernovae and Hypernovae, The length of light**, and an interesting look at comparing the size of Earth to the sun. The currency of the publication is demonstrated in the section Gigabytes and bits. **History** also provides material for such measurements as radioactive decay and construction details of the Great Wall of China. The time line is a useful stimulus, and the book is an entertaining resource that can be used again and again. L. Wilson

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; Mathematics; Science; ST
SYLLABUS: History K-6; History 7-10; Mathematics K-6; Mathematics 7-10; Science K-6; Science 7-10
Paper $19.95 SCIS 1133721

SNEDDEN, Robert
Science quest [series]
Belitha, 2003]

Visually captivating, this series delivers detailed historical accounts of the development of major scientific ideas. Complex scientific theories are presented in readable, short sentences with numerous colour photographs and illustrations. Important terms are linked to a detailed glossary. Identities such as Galileo, Newton, Darwin, and Einstein are covered, and also lesser known scientists such as Carnot, Franklin, de Coriolis, and Jansky. The texts are excellent resources for the Prescribed Focus Area: *The history of science* in the *Science Years 7-10 syllabus*. W. Chaffey

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Physics Stage 6; Science 7-10; Senior Science Stage 6
$36.30 each

Titles in this series include:
Space SCIS 1139998
Time SCIS 1139999
Life SCIS 1140000
Energy SCIS 1140502

Starters [series]
Hodder Children's, 2003

Information is presented in a clear and simple manner in each of the titles of this factual series. Each page has colourful photographs that complement the simple text and help build knowledge and understanding for the reader. The use of features such as labels, arrows, colour, headings, italics, and bold print assists the reader to become familiar with these layout features, while enhancing the explanations and descriptions of the topic. These books will prove useful in classrooms; the title *The moon* deserving a special mention for its well supported explanations of difficult concepts. F. Kyle

USER LEVEL: Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
$29.95 each

Titles in this series include:
Homes SCIS 1149074
The moon SCIS 1149262
The sea SCIS 1149064
Teeth SCIS 1149069

Projectile motion [videorecording]
Video Education Australasia, 2003 (24 min.)
ISBN none [531]

Juggling is the device used to investigate the mathematics of objects undergoing projectile motion in this resource. Simple graphics overlaid on still and video backgrounds display the equations for the standard calculations, plus equations for range and time of flight. Teaching notes and worksheets are supplied, with video prompts for teachers to pause the film and allow students to complete practice calculations. This is a potentially useful resource to support other hands on practical tasks, especially within the Physics Stage 6 module: *Space*. W. Chaffey

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Physics Stage 6
$99.95 SCIS 1135341

WATTS, Barrie
Butterfly
Watts, 2003 (Watch it grow)
ISBN 0749647639 [595.78]

The life cycle of a butterfly, from egg through to adulthood, is explicitly described in this explanation text. Young readers could observe and discuss the pictures, all of which are clear, attractive photographs. A beginning reader might enjoy reading the heading, which is written in large, bold type, in conjunction with the photographs. Independent readers would be able to follow the expanded text and consult the **Word bank** to check the meaning of words appearing in bold type. Each chapter contains two pages with accompanying pictures and a pictorial summary of the life cycle is presented at the end of the book. The units *Cycles in my world* and *Minibeasts*, would be well supported by this book. J. Eade

USER LEVEL: Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
$32.95 SCIS 1144048

SPILSBURY, Richard & SPILSBURY, Louise
Life in a colony: ants
Heinemann Library, 2003 (Animal groups)
ISBN 0431169225 [595.79]

The diversity of ant species, habitats, and behaviours are outlined in this user friendly text. Chapters are set out as a series of topic questions about ant colonies: their nests, diet, communication systems, and protection of the colony. Key summary points are highlighted, and a commonplace example accompanies subject specific vocabulary to assist with understanding. Colourful macro photographs make the pages visually appealing. Suggested web sites include an excellent resource for independent student use and budding myrmecologists. Two species of Australian ants are included in this useful text. N. Chaffey

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
$34.10 SCIS 1134957

Animals of the rainforest [series]
Steadwell, 2002

The written text of this series offers easily read information which does not shrink from using biological descriptions. Through using the glossary and reflecting on the text, students will find these books to be a terrific introduction to the animal featured. Colour photographs feature on every second page and a section on the animal's future is a worthwhile inclusion. The texts support the study of rainforests in the *HSIE K-6 syllabus*, especially the environmental outcomes of patterns of place and location, and relationships with place. The *Science and Technology K-6 syllabus* strand, *Living things*, is also addressed in these books. A. Arnott

