

SCAN

Vol 23 Number 4 November 2004

Curriculum K-12 Directorate



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significance

pedagogy

numeracy

Creating the future of learning

deep knowledge

ICT

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netiquette

higher order thinking

online learning

literacy

email

FAQs

quality teaching

narrative

forums

collaboration

student direction

engagement

knowledge integration

web publishing

connectedness

cultural knowledge

internet

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 *Quality Teaching* literacy, the integration of ICT (information and communication technologies), and achievement of syllabus outcomes.

The raps and book raps are jointly managed and supported by teams from K-12 Curriculum Directorate, including the Library and Information Literacy team, Key Learning Area (KLA) and cross curriculum teams.

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

or go to **School libraries: empowering learning** 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 4, 2004

- *Indij readers for little fullas, for big fullas*. Stage 1 (Years 1 and 2) and Stage 2 (Years 3 and 4) English. Some of the authors and illustrators are joining us for this rap. Now live.

Term 1, 2005

- *Grandpa* by John Birmingham. Stage 1 English.
- *Walk Safely to School*. Stage 3 PDHPE. Rap starts Week 6 and will link into the Walk Safely to School Day event held in second last week of Term 1. This rap will look at safety concepts and the importance of physical activity.

Term 2, 2005

- *Egg drop* by Mini Grey. Stage 3 English (may include extension across comics type texts).
- *Jeffrey: a shared book with road safety messages*. Stage 1 PDHPE.
- *Whale rider* (film) written and directed by Niki Caro from the book *Whale rider* by Witi Ihimaera. Stage 5 English.

Term 3, 2005

- *Book Week 2005*. English. Stage TBA when shortlist available.
- *Subverting fairy tales: Who's afraid of the big bad book and other titles* (including films such as *Shrek* and *Shrek 2*). Stage 4 English.
- *Transport Safety rap*. Stage 3 PDHPE.

Term 4, 2005

- *Belonging and Through my window* by Jeannie Baker. Stage 2 English. Possible cross KLA unit.
- *English Stage 6 Journeys: stimulus booklet for the Area of Study and related materials*. Stage 6 English: *Standard* and *ESL*.

Planned raps and book raps for 2004-2005

Acting Editors: Jackie Hawkes, Carol Thomas

Review Coordinator: Michele Busch

Guest Editors: Cath Keane, Carol Thomas

Graphic Designer: BIAGDESIGN

Subscription enquiries:

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Phone: (02) 9886 7501, Fax: (02) 9886 7413, Email: Sally.Rasaiah@det.nsw.edu.au

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Curriculum K-12 Directorate

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From the Editor



Welcome to the last *Scan* for 2004. This issue completes your 2004 subscription. We hope the articles and reviews from 2004 have helped you celebrate the exciting teaching and learning to which teacher-librarians contribute. *Scan* will continue to inspire quality collaboration between teachers and teacher-librarians.

This issue carries on the focus on teacher-librarians making a difference through active involvement in the curriculum including literacy programs in their schools. The feature article by Betty Noad draws on the work of a collaborative team of teacher-librarians and teachers who identified practical ways of explicitly teaching critical visual literacy.

Research columns highlights Susan La Marca's significant Australian study that demonstrates the importance of the teacher-librarian's role in providing quality, engaging programs for literacy and developing positive attitudes towards reading to support syllabus outcomes.

Overviews are also included of new curriculum initiatives and resources to help teachers keep students' engaged in quality learning that is relevant and productive.

In Noticeboard, the Children's Book Council Awards, plus a list of other award winning books of 2004, will provide you with a useful reference for the future.

This edition contains a Cumulative index of the year's contents: articles, authors of articles, titles of Internet sites and other resources reviewed, and authors of resources.

The *Scan* team thanks all subscribers for your ongoing support. Thank you also to our writers and contributors, who give us such valuable professional input; to our advertisers who we hope are rewarded for their copy; to the publishers who generously send us resources for review and SCIS cataloguing; and to the review team who use their teaching expertise to review those resources.

Subscription information for 2005 and a copy of the renewal form can be downloaded from the *School Libraries and Information Literacy* web site at <http://www.schools.nsw.edu.au/schoollibraries/scan/subscribe.htm>

Please join us next year for another four issues of *Scan*, the leading resource for teacher-librarians.

We wish you all a rewarding final term, and a peaceful, bushfire free, Christmas break.

Jackie Hawkes
Carol Thomas
A/Editors

Currents



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

Quality Teaching model, illustrating the practical support of the model for reflecting on our programs and planning and our classroom practice.

Asking ourselves the following sets of questions helps us plan and focus our explicit teaching support for our school's curriculum priorities and related syllabus outcomes. They also help us articulate the student learning gains achieved through our teaching programs.

Key questions 1

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

Add to this a further set of questions to connect with the *Quality Teaching* model, and we can articulate the pedagogical implications of the above explicitly.

Key questions 2

- What do I want my students to learn? (also: What do my students want to learn?)
- Why does this matter?
- What am I going to get the students to do? (and what evidence will I have/collect to demonstrate what they learn?)
- How well do I expect them to do it?

Quality Teaching supporting literacy

The article by Betty Noad, reporting on a significant collaborative project involving teacher-librarians and teachers, probes significant pedagogical issues and offers teacher friendly practical frameworks for the explicit

teaching of multiliteracies across a range of media. This is timely support in relation to our ongoing commitments to working with teachers to support literacy in our schools. The connections with the *Quality Teaching* framework are wonderful, especially in the areas of problematic knowledge, higher order thinking, engagement, high expectations, knowledge integration and connectedness.

These are key elements in the *Quality Teaching* model that teacher-librarians will readily recognise, as they are connected to the familiar conceptual frameworks of the information skills process, which we constantly use in our support for syllabus outcomes, literacy across the key learning areas, and integrating computer skills.

The synergy between Betty Noad's article, *Does critical literacy have an image problem?* and Research columns in this issue is also timely. The imperative of modelling, and going beyond literature promotion to explicit teaching support integrated into literacy programs and related syllabus support, is a key challenge raised by Susan La Marca's Australian research project. This confirms the importance of teacher-librarians making the connections, and affirms the support provided by *Quality Teaching* elements such as higher order thinking, engagement, and connectedness as we reflect on our practice. Both articles provide ideas for how we construct and support a reading environment, how we support multiliteracies, and encourage students into reading, enriched by multifaceted explicit teaching of literacy and related computer skills.

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

Does critical literacy have an image problem?



Betty Noad
is Literacy
Consultant,
Western Region.
In this article

about an exciting teacher and teacher-librarian research project she coordinated in 2003, Betty draws on the work of a collaborative team. Members of the team were: Lyn Bolton, OC teacher, Dubbo West Public School; Susan Buttrey, teacher-librarian, Dubbo West Public School; Ann-Marie McNulty, Principal, Stuart Town Public School; and Sharyn Stafford, HT English, Coonabarabran High School.

Introduction

A teacher research project focusing on critical literacy was conducted in NSW Department of Education and Training and Training (DET) schools in the Dubbo School Education Area (SEA) in 2003. The project explored, and has ongoing implications for planning support for, the teaching of critical literacy. Teachers were looking for 'coherent and practical frameworks' as organisers for 'teaching multiliteracies' (Unsworth, 2001). The project enabled teachers to identify:

- a model for teacher professional learning that facilitated linking theoretical perspectives and pedagogical practices for teaching critical literacy in relation to multiliteracies, and

- useful and transferable frameworks for teaching about the comprehension and composition of multimodal texts and for teaching students to become critically literate.

This article discusses the teacher research model and explains some useful frameworks for explicit teaching and learning relevant to multimodal social literacy today. There are clear connections with aspects of the DET Quality Teaching model, including:

Intellectual quality
Problematic knowledge Higher-order thinking Metalinguage
Quality learning Environment
Engagement High expectations
Significance
Knowledge integration Connectedness

Background to the research projects

Many teachers suggest that critical literacy has an image problem in two main ways. It can be problematic for teachers to transfer the teaching of critical literacy to all students when their traditional understanding is about high level critique associated only with literary texts, and the domain of an 'academic few' (Freeburn 2003). It can also be a concern to teach explicitly about visual images in texts when professional learning has not systematically addressed the reality of contempo-

rary texts including verbal and visual material.

Curriculum challenges

The growing impact of visual images in an increasing range of print and electronic texts increases the emphasis on teachers and students utilising information from a diverse range of sources and formats. This significantly extends the 'parameters of school literacies' (Unsworth 2001), challenging literacy teaching and learning to provide the multiliteracies competencies students need to negotiate new millennial social realities. Such competencies include students learning to analyse and comprehend meaning in visual, verbal and multimodal texts, and learning critical literacy (Luke 2000) to realise how texts are socially constructed in response to context and situation. Such demands are reflected in a number of syllabus documents.

Imperatives for teaching multiliteracies are evident in the English K-10 and other KLA syllabuses. The *English K-6 syllabus* requires that viewing and reading outcomes are realised as literate practices through explicit teaching and learning about visual images, for example, illustrations, diagrams, tables, graphs, maps, and verbal language from factual and literary texts. The new *English 7-10 syllabus* requires that outcomes for viewing and representing visual texts are realised with explicit teaching about critical features of media texts, including multimodal texts, literary and factual.

Other subject syllabuses, such as science, HSIE and PDHPE, also require students to critically read, write, speak and view multimodal texts that present

characteristic concepts and processes of the various subject disciplines. Further, DET *Basic Skills Tests (BST)* for Years 3 and 5, and *English literacy and language assessment (ELLA)* for Years 7 and 8 are assessment instruments modelling teaching and learning about visual and verbal texts, critically integrating them into reporting of literacy outcomes. Professional learning about critical features and types of verbal texts across KLAs has been systematically available between 1998 and 2003 through the DET *State Literacy and Numeracy Strategy*.

Project focus

Such documents are part of the contemporary call for all students to learn critical social literacies. They clearly highlight the responsibility for all teachers K-12 to focus on literacy, and gave direction for the research project to concentrate on determining how to teach critical literacy. In this way the project responded to the challenge of *How do we teach critical literacy?* by identifying a metalanguage for 'developing multiliteracies' (Unsworth 2001), and extending it for all students to use in texts across the curriculum.

The professional learning model

Two research questions were investigated by the Critical Literacy Project:

- how do we teach all students to become critically literate?
- how do teachers include critical studies of verbal and visual texts?

These formed the focus for individual 'action learning' (Smith 2004) research carried out by classroom teachers.

A project reference group, comprising four teachers and the District Literacy Consultant as coordinator, was established. The reference group supported the project by:

- planning for teacher professional learning at training sessions
- presenting at networked teacher training sessions

- making school visits as instructional coaches to support teacher research.

Approximately twelve Stages 2 to 5 teachers from schools across the Dubbo SEA were involved in professional learning in the research project. Each trainee teacher was supported by an executive teacher from their school. Two academic mentors from Sydney University were also part of the project.

The trainee teachers met each term at strategic locations (Coonabarabran, Dubbo, Bourke/Nyngan) to engage in networked professional learning as professional learning teams. Theoretical perspectives about visual and critical literacy were examined and educational implications for practical classroom teaching were modelled and investigated. At the end of each session, participants identified a research focus to be implemented in their own classroom before the next network training session. Members of the reference group supported participants' research and reflection through regular visits to member schools. Informed teacher research, supported by reflective practices, were the hallmarks of this professional learning model.

A commonsense critical literacy framework

If students are to understand how they are positioned by texts, they need to learn how texts are constructed to build meaning. Critical literacy begins with explicit teaching about critical features of texts, through identifying the particular features of texts which are typical of the subject, disciplines, genre or text type, or perhaps different from the norm. What are the critical features of a text? Quite simply, the specific features of a text are critical to the meaning that is being constructed. Explicit teaching about features of texts enables students to develop the critical understandings to make judgements about texts. The project identified a commonsense critical literacy framework (Figure 1) that articulates processes for students to investigate meanings, build critical understandings and make informed judgements of the texts they use.

Framework for critical literacy outcomes

- critical perspectives
- know the social/cultural contexts
- identify critical features of a text and
- build critical understandings
- make critical judgments

Figure 1: Commonsense critical literacy framework.

How do we recognise critical features of texts?

Chocolate tasting is an enjoyable way to explore the notion of critical features! Teachers tasted four separate pulverised servings of chocolate and were asked to identify descriptors of taste, such as fatty, sugary, gritty, smooth. Discussion then moved on to using these features as a means of identifying the brand of chocolate. In much the same way a particular text is identifiable by recognising its characteristics.

Just as critical features of chocolate may be easy to taste, critical features of text may be easy to see and explain to students. They may be visual or verbal. Examining chocolate wrappings with students offers opportunities to identify and discuss meanings of such critical features as *visual images* of rich purple and chocolate colours, enticing *verbal phrases* or *descriptors* of the promised taste sensation. Other critical features of chocolate wrappings may not be literally seen, but can be inferred, for example, the *purpose* of the wrapping (as a text) is simply to persuade; the *audience* may be adolescents or oldies; the *cultural contexts* which surround chocolate may extend to lovers, healthy Swiss life style, hungry hip adolescents, or the indulgent habits of beautiful people.

Using the chocolate example, it is easy to develop critical understandings about the critical features of texts and to recognise that *no text is innocent!* All texts are purposeful constructions.

teaching & learning

Some are more purposeful than others. Many community texts are overtly persuasive (a chocolate wrapper), while others are more subtle (a council report of good management). The purpose, underlying philosophy, ideology, point of view, or perspective of a text can be tested, induced, deduced or inferred and justified through classroom discussion.

Teaching about critical features of verbal texts

The project refreshed teacher understandings in relation to a social view of language reflected in the *English K-6 syllabus*, in reference to the interconnectedness between context, text and grammar. Teachers were familiar with the concepts of field, tenor and mode (Maken Horarik 1996) as critical dimensions of meaning making, and linked them to concepts about ideational, interpersonal and textual (Halliday 1985) dimensions of meaning making in texts. The *English K-6 syllabus* was helpful for teachers realising that explicit teaching about context, structure and language features, and cohesive textual devices of verbal texts was, in fact, an investigation of meaning which mirrored the frames provided by Halliday (1985), Derewianka (1990) and Maken Horarik (1996).

The three dimensions of meaning making (context, structure and language features, along with cohesive textual devices) became a constant organising, coherent framework that teachers in the project could adopt and use.

The teachers examined past BSTs for Years 3 and 5, and ELLA tests for Years 7 and 8 to classify verbal texts as literary or factual. They placed the critical features into a three dimensional framework, and noted differences in the three dimensions of meaning making, for example, linear or non linear reading paths, emotive or creative language, or technical language, as can be seen in the following examples.

The dump

An extract from *Down in the Dump with Dinsmore* by Margaret Mahy

Every day, after school, Dinsmore went down to the dump. He liked it there. He liked turning over the stuff that other people threw away. He liked thinking about the mystery of it all, and taking notes on the people who threw it out.

But not everybody approved of this.

'Dinsmore, there are strange stains all over you this morning,' said his school principal sternly. 'Does this mean you have been down in the dump again?'

She did not want to spoil his interest in a hobby but, on the other hand, she wanted Dinsmore to be a credit to the school.

'I am doing research for my school project,' Dinsmore explained. 'I am writing about the great merry-go-round of the world. At the dump you see lots of things coming and going, round and round and round. I have seen the same old exercise bike go round three times.'

'That's quite enough, Dinsmore,' said the principal in thunderous tones. 'I forbid you to go down to the dump.'

But that very day, after school, Dinsmore went down to the dump once more.



verbal

visual

Diagram 1: Literary text. Permission to reproduce this extract from "Down in the dump with Dinsmore" by Margaret Mahy, illustrated by Stephen Axelsen, was kindly granted by the publisher, Penguin Books Australia Ltd.

literary texts			
topic	purpose	audience	culture
verbal			
<ul style="list-style-type: none"> names tone events humour modal language evaluative language 	<ul style="list-style-type: none"> mood voice questions dialogue complication/s purpose 	<ul style="list-style-type: none"> noun groups point of view narrative twist resolution/s feeling/thinking verbs characters 	

Diagram 2: Literary texts: verbal elements.

visual		
<ul style="list-style-type: none"> genre colour representation of participants 	<ul style="list-style-type: none"> framing setting 	<ul style="list-style-type: none"> style signifying
layout (in relation to whole text)		

Diagram 3: Literary texts: visual elements.

factual texts			
topic	purpose	audience	discourse
<ul style="list-style-type: none"> headings technical vocabulary subject specific vocabulary diagrams lists captions maps charts tables graphs 			
layout			

Diagram 5: Factual texts: verbal and visual elements.



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verbal

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Diagram 4: Factual text.

(Images and intrigue, ELLA 2004, p 8. Reproduced with kind permission STANSW Young Scientist).

The following questions, which the project teachers devised to investigate meaning in each dimension, can be used by teachers about the above or similar texts to critically analyse the texts.

helpful for teaching Stages 2 to 5 students. The teachers found that while the three dimensional framework, and elements of visual images were helpful for framing their

teaching, the grammar engaged by Kress and van Leeuwen needed to be expanded so that a metalanguage for Stages 2 to 5 teaching about visual images could capture a range of everyday to more technical language. Exploration of this is illustrated through use of the following image of George Bush and Nancy Reagan (Diagram 6), which appeared on the front page of the *Sydney Morning Herald* (SMH) on 11 June 2004.



Diagram 6: Visual text. Reproduced with kind permission: AP via AAP [Reagan State Funeral, A. Draper, photographer] © 2004 The Associated Press.

Kress and van Leeuwen's framework (Diagram 7 see below) is then used to support explicit teaching of the visual elements of this image.

The following questions (opposite page), which the project teachers designed as a teacher friendly version of Kress and van Leeuwen's framework, can be used by teachers to guide explicit visual literacy teaching in relation to aspects of the SMH image.