USER LEVEL: Stage 2 Stage 3
KLA: HSIE: ST
SYLLABUS: HSIE K-6; Science & Technology K-6
$29.70 each

Titles in this series include:
Tasmanian devils SCIS 1142571
Tree kangaroos SCIS 1140512

WALKER, Richard
Genes & DNA
Kingfisher, 2003
ISBN 0753408783 [599.93]

Detailed and relevant information about the current world of genetics and related issues are provided in this well presented, colourful, and informative book. Students and teachers will find this book very useful when working on the *Science Years 7-10 syllabus*, outcomes on the DNA model, and evolution and natural selection. Stage 6 Biology students studying Topic 9.3: *Blueprint of life*, will find the information and diagrams most helpful. This excellent book provides the reader with an appropriate blend of historical information, current practices, and future directions of DNA research, and would make a fine addition to any faculty or library collection. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7-10
$16.95 SCIS 1145494

HOLPER, Paul & TOROK, Simon
101 great Australian inventions
ABC, 2003
ISBN 0733312349 [608.794]

Did you know that the black box flight recorder is actually orange and spherical in shape? This book contains many fascinating facts on Australian inventions and discoveries, from Anzac biscuits to zinc cream. Interesting fact boxes scattered throughout the text show applications of inventions to everyday situations. In line with syllabus requirements, **Indigenous Australian inventions** and many other entries are relevant to the Science & Technology units of work: *The best place to live* and *Way out communication*. This book will also support the achievement of outcomes in the HSIE unit *Global connections*. Clearly set out information, including cartoon style drawings and an index, ensure that information in this book will be readily accessible to young students. A. Beedles
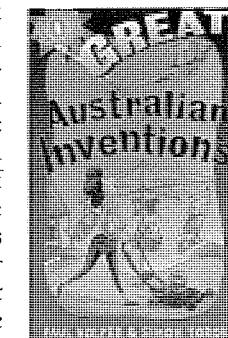
USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
Paper $12.95 SCIS 1140994

PLATT, Richard
Eureka!: great inventors and their brilliant brainwaves
Kingfisher, 2003
ISBN 0753409054 [609]

The origins of many of our great scientific discoveries are explained in this informative book. A diverse range of topics includes the history of breakfast cereals, how the first television was made, and how the Internet came to be. All of the thirty five inventions discussed are interesting enough to capture and sustain the attention of most students. This is an outstanding book for teachers to use when covering the Prescribed Focus Area: *The history of science*. Sections on polymer development in the **Nylon** and **Teflon** chapters would be very useful for the topic: *The production of materials*, in the *Chemistry Stage 6 syllabus*. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Physics Stage 6; Science 7-10
$16.95 SCIS 1149436

ROYSTON, Angela

Why do bruises change colour? and other questions about blood

Heinemann Library, 2002 (Body matters)
ISBN 0431110735 [612.1]

Finding understandable answers to many questions about our blood and the way it circulates around the body is not always easy. The author uses simple language and colourful, labelled illustrations and photographs to explain the concepts of bruising, the formation of scabs, how the body heals itself, and what causes a heart attack. It examines the difference between capillaries, veins and arteries and describes in detail how we can look after our blood by avoiding harmful substances such as nicotine, caffeine, and cholesterol. This excellent resource could be used with students studying the *Personal health choices* strand of the *PDHPE K-6 syllabus* and the unit *A look inside*, in the *Science and Technology K-6 syllabus*. J. Hancock

USER LEVEL:	Stage 2 Stage 3
KLA:	PDHPE; ST
SYLLABUS:	PDHPE K-6; Science & Technology K-6
	$34.10	SCIS 1127867

GRAHAM, Ian

Designed for success [series]

Heinemann Library, 2003

This series addresses some of the fastest and most powerful vehicles produced. From tanks to racing cars, each book contains clear colour pictures with concise text, allowing teachers to interest readers who need support. An innovative feature of this series is the **Case study** section which explains the design concepts, production methods and testing used to make some of today's most successful vehicles. **Data files** provide a quick reference tool and each book contains an extensive glossary. **Further reading and research** suggests related book titles and Internet links to encourage the development of information skills for research tasks. B. Maher
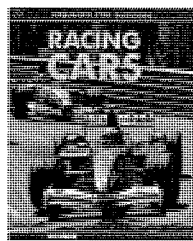
USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	ST; TAS
SYLLABUS:	Design and Technology 7-10; Science & Technology K-6
	$36.30 each

Titles in this series include:
Off-road vehicles	SCIS 1142178
Military vehicles	SCIS 1142171
Racing cars	SCIS 1142173

WHITEHOUSE, Patricia

The colours we eat [series]

Raintree, 2003

Particularly useful as part of a shared reading experience, this series examines how different foods can be grouped according to colour. *Odd one out* challenges the reader to find the fruit or vegetable that is out of place. The answer is highlighted on the following page as only the odd one out is coloured, the rest appear as black and white images. The text invites the listeners to propose explanations for the difference and to discuss the change of colour. *Green* promotes discussions about parts of plants and how they are used. Use of recognisable everyday foods assists the students in the development of the concepts of colour and vocabulary development regarding common fruits and vegetables. J. Hancock
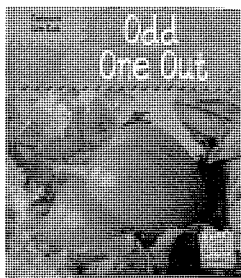
USER LEVEL:	Early Stage 1
KLA:	English; ST
SYLLABUS:	English K-6, Science & Technology K-6
	$22.00 each	SCIS 1128202

Titles in this series include:
| **Green foods** | SCIS 1128203 |
| **Odd one out** | SCIS 1128202 |

Grains nutrition [electronic resource]

BRI Australia, 2003
ISBN 1875477683 [664]

Using this interactive **CD-ROM**, students can gain an overview of food product development by reviewing links to specific food product case studies, enhancing this knowledge by taking guided steps in the development of a new food product, or focusing on specific grains or glycaemic index. The **Main** menu offers two approaches: the **Model approach** and the **Sequential approach**. Using the **Sequential approach**, students test knowledge gained about grains and, once a mark of 65% has been achieved, they are able to work through product development. Teachers will benefit from a brief review of this resource before use to determine which presentation style they prefer. Both provide quick links to more in depth information at each step of the program. This resource may be of particular use to teachers in isolated areas. C. Barlow
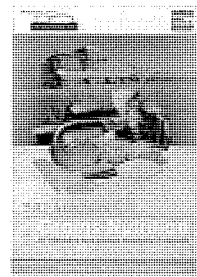
USER LEVEL:	Stage 6
KLA:	TAS
SYLLABUS:	Food Technology Stage 6
	$25.00	SCIS 1151452

Directions in art [series]

Heineman Library, 2003

Works of contemporary artists in six different media, including categories not conventionally covered, are examined in this excellent series. Each compact book explores a medium through works of selected artists, and each is suitable for students at various levels. They begin with a generalised summary of the art form, and then continue with short chapters on each artist, a timeline putting the works into context, a glossary and sources for further exploration. Chapters on artists include a detailed look at their works by exploring the inspiration for each piece, and include a summary of the artist's background while examining their practice, and influences from the art world and their environment. L. Pratt
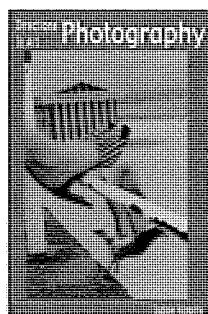
USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Visual Arts 7-10; Visual Arts Stage 6
	$36.30 each

Titles in this series include:
Digital media	SCIS 1160516
Photography	SCIS 1160495
Sculpture	SCIS 1160490

GLEESON, Libby

Making picture books

Scholastic, 2003
ISBN 1865045152 [741.6]

Such a manual is increasingly relevant for English teachers with the new 7-10 syllabus incorporating picture books, and Stage 6 students creating and deconstructing them in major projects. This authoritative and stylish resource comprises specific picture book advice, plus useful general points about writing narratives and writing techniques. Gleeson clearly explains grammar issues, the use of rhythm and rhyme, and the creation of mood, as well as the practical process of putting a book together. Writers and illustrators explain at length the complementary process of picture book making, and Gleeson offers an interesting case study of *The great bear*. The text does not deal with publishing issues; its aim is to show the making process, and in that it succeeds very well. C. Thomas

USER LEVEL:	Stage 5 Stage 6 Community Professional
KLA:	English
SYLLABUS:	English 7-10; English Stage 6; *Extension 2*
	$19.95	SCIS 1150350

POWERS, Alan

Children's book covers: great book jacket and cover design

Mitchell Beazley, 2003
ISBN 1840006935 [741.6]