Context	<p>where does this text come from? why would a text like this exist? what is the purpose of this text? who is this text for? what is the subject/topic/issue?</p>
Structure	<p>how is this text structured to achieve its purpose? e.g. stages? paragraphs? headings? questions and answers? boxes of information? dialogue? Simple/complex sentences? person?</p>
Language features	<p>what language matters in this text? why? e.g. descriptive or technical noun groups? types of verbs? tense? modality? adverbials? metaphor?</p>
Devices for building cohesive whole texts	<p>how does this text stay on one subject? e.g. word chaining how does this text move through time? e.g. connectives</p>

Teaching about critical features of visual texts

The project identified that the frameworks and grammar for investigating meaning in visual images suggested by Kress and van Leeuwen (1996) articulated with their constant framework for understanding meanings in verbal texts.

Using visual images from the print media, the teachers engaged Kress and van Leeuwen's framework and grammar to investigate how the images were constructed, how different elements of visual images might be explicitly taught, and whether or not Kress and van Leeuwen's metalanguage would be

patterns of representation	topic narrative concept
patterns of interaction	gaze framing angle colour setting lighting representation of participants
patterns of integration	layout saliency reading path

Diagram 7: Framing meaning in visual texts (Kress & van Leeuwen, 1996).

Goings on?

- what's going on in the world that relates to this image?
- what's the purpose of this image?
- who is the audience for this image?
- what's going on in this image?
- is it a narrative image with action?
- is it a conceptual image with no action?

Interactive elements?

element	technique	purpose	is code for...
gaze	offer/demand	indicating contact with others	engaged or disengaged
framing	close/long shot	indicating social distance	public or personal space
angle	high/low frontal/oblique	indicating power/point of view indicating involvement	power over/power with detached/engaged
lighting	focus/shadow	indicating version of participants	real or not real
context	detailed/abstract	indicating versions of a setting	real or not real
colour	natural/modulated	indicating versions of reality	real or not real

Compositional elements?

what devices link the image into a whole text? e.g. colour, framing

Bringing the frameworks together

While the metalanguage of frameworks suggested by Halliday, Kress and van Leeuwen, and the English syllabuses differ, each of the three dimensions of meaning making remain constant in their intent. Teachers found it helpful to make links between the theoretical frameworks discussed, and represented them so that a constant three dimensional framework for investigating meaning was visible, as shown in Diagram 8.

Halliday (1985)	Kress and van Leeuwen (1996)	K-12 english syllabuses
ideational	representation	context
ideological	interactions	structure / language / visual features
textual	composition	connectives

Diagram 8: Three dimensional framework.

In this way the teachers had developed flexible schema to guide explicit teaching about elements involved in the construction of verbal texts and visual images

Teachers in the projects used this framework (Diagram 8) to investigate

dimensions of meaning in various texts that are part of our social literate practices of today. In this way the teachers had developed flexible schema to guide explicit teaching about elements involved in the construction of verbal texts and visual images. They recognised that the elements and techniques used to construct texts varied with the mode, for example, verbal texts use linguistic elements, and visual texts use elements which relate to camera

control. The teachers also had a range of metalanguage to use for teaching about verbal and visual texts.

Framing multimodal texts

The teacher research then investigated how these understandings and frameworks could be applied to teaching about multimodal texts.

This included an examination of electronic texts. Recent television and multimedia advertisements, such as

the Microsoft series *Your potential Our passion*, provide fascinating, engaging examples for teachers to use. The project identified new and familiar textual features, such as, music, sound, voiceover, editing, and writeovers introduced as devices for building coherence in whole texts. Freeze framing, and replaying of a television advertisement, taped from free to air television channels, was necessary for investigating dimensions of meaning, and for identifying elements which were significant in constructing meaning.

The Microsoft series *Your potential Our passion* has appeared in the print

media during 2004, and has been replicated as a television advertisement. The critical features of each text can be investigated separately, using a three dimensional framework. Comparisons of the print image advertisement with the television advertisement highlight how the electronic technology affords the use of new elements to build coherence in the two texts as seen in the use of a new critical

feature, the writeover. This is drawn over time in the television advertisement, suggesting the concept of developing potential over time, with the help of adoring parents, and *Microsoft*. As shown, this teacher friendly model/framework can be utilised for a range of media. Teachers could use it with classes for a variety of advertisements and images with current appeal selected by students or teachers.

Teachers in the project developed frameworks to help focus student understanding of a diverse range of texts.

The following metafunctional framework, and questions, were identified by the project teachers to guide explicit teaching of meaning in television advertisements.

Goings on?

- what's going on in the world that relates to this images?
- what's the purpose of this images?
- who is the audience for this images?
- what is this text about?
- what's going on in this text?
- is it a narrative with action?
- is it a concept/idea with no action?
- does this text relate to other texts in our world (intertextuality)

Interactive elements?

element	technique	purpose	is code for...
gaze	offer/demand	indicating contact with others	engaged or disengaged
framing	close/long shot	indicating social distance	public or personal
angle	high/low frontal/oblique	indicating power/point of view indicating involvement	power over/power with detached/engaged
lighting	focus/shadow	indicating version of participants	real or not real
context	detailed/abstract	indicating versions of a setting	real or not real
colour	natural/modulated	indicating versions of reality	real or not real

Coherence?

- saliency what elements of the visual images attract attention?
- information how is advertisement *story* told over time?
what elements support a cohesive *story*? e.g. music? voiceover? sound? editing? timing?
how do these elements vary to support the message? e.g. classical/contemporary music? soothing/excited voiceover? fast/slow timing?
reading path how did your eyes track through the images?

Conclusions and implications

The importance of enabling students to critically understand the range of both print and electronic texts they interact with in daily life is apparent in the demands of current curriculum in schools. Teachers in the project developed metafunctional frameworks to help focus student understanding of a diverse range of texts. Some aspects are more relevant to certain mediums.

Teachers in the project developed metafunctional frameworks to help focus student understanding of a diverse range of texts.

The professional learning model used in the project has implications for collaborative and extended teacher professional learning, conducted across or within schools, which builds knowledge and understandings of participants, and changes practice for teaching multiliteracies.

The projects found that the above frameworks:

- were constant
- articulated with a social view of verbal or visual language use
- were transferable across multimodal texts
- were flexible in accommodating different design elements
- facilitated explicit teaching
- provided a way in to realising critical social literacies.

The project identified features of multimodal texts that will enable teachers to help students develop a critical literacy, that connects out of school literate practices to in school learning of literate practices. ■

References and further reading

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Quality teaching in NSW public schools: discussion paper
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Putting teacher and student learning first in implementing *Quality Teaching*: the North Sydney Demonstration School experience



Frances Plummer is the Principal Education Officer responsible for managing the

cross sectoral Australian Government Quality Teacher Programme in NSW. In 2003-04 the program funded Action learning for school teams. Fifty project teams participated in this activity. This is the story of North Sydney Demonstration School's journey through the action learning project. Frances interviewed the school's Principal Jennie Fogarty, and teacher-librarian, Patricia Sofios, to reflect on their school's journey and to describe how they used an evidence based approach to action learning, to bring about transformational learning for teachers and students.

Background

The teachers at North Sydney Demonstration School were faced with the challenge of accessing the school computer network to integrate Information Communications Technology (ICT) to create engaging and challenging learning experiences for students. Establishing the school computer network was seen as an opportunity to increase access to the Internet, to connect students with a wider variety of learning opportunities, and to integrate the teaching of computer skills meaningfully in curriculum context. This approach to student learning was identified as the core of making a difference to the teaching and learning environment at North Sydney Demonstration School.

Jennie Fogarty believes that improvement in teaching and learning follows

commitment to professional learning. This includes facilitating a deeper knowledge and understanding of pedagogy, in a supportive professional community that is directly related to the day to day practices of teaching (Hawley & Valli, 1999). The funding

Establishing the school computer network was seen as an opportunity to increase access to the Internet, to connect students with a wider variety of learning opportunities, and to integrate the teaching of computer skills meaningfully in curriculum context.

for the *Action learning for school teams*¹ and the invitation, through a successful submission, came at an opportune time to support the teacher professional learning for this initiative. This opportunity was used to link *Quality Teaching*² and action learning to foster a culture of professional learning that has always had a strong foundation at North Sydney Demonstration School for

¹Action learning for school teams was funded as an initiative of the Australian Government Quality Teacher Program (AGQTP) 2003-4 in NSW.

²Quality teaching is the term applied in this article to the model of pedagogy described in the discussion paper *Quality teaching in NSW public schools*.

making a difference to student learning.

The action learning project involved teachers working in teams to increase their understanding of:

- *Quality Teaching* and its applications for their teaching
- the capacity of *Quality Teaching* to influence teaching and learning practices
- the power of reflection as a professional learning activity
- collegial processes that strengthen teacher professional learning within the school context.

Quality Teaching in NSW public schools

The action learning project was designed to give teachers opportunities to explore *Quality Teaching* more deeply, while at the same time

modelling the model for teacher professional learning. The teachers engaged in substantive discussions about and reflection on, their teaching

practices. They identified specific elements of the model to incorporate into the design of learning activities, including the way ICT could be used to 'encourage students to become discriminating and skilled users of information'. (Todd, 2003)

The teachers explored ways to expand student capacity to engage in deep learning and develop deep knowledge, exploring more deeply and widely the range of information sources and experiences which enhance student learning through appropriate use of ICT. In terms of fostering a quality learning environment, the teachers identified the construction of social support for students to learn from and expand on others' learning, as a key strategy. One result the teachers observed was that

One result the teachers observed was that students were excited about taking responsibility for self directed and regulated learning.



Students from North Sydney Demonstration School.

students were excited about taking responsibility for self directed and regulated learning. Significance was addressed to connect students with

the wider world by investigating real life situations through narrative, and by drawing from background knowledge and cultural knowledge.

The installation of the network gave Internet access to every classroom, and a school intranet with the potential for students to engage in

substantive communications online through *WebBoard* and email. Patricia Sofios stated that the expanded access provides the potential to access information and information services in all classrooms (Todd, 2003).

This provided opportunities for explicit teaching to develop students' critical literacy skills to select, analyse and synthesise information.

This ICT initiative increased student engagement with information as they applied the information skills process to class based learning activities (NSW Department of Education 1988).

The elements of the model were explicitly and systematically addressed as teachers designed *WebQuests*, topic



Reflecting on achievements one step at a time. Jennie Fogarty and Patricia Sofios being interviewed by Frances Plummer.

hot lists, and independent research activities (Yates, 2003).

Patricia liaised with Robyn Mason, the school's computer coordinator, and with classroom teacher teams to design authentic learning experiences that integrated a range of ICT applications within specific curriculum areas. The teachers explicitly focused on achieving knowledge integration to reinforce the significance of the learning context. This produced a range of planned learning activities for students in Stage 1, 2, and 3 across the key learning areas.

This sharpened their focus on the curriculum in terms of the Quality Teaching elements and how they could build on current practices to design innovative, challenging and accessible learning activities for students

One of the learning activities developed to integrate ICT is *Zelda's zany zoo*, an integrated unit for Stage 3 English, HSIE, and Mathematics. Table 1 (over page) provides an extract from the unit written and taught by Stage 3 teachers at North Sydney Demonstration School as part of this AGQTP project. It is not a lesson plan but an overview of the work done.

Transformational learning

The teachers realised, through their engagement in the action learning project, that an important part of their planning was reflection on their current integration of ICT. This sharpened their focus on the curriculum in terms of the *Quality Teaching*

elements and how they could build on current practices to design innovative, challenging and accessible learning activities for students (Foley, 2003).

Jennie and Patricia agreed that teaching practices have grown in strength from the teachers' professional learning experiences in the action learning project. Through applying *Quality Teaching* dimensions and elements to integrate ICT in teaching and learning, teachers were able to articulate explicit teaching requirements in relation to:

- the connection of the elements with teaching practices, to make a difference to student learning
- the processes of learning and how teaching influences individual student learning
- the purpose of teaching as it critically reflects on the quality of the learning experience for students
- improved classroom practice through collegial support for sharing and observing practice.

Jennie confirmed that this project evidenced teachers constructing their own views of how *Quality Teaching* can best achieve transformational learning outcomes for their students. Teachers recognised these recent learning experiences have enabled students to apply higher order

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Teachers recognised these recent learning experiences have enabled students to apply higher order thinking skills to engage with multiple perspectives, sources and formats of information.

thinking skills to engage with multiple perspectives, sources and formats of information. Students have as a result been able to construct their own understandings, make new meanings and acquire deeper knowledge of the curriculum area covered.

Taking the learning beyond the project

The teachers at North Sydney Demonstration School will continue their professional learning by investigating and applying a range of appropriate strategies for documenting evidence of teacher and student learning. These planned strategies include continuing the use of peer classroom observations, students using self evaluation tools and participating in reflective dialogue and feedback sessions. ■

Zelda's zany zoo
 Stage: 3
 Jeff Smith and Robyn Mason
 KLAs: Mathematics, English, Science & Technology

CONTEXT

This summary reflects the sequence of lessons developed as part of an integrated unit of work on the designing and making of a zoo enclosure for a specific animal. It includes a visit to a zoo. The unit provides an opportunity to cover a range of KLAs with a strong emphasis on literacy and ICT. Throughout the unit, students were able to question, research and present information on an animal by looking at the Internet, using word processing skills and developing a *PowerPoint* presentation. Students were encouraged to work in small groups and to take ownership over the direction of their learning. The use of the *Quality Teaching* model allows for teachers and students to focus on meeting outcomes in an environment where the children are engaged and meeting explicit criteria.

ICT CAPABILITIES

- locating, evaluating, synthesising, storing, retrieving and using information through the use of the Internet and the school's Intranet
- using and manipulating a range of programs to present information by using computer based technologies

SCENARIO: The local zoo is very run down and the visitor count is decreasing. Zelda has invited consulting teams to design new animal displays, which hopefully will help to improve conditions for the animals as well as increase visitor numbers.

THE TASK: Design a new habitat for an animal that could live in a zoo in your local area. You will need to support your design by giving a multi media presentation to Zelda and the city council. A model of the habitat, an educational sign, and a tour guide's script are also to be completed.

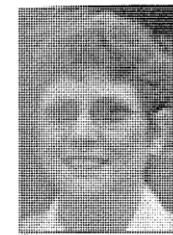
ACTIVITIES	TEACHING STRATEGIES Summary	QUALITY TEACHING
Discuss the task and select an animal that could live in a zoo in the local area.	Using web site links from http://www.wwf.org students investigate zoos that have poor conditions for their animals. Discuss the feelings that these pictures evoke from the students and how this will affect the task of designing an enclosure. As a class, develop explicit criteria for designing the new enclosure.	explicit quality criteria high expectations student direction narrative substantive communication
ENGLISH TS3.2: Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.		
Write down what you already know about the animal. ENGLISH TS3.2	Using large sheets of butcher's paper, groups brainstorm information they know about their animal. Allow the students to share their information with the class.	background knowledge
Write and categorise questions you have or that you predict others might have about the animal and its needs. ENGLISH TS3.2	Discuss the importance of relevant questions based on the purpose of their task. Allow the groups to develop a range of questions that they will need to complete the task. Allow time for the students to share their questions and to evaluate their own questions after they have shared with others.	higher order thinking substantive communication
ENGLISH TS3.1: Communicates effectively for a range of purposes and with a variety of audiences to express well developed, well organised ideas, dealing with more challenging topics.		
Research the animal to answer the questions.	Using ICT, allow students to take their questions and research their animals by looking at a variety of web sites. Share the web sites found and evaluate them for others to use. Supply a list of suitable extra web sites for students to use and evaluate if needed.	deep knowledge higher order thinking
S & T UTS3.9. Evaluates, selects and uses a range of equipment, computer based technology, materials and other resources to meet the requirements and constraints of investigation and design tasks ENGLISH RS3.5: Reads independently an extensive range of texts with increasing content demands and responds to themes and issues. ENGLISH RS3.6. Uses a comprehensive range of skills and strategies appropriate to the type of text being read.		
Discuss in your group: a) Is it possible to build a zoo habitat for the animal? b) Will the animal survive if placed in a zoo?	Discuss the forthcoming trip to the zoo. Allow students to develop questions to investigate the current enclosure of their animal at the zoo. Take an excursion to the zoo. Allow the children to answer the questions and take digital photographs while looking at the enclosure of the animal they are studying.	student direction connectedness

Table 1: Extract of unit.

<p>S & T UTS3.9: Evaluates, selects and uses a range of equipment, computer based technology, materials and other resources to meet the requirements and constraints of investigation and design tasks</p> <p>ENGLISH RS3.5: Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.</p> <p>ENGLISH RS3.6: Uses a comprehensive range of skills and strategies appropriate to the type of text being read.</p>		
<p>Discuss in your group:</p> <p>a) Is it possible to build a zoo habitat for the animal?</p> <p>b) Will the animal survive if placed in a zoo?</p>	<p>Discuss the forthcoming trip to the zoo. Allow students to develop questions to investigate the current enclosure of their animal at the zoo.</p> <p>Take an excursion to the zoo. Allow the children to answer the questions and take digital photographs while looking at the enclosure of the animal they are studying.</p>	<p>student direction connectedness</p>
<p>ENGLISH TS3.1: Communicates effectively for a range of purposes and with a variety of audiences to express well developed, well organised ideas, dealing with more challenging topics.</p> <p>S & T LTS3.3: Identifies, describes and evaluates the interactions between living things and their effects on the environment.</p> <p>S & T UTS3.9</p>		
<p>Design and build a model of the habitat.</p>	<p>Discuss the trip to the zoo and look at the use of area, perimeter and 3D shapes within the enclosure. Develop and complete activities involving students exploration of area, perimeter and 3D shape. Discuss the recent trip to the zoo, the answers they found to their questions, and the features that they noticed. In groups allow students to discuss and design a plan for an enclosure using prior knowledge.</p> <p>Discuss the materials needed and other factors that will affect the building of their model.</p> <p>Provide opportunities to build a 3D model of their designs.</p>	<p>problematic knowledge student direction higher order thinking knowledge integration</p>
<p>S & T BES3.1: Creates and evaluates built environments demonstrating consideration of sustainability and aesthetic, cultural, safety and functional issues.</p> <p>MATHS SGS3.2: Manipulates, classifies and draws two-dimensional shapes and describes side and angle properties.</p> <p>MATHS WMS3.1: Asks questions that could be explored using mathematics in relation to Stage 3 content.</p> <p>MATHS WMS3.2: Selects and applies appropriate problem-solving strategies, including technological applications, in undertaking investigations.</p> <p>S & T DMS3.8: Develops and resolves a design task by planning, implementing, managing and evaluating design processes.</p>		
<p>Write a tour guide's script.</p>	<p>Discuss what would be useful as a script for a tour guide, and how it may be organised.</p> <p>Using the information they researched, allow students to draft, edit and publish a script for a tour guide describing their animal and habitat.</p>	<p>metalinguage higher order thinking substantive communication student direction</p>
<p>ENGLISH WS3.9: Produces a wide range of well structured and well presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p> <p>ENGLISH WS3.10: Uses knowledge of sentence structure, grammar and punctuation to edit own writing.</p> <p>ENGLISH WS3.13: Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.</p>		
<p>Create an educational display near the habitat.</p>	<p>Using the information researched, including pictures and maps, allow students the opportunity to publish an animal display board for the enclosure.</p> <p>Discuss the purpose and the audience for an animal display board.</p>	<p>metalinguage higher order thinking student direction</p>
<p>ENGLISH TS3.2; ENGLISH: WS3.9; ENGLISH: WS3.10; ENGLISH: WS 3.13</p>		
<p>Plan and create a multi media presentation for Zelda and the class.</p>	<p>Using all the information, pictures, designs and models, develop a PowerPoint presentation. The audience needs to be convinced that students have met all the explicit criteria of the task.</p>	<p>higher order thinking student direction</p>
<p>ENGLISH WS3.9; ENGLISH WS3.10; ENGLISH WS3.13</p>		
<p>Present your proposal to Zelda and the class.</p>	<p>Using all the information, pictures, designs and models, present a PowerPoint presentation to an audience, convincing them that students have met all the explicit criteria of the task. Have 'Zelda' assess the design of the enclosure against the criteria.</p>	<p>deep knowledge deep understanding substantive communication narrative</p>
<p>ENGLISH TS3.1; S & T DMS3.3 S & T DMS3.8: Develops and resolves a design task by planning, implementing, managing and evaluating design processes.</p>		

Table 1: Extract of unit (cont).

J.C. Burke visits Barrenjoey High School to talk about her new novel *The red cardigan*



Cathy Sly is an English/History teacher at Barrenjoey High School. Cathy

collaborated with the teacher-librarian in implementing this activity.

A presentation by a visiting author and the reading and writing activities that ensued has proved to be an interesting way of implementing some of the requirements of the new *English Years 7–10 syllabus*. It has encouraged the students to 'examine the contexts of language usage to understand how meaning is shaped by a variety of social factors.' (p.7) It has also enabled students 'to use, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meanings in ways that are imaginative, interpretive, critical and powerful' (p.12).

A review of *The red cardigan* can be found in this issue of *Scan*.

A collaboration from a shared interest

Jane Burke's inspiring talk at Barrenjoey High School was the result of collaboration between the teacher-librarian and an English teacher. Both teachers had read her new novel,

It has also enabled students to use, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meanings in ways that are imaginative, interpretive, critical and powerful.

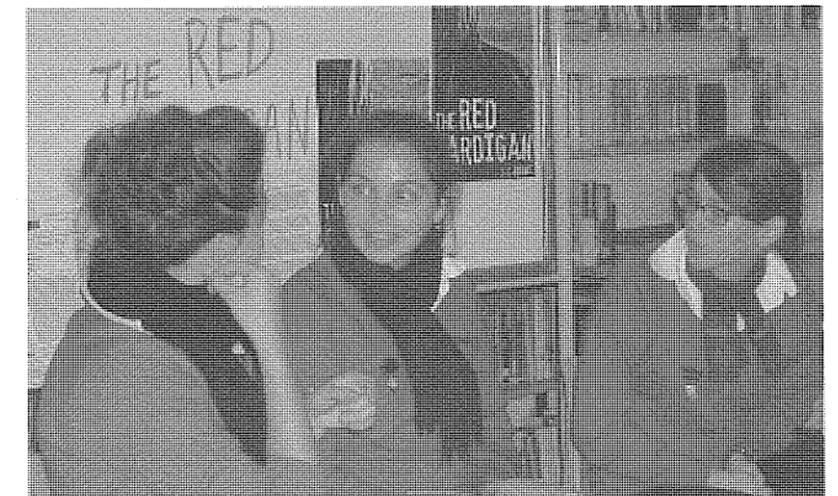
The red cardigan, and believed that it would be an engaging fiction text for Year 8 students. During an English lesson, the teacher explained to the class that they were invited to a talk by a writer about her new book. Some students were already familiar with J. C. Burke through an earlier book. Her first novel for young adults, *White lies*, was published in 2002. It has links to

the surfing culture and so readily struck a chord with a number of students at this Sydney beachside high school.

The students immediately showed an interest in such a visitor. They were also given a brief outline of the new book, which is a psychological thriller and murder mystery. After the lesson the teacher-librarian had many requests for both books, reflecting the interest in reading them stimulated by the lesson.

The day of the visit

A week later, students who had managed to read either of J. C. Burke's books bubbled with anticipation and gave excited recommendations to their classmates. One student said she read *White lies* over a weekend and claimed that it was so sad that she 'cried and cried'. Another exclaimed he had read *The red cardigan* in one night because he 'couldn't put it down'.



Students gave excited recommendations to their classmates.

So there was an air of anticipation as the Year 8 class filed into the school library to meet author, J. C. Burke.

Jane Burke proved to be a very engaging speaker. She gave the students some information about her background, and her entry into the world of writing novels for young adults. The students were fascinated to discover that, encouraged by her sister to enter a competition, she had won an award that allowed her to be the recipient of a mentorship with well known author, Gary Crew.

Using visual stimulus

During her presentation, Jane made use of her laptop computer and a data projector. This focused students' attention on visuals that had particular significance for Jane in the process of composing her latest novel. She explained that one of her personal interests was in vintage clothing. She projected a picture of a beautifully embroidered Spanish shawl, a piece of clothing that in the narrative has strange effects on the protagonist, Evie, when she tries it on at a market stall. She also presented a picture of the intended bright red cashmere cardigan that operates as a powerful motif throughout the story.

In an interesting anecdote, Ms Burke explained to the students that when she was sent the artwork for the cover of her book, she realised that the cardigan on the cover was different to the one she had portrayed in the story. She was a little shocked by the cover, since it showed a ribbed red cardigan, and not the soft one she had originally imagined. She felt that the cover picture required her to rewrite the description of the cardigan in the book.

As students commented later, this personal story was important as it showed the constructed nature of texts. It led to an understanding and appreciation of the way writers have to make decisions, and how they may alter or amend aspects of their narrative to suit certain choices or circumstances.

Another visual presented by Jane Burke was of an antiquated ouija board. A similar ouija board, owned by Evie's grandmother, is significant in the story. Jane showed a number of other visuals to indicate how she had made use of very specific items and places in creating her narrative. She explained that as a writer she thoroughly researches aspects that are to become a part of her story. She claimed that she operates like a method actor in terms of studying, researching and absorbing places, people, and significant items.

The writer's journal

Of particular interest was her writer's journal, a spiral notebook, in which she kept records of things that may be used in her writing. Jane handed this journal around for students to look at. Seeing the journal made the process of writing particularly real for the students. The experience of perusing personal notes and records that eventually became embedded in a published novel was very enlightening.

An engaging speaker, Jane quickly built a rapport with her audience, who appeared mesmerised by both her life tales and fictional creations. She selected and read some excerpts from *The red cardigan* and the students were enthralled.

Student responses

Jane's talk was followed by question time, which allowed students to pursue a number of interesting queries about the writing process: the choice of characters' names, where a writer's inspiration comes from, and what books the author had in mind for the future, were among the issues that interested the students.

After the presentation the students were asked by their English teacher to record their impressions. Their comments were all very positive, and illuminating on how the writing process was shared. Comments included:

I thought her talk would be pretty boring, but it wasn't. When she

started reading sections from The red cardigan, I didn't want her to stop! She really inspired me to go home and write.

I like the way she studied the things that she wrote about in the book.

Thanks for this wonderful insight into a writer's world.

Some of the most satisfying times in teaching occur when students become engaged in an activity that they clearly find inspiring. This stimulating presentation given by a visiting author has provided a springboard for a number of other writing activities including the following:

Keeping a writer's journal

Students can be encouraged to create their own journal. Entries could be made in this journal at regular intervals over a designated period of time.

Entries may include:

- snippets of events in your life: a funny, embarrassing, happy, or infuriating experience
- descriptions of the people you meet each day; how they react in certain situations and how their names fit their personality
- descriptions of unknown people that you observe: in the shops; on the bus; at a sporting event; in a doctor's surgery; and so on
- observations of places; use your senses to help you describe what a place looks, smells, sounds, tastes, or feels like
- descriptions of something unusual; make notes on any new or unusual encounters
- close description of something quite ordinary; try to describe ordinary items in great detail
- extracts of conversations; overheard lines can be used creatively in a different context; record these in your journal
- feelings; describe what you feel at any given moment; try to show the feeling in words; use descriptive words, similes and metaphors.

These journal entries can then be included in students' personal creative writing activities.

Visual stimulus for story writing

Teachers or students can select a picture or a series of pictures to use as

the basis for a piece of creative writing. Old calendars often have wonderful visuals that may be used in this way. Laminating a series of really interesting pictures preserves them for use, with students being able to select different ones to study closely, providing a focus from which to plan their story writing.

Combining students' experiences with real authors as people and writers, encouraging them to create personal ideas journals, and focusing their awareness of everyday visual stimulus empowers students to become 'really inspired' to write. ■

Ways into writing – Narrative. Stage 4 English

Aims:

- To deconstruct the opening of *The red cardigan* by J. C. Burke in order to show students some devices used by a writer to capture a reader's interest.
- To use the introduction as a model for students to create a lead into their own short story.
- Stage 4 Outcomes: 1, 5, 6, 11

Syllabus Outcomes	Teacher direction	Student activity
Students <i>learn to</i> : 1.1; 1.5; 1.10 Students <i>learn about</i> : 1.11	Read the novel's opening paragraph aloud. Ask students what they discover from this excerpt. Discuss thoughts on this opening. Consider the notion that sensory experiences (sight, hearing, touch, taste, smell) often have strong connections to experiences of the past.	Jot down a personal sensory experience that reminds you of something in the past. Briefly describe the sensory experience. Briefly describe the connecting experience.
Students <i>learn to</i> : 1.8; 1.10 Students <i>learn about</i> : 1.12; 1.15; 1.17 Students <i>learn to</i> : 6.1; 6.4; 6.5; 6.6 Students <i>learn about</i> : 6.8; 6.11	Ask students to draw a simple diagram showing the connections linking the smell of the Murraya bush to what Evie is told by her grandfather.	Draw a similar diagram for the personal sensory experience and its connections. Using your own sensory experiences write the introduction to a story in a similar vein to that written by J. C. Burke.
Students <i>learn to</i> : 5.4; 5.6 Students <i>learn about</i> : 5.11; 5.12; 5.13 Students <i>learn to</i> : 11.10; 11.11 Students <i>learn about</i> : 11.13; 11.15; 11.16	Ask students to share their written work with a partner, and to help each other edit this introductory piece of writing.	Edit work with a partner. Use this introduction or lead to begin a short story. Plan this story on the worksheet provided.
Students <i>learn to</i> : 6.1; 6.7 Students <i>learn about</i> : 6.10; 6.11 Students <i>learn to</i> : 11.10; 11.11 Students <i>learn about</i> : 11.15; 11.16	Give students time to work on their story plans and to write their first draft of their story.	Work on plan. Write first draft. Work with a partner to edit drafts. Present a final edited copy of story.

four 2004



Dr Ross J. Todd is Associate Professor, School of Communication, Information and Library Studies at Rutgers

University, the State University of New Jersey. Ross is also Director of Research for the Center for International Scholarship in School Libraries (CISSL) at Rutgers University.

Amid the changing and developing pedagogical landscape and formulation of areas of focus in educational systems, it is significant to note that literacy remains as a key priority. This goes well beyond traditional conceptions of literacy, which in the past has focused on an individual's ability to read. Today it embraces concepts of reading, writing, listening, speaking, viewing, visualising: interacting with multiple text types and information formats, not to just build new understandings and meaning, but to function successfully, sensibly and creatively in diverse information environments. It is not merely about functional literacy for active learning at school, but for living and working in an information society.

Scan's regular Research columns feature is refereed by Dr Ross J. Todd. Research columns continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher-librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems. This issue focuses on the findings and challenges Australia's Dr. Susan La Marca's research project, *An enabling adult: the role of the teacher-librarian in creating a reading environment*

Quality Teaching supporting literacy

Teacher-librarians supporting literacy remains a constant in the changing information landscape of schools. This support does not simply rest on the provision of diverse reading resources for curriculum and personal enrichment. Rather, it involves a strong pedagogical focus: the explicit and systematic teaching of texts in all media formats and for all purposes. This could include the development of information scaffolds, and significant learning tasks supporting critical literacy and higher order thinking for effective engagement with and utilisation of information in all its forms (electronic, print, popular culture), and for constructing sense, understanding and new knowledge. Against this backdrop, using the term *multiliteracies* makes sense to ensure that we are talking about literacy across all media, including print text, multimedia and the World Wide Web, and indeed, across the range of learning outcomes identified in each curriculum area.

The pedagogical focus of the dimensions and elements of the NSW Department of Education and Training's (DET) *Quality Teaching* model supports such rich learning through offering a framework for quality interventions that foster deep understanding, higher order thinking, high expectations, as well as providing students with the necessary life skills for an information world that by its very nature imposes high literacy demands for survival.

Teacher-librarians supporting literacy

If the school library is to play a significant role in improving achievement in literacy, then teacher-librarians need to be actively engaged in whole school planning for literacy improvement. It is important to be able to articulate, for example through an evidence based practice approach, just how the school library and its initiatives:

- contribute to the development of multiliteracies
- develop pedagogical interventions for students requiring additional literacy support as well as those who are gifted and talented
- work closely with classroom teachers in the design, implementation and evaluation of appropriate strategies for improving literacy for all students.

This backdrop highlights the timeliness of this Research column. The research has been undertaken by Dr. Susan La Marca. Susan is a secondary school teacher-librarian who completed her PhD at the University of Melbourne in 2003. She is currently the Publications Officer for the School Library Association of Victoria (SLAV) and editor of their new research journal, *Synergy*. She is an associate editor of the journal, *Viewpoint: on books for young adults*, produced at the University of Melbourne, and the editor of the books: *Back to books: creating a focus on fiction* (2 volumes) (1999); *Books up front: investing in the value of reading* (2001); and *Effective learning spaces: inspiration for school library design* (2003). At the beginning of 2004 Susan took up a new role as a

part time lecturer at the Bendigo Campus of Latrobe University in the School of Education, teaching Children's Literature.

The research reinforces the importance of setting priorities for supporting reading in a literacy program, and the significance of a range of explicit teaching strategies for supporting reading in a range of formats including information communications technologies (ICT).

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Quality teaching in NSW public schools: discussion paper
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An enabling adult: the role of the teacher-librarian in creating a reading environment

Dr Susan La Marca is a teacher-librarian, Publications Officer for the School Library Association of Victoria (SLAV) and a part time lecturer in Children's Literature at the Bendigo Campus of Latrobe University in the School of Education.

Abstract

This research project investigated the attitudinal and contextual factors that influence the role of the teacher-librarian as an enabling adult in creating a reading environment in secondary school libraries. The research was undertaken in six Melbourne schools, each of which served a different socio-economic population. State, independent and catholic schools both single sex and coeducational were represented. The project identified a key role for the teacher-librarian as an enabler of an effective reading environment, identifying and analysing the contextual and attitudinal factors that contribute to this effort.

The reading environment

Children learn about literature from what the adults around them do about it.

(Zahnleiter, 1985, p.187)

The initial concept of a reading environment is taken from Aidan

Chambers' text, *The reading environment* (1991). In this text, Chambers discusses the different factors that contribute to an effective reading environment. He places particular emphasis on the availability of books, the accessibility to the reader of these books, the necessary time to read, and response and discussion with the assistance of an enabling adult.

In Chambers' analysis, the enabling adult is an interested, knowledgeable classroom teacher. Chambers is by no means the only commentator with these views of the reading environment and the role of an enabling adult. Altmann (1994), Brown in (Corcoran & Emrys, 1987), Carlsen (1980), Hale (1994), Hickman in (Roser & Martinez, 1995), Protherough (1983), and Zancanella (1991) have all written about similar models emphasising the importance of access, and the relationships between teachers and students. They discuss at length how, and why, we encourage and foster the reading process, the

benefits to be found in encouraging reading, and the role a supportive, knowledgeable adult can play in this process. What is lacking is an analysis of the specialised role of the teacher-librarian in the process of bringing books and young people together.

The concept of the reading environment, as it is created in a secondary school library by the teacher-librarian, is fundamental to this study. This is an elusive idea though; the term reading environment does not refer to a clearly marked physical space, it is not governed by a set of guidelines or rules. In essence, a reading environment within a school library is the atmosphere which is created that encourages young people to read. Aidan Chambers discusses the term in his book *The reading environment*:

All reading has to happen somewhere... But it isn't only a matter of place - setting. It is also a matter of having books we want, and what mood we're in, and what time we've got, and whether we're interrupted.