What is fascinating about a history of these book covers is that it sends us back to our childhood and stirs forgotten memories of our earliest reading. Amongst examples of covers chosen for their beauty as well as their place in history, sit the well loved designs of an original Beatrix Potter or a Hans Christian Anderson. Tracing the history of selected covers, from the early seventeenth century chapbooks to the fixing of our image of Harry Potter, we get a sense of the richness of this art form. While the examples can be seen and assessed as design exercises, they could also be a jumping off point for illustrating or cartooning projects. K. Ashley
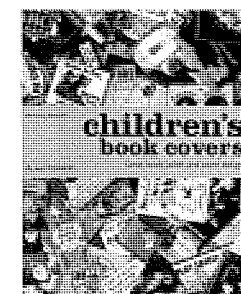
USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English; HSIE
SYLLABUS:	English 7-10; History 7-10; Visual Arts 7-10; Visual Arts Stage 6
	$59.95	SCIS 1145457

PORICH, Louise

Clever craft. Early grades

Burrabooks, 2004
ISBN 1864021969 [745.54]

Filled with easy craft activities, this useful resource is designed to teach basic skills of colouring, cutting and pasting. The range of images supplied has many applications and can be used to teach a variety of painting techniques, activities manipulating paper and for writing procedural texts. Each of the 25 projects comes with a list of materials needed, a black line master, step by step instructions, suggested extension resources and display ideas. The resource list supplies poems, songs and stories that relate to each of the images. They can be used for lessons across all curricula, taken into a literacy exercise or used with themes such as healthy eating, road safety, birthdays, Christmas and Easter. L. Pratt
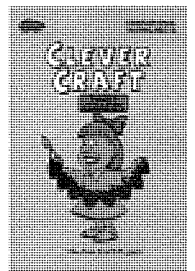
USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Professional
KLA:	CA; HSIE
SYLLABUS:	Creative Arts K-6; HSIE K-6
	Paper $29.95	SCIS 1159443

Pablo Picasso

Grange, 2003
ISBN 1840135565 [759.6]

The life of Picasso is revealed in this informative and detailed book. Kahnweiler, a life long friend, gives some insight into Picasso's thoughts and ideas at the time his artworks were being created. An extensive array of images, all large and beautifully reproduced, include the most important, and many lesser known, artworks. Examples are used to show the changes and developments of Picasso's artmaking practice. The reproductions are the book's strength, making this a beneficial research book for seniors, and, with teacher direction, junior students also. N. French

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	Visual Arts 7-10; Visual Arts Stage 6
	$14.95	SCIS 1136724

MILLWOOD, Scott

Wildness [videorecording]

Film Australia, 2003 (56 min.)
ISBN none [770.922]

The beauty of the photographic work of Olegas Truchanas and Peter Dombrovskis is a wonderful way to introduce students to the wildness of Tasmania's south east and the huge political and community debate over the saving of the Franklin River from hydro development. These men, both from Baltic homelands, embraced the power and vitality of the wildness of their adopted country and presented it to the public in a way that ignited national concerns. The video would be a useful resource in a wide range of curriculum areas. There is also an excellent study guide which is freely available on the Film Australia web site. K. Ashley
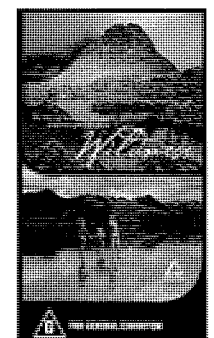
USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English; HSIE
SYLLABUS:	English 7-10; Geography 7-10; History 7-10; Photography, Video and Digital Imaging Stage 6; Visual Arts 7-10
	$77.00	SCIS 1144109

BROWN, Margaret
Printing digital photos: pocketguide
Media, 2003
ISBN 0958188823 [778.3]

From purchasing the right equipment to using the most suitable camera settings, this pocket guide covers a wealth of information to help users get the best digital photo print. However, much of the advice provided would not be relevant to schools already set up with their own apparatus. Some of the sections, such as **Basic colour theory**, **Special effects** and **Projects** would have useful applications for photography and visual arts classes. A CD-ROM provides some free software, and time limited trial and demonstration software. The programs need to be installed from the disk before they can be used. L. Pratt

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	Graphics Technology 7-10; Photography, Video and Digital Imaging Stage 6; Visual Arts Stage 6; Visual Design Stage 6
	Paper $17.80 SCIS1152353

PARSONS, Mik
Successful low budget drama for video
[videorecording]
/ directed by Mik Parsons. Vit Media, 2002 (50 min.)
ISBN none [778.59]

Thoughtfully devised, this resource on making low budget films offers practical information for teaching and learning. A case study on the making of a six minute film, *Frostbite*, investigates many aspects of film making from analysing a script to post production work. Such tasks as: engaging a cast and crew; designing and making costumes; assessing appropriate locations; directing and shooting the film; and the editing process are presented in an instructive manner. Recognising the need for collaborative work in this medium, people with a range of skills explain their roles in the overall creation of a film. Concise teaching notes support the presentation. In encouraging students to make their own short films or teaching students aspects of film technique, this is a sound educational resource. C. Sly