Not to mention our general attitude to reading (whether or not it is something we enjoy for its own sake) and why, particularly, we are reading at that moment (as a work duty, or for private pleasure).

These are some of the things that influence us. They make up the social context of reading.

(Chambers, 1991, p. 7)

In a secondary school library, a reading environment is partly what Chambers describes, but it is also much more. An analysis of factors that impinge upon, or contribute to, the creation of an effective reading environment formed the major focus of this research.

The factors were identified through an exploration of the available literature. They are:

- ❖ the attitudes of the teacher-librarian (Patrick, 1997)

- towards reading and their students as readers (Smart, 1985; Atkinson, 1997; Fein, 1996)
- to reading promotion as part of the library program
- ❖ the relationships between the teacher-librarian and all members of the school community. (Baker, 1980; Todd, 2000; Hartzell, 1999; DeGroff, 1997; Worthy, 1996; Young, 1987; Oberg, 1996)
- ❖ library organisation
 - access
 - the advisory role of the teacher-librarian (Carter, 2000; ACYL, 2001)
 - the knowledge base of the teacher-librarian (Chambers, 1991)
 - policy
 - collection management (Diaz, 1992; Carter & Abrahamson, 1994)
 - library reading programs (Buckingham, 2002)
 - ambience (Haycock, 2003, p. 30; Doll, 1992; Kugler, 2002)
 - library layout (Doll, 1992; Truett, 1994)
 - display (Chambers, 1991; Crisp, 2003; Hart, 2001)
- ❖ external constraints
 - budget allocations (Shannon, 2001)
 - support from school administration (Henri & Hay, 1996; Hartzell, 1997)
 - staffing (Welch & Braybrook, 2002)
 - the architecture of the library (Haycock, 1989)
 - the pressures of the curriculum
- ❖ the Professional Context or Debate within the wider community of education and more specifically the study and practice of teacher-librarianship (Mallan et. al, 2000; Harvey, 2001; Welch & Braybrook, 2002; Mitchell, 2002).

The role of the teacher-librarian

Nimon (1995) argues strongly for a role for the teacher-librarian in the promotion of reading – fiction in particular – despite the ever increasing demands upon many libraries to be the centre of technological advancement for their schools. Nimon highlights the difficulty of the teacher-librarian's role in a secondary school library; with limited time and limited funds it is not always reading promotion that gets a high priority.

Haycock, in his recent review of school libraries in Canada, claims:

The positive correlation among teacher-librarians, libraries and reading - ability to read, motivation to read, quantity read, results on reading assessments - has been true across grade levels, socioeconomic class, urban/rural areas and across several decades.

(2003, p. 26)

Haycock strongly advocates an unquestionably important role for teacher-librarians, basing his statements on years of research.

What of the teacher-librarian's role, then, in the promotion of reading? Do they have a place in encouraging the acquisition of literacy skills through an enjoyment of literature? Anecdotal evidence, and the results of my own case study research, suggests that our time is often taken up in attempting to fulfil a myriad of roles. The pressures of constant curriculum change, the need to provide resources, and the need to move students towards becoming efficient users of electronic resources are all important, necessary activities for a teacher-librarian. Is there a place for the promotion of reading and the creation of a warm and welcoming reading environment within this role?

Interconnecting Factors

Through the analysis of the libraries within six case study schools, a picture

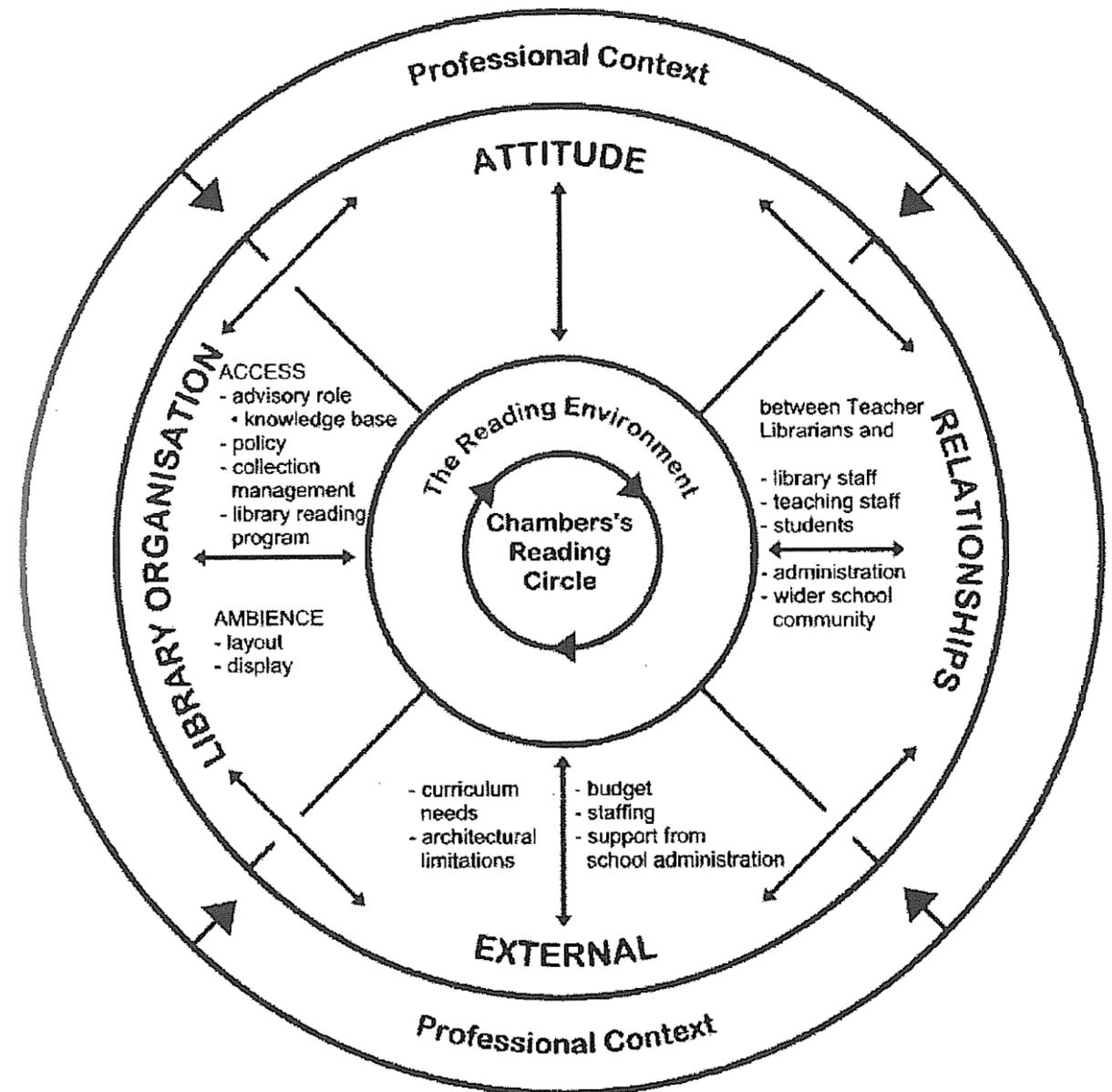


Diagram – Framework of influential factors.

was built up of an interconnected web of factors that can, and do, affect the type of reading environment that a teacher-librarian might attempt to establish. Though the factors vary in relative importance depending upon the particular case, each plays a part in the final outcome. The interconnectedness of these factors must be stressed. The powerful role of teacher-librarians in directing, through their own attitudes and decisions, the nature of the reading environment, was identified. As well as this important role for the teacher-librarian, the research also indicated a

crucial role for administrators, teachers and the wider school community in influencing the reading environment both directly and indirectly.

The above diagram illustrates how all of the factors identified impact upon, and interact with, the reading environment. In this reassessment of Chambers' ideas, his *Reading circle* (1991) is placed within the context of a wider reading environment. This reading environment is constructed by, and impacted upon, all of the identified factors.

The factors, illustrated above, were explored in detail in this research. These factors were identified through the collection of background and contextual data in the form of the two literature reviews: 'Reading and the teacher-librarian', and 'Creating a reading environment'. These reviews resulted in the construction of the diagram, *Framework of influential factors*. The need to investigate each of these specific factors drove the choice of research method and the project's design.

Research questions

Against this backdrop, the research sought to answer the following questions:

- What components make up a reading environment in a secondary school library?
- What does analysis of each case study show the teacher-librarian to be doing within his/her school to create a reading environment?
- What factors impact upon the teacher-librarian's ability to create an effective reading environment?
- How do these impacting factors connect and interact with each other?

Subsidiary questions focused on:

- How does the attitude of the teacher-librarian affect his/her role?
- What do others within the school perceive the role of the teacher-librarian to be? How does this work for, or against, the efforts of the teacher-librarian?

Method

Due to the nature of the questions being asked of participants, which necessitated their elaborating on causes, effects and perceptions, a case study approach was utilised. This research method best met the project's needs. Rather than a single case study, a multi-case approach was chosen to enable a range of views, attitudes and impacting factors to be explored.

A multi-case design of a qualitative nature best suited the stated aim of exploring the factors identified by the literature reviews and outlined in the diagram, *Framework of influential factors*. Factors such as attitude, relationships,

The powerful role of teacher-librarians in directing, through their own attitudes and decisions, the nature of the reading environment was identified.

and library organisation are best explored through the analysis of the everyday workplace of the secondary school library through qualitative, non-invasive means.

In order to develop a multi-method focus, the study used three forms of data collection: interview, observation, and photographs in an effort to learn as much as possible about each case study school.

Interviews were semi-structured to allow for exploration of each of the identified factors from within the framework of analysis. Collected interview data was collated and organised with the assistance of the computer software package *NUD*IST*, to assist in the categorisation and handling of the large number of interview transcripts.

The main source of data was the interview with the teacher-librarian in each case study school and this was supplemented and supported with interview data from teachers, other library staff members, students and members of the administration team as well as observation field notes and photographs.

Findings

Through the analysis of the libraries within the six case study schools a picture was built up of an interconnected web of factors that can, and do, affect the type of reading environment that a teacher-librarian might attempt to establish. Though the factors vary in relative importance, depending upon the particular case, each plays a part in the final outcome. The interconnectedness of these factors must be stressed and this is diagrammatically represented in the diagram, *Framework of influential factors*. This

diagram illustrates the key factors that were most important in the creation of a reading environment.

The powerful role of teacher-librarians in directing, through their own attitudes and decisions, the nature of the reading environment was identified. Despite this important role of the teacher-librarian, the research also indicated a crucial role for administrators, teachers and the wider school community in influencing the reading environment both directly and indirectly.

In relation to what a teacher-librarian creates within their library to foster reading, and how they go about this, the initial importance of the teacher-librarians own attitude was of note. Whether they perceive the creation of a reading environment to be part of their role, and whether they see it as a role for the library in general, greatly impacted upon what the research participants did within their own libraries.

This attitude, either negative or positive towards creating a reading environment, was the most influential factor connecting all others. The relationships formed with staff and students, the way the library was organised, the programs that were offered and the access provided were all driven by the attitude of the teacher librarian towards the concept of a reading environment.

Issues

Through analysis, a series of issues came to the fore. Each of these areas was investigated by this research project and, in turn, each would be worthy of further, more specific, research. These four areas for discussion are:

The library space

All of the case study schools, even those that have generous funding, have issues with the utilisation of space. All of the libraries studied struggle with how to integrate

information and communication technologies (ICT) into their libraries, therefore the issue of how spaces are used, and perceived, was paramount. Many of the libraries found the hardware necessary to operate ICTs in their libraries impacted upon the space dramatically. How do teacher-librarians create libraries that balance all of the needs of the school community? The case study schools, and anecdotal evidence from within the profession, appeared to indicate that reading spaces, their collections, display area and comfortable seating areas are slowly being swallowed up or dismantled altogether to make room for other needs, particularly pods of computers.

Is this a conscious response to a considered view that pleasure reading is no longer a function of a school library? Or is this occurring in a haphazard manner in response to the pressing need to house new technologies without real thought for what is being set aside? Or, more fairly, is it a response to an ever-increasing number of demands placed on the library to provide spaces for many and varied, though all valid, educational needs? Perhaps, in a world of networks and online information available in many and various ways, the nature of the library as a physical space requires a great deal of research and careful thought.

The nature of reading

Young, in *The game of reading: not just books anymore*, argues that reading for pleasure now takes in all formats and if we, and our students, are going to read for pleasure in the future, we need to recognise this (Young, 2002). If so, have our libraries been modified to meet this challenge? Are different formats and text types valued?

In all of the case study schools, pleasure reading was generally assumed to refer to the reading of fiction in standard, hardcopy book format. This view is also reinforced

throughout much of the literature. Though some schools have created new collections in other formats (picture books, magazines, newspapers and talking books), there is still a tendency to see these formats as adjuncts, not of importance within the reading community. Non fiction collections have also been seen, every now and then, as sources of pleasure reading for students, but generally this is not promoted or regularly encouraged. This is changing, as publishers recognise a potential market and produce good quality material of popular interest and educators realise the need to cater for the wide range of learning styles that may be found in any one classroom. If we are to take different learning and thinking styles seriously, we must cater for such differences with varied formats within the school library setting.

Electronic sources have a vital place to play within education for information retrieval and organisation. What is their place in relation to reading for pleasure? A repositioning of electronic formats as possible recreational texts by the community, would, and does, challenge attitudes. The crucial point is this: if our task remains to encourage reading to improve understanding, to bolster the teaching of literacy through the experience of text, and to encourage our students as life long learners through reading, then a redefinition of how, and what we read, and how teacher-librarians promote reading for pleasure, is timely.

The role of information and communication technologies (ICT)

Each of the case study schools handled and exploited the new technologies that they found themselves juggling in different ways. Some teacher-librarians appeared frightened, unsure and overwhelmed. Others have embraced the possibilities. Suffice to say that, while some

appear to be applying technology to learning and using the technology as tools, others are perhaps a little tied up in computers as bright lights and games.

As has been suggested above, electronic forms of text are often overlooked as a source of pleasure reading for the community. As ICTs move into all areas of the community, education, workplace and home, an analysis of their possible role in learning is vital. This is particularly an area of interest to those working to create reading environments in school libraries. Recent reports indicate that one Internet source for eBooks had 682 children's and young adults' titles available for download (Saunders, 2003, p.1). Whether this is the way of the future or not, it is clear that not only will varied styles and presentation be available in the future, but also various ways of reading traditional text.

Where is the teacher-librarian as collection builder, as the facilitator of access, as enabling adult, in this debate? It is clear teacher-librarians need to be aware of the many and varied possibilities available in an effort to better serve the communities of today and the future in relation to the provision of ICT and their pleasure reading needs.

The role of the teacher-librarian

In the same way that we might seek to redefine what reading is and continue to define the uses of various technologies, so too must we continue to redefine the role of teacher-librarians if they are to have a relevant future in relation to reading for pleasure.

What we struggle with is a redefinition of the many varied terms and roles that are expected of a teacher-librarian. In an age when more and more is being asked of the profession, we are in danger of sacrificing areas of expertise in order to maintain integrity and control of our position within the

workplace. As we integrate new and constantly changing technologies into our already crowded libraries and schools, the profession must consider what this means for what is one of our traditional roles - reading promotion, and how this fits into and contributes to a multi-literacy landscape. Many commentators recognise this need for redefinition.

Perhaps, as has been suggested, we are entering an age of specialisation within the field where, in all but the smallest schools, a number of teacher-librarians work as a team, each carrying out specific components of the role. Such specialisation would end the debate about which role is more central and significant and enable a library to carry out fully all the roles that are expected of it. Such a solution is workable in an environment where funding is adequate. For schools that are small, or too inadequately funded to afford a

number of specialist staff on a library team, the problem of which roles, from amongst the many possible, they choose with only limited time at their disposal still exists? How many roles can any one professional perform effectively before all areas begin to suffer due to lack of appropriate application?

Chambers has been quite scathing about those who would discount their role in reading promotion in favour of other aspects of the evolving role of the teacher-librarian (1983, p.340). He strongly places his emphasis for the librarian on the role of reading facilitator; the enabling adult for him is the most important role of all since it brings books and young people together. Perhaps it is not so straightforward. To see the argument as a choice between conflicting roles is to both simplify a role that is larger than just any one specific role, and to

The profession is in a time of redefinition, but this has always been the case.

necessitate an impossible choice of one above the other. The role teacher-librarians have to play in helping students find, interpret and understand the masses of information available to them in this technological age is valuable and should not be discounted, nor should our traditional roles of service provider, collection manager, research skills expert and promoter of reading.

The profession is in a time of redefinition, but this has always been the case. The profession of teacher-librarianship is a relatively new one and, as such, has spent the majority of

its existence trying to define, and own, a role. The challenge is to work through this particular period of redefinition and evaluation without sacrificing any of

the profession's valuable roles, both new and old.

Actions

I would challenge those working in school libraries to question their own perceptions, attitudes and values. Too often we work reactively finding time for whatever we are required to do and endeavouring to merely keep our heads afloat in the demanding world that schools can be. Take time to question the role of your library, reconsider your aims and objectives.

Do you believe the teacher-librarian should have a proactive role in creating a positive reading environment within a school library? If you do feel that this role is crucial consider what you are doing to create a positive reading environment.

Explore this notion with your library staff, teachers and students. What do they feel a positive reading environment should be? Possible areas, identified from my research, that could be explored:

- Do you offer a wider reading program or a program that celebrates and recognises the important role reading can play in all facets of education?
- Do you have a positive relationship with English staff that allows you to work effectively with their classes? Be the initiator!
- Do you have a narrow view of what reading is? Do you recognise different learning styles and preferences by providing reading material in varied formats?
- Are policies that govern access within your library restrictive?
- Is the library a warm and welcoming physical space?
- Does reading as an activity have a designated area within your library?
- Do you maintain knowledge of the reading material of interest to young people to ensure you can be an effective enabling adult?
- Are you available to work with young people, assisting them in their choices?
- Does your library, and your school community as a whole, display a positive, supportive view of reading as an activity?

Recent international research (OECD, 2000; Cullinan, 2000; Campbell 2000; Williams, Wavell and Cole, 2001; CILIP, 2002; Lonsdale, 2003) indicates a strong link between free voluntary reading and student achievement. This material can, and has (La Marca, 2004), been used to argue the importance of an enabling adult working constructively at bringing reading experiences to students and creating a supportive reading environment. Teacher-librarians are perfectly placed to be this enabling adult. Is this a role you cherish, or a role you are happy to discard? ■

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The State Literacy Strategy Evaluation-2003

Dr Owen Davies was Manager, SLS Evaluation, 2003

Background

The NSW State Literacy Strategy (SLS), developed in 1997, is detailed in Focus on Literacy, a position paper on the explicit and systematic teaching of literacy in NSW public schools. The strategy has focused on the teaching of literacy K-12, with particular emphasis on the early years and intervention where students are experiencing difficulty. There has been careful monitoring of student literacy needs as they move from primary to secondary school through the English Language and Literacy Assessment (ELLA), and a focus on meeting the needs of students in all secondary classrooms.

The SLS was accompanied by extensive documentation and support materials, an increased concentration of resources, including personnel, comprehensive testing of student literacy skills and training, and development for teachers. All support services and programs including the Priority Schools Funding Program (PSFP) and the Country Area Program (CAP) had a literacy focus. Consultancy support included increased Reading Recovery consultancy, the Linkages Program consultants, and Early Literacy consultants across the state.

An evaluation of the State Literacy Strategy was conducted in 2003 by the Student Assessment and School Accountability (SASA) Directorate, in conjunction with the Professional Support and Curriculum (PSC) Directorate in accordance with the NSW Department of Education and Training

(DET) School Development Policy (1999). It was the most comprehensive examination of this area in seven years. The purpose of the evaluation was to provide advice about the effectiveness of the SLS and to provide recommendations for directions from 2004. Terms of reference were established for the evaluation, in consultation with a reference group which included representation from parent organisations, principals' organisations, the ATSI consultative group, school services and equity programs, and the NSW Teachers' Federation. The evaluation was led by an SASA chief education officer (CEO) supported by a research team, and coordinated through the SASA CEOs in the forty districts across the state.

Evaluation process

Data was gathered for the evaluation through case studies, surveys, focus group interviews, and interviews with managers of specific literacy programs. Three case studies were conducted in each district. This research was led by the district CEO, all of whom had been trained during two conferences prior to the data gathering procedures. Case studies included interviews with students, parents, teachers, and executive teachers. The case studies provided rich descriptive information for the evaluation. Visits by the evaluation teams were very positively received, and there were many comments from teachers welcoming the opportunity for professional interaction and reflection.

Surveys were randomly distributed to 400 schools statewide, and 396 returns were collated. Each district literacy team, including curriculum and equity consultants, was interviewed.

The findings were coded against the

terms of reference to determine how and to what extent the State Literacy Strategy had achieved its goals, and to make recommendations for future directions.

Findings

An analysis of hard data (Reading Recovery, BST, ELLA and PWA data) indicated upward trends at almost every stage. Of particular significance was the movement of results away from the lower bands of the Year 3 BST, and a shift of around 30% in the last six years, indicating the impact of programs supporting students with literacy problems. Literacy testing also indicated significant improvement for students from non-English speaking backgrounds. There were improvements in the results from A&TSI studies, but the gap between these results and the state average remains an area of concern.

The evaluation found there has been a major shift in the professional use of data by teachers in schools. Teachers are now more knowledgeable about what they are teaching, about literacy learning, and about student progress. They have become particularly successful at supporting students with literacy problems in the lower primary school.

Teachers have developed a heightened awareness of the value to be gained from explicit teaching strategies. Many have gained from course involvement, and the follow up to BST, ELLA, and PWA testing programs.

Literacy support teams

Literacy support teams have been significant in determining literacy priorities, coordinating literacy thrusts and student support mechanisms, and teacher training and development. Teachers stated that focus on the use of

Teachers stated that focus on the use of

data should be accompanied by a greater emphasis on the tracking of students. Teachers also indicated that the successful focus on the embedding of literacy in each KLA should continue.

Literacy support teams have made a significant contribution to the development of whole school approaches to the teaching of literacy. Teachers indicated that the emphasis on literacy assisted them to identify areas of need, and provided directions for planning. The promotion of the teaching and learning cycle as a planning framework for teaching has meant that teachers are using assessment as the starting point for teaching and learning.

Whole school planning

Whole school planning had been the enabling factor in the establishment of learning communities in schools. The State Literacy Strategy provided a common focus in curriculum, equity and support programs, to ensure unity of purpose in relation to literacy. Teachers preferred training and development to be focused on training in school, and on strategies that work.

Collaboration

There were many outstanding examples of collaboration between high schools and primary schools. There has been an increase in the sharing of information about statewide test results, particularly the follow up to those ELLA action research programs with a literacy focus, such as the Literacy Action Research Kit (LARK). This has enabled teachers from primary and high schools to collaboratively focus on literacy. Teachers suggested that there is room to improve the strategies and protocols, to ensure better sharing of test results, particularly regarding ELLA sharing between high schools and primary schools.

There is a need to continue to focus on literacy development at critical stages of transition for each student.

Supporting students

Teachers indicated that early support of students with literacy needs should

continue as a high priority. Teachers strongly endorsed the expansion of programs such as Reading Recovery because of the outstanding success rates for students experiencing difficulty. Data from running records, standardised testing, teacher observation, and the analysis of statewide testing is used to target areas of need at critical stages for students.

The self esteem of many students with literacy learning difficulties has developed as a result of literacy improvement and with the support of other students. There are significant links between literacy achievement, behaviour problems, and success for boys in particular. Teacher skills in supporting students with literacy problems have improved markedly.

Role of parents

The important role of parents as models at home and as support at school was highlighted by responses. Parents commented that they would like more assistance in their role as classroom helpers. Teachers believed that schools need to look for innovative solutions to improve partnerships with parents, including training for both groups. Parents need to be further supported to understand how their children are progressing, and as to how they can assist the literacy development of their children.

Support documents

Teachers found the State Literacy Strategy documents to be extremely useful as cornerstones for professional development and as reference points for planning and implementing teaching strategies on a whole school basis. Some teachers indicated that there was not enough support to accompany the first phase of the

release SLS documents, and that too many documents arrived too quickly. The next phase should focus on refinement, strategically timed support, and opportunities for reflection. Technology and personal contact should be used to communicate the reissued and revised documentation, particularly for isolated schools.

There should be more effective communication and liaison with tertiary institutions about literacy learning. Theory and development programs should ensure that all teachers, particularly beginning, casual, and support teachers, are provided with opportunities to keep current with literacy research, and effective and innovative teaching strategies.

Conclusion

Every aspect of data collection, case studies, interviews, focus group feedback, survey responses, and the analysis of hard data, indicated that the SLS has been, and continues to be, highly successful. Data was sorted and coded after critical analysis, and the report drawn from the data base will continue to provide information to refine current and future programs.

The State Literacy Strategy evaluation report was released by the Premier at the end of July 2004, with the full report available at <http://detwww.det.nsw.edu.au>. A State Literacy and Numeracy Taskforce has been established to implement the recommendations from the evaluation and to ensure the State Literacy Strategy continues.

Further information on the State Literacy Strategy can be found on the DET Intranet, or contact Kerry Long, PEO Literacy Curriculum K-12 Directorate.

Email: kerry.long@det.nsw.edu.au
Phone: 02 9886 7355 ■

References and further reading

LARK: Literacy action research kit, Pilot 2000 (2000) NSW Department of Education and Training
NSW State Literacy Strategy at <http://www.schools.nsw.edu.au/media/downloads/schoolsweb/learning/yrk12focusareas/literacy/execsummary.pdf>
State Literacy Strategy: implementation guide for schools at <http://detwww.det.nsw.edu.au/directories/schoimpro/reading/Self%20Evaluation/KLA%20Evaluations/Literacy.pdf>

National Literacy and Numeracy Week 2004



Melissa Nyholm
is a Project
Officer with the
Quality Teaching
Project.

Students learnt about using
language to convey a message,
and the development of notions of
social action and leadership.

culmination to inter school and
intra school scrabble competitions.
Schools from around the region sent
students from Year 1 through to Year
10 to play in three rounds of scrabble.
Winning teams were announced
during stages of the competition; the
team that best helped others was
acknowledged with a prize, as well as
the team forming the highest scoring
word. Teams that used literary,
technological, and scientific words
were also awarded prizes.

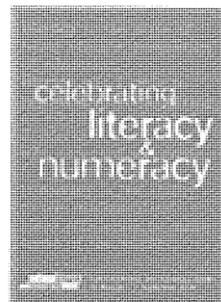
Hunter/Central Coast Region hosted a
day for their Year 6 gifted and talented
students at the Newcastle Wetlands
Education Centre. Students looked at
patterns in nature, and how these
patterns relate to mathematical
patterns and algebra. Student
reflections showed a great depth of
understanding, and awareness of
deepened knowledge.

Activities in the Western region
included a three day workshop for
Student Representative Council
leaders in the middle years. Students
learnt about using language to convey

a message, and the development of
notions of social action and leader-
ship. The workshops included editing
skills, working cooperatively, and
decision making. Students also learnt
about copyright and other aspects of
publishing. Workshops were held in
three locations across the region.

Photographs and details of activities in
other regions can be found at
[http://www.curriculumsupport.nsw.edu
u.au/literacy/index.cfm?u=3&i=35](http://www.curriculumsupport.nsw.edu.au/literacy/index.cfm?u=3&i=35).

NLNW 2004 kit



A kit sent to
every NSW
primary and
secondary
school,
included a
poster to
advertise
National
Literacy and

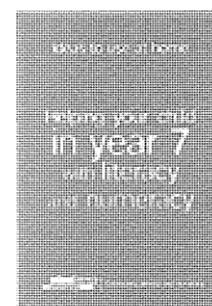
Numeracy Week, information about
the NLNW web site, and a media alert
for schools to send details about their
NLNW activities to local media
organisations. Every primary school
received multiple copies of brochures
for the parents of K-2 students, with
ideas on how to help with literacy and
numeracy.

Year 7 literacy

In 2004, a new brochure was sent to
high schools to be distributed
to the parents of Year 7 students.



Members of Bankstown Public School community receive their \$2 000 NSW Achievement Award for National Literacy and Numeracy Week, 2004 from the Minister for Education and Training. From left to right: Greg Mason, Zi rong Zhang, Hans Zhang, Marta Pennisi, Dr Andrew Refshauge.



This brochure
highlights how
literacy and
numeracy is
relevant to
different
subject areas
in high school,
and includes
ideas for ways

to help with literacy and numeracy at
home. Initial feedback from high
schools about this new brochure has
been very positive.

National Literacy and Numeracy Week Awards

On Monday 30 August, seventeen
schools received an award from the
Minister for Education and Training,
Dr Andrew Refshauge, recognising the
work they have done to improve
student outcomes in literacy or
numeracy. Eleven government and
four non-government schools received
State Achievement Awards. Portland
Central School received the NSW
Excellence Award, and St Joseph's
Catholic Primary School,

Walgett, received the National
Non-government Excellence Award.

Teachers at Portland Central School
worked together to design a
sequenced and integrated program for
students in Years 5-8. Students re-
engaged with learning and now have
higher expectations of their learning.
The Principal and students from the
school were invited to Parliament
House to hear a special mention in
Parliament by Dr Refshauge.

The award winning schools

These schools responded to their
students' needs and were able to
demonstrate improvements in student
learning:

- Portland Central School
- St Joseph's Catholic Primary School, Walgett
- Auburn North Public School
- Bankstown Public School
- Booragul Public School
- Emerton Public School
- Glendale East Public School
- Hannans Rd Public School
- Kendall Public School
- Kingsgrove Public School
- Kyogle High School
- Marcellin College Randwick
- Martin's Gully Public School
- Mt Kuring-gai Public School
- Newington College
- Sacred Heart Primary School Cabramatta
- St Patrick's College Campbelltown

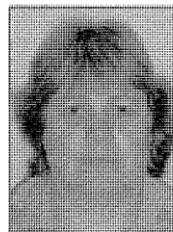
Further information about National
Literacy and Numeracy Week can be
obtained from www.nlnw.nsw.edu.au
or melissa.nyholm@det.nsw.edu.au

Phone 9886 7635
Fax 9886 7694. ■

SCAN Do you have a great idea for a future Scan article?

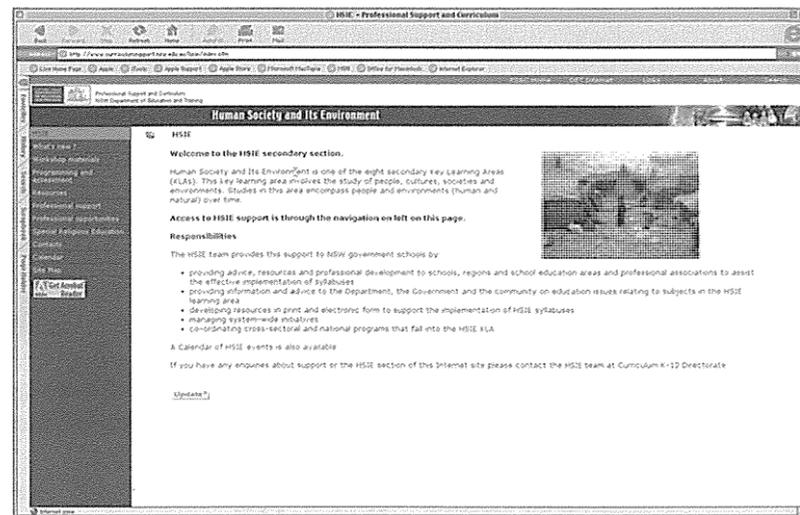
Please ring The Editor on 02 9886 7501 or email editor.scan@det.nsw.edu.au

New syllabuses for HSIE in Years 7-10: starting with the sample programs in HSIE



Sue Field, Senior Curriculum Adviser, HSIE 7-12 in the Curriculum K-12 Directorate at

Ryde State Office. She worked closely with the team of teachers developing the programs for the new syllabuses for Commerce, Geography and History.



<http://www.curriculumsupport.nsw.edu.au/hsie/index.cfm>

New HSIE syllabuses for Years 7-10 will be implemented for Years 7 and 9 in 2005.

Teachers starting work on programs in preparation for these courses will benefit from using and adapting the sample programs for Commerce, Geography, and History developed by the Curriculum K-12 Directorate and participating schools. These programs reflect the elements of *Quality Teaching* for government schools in NSW and will enable teachers to modify quality programs to suit their own school needs and purposes.

The sample programs have been published on the Curriculum K-12



web site for HSIE under Programming and assessment at <http://www.curriculumsupport.nsw.edu.au/hsie/index.cfm>

These sample programs are continually being updated and added to. Comments are welcome through the HSIE unit email: hsie@det.nsw.edu.au or by faxing (02) 9886 7305.

The nature of the programs

These programs have been developed in a particular way for a specific purpose. Each topic is presented through a small number of large tasks. While the tasks are written for students, teachers' notes are included

where necessary. There are few of these notes, so they should be read carefully when they are included. Some of the principles employed in this format are:

- emphasis on student direction and student centred learning, where the teacher becomes more the facilitator than a didactic practitioner
- engagement of students through contexts relevant to their own experiences or through scenarios that encourage involvement
- the tasks score well overall on Intellectual quality, setting high expectations of student performance and deep understanding associated with problematic knowledge
- student responsibility for learning by increasing the choices for case studies, examples and the way work is to be presented

- inclusion of the ICT requirements within the tasks
- inclusion of geographic tools and working historically in the tasks
- group work in many of the tasks focus on student interaction and learning associated with problematic knowledge
- each task can be used for assessment of and for learning
- the generic nature of tasks means they are not dependent on particular textbooks or resources.

Elements of explicit quality criteria and cultural knowledge, plus the dimension of a Quality learning environment, will need to come from the school context and the teacher.

The strengths of the programs

The main advantage of the programs is that they provide a comprehensive set of tasks for students to cover all the required aspects of the course. The tasks are demanding, engaging and will help teachers make the subject relevant and interesting for students. They reinforce many aspects of the *Quality Teaching* model.

The tasks can be used for assessment, saving teachers the need to develop any additional assessment tasks. Whether providing feedback through assessment for learning processes, or assessing the product of the tasks to contribute information to school assessment programs that lead to reporting, these tasks will satisfy these needs and requirements.

Explicit teaching in which the teacher intervenes in lessons at various times to explain points, to teach particular skills and processes, or to deal with conjecture and loss of direction, need to be included when using the sample programs. The tasks provide a student centred framework for the teacher to work in. In such a classroom, the teacher should have more time to deal with individual differences and to assist those most in need of explicit teaching.

Resources

Include additional resources available within your school and community as desired. The Internet is assumed as a source of information.

More support is added on an ongoing basis at the Curriculum K-12 Directorate web site www.curriculumsupport.nsw.edu.au and on the Intranet Teaching and Learning Exchange (TaLE) web site <http://tale.det.nsw.edu.au/home.aspx>

Video

Getting things done: saving the Franklin. In the Discovering Democracy secondary kit. This is a green plastic box issued to all secondary schools. (Look in school library and History teacher's staffroom.)

A variety of commercial textbooks, with skills based activities incorporating mandatory tools, can support the tasks outlined in this topic to provide background for students.