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	Creative Arts K-6; Drama 7-10; Drama Stage 6; English K-6; English 7-10; English Stage 6
	$77.00 SCIS 1133952

ChordWizard music theory: how music works [electronic resource]
ChordWizard, 2003 [781]

Containing eight tutorials and an introductory video, this is a comprehensive resource for learning about music theory. The **CD-ROM** is easy to navigate and well organised. The inclusion of sound files to demonstrate each aspect is particularly valuable and can also be used for aural training. Users can work through tutorials on elementary acoustics; the major scale; the formation of chords; different kinds of scales; the relationship between chords and scales; chord voicing and substitutions; melodic improvisation and song writing. This useful resource for all secondary music students has relevance to both the beginner and more advanced student. J. Montague

System requirements
Windows 95 or later

USER LEVEL:	Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Music 7-10; Music 1 Stage 6
	$24.95 SCIS 1152335

ChordWizard [electronic resource]
ChordWizard, 2002 (Gold ed. v2.0) [781.2]

Exploring chord shapes and scales for a wide range of fretted string instruments, this **CD-ROM** includes six videos which act as tutorials on using this comprehensive resource. Beginner, intermediate, and advanced levels provide over 55 chord types, 25 scale types and over 115 instruments and tunings. Chords and scales are demonstrated visually and aurally and the user has the option of changing the orientation of the fretboard to suit left or right handed players. Additional scales, chords and tunings can be created and saved and all chord shapes and scales can be printed. J. Montague

System requirements
Windows 95 or later

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Music 7-10; Music 1 Stage 6
	$79.95 SCIS 1120502

Essential vocal training: Level 1 [sound recording]
Scarlet Duo Music, 2001
ISBN none [783.007]

A resource designed to assist the teaching of singing, this is the first in a proposed series focusing on popular singing styles. Two compact disks provide a piano guide in various keys for scales, arpeggios, and vocal exercises, with some musical phrases included for imitation in the **Ear training** section. Advice and musical notation is provided in the accompanying booklet. The piano guides for the scales and arpeggios are rather heavy handed and relentless, but they do provide a resource for those without access to a piano. J. Montague

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Music 7-10; Music 1 Stage 6
	$50.00 SCIS1113011

PARKER, Adrian
Didjeridu dreaming
J.B. Books Australia, 2003
ISBN 1876622431 [783.9]

Parker's book gives a succinct account of this internationally renowned instrument. He relates the history of the didjeridu through both Aboriginal rock painting and accounts by Europeans. He explores its uses in Aboriginal society by looking at different stories from various language groups. Why, for example, should this instrument not be played by women? A series of pictures accompany the explanation of how the didjeridu is manufactured, and tips on playing and caring for the instrument are included. A valuable resource, the book is suited to students exploring new instruments to play or research, as part of a music course or as a study of Aboriginal culture. L. Pratt

USER LEVEL:	Stage 3 Stage 4
KLA:	CA; HSIE
SYLLABUS:	Aboriginal Studies 7-10; Music K-6; Music 7-10
	$14.95 SCIS 1145909

HUMPHRIES, Barry
My life as me: a memoir
Penguin, 2003
ISBN 0670040835 [791.092]

Teachers will enjoy this haphazard, name dropping memoir. Humphries' quirky, cutting, and outrageously distinctive humour reveals, in an easy style, his early experiences and entry into his various professional and personal lives. The memoir's episodic structure makes good use of anecdotes about Humphries' vast number of acquaintances and friends. This allows for short bursts of reading, although the book is compelling due to its entertaining portraits of artists and audiences. Senior students writing faction may find this a useful model for the major work. Humphries' reflections on his personal journey, and the concept of identity, also make this an insightful additional text for the Area of Study. H. Cobban
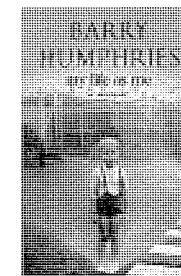
USER LEVEL:	Stage 6 Professional
KLA:	English
SYLLABUS:	English Stage 6: *Advanced*; Extension 2
	Paper $29.95 SCIS 1140807

MACAULEY, Adam
Don't tell me, show me: directors talk about acting
Currency, 2003
ISBN 086819668X [792]