Resources

The sample programs will need to be adapted to include the relevant range of resources available in the individual school and community. Teacher-librarians can collaborate with teachers in the explicit teaching of skills for the effective use of these resources, including web sites. Teacher-librarians also work with teachers to select any additional resources to support the units. The main resources referred to in the sample programs are those that are available in all schools, for instance, the *Discovering Democracy* materials.

The suggested activities can be made more explicit by referring directly to the resources available through individual schools. This style of activity is not suited to textbook teaching. Student learning will be

Student learning will be enhanced through the use of a wide range of sources such as newspapers, journals and the Internet.

enhanced through the use of a wide range of sources such as newspapers, journals and the Internet. Teachers and teacher-librarians will be able to collaborate to develop appropriate resource banks to implement the activities successfully.

The following resource for 4G1 *Investigating the world*, (Diagram 1) can be found at <http://www.curriculumsupport.nsw.edu.au/hsie/ftp/Folder2/programs/GEOG4g1a.doc> ■

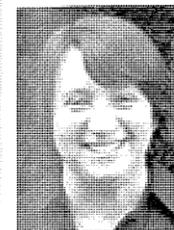
References and further reading

- Civilisation of the past: Ancient China
 - History 7-10 Stage 5 Topic 5: *Australia in the Vietnam era*
 - History 7-10 Stage 5 Topic 6: *Changing rights and freedoms*
 - History 7-10 Stage 5 Topic 7: *People, power and politics in the postwar era*
- Civilisation of the past: Ancient Egypt
 - History 7-10 Stage 4 Topics 1 & 2: *Investigating history and society*
- Civilisation of the past: Ancient Greece
 - History 7-10 Stage 4 Topics 1 & 2: *Investigating history and society*
- Getting things done: saving the Franklin* [videorecording] (1998). In *Discovering democracy [kit]: secondary kit*, Curriculum Corporation
- Quality teaching in NSW Public Schools: discussion paper*
- Human Society and its Environment* [web site] <http://www.curriculumsupport.nsw.edu.au/hsie/index.cfm>
- Teaching and Learning Exchange (TaLE)* [web site] <http://tale.det.nsw.edu.au/home.aspx>

<p>Learn about <i>Learn tos</i></p>	<p>Teaching and learning activities</p> <p>Assessment: The activities require students to demonstrate their learning and are all assessment for learning activities. Some activities might be selected and included in a school assessment schedule for assessment of learning.</p>
<p>The nature of Geography</p> <ul style="list-style-type: none"> the physical elements of environments: <ul style="list-style-type: none"> air flora and fauna soil solar energy (heat and light) water the human elements of environments: <ul style="list-style-type: none"> agricultural industrial settlements economic political sociocultural the interaction of the physical and human elements <ul style="list-style-type: none"> classify features of the environment as physical or human elements record patterns of physical and human elements of environments identify patterns resulting from the interaction of the physical and human environments <p>Our world</p> <ul style="list-style-type: none"> global representation using maps the importance and use of latitude the importance and use of longitude <p>World Heritage Sites</p> <ul style="list-style-type: none"> natural (physical) and cultural (human) sites the criteria and process for World Heritage listing international treaties and agreements related to World Heritage sites organisations responsible for World Heritage sites identify and locate natural and cultural World Heritage sites use geographical questions to investigate a World Heritage site explain the importance of World Heritage listing legal obligations of governments to the preservation of World Heritage sites outline the role of individuals, groups and governments in identifying and protecting World Heritage sites 	<p>The "Greens", a political party supporting the environment, has been very vocal about the importance of world heritage sites and demanding the government do more internationally to create and protect these sites.</p> <p>The editors of your school have decided to create an article for the school magazine about world heritage sites and want to involve Year 7 students (Task 5).</p> <p>Task 1 Locating world heritage sites</p> <p>Teacher note</p> <p>Before this task you will need to check that students know the difference between the physical and human environments and the alternative words of natural and cultural.</p> <p>Your task will be to prepare the article but first you need to research the topic by:</p> <ol style="list-style-type: none"> using the Internet, texts, atlases and other reference materials to identify two world heritage sites, one cultural and one natural, from each continent and to name and locate them on a blank map of the world and label each with its latitude and longitude. The map should include: legend, northpoint, title, scale and border. collecting several pictures of one cultural and one natural world heritage site and for each site list in a table the physical and human features selecting one photograph and constructing a line drawing and labelling the physical and human features on the drawing. <p>Task 2 What is a world heritage site?</p> <p>One of the key features of your article will be to explain world heritage sites using an example.</p> <p>Using the Internet, texts and library resources:</p> <ul style="list-style-type: none"> write a definition of a world heritage site list briefly the criteria needed for a site to be declared as world heritage write several sentences to explain: <ul style="list-style-type: none"> how a site becomes a world heritage site who is responsible for looking after these sites select one <i>cultural</i> world heritage site, name it and describe: <ul style="list-style-type: none"> the site how it meets the criteria who is responsible for its protection and maintenance.

Diagram 1: Investigating the world for 4G1.

Support for teaching the HSIE K-6 syllabus: multistage units for HSIE Stages 1, 2 and 3



Anne Southwell
is Senior
Curriculum Advisor,
HSIE K-6 in the
Curriculum K-12

Directorate at Ryde State Office.

Eight multistage units have been developed by the HSIE Unit, Curriculum K-12 Directorate in the NSW Department of Education and Training (DET) to support teachers in small schools and teachers of across stage classes in larger schools. An additional unit is due to be published soon. All units can be adapted to suit single stage classes. They are available on the Curriculum K-12 site at: <http://www.curriculumsupport.nsw.edu.au/index.cfm> and following the links through Primary to Human society & its environment to Programming and assessment to Stages 1-3 (Kindergarten to Year 6) to Programming ideas to Multistage units.

A short description of each unit is included on the web site. Teachers are encouraged to modify and personalise these units for the specific needs of their Stage 1, 2, and 3 students.

The units have been developed to assist in teaching the specific stage content of the HSIE syllabus in ways that are practical and manageable in a multi-stage class. Units are organised under headings. One or two sections in the larger units could be used in a term. Each unit has a consistent format that identifies the syllabus outcomes, subject matter and opportunities for assessment written as indicators for particular outcomes. Any of the teaching and learning tasks could be selected as specific assessment activities.

Features of the units

Although the units are not designed to provide a full teaching program, they do provide significant and detailed units of work and appropriate models for teachers to follow when programming. A comprehensive resource list that includes web sites is included. The teaching and learning activities are colour coded to indicate those that are undertaken by a complete multi stage class (green), across Stage 2 and 3 (turquoise) or across Stage 1 and 2 (yellow). Careful consideration has been given for classroom organisational practices needed for students working on specific stage learning in a multistage class. Specific tasks and resources have been included for students to work independently or in small groups, while the teacher works with other groups on a single stage.

Support for specific Aboriginal content

The specific Aboriginal subject matter and perspectives included in the HSIE syllabus are addressed in these units. The teaching and learning activities and the teaching resources have all been identified and worked on collaboratively with, and are endorsed by the DET Aboriginal Studies Team at the Aboriginal Programs Unit. When teaching components which have Aboriginal content, teachers can work with their Aboriginal Education Assistant (AEA) or consult with the local Aboriginal community.

Literacy support

The units can be further developed by teachers to include targeted teaching of *Talking, Listening, and Reading and Writing* outcomes in English to meet specific literacy needs of students. Many of the identified resources could be used to support specific literacy learning. Some specific computer tasks could also be developed further. This may include documents that could become a computer based resource for teaching units, particularly in relation to the local community and its history.

Teacher-librarian support

Teacher-librarians can collaborate with classroom teachers to support the teaching of these units. Teacher-librarians could identify specific components of a unit to:

- provide a literacy focus that could be taught to compliment other classroom activities,
- organise, support and explicitly teach related information skills for group research tasks, and
- teach students computer skills when developing computer resources in relation to the local community and its history.

The nature of these units allows teacher-librarians to identify specific resources that support the HSIE outcomes and provide related support on how to use these resources to meet the outcomes. These units emphasise

the importance of using a relevant range of resources and activities to support student learning of clear outcomes.

This provides teacher-librarians with specific information about the teaching and learning the resources need to

support, rather than just a topic area. Teacher-librarians thus have the opportunity to enrich student learning by using the information process to support the outcomes and the development of higher order thinking. ■

References and further reading

Human Society and Its Environment K-6 syllabus (1998), NSW Board of Studies
Information skills in the school, [1989] NSW Department of Education
 Multistage units are available at

<http://www.curriculumsupport.nsw.edu.au/primary/index.cfm?u=5&i=497&kla=HSIE>

Multistage units are:

- Australian democracy
- Australian environments
- Being Australian
- Celebrating together
- Responsible citizenship
- Cultural diversity
- Governing Australia
- Unique communities

Australia's oldest Parliament: on site for the teaching of History, and Civics and Citizenship



Daniela Giorgi
 is the Education Officer,
 Parliamentary Education and

Community Relations, Parliament of New South Wales

The Parliamentary Education and Community Relations Section of the Parliament of NSW conducts programs for students and teachers in all educational sectors. It has become a significant service supplying information, resources, and skills, to support civics and citizenship education in NSW schools. Activities

include student tours and role plays in Parliament, forums, conventions and mock parliaments, secondary school leadership programs, professional development programs for teachers, public tours, and open days.

The NSW Parliament and the curriculum

New South Wales and its Parliament, Australia's first legislature, played an important part in the development of Australia's democracy. The current Legislative Assembly was the site of the 1891 Australasian Convention that met to draft a constitution for the Commonwealth of Australia. It was also a venue for the Australasian Federal Convention (1897) which succeeded in drafting a new Australian Constitution.

History and civics and citizenship are essentially entwined. If we think of the past as history and the present as civics and citizenship, the melding of the two is an example of democratic processes in action. As learners, we immerse ourselves in information and learn processes in an attempt to create meaning and understandings from the world around us. As citizens, we then take actions within that world.

History 7-10

In particular, the Education Section supports teaching and learning within the *History Years 7-10 syllabus* by encouraging site study visits which are 'an inquiry based examination of an historically or culturally significant location', (p.15). The Education Section provides classroom resources and professional

Inquiry questions

- How and why did Federation occur?
- What were the voting rights of the various groups in Australia at Federation?

Outcomes

A student:

- 5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
- 5.5 identifies, comprehends and evaluates historical sources
- 5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
- 5.9 uses historical terms and concepts in appropriate contexts

Students *learn about*:

- the reasons for Federation
- the Australian Constitution
- voting rights for women in NSW at Federation

Students *learn to*:

- explain the arguments for and against Federation
- describe the main features of the Australian Constitution
- identify the voting rights of women at Federation

Table 1: Syllabus links – Topic 1 Australia to 1914.

development programs. Site studies resources are particularly designed to support the teaching of syllabus components *Australia's social and political life to 1914, Federation and Australia's constitution, and Suffrage and franchise.*

Site studies

The NSW Parliament and its surrounds retain a strong link to Federation and are a useful resource for teaching and learning in Topic 1 of the History syllabus *Australia to 1914.*

A site visit to the NSW Parliament allows students to examine an environment where Australian democracy and Federation were developed.

Site studies enable students to understand their historical environment and participate actively in historical enquiry. They can offer a means of interpreting the past and/or recognising how human occupation and use of the site has changed over time, and lead to an understanding of the context in which changes have occurred.

(History Years 7-10 syllabus, p.15)

Site study and civic sites walking tour resources provide information about and ideas for visiting the Parliament and the important civic sites that adjoin it, including the buildings of Macquarie Street and Martin Place, the site of the first Government House (now the Museum of Sydney), the Royal Botanic Gardens, and the Domain.

These unique built environments help us to see our history, to map our concepts of democracy, and to understand the way our society works so that we can begin to participate as informed and active citizens.

By using the history and resources of civic sites, teachers can expose students to a variety of historical sources, voices and perspectives, ideas and opinions about the past. Weaving these together allows students to understand the complex events of the past and to empathise with the issues and ideas that have developed from them in creating contemporary society.

As well as familiarising students with the historical context, a visit introduces students to the different roles of government in Australia and the role of the NSW Parliament, and ways in which they can utilise and participate in our system of government.

Role plays in which students debate a Bill, participate in mock Question Time, or imagine they are delegates to the 1897 Australasian Federal Convention, form part of the ninety minute site study visit. Students may also meet their local member and view Parliament in session.

Conclusion

As Indigenous people mapped their sacred sites long before Europeans arrived, so we can develop maps of

civic sites and use these maps to understand complex systems and relationships in our democracy. These include the structures, laws and traditions that people in the past have left for us, and an understanding that change is possible because of the democratic framework we live in. This mapping is an inherent aspect of our civic responsibilities as educators and citizens. It should inspire us to understand and participate, so that what we leave for future generations is something they too can walk through and think about.

To obtain a copy of the site study resources, the civic sites walk, and other educational publications and information, please contact the Education and Community Relations Section of the NSW Parliament, on 02 9230 2334 or email education@parliament.nsw.gov.au. Visit the For schools section of our web site www.parliament.nsw.gov.au ■

References and further reading

- Australia's first Parliament*, (2003) Parliament of New South Wales
- Giorgi, D. (2004) 'Today's stories yesterday's buildings'. In *EQ Australia* Winter 2004, Curriculum Corporation
- Maxwell, S. (1994) *The history of soapbox oratory*, Chiswick (NSW)
- NSW Parliament and civic sites walk* (2003), Parliament of New South Wales
- Wilson, E.(Ed) (1986) *Discovering the domain*, Hale & Iremonger

Aboriginal Studies in Context: schools working with Aboriginal communities

Renette Townsend is an Aboriginal Adviser with the Aboriginal Studies Team.

The *Aboriginal Studies in Context* (ASiC): schools working with Aboriginal communities program is a strategic response to the identified need to support teachers of Aboriginal Studies in planning and teaching the new *Aboriginal Studies Years 7-10 syllabus* (2003). This program is coordinated by the Aboriginal Studies Team in the Aboriginal Programs Unit (APU) of the NSW Department of Education and Training.

The ASiC program recognises that students need to engage in the learning of Aboriginal Studies to strengthen an awareness and respect of Aboriginal identity and culture. The ASiC program is incumbent on schools valuing and drawing upon the knowledge and understandings within their local Aboriginal communities.

The program focuses on the development of units of work, in consultation with local Aboriginal communities, and provides students with opportunities to learn Aboriginal Studies in context. These units are linked to the Stage 4 and Stage 5 *Aboriginal Studies Years 7-10 syllabus* outcomes.

Professional learning activities

Gilgandra High School and Cowra High School are two schools, supported by the Aboriginal Studies Team, who wrote and implemented units for two of the *Aboriginal Studies*

Years 7-10 syllabus options. The units were designed as models for adaptation and modification for individual schools and communities. They address the principles and outcomes of the *Aboriginal Education Policy*, the dimensions and elements of the *Quality teaching in NSW public school* document, and protocols for working with Aboriginal communities. The units are: *School developed option: Identity*, and *Aboriginal organisations and enterprises*. These units will go on the APU website www.aboriginaleducation.nsw.edu.au in the near future.

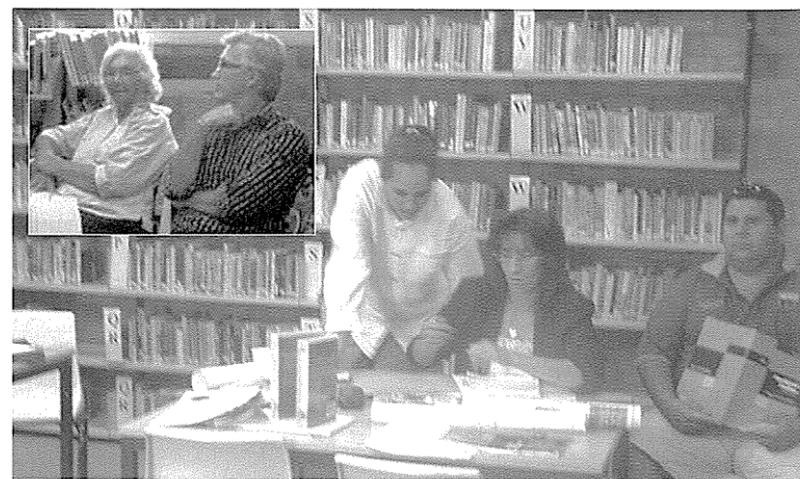
The two pilot schools have commenced the implementation of contextual teaching and learning linked to the syllabus, and they have presented their programs at regional workshops. They formed school based action learning teams comprising teachers and Aboriginal Education Assistants and their Indigenous communities to establish a local

network to support student learning of Aboriginal Studies.

Teachers discussed and collaborated with community groups to design a culturally inclusive planning and programming framework. A scope and sequence, as well as sample teaching and learning units that reflected local Indigenous cultural perspectives with specific reference to the *Aboriginal Studies Years 7-10 syllabus* have been developed.

These units of work and products are carefully constructed and have the capacity to draw clear connections with students' prior knowledge and identities, with contexts outside the classroom, and with cultural perspectives.

It is proposed that eight more schools from diverse communities will be approached, through expressions of interest, to develop and implement units for the remaining options in the syllabus. ■



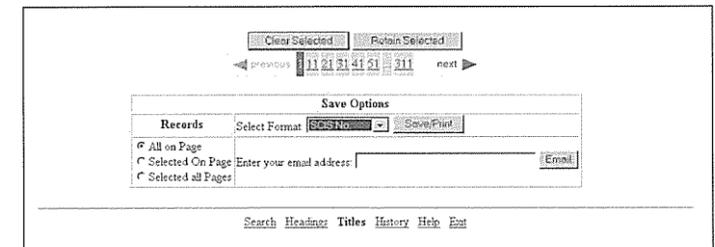
Curriculum Advisor with the Aboriginal Programs Unit. Inset: Community member Aunty Marie Mohomed and Bob Percival.

Making the most of the SCIS OPAC

Anne Dowling is Cataloguing Coordinator for the New South Wales agency of SCIS (Schools Catalogue Information Service).

Enhancements to the SCIS OPAC allow more flexibility in the use of the search results. The records that are displayed as a result of a Basic or Guided Search can be saved and printed in a number of ways including in the form of a bibliography and as a list of SCIS numbers.

To use these options to save and print a record or several records from the list on the screen, choose the Save/Print option at the bottom of the bibliographic record display as shown opposite.



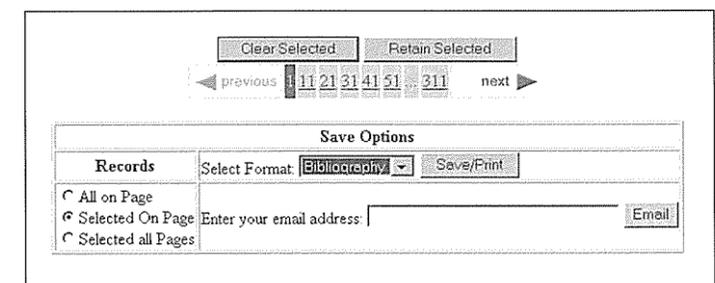
SCIS numbers option

The SCIS numbers of selected items, all items on a page or selected pages may be saved to a file. To save selected items from the list of items in the results of your search, tick the box next to the number of the item you want to save, select SCIS No. in the *Select Format* box and *Save/Print*. The SCIS number will be saved and displayed on the screen. If you cut and paste this file to a Word document and remove the horizontal lines between each number you can then save the document as a the file and use it as an order for SCIS records. This strategy is useful if you are building a list of SCIS numbers for items that do not have an ISBN and records must be ordered by SCIS number in the *Create orders*. The SCIS numbers can be stored in a file for uploading and ordering at a later date.

Bibliography option

Select Bibliography from the *Save/Print* options to save the records in the form of a list or bibliography with selected information from the SCIS record.

The resulting bibliography contains the following information: SCIS number, ISBN, Main author, Title, Publisher and Description.



Full record option

The Full record option gives information like subject headings and other authors, not included in the bibliography format.

The Bibliography and Full record options are useful strategies if you are asked for a list of resources on a particular topic. You can create the list and email it to a library client by adding your email address to the dialog box beside *Enter your email address*. Do not select enter after choosing the save option, add the email address and then select enter. The list will arrive in the client's mail box in the form you have selected.

MARC format can be used if the library system will accept records in this format. However NSW schools are advised to use the *Create orders* process to order records to download to the OASIS system. ■

Stocktake enhancements after OASIS V1.06 Update

Doug Jenkins is Manager, IT Help Services, Wollongong State Office. Doug provides some timely reminders regarding stocktake for NSW Department of Education and Training (DET) schools

Enhancements to OASIS as a result of the OASIS V1.06 update provide helpful assistance with the stocktake process. The ability to view initialisations and stocktake history enables users to:

- verify timing and range of previous stocktake
- ensure previous stocktakes have been appropriately finalised before undertaking a new stocktake.

The functionality of the stocktake process remains the same. The enhancement provided enables users to view current initialisations and stocktake history for any stocktake initialisation/finalisation performed after the 1.06 update has been loaded.

- The details of current initialisations are displayed as in the following example when <B2 H1> is selected

Date	Time	From Shelf locations	Classification	Suffix	To Shelf locations	Classification	Suffix
11/9/2003	10:15	Fiction	F	AAA	Fiction	F	AZZ
11/9/2003	10:55	Fiction	F	BAA	Fiction	F	BZZ
11/9/2003	10:30	Non Fiction	000.1	AAA	Non Fiction	200.99	ZZZ
11/9/2003	10:50	Non Fiction	300	AAA	Non Fiction	300.99	ZZZ

- <B2 H1> The option bar displays <H>istory. When this is selected it displays the date, initialisation/finalisation range (as indicated by I and F preceding the date) and the time.

Date	Time	From Shelf locations	Classification	Suffix	To Shelf locations	Classification	Suffix
F 11/9/2003	10:15	Fiction	F	AAA	Fiction	F	AZZ
I 11/9/2003	10:55	Fiction	F	BAA	Fiction	F	BZZ
F 11/9/2003	10:30	Non Fiction	000.1	AAA	Non Fiction	200.99	ZZZ
F 11/9/2003	10:50	Non Fiction	300	AAA	Non Fiction	300.99	ZZZ

NOTE: Stocktake initialisations completed prior to the CD update V1.06 will not be displayed.

- <B2-H2> This option has not changed.
- <B2-H3> This option has not changed.
- <B2-H4> Displays details of the areas initialised.

Date	Time	From Shelf locations	Classification	Suffix	To Shelf locations	Classification	Suffix
11/9/2003	10:15	Fiction	F	AAA	Fiction	F	AZZ
11/9/2003	10:55	Fiction	F	BAA	Fiction	F	BZZ
11/9/2003	10:30	Non Fiction	000.1	AAA	Non Fiction	200.99	ZZZ
11/9/2003	10:50	Non Fiction	300	AAA	Non Fiction	300.99	ZZZ

- To print a report of missing items for a particular area arrow to the relevant line. Once the line is highlighted select <Enter>. Then select the required format for the report, either <S>ummary or <D>etailed.

To print a report for a pre V1.06 CD update initialisation select <O>ther and enter the details for the area.

- <B2-H5> Finalisation displays previous initialisations post CD update

Date	Time	From Shelf locations	Classification	Suffix	To Shelf locations	Classification	Suffix
11/9/2003	10:15	Fiction	F	AAA	Fiction	F	AZZ
11/9/2003	10:55	Fiction	F	BAA	Fiction	F	BZZ
11/9/2003	10:30	Non Fiction	000.1	AAA	Non Fiction	200.99	ZZZ
11/9/2003	10:50	Non Fiction	300	AAA	Non Fiction	300.99	ZZZ

- Highlight the range you wish to finalise and press <Enter>
- <H>istory option is also available to check on Finalised areas

Date	Time	From Shelf locations	Classification	Suffix	To Shelf locations	Classification	Suffix
F 11/9/2003	10:15	Fiction	F	AAA	Fiction	F	AZZ
I 11/9/2003	10:55	Fiction	F	BAA	Fiction	F	BZZ
F 11/9/2003	10:30	Non Fiction	000.1	AAA	Non Fiction	200.99	ZZZ
F 11/9/2003	10:50	Non Fiction	300	AAA	Non Fiction	300.99	ZZZ

NB: It is no longer appropriate to initialise partial stocktakes, and finalise on <A>ll. Each partial stocktake needs to be finalised for the same range as initiated.

For detailed instructions on stocktake for DET schools refer to *OASIS Library stocktake* at <http://www.intranet.schools.nsw.edu.au/schoollibraries/resources/publications.htm>

This document can be downloaded and printed. FAQs related to stocktake are available on the *School libraries and Information Literacy* unit site at <http://www.intranet.schools.nsw.edu.au/schoollibraries>

Summary

Preparing for stocktake

- Check the consistency of location/classification in the shelf list. Access from <Enquiry>. See *OASIS Library stocktake* p.19 for details.
- Check accuracy of barcodes. See *OASIS Library stocktake* p.23 for details.
- Document a stocktake plan e.g. partial or full. If partial, identify and document the sections to be initialised as part of an action plan.
- Mark appropriate items for disposal prior to initialisation. No data additions or edits should be made on an initialised section.

During stocktake

- Run <B4 N4> Weekly housekeeping as prompted and after any loans/return sessions.
- Ensure the barcode reader memory is cleared before scanning commences.
- Ensure <H4> Report is run regularly to check that any missing items can be found prior to finalisation.

Finalising stocktake

- For partial stocktakes the same range that was initialised must be finalised. This is made easier as OASIS now prompts for this range when <H5> is selected
- There is only one opportunity to print the finalisation report. Ensure the printer is online and that the printer cartridge has sufficient ink and toner and that paper is available
- Q1 and Q2 reports will not necessarily give the same results as they are designed for different purposes. Q1 Stocktake statement is the only report required to be produced at the end of stocktake. The Q2 Current stock report is produced in between stocktakes if a report is required to give accurate current stock statistics.

If further assistance is required please contact IT Help Services on 1800 338 483 ■

2004 Annual Schools

Web Design Awards

Sally Blackwell is a member of the E-Learning Strategy Unit at the Centre for Learning Innovation.

Future World was the theme of this year's Annual Schools Web Design Awards. Students, working in teams, designed a web site that allowed them to imagine and create aspects of their future world. The competition is a pathway to information and technological literacy, and over 240 student teams from across New South Wales accepted the 2004 challenge.

This is the fifth and most successful year, in terms of numbers of entries, for the Annual Schools Web Design Awards. It has been successful in other ways as well, even for schools who did not manage to upload their completed site. As one teacher stated: 'Unfortunately we just haven't been able to get our web sites finished enough to meet the criteria. The students learnt a lot and I have written a program for teaching a group for next year's competition. I might get an early start next year.'

Information about the competition and links to the award winning entries can be obtained from <http://www.schools.nsw.edu.au/events/statecompetitions/webawards/index.php>

The Minister for Education and Training, the Honourable Dr Andrew Refshauge and Raju Varanasi, General Manager of the Centre for Learning Innovation, presented the awards on Friday 17th September, 2004, in front of an audience of over 165 students, teachers, proud parents, Departmental senior officers and sponsors. The ceremony was held in the William Wilkins Gallery in Bridge Street, Sydney. Warren Hall, a student from Taree High School, addressed the audience

and spoke of the awards in terms of its ability to provide '...the opportunity to engage with a world wide audience on whatever topic we chose. It provided the initiative for us to use web design tools and specific computer technologies to create a product that we could be proud of'.

In her address at the ceremony, Cynthia Lam, a student from Punchbowl Public School informed the audience that 'we are all winners'. Viewing the winning sites would confirm this statement.

The winning schools are:

Primary

Winner: Five Mile Tree Public School, *Aquatopia*

Runner up: Seaforth Public School, *Future Seaforth*

Highly Commended Award: Leura Public School, *Pathways to a dream*

Commended Award: Punchbowl Public School, *Trees are our Future*

Encouragement Award: Mona Vale Public School, *Ocean Motion*

Encouragement Award: Granville Public School, *Imagine*

Secondary

Winner: Casula High School, *Robotic Surgery*

Runner up: Bonnyrigg High School, *Teenage eating disorders*

Highly Commended Award: Hurlstone Agricultural High School, *Future World and Genetic Engineering*

Commended Award: St George Girls' High School, *AI Artificial Intelligence*

Encouragement Award: Taree High School, *Post-Modern Energies*

Encouragement Award: Francis Greenway High School, *Better Futures*

Continuing a tradition at Five Mile Tree Public School, a new cohort of students created the winning primary school site, *Aquatopia*. Visitors to the web site are invited to look into a crystal ball to see a future world where water is shared equitably and responsibly by domestic,

agricultural, industrial, and mining users. The web site combines visual and text elements to enhance the web experience with judges commenting that colour and graphics were used to great effect. The detailed and relevant content was considered both interesting as well as enjoyable. One judge commented that this was 'a terrific site worthy of acclaim'.

A first time entry from Casula High School won the secondary category of the Awards. The site, entitled *Robotic Surgery*, posed the question: 'Are we really ready for machines to take the place of human doctors in the operating room?' To help answer this question the team presented well researched information on the possibilities of this exciting concept. The judges commented that the clean, clear and modern design of this entry was well suited to the *Future World* theme of this year's competition. They were also impressed with the excellent presentation of research material and the thoughtful and individual analysis produced by the team.

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

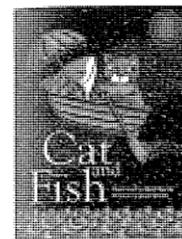
2005

The theme for next year's awards will be *Reflections*. Information will be sent to all schools early in Term 1, 2005, but as suggested earlier in the article, now is the time to start preparing.

A professional learning community will be created on the *Teaching and Learning* site (*TaLE*) at <http://www.tale.nsw.edu.au> in Term 4 2004, to help teachers in their preparation for the 2005 competition, so join in the discussion! ■

Children's Book of the Year Awards 2004

The awards were announced by the Children's Book Council of Australia (CBCA) on 20th August.

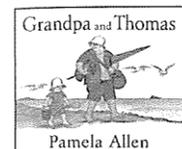


Picture book of the year

Winner: CURTIS, Neil & GRANT, Joan *Cat and fish*, Lothian Books, SCIS 1131289, reviewed *Scan* 22(4)

Honour: JAMES, Ann & GLEESON, Libby *Shutting the chooks in*, Scholastic Press Australia, SCIS 1119394, reviewed *Scan* 22(4)

Honour: THOMPSON, Colin *The violin man*, Hodder Headline Australia, SCIS 1148249, reviewed *Scan* 23(2)



Book of the year: Early Childhood

Winner: ALLEN, Pamela *Grandpa and Thomas*, Viking, Penguin Books Australia, SCIS 1150648, reviewed *Scan* 23(3)

Honour: BARBALET, Margaret & MCLEAN, Andrew *Reggie, queen of the street*, SCIS 114178, reviewed *Scan* 23(3)

Honour: WILD, Margaret & JAMES, Ann *Little Humpty*, Little Hare Books, SCIS 1140646, reviewed *Scan* 23(2)

Book of the year: Younger readers

Winner: WILKINSON, Carole, *Dragonkeeper*, Black Dog Books, SCIS 1147767, reviewed *Scan* 23(3)

Honour: HERRICK, Steven & MAGERL, Caroline *Do-wrong Ron*, Allen & Unwin, SCIS 1127974, reviewed *Scan* 23(3)

Honour: MILLARD, Glenda & MAGERL, Caroline *The naming of Tishkin Silk*, ABC Books, SCIS 1148274, reviewed *Scan* 23(2)



Book of the year: Older readers

Winner: MARCHETTA, Melina *Saving Francesca*, Viking, Penguin Books Australia, SCIS 1123994, reviewed *Scan* 22(3)

Honour: METZENTHEN, David *Boys of blood and bone*, (Penguin Books Australia), SCIS 1131762, reviewed *Scan* 22(4)

Honour: NIX, Garth *Mister Monday*, Allen & Unwin, SCIS 1144991, reviewed *Scan* 23(3)



Eve Pownall Award for information book of the year

Winner: NICHOLSON, John *Animal architects*, Allen & Unwin, SCIS 1125998, reviewed *Scan* 22(4)

Honour: CARLYON, Patrick *The Gallipoli story*, Penguin Books Australia, SCIS 1128154, reviewed *Scan*, 23(3)

Honour: NICHOLLS, Christine *Art History Place*, Working Title Press, SCIS 1169542, reviewed *Scan* 23(3)

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

Children's Book Council of Australia Awards

Crichton Award for Children's Book Illustration

BLACKWOOD, Freya *Two summers*, (Text: John Heffernan), Scholastic Australia, SCIS 1150440, reviewed *Scan* 23(3)

The Nan Chauncy Award

For an outstanding contribution to the field of Australian children's literature, Margaret Hamilton.

Other awards 2004

2004 NSW Premier's Literary Awards

Presented by The Hon Bob Carr MP, Premier and Minister for the Arts, on 17th May.

Ethel Turner prize for Young People's Literature

METZENTHEN, David *Boys of blood and bone*, Penguin Books Australia, SCIS 1131762, reviewed *Scan* 22(4)

Patricia Wrightson prize for Children's Literature

MEEHAN, Kierin *Night singing*, Penguin Books Australia, SCIS 1122656, reviewed *Scan*, 22(3)

The Wilderness Society: 2004 Environment Award for Children's Literature

Lifetime achievement:

OKTOBER, Tricia *Bush secrets, Wetlands, Rainforest, Reef, Bushfire, Drought* etc., Hodder headline

Non fiction:

TULLOCH, Coral *Antarctica: the heart of the world*, ABC Books, SCIS 1119564, reviewed *Scan* 22(3)

Picture book:

CREW, Gary & WILSON, Mark *The extinction series*, Lothian Books.

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 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 22nd may be specified. Many more reviews than we publish in *Scan* go onto the DET web site <<http://www.schools.nsw.edu.au>>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on NSW HSC online <<http://hsc.csu.edu.au>>.

USER LEVELS are given in stages as follows:

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

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

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

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

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

All prices in the availability statement include GST.

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.