Eleven directors were asked to respond to questions about what they value in an actor's performance. The result is an engaging compilation of informal interviews in which a cross section of Australian directors discuss acting and directing. Issues include the developmental process and research, role preparation, responsiveness, commitment, mutual trust, imagination, vocal and physical techniques, and characterisation. The book is an excellent resource for drama teachers and libraries. Because it is written for actors, it is also very useful for senior drama students who are committed to improving their performance skills. F. Crum

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	Drama Stage 6
	Paper $29.95 SCIS 1144952

Fresh cuttings: a celebration of fiction & poetry from UQP's black writing series
/ selected by Sue Abbey & Sandra Phillips. UQP, 2003
ISBN 0702233382 [A820]

Showcasing a diverse selection of contemporary poetry and prose by Indigenous writers, from the well known Jack Davis to newer writers, this text will be of interest to older readers, particularly *Extension 2* students. The writing explores difficult and wrenching experiences and ideas such as dispossession and domestic violence, with some explicit language that younger readers would find confronting. The directness of the prose, will particularly appeal to students looking for additional Area of Study material, or those exploring the narrative voice. The poetry offers insights into Indigenous experience in the city and country, revealing a variety of strong voices. H. Cobban

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	English Stage 6: *Standard*; *Advanced*; Extension 2
	Paper $25.00 SCIS 1149378

Poems by young Australians 2003
Random, 2003
ISBN 1740519116 [A821.008]

The judges' selection of poetry from the Taronga Foundation Poetry Prize competition is a delightfully refreshing anthology by writers aged eight to eighteen. While many of the poems are reflections on and observations of animals and our relationship with them, the collection covers a wide range of topics. From free verse to limericks, with serious and amusing topics, the poetry catches the imagination by appealing to our senses and our minds. The skill of these young poets is evident in their creative and challenging use of language and form, and their experimentation with words. The anthology is an attractive publication, illustrated by black and white photographs, providing enjoyment and positive models of writing. H. Cobban
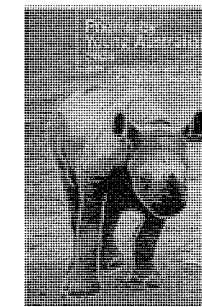
USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	English
SYLLABUS:	English K-6; English 7-10; English Stage 6: *Standard*; *Advanced*
	Paper $12.95 SCIS 1150779

HOOK, Jason
Roald Dahl: the storyteller
Hodder, 2003 (Famous lives)
ISBN 0750243201 [823]

Dahl's exotic and extraordinary life in Wales, Africa, England, and the USA, is depicted here in a very visual and readable format. Large photographs of Dahl's surroundings, his family, and stills from the many films created from his stories, are used cleverly to illustrate the straightforward written text. Carefully selected narrative extracts illustrate the biographical information, connecting Dahl's life to his stories. In so doing, this well constructed text explains the source of Dahl's narrative preoccupations, such as bullying, and the inspirations for his use of parentless children, chocolate, eccentric adults, and the tongue twisting *BFG*. These links are the book's strength, serving to model for young writers where ideas come from, in describing the life of an exceptional writer. C. Thomas

USER LEVEL:	Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K-6; English 7-10
	$36.95 SCIS 1150895

CHANDLER, Fiona
The Usborne first encyclopedia of history
Usborne, 2003
ISBN 0746047290 [909]

An easy to read, bright and colourful reference book, this resource should appeal to many students. Snippets of interesting information are presented in this overview of most of the major subjects of world history, including dinosaurs, ancient cities, the Dutch

traders, Victorian times and the two world wars. Spanning events from 225 million years ago until recent years, the content includes fascinating, sometimes quirky asides to engage an inquisitive young audience. The general text is supported by illustrations, graphics and web sites for further discovery and exploration of each topic. These web sites are regularly reviewed and downloadable pictures are available; teachers would need to verify curriculum relevance. This entertaining resource has relevance for all key learning areas. L. Singleton

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
	$24.95	SCIS 1150825

Atlas of discovery
Jacaranda, 2003
ISBN 0701637374   [910]

Divided into Learning centres, this atlas is an excellent teaching and learning resource for geography and history students. Topic areas are discussed in detail, with outstanding photographs and illustrations, and links to related Internet sites. These areas include world landforms, climate, countries and people, housing, ancient wonders, empires, the path to war, and terrorism. Australian geographical and historical topics are also discussed, including landforms, climate, history and settlement, population, prehistory, exploration, government, immigration, and refugees. A double page synopsis on each state and territory is an interesting inclusion. Each topic includes a **Skillbooster**, which provides information on skill related activities, and a **Challenge** to promote information searches and inferential understanding. This is a valuable resource. A. Frost

USER LEVER:	Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	Geography 7-10; History 7-10
	$46.95	SCIS 1144839

ADAMS, Simon
Children's world atlas
Dorling Kindersley, 2003
ISBN 0751368172   [912]

Beautifully presented, this sturdy reference book provides explicit instructions for locating information from the huge range of material on offer. Comprehensive contents pages, chapters arranged according to continents, bold headings, a range of labelled photographs with links to detailed maps, a gazetteer and index are some of the features provided to make the information search accessible for young researchers. From the fantastic satellite photography to close up snapshots of ordinary people, this text provides insights into the physical, social, cultural, agricultural and industrial aspects of our world. The inside cover at the end of the book contains a colourful quick reference flags of the world table with page references for information. C. Keane

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
	$39.95	SCIS 1142526

LOCKE, Tim
Britain in Roman times
Watts, 2003 (Life in Britain)
ISBN 0749648708   [936]

A comprehensive and readable overview of Roman Britain is contained in this useful adjunct to the study of this period. Topics such as health, fashion, occupations, family life and the Roman army are accompanied by very clear and well captioned photographs and illustrations of artefacts, archaeological sites and re-enactments. These pictures could be incorporated into the teaching of source analysis skills in the Stage 4 History option, *Ancient societies: Rome*. Senior students completing the Preliminary case study, *Resistance to Roman rule: Boudicca*, could find this a simple introduction and ready source of archaeological evidence. B. Hull

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History 7-10
	$36.00	SCIS 1144611

BIESTY, Stephen
Rome in spectacular cross-section
Oxford University Press, 2003
ISBN 0199107653   [937]

The intricate and detailed illustrations, for which Biesty is well known and loved by many, are the focus of this book. A festival day in the life of Titus Maximus provides the context for the drawings of religious, economic, domestic, and leisure activities. The brief captions could be used to instigate further research, or introduce note taking skills. While by no means a comprehensive overview of the historical period, this book could be useful as an introduction and memory aid, and would appeal to the student completing the Stage 4 topic, *Ancient societies*. Any student with an interest in Rome or illustrating as an art form, could happily browse this book. B. Hull

USER LEVEL:	Stage 4
KLA:	CA; HSIE
SYLLABUS:	History 7-10; Visual Arts 7-10
	$39.95	SCIS 1134863

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CHRISP, Peter
Ancient Greece revealed
Dorling Kindersley, 2003
ISBN 0751367737   [938]

Legends, war, religion and legacy are the major areas encompassed in this visually appealing book. Each topic is introduced by a colourfully illustrated transparency, hence revealing these aspects of ancient Greece in a dramatically visual manner. Minimal introductory text, illustrations with detailed captions and the two page per topic format are features. The information is presented as snippets, thus it is more of an overview, lacking depth, but it has the potential to be used as a springboard for further research. Students studying Greece in the Stage 4 topic *Societies and civilisations of the past*, could find this a useful resource. As a pictorial source of archaeological finds, this book could encourage further study. B. Hull

USER LEVEL:	Stage 4
KLA:	HSIE
SYLLABUS:	History 7-10
	$24.95	SCIS 1137141

KURZEM, Mark & CANEVA, Lina
The mascot [videorecording]
Caneva Media, 2002 (55 min.)
ISBN none   [940.53]

Alex Kurzem's amazing experience as a Jewish orphan in Nazi Germany, is gently revealed in this documentary made by his Australian born son. Through the use of archival film, interviews, and a journey home to Belarus, we see moments of joy and pain, and complex reactions to his story. While his wife supports him, others accuse him of joining the SS, at age five. As an additional text for the module *Telling the Truth*, in English Stage 6: *Advanced*, the film is compelling viewing, and forces the audience to question assumptions about who is to blame for World War II. The accompanying Film Australia study guide is, as always, an outstanding resource for teachers. H. Cobban

USER LEVEL:	Stage 5 Stage 6
KLA:	English; HSIE
SYLLABUS:	English 7-10; English Stage 6: *Standard*; *Advanced*; History 7-10; Modern History Stage 6
	$77.00	SCIS 1153285

In shifting sands: the truth about UNSCOM and the disarming of Iraq [videorecording]
/ directed by Scott Ritter. Five Rivers Productions, 2001 (92 min.)
ISBN none   [956.7044]

Authentic footage and interviews illustrate Scott Ritter's recount of the complex international relationships and political juxtapositioning of the United Nations Special Commission (UNSCOM), the UN Security Council, and the USA, during the weapons inspections in Iraq. He provides the linking thread to understanding UN attempts to disarm Iraq. The complex questions of why the UN failed to disarm Iraq and who bears responsibility for this are explored in historical context. The resource could be useful for the Stage 5 History topic: *Constructing history*, and for the *Legal Studies Stage 6 syllabus* Focus study: *World order*. To facilitate the use of this video, students would need to have a prior understanding of events and key players. F. Plummer

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	History 7-10; Legal Studies Stage 6
	$104.00	SCIS 1141693

COWLEY, Sue
Getting the buggers to think
Continuum, 2004
ISBN 0826464688   [153.4]

The approach of this text is to show that every student can develop thinking skills and that all can be taught. The positive benefits to an individual's sense of achievement, approach to learning, and behaviour, are documented in this most useful and practical teaching manual. Cowley believes that thinking is applicable to, and should be taught in, every lesson, and she clearly shows how that can be done. Packed with ideas, tasks, and techniques, the text includes critical and creative thinking skills, memory and spelling exercises, the use of logic, and the development of problem solving skills. The problems of concentration and behaviour and their effect on the thinking process, is recognised and tackled with dynamic strategies in the chapter on *Structuring thinking*. C. Thomas

| USER LEVEL: | Professional |
| | Paper $35.00 | SCIS 1161343 |

GOLDING, Clinton
Connecting concepts: thinking activities for students
ACER, 2002
ISBN 0864316089   [153.4]

The focus for this resource is the use of concept games to challenge students in the philosophical exploration of cultural, social justice, and scientific issues. The book is organised into four sections: how to use a concept game; examples of concept games that explore the range of issues; extension activities; and two concept card examples. The cases attempt to facilitate philosophical exploration in specific subject areas, such as **Racism**, **Intelligence**, and **Art**, while developing students' general understanding of the ideas embedded in that subject matter. While the examples provide a context and content for the games there is considerable preparation required by the teacher. F. Plummer
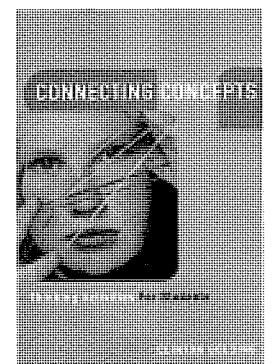
| USER LEVEL: | Professional |
| | Paper $39.95 | SCIS 1120234 |

HEATON, Clare & LYNCH, Maureen
Managing conflict with confidence
Pearson, 2003
ISBN 1 70910591   [303.6]

There are excellent social skills courses for students in the early years, but few for those in Years 4 to 8. Students with an appropri-

ate level of social understanding are more likely to enjoy school and behave well. This nine week course covers a range of skills which underpin conflict resolution, including: conflict management, negotiating skills, and life skills. Students are given techniques to help with listening, recognising feelings, being assertive, and understanding bullying behaviour. The book provides practical activities to assist students in resolving conflicts, including worksheets for core and extension activities. The course would be an effective first step for a school starting a peer mediation program. A. Soutter

USER LEVEL: Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
Paper $79.95   SCIS 1151645

COWLEY, Sue

How to survive your first year in teaching

Continuum, 2003
ISBN 0826464653   [371.102]

The author attempts to deconstruct the complex pedagogical, organisational, administrative, and classroom management challenges that a teacher faces on entering the profession. There are some clear messages for the first week, comprising survival tactics, developing support systems, and organisational planning. The chapters on behaviour management, and teaching and learning, provide practical guidelines with scenarios for teachers to test reactions and develop management capabilities. It is encouraging that a text on teaching devotes a substantial chapter to students, highlighting the diversity of educational and emotional needs of students using case studies. This text may also prove useful for experienced teachers mentoring the inexperienced. F. Plummer

USER LEVEL: Professional
Paper $37.95   SCIS 1137767

EDWARDS-GROVES, Christine

On task: focused literacy learning

PETA, Primary English Teaching Association, 2003
ISBN 1875622527   [428.007]

Teachers wanting to reflect on their teaching of literacy will find this a useful framework for examining their own practice. With a focus on supporting changes in pedagogy, transcripts of classroom interactions are provided and analysed. Categories for focused change include talk, explicit and systematic teaching, organisation of sequential lessons, and pedagogy and management. The framework for analysis could easily be used to examine any dimension of quality teaching, including intellectual quality and the learning environment. K. Rushton

USER LEVEL: Professional
Paper $28   1145227

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Please ring The Editor on 02 9886 7501 or email
Sally.Rasaiah@det.nsw.edu.au

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