Reviews of Internet sites

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

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

Comic book

http://www.fact-index.com/c/co/comic_book.html

An encyclopaedic site, this resource defines, examines, and critiques comics. It is especially useful for teachers researching the history and societal context of comic books. Comics will take site users on an intriguing genre journey, with links such as Sequential art, Science fiction, and Romance, leading to large amounts of interesting information. Assisting the ongoing debate about the definition and educational use of Graphic novels, the site lists suitable library titles, and provides information about their history and their validity as texts. Most of the site is student appropriate, although so intriguing that the attention is easily distracted. Teachers should be aware of a small number of links to adult content. C. Thomas

- USER LEVEL:** Stage 6 Professional
- KLA:** CA; English
- SYLLABUS:** English 7–10; English Stage 6: *Extension 2*; Visual Arts 7–10; Visual Arts Stage 6

- SCIS SUBJECTS:** Comics – Bibliography; Comics – Reviews
- PUBLISHER:** Wikimedia, USA
- REVIEW DATE:** 11/10/04 [016] SCIS 1186307

Locus online: news, reviews, resources and perspectives of science fiction, fantasy and horror

<http://www.locusmag.com>

Aficionados of these genres will enjoy the range and depth of information available on this site. Information on films and books can be found in **Reviews & features**; publishing awards and literary events are announced; authors are interviewed; and all the News in the world of science fiction is documented in this contemporary resource. The site is updated frequently. Material is readable and interesting, and will ably support the teaching of science fiction, with some research by the site user. New and Notable new books for each issue include Australian fiction and young adult fiction. The latter was a special feature in the January 2004 issue, and includes an essay by Garth Nix. The past nine issues are available from the home page, and this material, including analysis of the genres, has much to offer teachers. C. Thomas

- USER LEVEL:** Stage 6 Professional
- KLA:** English
- SYLLABUS:** English 7–10; English Stage 6
- SCIS SUBJECTS:** Books – Reviews; Fantasy; Horror stories; Science fiction
- PUBLISHER:** Locus, USA
- REVIEW DATE:** 11/10/04 [028.1] SCIS 1185787

ProQuest

<http://il.proquest.com/proquest/>

Providing access to thousands of journals, dissertations, and books, in a wide range of topics in the sciences, humanities, and business fields, this subscription based resource could be very useful for teacher-librarians. Schools can request a thirty day trial, and several online demonstrations will allow users to assess the site's viability. Viewing the products shown on the **Information and learning homepage** is a good place to start with this complex site. It can be searched by keyword or publication title, and summaries of texts will also help unsubscribed members gauge the site's worth. Free searching may assist schools to index their printed journal collection. A link to titles and the controlled vocabulary of subject terms used by this database is found through iSELECT. Online tutorials cannot be accessed from Australia, but the site could be useful for teachers and students needing news and information. J. Mayne

- USER LEVEL:** Stage 6 Professional
- SCIS SUBJECTS:** Databases; Information services; Periodicals
- PUBLISHER:** ProQuest Information and Learning, USA
- REVIEW DATE:** 11/10/04 [050] SCIS 1183589

National Museum of Australia

<http://www.nma.gov.au/>

Contemporary, vibrant, and engaging, the museum's web site presents collections which focus on Australia's nation, land, and people. From the simply expressed main choices, a plethora of information and images is found by following links and spending time in research. Titles can be deceptive, as *Nation*, for example, is an exhibition of symbols in Australia's history. Also in **Exhibitions, Horizons** is especially useful for the English Area of Study: *The journey*, as it examines migration since 1788. Play is an

interactive collection, particularly relevant for HSIE K–6 and Stage 4 History. The web site can easily be used to develop a virtual site study in History and Aboriginal Studies; it contains strong Indigenous and multicultural themes, with regular changes in special exhibitions. Within Schools, there is ready access to teaching resources and ideas, and an interactive talkback forum allows students to interview public figures. C. Dorbis

- USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional
- KLA:** English; HSIE
- SYLLABUS:** Aboriginal Studies 7–10; Aboriginal Studies Stage 6; English Stage 6; Geography 7–10; History 7–10

- SCIS SUBJECTS:** Australia – Galleries and museums
- PUBLISHER:** National Museum of Australia
- REVIEW DATE:** 11/10/04 [069.0994] SCIS 1033435

Time Pacific

<http://www.time.com/time/pacific/>

Dedicated to current and recent articles from *Time Pacific* magazine, this resource includes a range of social, economic and health issues from Australia and the Pacific region. **Time archive** allows minimal access, without subscribing, to the major articles in *Time Pacific* over the past six months. Links to other *Time* web sites that focus on other major regions of the world are provided. Currently, **Photo essays – unseen Australia**, **Time tunnel** and **Haunt of heroes** offer interesting insights into the Australian identity and would be particularly suitable when studying Stage 5 History Topic 8: *Australia's social and cultural history in the post-war period*. Current information and data is relevant for other KLAs. This web site is a useful tool for gaining current perspectives on a range of issues in the Pacific region. F. Campbell

- USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional
- KLA:** HSIE
- SYLLABUS:** Business Studies Stage 6; Economics Stage 6; Geography 7–10; History 7–10; Society & Culture Stage 6

- SCIS SUBJECTS:** Current events – Periodicals
- PUBLISHER:** Time, USA
- REVIEW DATE:** 11/10/04 [079.9] SCIS 1181798

Turning the pages

www.bl.uk/collections/treasures/digitisation1.html

An award winning interactive program, this interesting site allows public access to precious books and manuscripts kept in the British Library. With *Macromedia Shockwave*, **Turning the pages** site users can read and zoom into the digitised images, and read or listen to notes explaining the texts. Books displayed include *Leonardo's notebook*, *Sforza hours*, the *Luttrell Psalter* with its glimpses of medieval life, and the *Diamond Sutra*, a scroll of Buddhist text translated into Chinese, and printed in 868. This fascinating site compels users to appreciate the artistic and historical significance of each work and its place in history. F. Campbell

- USER LEVEL:** Stage 4 Stage 5
- KLA:** CA; HSIE
- SYLLABUS:** History 7–10; Visual Arts 7–10
- SCIS SUBJECTS:** Manuscripts
- PUBLISHER:** British Library, UK
- REVIEW DATE:** 11/10/04 [090] SCIS 1181813

All prices in the availability statement include GST.

SME key: socially responsible small and medium sized enterprises – unlock your potential

<http://www.smekey.org>

While Australia does not rate a mention, this international site in seven languages, is well worth a visit. International case study approaches are relevant to a study of social influences on global business in Topic 5: *Global business*, and Topic 1: *Nature of business* is well served too. The site is simple to use but each Read more is inactive. The most useful material for teachers and students is the coverage of social responsibility and how it can lead to business success. **Business case**, from the left side menu, offers excellent options such as **Your approach to social responsibility** and **Putting your stakeholders in the frame**. The latter provides a great diagram which teachers could use to develop the stakeholder concept of their views and why they matter. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business ethics; Companies – Management
PUBLISHER: Corporate Social Responsibility (CSR), Europe
REVIEW DATE: 11/10/04 [174] SCIS 1180097

Mosques

<http://www.hitthams.suffolk.sch.uk/mosque/default.htm>

The Jamia Mosque in Derby is the subject of this virtual tour, put together by a local primary school. Information is simply expressed in blocks of short sentences, with large photographs of **Inside the mosque** and **Outside the mosque**. The site is very easy to navigate, although it has some problems with erratically unworkable links. Fixtures and fittings of the building are shown clearly in detailed and captioned images, and accompanying explanations are very useful to introduce the study of Islam. This site is visually appealing, interactive, and provides neutral and basic information, suitable for students unfamiliar with **Life as a Muslim**. A similarly structured tour of a virtual synagogue can be accessed from the home page. E. Searle

USER LEVEL: Stage 2 Stage 3 Stage 6
KLA: HSIE
SYLLABUS: HSIE K-6; Studies of Religion Stage 6
SCIS SUBJECTS: Jews; Mosques; Muslims; Religions; Synagogues
PUBLISHER: Sir Robert Hitcham Primary School, UK
REVIEW DATE: 11/10/04 [291.3] SCIS 1176549

Religion in Japan: Shinto and Buddhism

<http://www.csuohio.edu/history/japan/japan17.html>

Many aspects of the history and culture of Japan are provided by this site, and it is an excellent resource to introduce the study of Shinto. It is less comprehensive on Buddhism. Simple sentences are used, and the site provides a fine range of images in the art and architecture for both religions. **Basic terms in Shinto** is a useful glossary, and **Cyber shrine** provides material for the ongoing debate about the validity of technology in religion. The site shows the relationship of Shinto to the rule of life in Japan, for example the code of honour, and the role of the emperor. It would be appropriate to use with the *Interest study* and the *Cross religion study*, however there are errors of syntax and spelling on the site of which teachers should be aware. E. Searle

USER LEVEL: Stage 6 Professional

KLA: HSIE
SYLLABUS: Studies of Religion Stage 6
SCIS SUBJECTS: Buddhism; Japan – Religions; Shinto
PUBLISHER: L. A. Makela, USA
REVIEW DATE: 11/10/04 [299] SCIS 1182926

Maori organisations of New Zealand

<http://www.maori.org.nz/>

Containing a wide range of areas explaining Maori customs, art, current events, history, music, and **Myths and legends**, this regularly updated web site is useful for students in a range of KLAs, with depth of content and plenty of follow up links. Material is visually appealing, detailed, and interesting to explore, so students working on a focus question will use the site most productively. The resource presents solid information for students undertaking comparative studies in Aboriginal Studies, including a vibrant **Virtual whare** tour. Music students can view and listen to dance and songs in **Maori performing arts**. English students may read a mythological based fantasy story, **Kura**. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; English; HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6, Geography 7-10; History 7-10; HSIE K-6; Society & Culture Stage 6
SCIS SUBJECTS: Maori
PUBLISHER: Kupenga Maori, NZ
REVIEW DATE: 11/10/04 [305.89] SCIS 1033433

The Ainu Museum

<http://www.ainu-museum.or.jp/english/english.html>

The Ainu are the indigenous people of northern Japan. This web site is a well laid out collection of straightforward, rather dry descriptions, clear images, and comprehensive data, about their history, lifestyle, and beliefs. It promotes the preservation and understanding of an indigenous culture through such sections as: **Hunting; Housing; Religion; and Sacred Dances**. Relevant for comparative studies in Aboriginal Studies and Society and Culture, the site may also be useful as a study of animistic religions, and as a component for the study of music and ecology in Stage 6 Studies of Religion. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Society & Culture Stage 6; Studies of Religion Stage 6
SCIS SUBJECTS: Ainu; Ainu – History
PUBLISHER: Ainu Museum, Japan
REVIEW DATE: 11/10/04 [305.89] SCIS 1033320

Picture book families: an on-line exhibition of picture book illustrations

<http://amol.org.au/theaustralianfamily/pbf/frameset01.htm>

An educational project from the museums and galleries of Victoria, these images of picture book covers are supported by information with a visual literacy and visual arts focus. Arranged in galleries of **Cultural diversity, Grandparents, Historical representations, The picture book process, and The changing family image**, the covers clearly depict the changing significance of family units in Australian society. Stage 2 students could easily operate the visual choices and then discuss the changes depicted in family life. The site explains how picture book ideas are represented, making it

useful as an adjunct to the study of picture books in the *English Years 7-10 syllabus*, and as a developmental tool for artists. In each **Illustrator's profile**, artistic processes, mediums, and techniques are explained; sections on Jeannie Baker and Jiri Tibor Novak are particularly helpful. The extensive **Education notes** offers many cross curricula ideas for activities, and a readable **Essay** traces the history of picture books. C. Thomas

USER LEVEL: Stage 2 Stage 4 Stage 5
KLA: CA; English; HSIE
SYLLABUS: English K-6; English 7-10; HSIE K-6; Visual Arts 7-10
SCIS SUBJECTS: Family – Australia; Illustration of books; Picture books; Social change
PUBLISHER: Dromkeen, Australia
REVIEW DATE: 11/10/04 [306.85] SCIS 1139239

Australia, Commonwealth of Australia

<http://www.loc.gov/law/guide/australia.html>

A collection of selective Internet links for legal researchers is available on this web site. Briefly annotated, it includes a full text of laws, regulations, and court decisions, along with commentary provided by experienced professionals. Information is clearly presented with headings directing the user to a variety of links for the Commonwealth of Australia, and accessing such areas as the **Australian Constitution**, plus the **Executive, Judicial, and Legislative arms of government**. **General sources** offers supplementary information on Australia, including links to the **National Library of Australia** and the **World factbook: Australia**. Of particular value to Legal Studies students is the indexed reference to a selection of legal guides, including the **FindLaw: Australia** site, and the practical **Austlii: Australian Legal Information Institute** index. A. Fisher

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
SCIS SUBJECTS: Australia – Constitution; Australia – Parliament; Law – Australia
PUBLISHER: Law Library of Congress, USA
REVIEW DATE: 11/10/04 [320.994] SCIS 1185651

Planet society: exchange market of resources for a culture of peace

http://www3.unesco.org/iycp/uk/uk_sum_bourse.htm

A UNESCO initiative, as part of the *International decade for a culture of peace and non violence for the children of the world (2001-2010)*, this resource contains clearly written and comprehensive documents, brochures, images, and explanations specifically for teachers. The material includes: *How to take part, Who is involved, Information exchange, and UNESCO activities*. As with all initiatives designed for a worldwide audience, there are adaptations to be made in meeting NSW curriculum requirements. This should not preclude the use of material as there are many opportunities for use across a number of KLAs. Information is multilingual, some as pdf downloads, and material is copyright free for educational use. This positive and worthwhile site promotes peace and contains valuable knowledge about human rights and the potential of children in a world free from violence. C. Dorbis

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6; Society & Culture Stage 6
SCIS SUBJECTS: Peace; UNESCO

PUBLISHER: UNESCO, France
REVIEW DATE: 11/10/04 [327.1] SCIS 1178613

Urban Ecology Australia

<http://www.urbanecology.org.au/>

Promoting ecologically integrated human settlements, this site offers a range of information on ecocities. **Christie Walk** in Adelaide is used as a **Case study** to demonstrate how communities can address the core issues for sustainable living in cities, including water and energy conservation, material reuse and recycling, and healthy people friendly public spaces. Fact sheets and virtual tours are available. Conference articles on urban ecological sustainable development are provided as is the **EcoCity2 proceedings**. This is an interesting site when studying environmental issues and urban growth and exploitation in module 5A3 of the *Geography Years 7-10 syllabus* and urban places in module 8.3.2 of the *Geography Stage 6 syllabus*. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography 7-10; Geography Stage 6
SCIS SUBJECTS: Sustainable development; Urban ecology – Australia
PUBLISHER: Urban Ecology Australia
REVIEW DATE: 11/10/04 [307.76] SCIS 1177999

UnionTeach

<http://www.labor.net.au/teach/>

The role of unions in Australian society is described on this site. Pitched at teachers, the site aims to help students understand Australia's workplaces and industrial relations. **Resources** contains an annotated list of books, music, and videos, and a detailed collection of case studies. **Lesson plans** emphasises the promotion of a fair society, and contains explicit outcomes for the Work Education syllabus. The discussion of issues about trade unions will be aided by the extensive **Glossary**. **Links** to other web sites is an interesting list for work related lesson support. The resource mainly uses contemporary material, but some **Resources** and some **Factsheets** are suitable for the *Work, Employment and Enterprise* content in History. Clear layout and instructions will help teachers work with this straightforward and informative site. C. Thomas

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: History 7-10; Work Education 7-10
SCIS SUBJECTS: Industrial relations – Australia; Trade unions; Work force – Australia
PUBLISHER: NSW Teachers' Federation
REVIEW DATE: 11/10/04 [331.0994] SCIS 1187280

ARF Super Fund

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

The Australian Retirement Fund is a huge superannuation fund whose busy site provides plenty of information about the fund as well as some resource material for Business Studies Topic 2: *Financial planning and management*. This can be found in **Investment basics from Superannuation in Australia** which is accessed from **Super and investments**. As well as some clear concepts of saving and investment, three selections, **Asset classes, Growth and risk and Managing your risk**, provide useful summaries for constructing learning activities for the *financial markets relevant to business financial needs* and the *management of*

resources

funds content for this topic. Some useful graphical analysis and a comprehensive Glossary may also be of some value. The easiest way to find this material is through the Site map where the Super and investments topics are listed separately. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Finance; Superannuation
PUBLISHER: Australian Retirement Fund Pty Ltd, Australia
REVIEW DATE: 11/10/04 [331.25] SCIS 1180130

Work world: TAFE NSW

<http://workworlds.ryde.tafensw.edu.au/>

Study areas of Tourism, Food & beverage, Cookery, and Accommodation services are presented here in an informative and easy to use format. Each topic area includes Organisational charts and Career pathways, which match job titles with their duty descriptions. Each also contains an extended Industry overview, and a brief explanation of selected jobs within the field. Other information includes an industry specific Glossary and up to date information on Industry standards. Dynamic photographs clearly illustrate work sites and work conditions. Students can follow links to relevant TAFE courses, and other web sites featuring industry and related organisation material. E. Kesby

USER LEVEL: Stage 6 Professional
KLA: TAS; VOC ED
SYLLABUS: Food Technology Stage 6; Tourism & Hospitality Curriculum Framework Stage 6; Work & the Community Life Skills Course Stage 6; Work Education 7–10
SCIS SUBJECTS: Hospitality industry – Careers; Tourist industry – Careers
PUBLISHER: Community Services, Health, Tourism and Hospitality Division, TAFE NSW
REVIEW DATE: 11/10/04 [331.7] SCIS 1187514

SD gateway: introduction to sustainable development

<http://sdgateway.net/introsd/>

Sustainable development is a commonly used but poorly understood term, but help is at hand. This site provides an overwhelming argument that business as usual, is not an option any more. An imperative need exists for business to play an increasing role in halting the degradation of natural resources and the impoverishment of much of the world's population with all its risks of poverty and anarchy. This philosophy is applicable to a study of Topic 1: Nature of business, but it is much more useful for Topic 5: Global business, with its focus on economic sustainability. Using the Site index is the best way to navigate with vital syllabus topics available in Business and trade, Managing sustainability, Definitions and Characteristics. A particularly valuable resource selection is Stakeholders where power differentials are examined as the basis for a sustainable livelihood. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Economic development – Environmental aspects; Sustainable development
PUBLISHER: Sustainable Development Communications Network, Canada
REVIEW DATE: 11/10/04 [333.7] SCIS 1180087

Soil and health library

<http://www.soilandhealth.org/>

Offering a plethora of bibliographies and full text books about holistic agriculture and health, self sufficient living, and personal development, this comprehensive free public library site is divided into four major areas; Agriculture library, Health library, Personal sovereignty library, and Spiritual freedom library. This would be a useful resource when studying modules 8.2.1 Biophysical interactions, 8.2.2 Global challenges, Option 3 Development geography, and Option 4 Natural resource use in the Geography Stage 6 syllabus. The language, concepts, style and format are suitable for senior students and as reference material for teachers when teaching sustainability for Stage 4 and Stage 5. Students studying the Agriculture Stage 6 syllabus would find this an essential resource. The site is easy to navigate and downloads quickly. A. Frost

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE; Science; TAS
SYLLABUS: Agriculture Stage 6; Geography 7–10; Geography Stage 6
SCIS SUBJECTS: Agriculture – Environmental aspects; Alternative lifestyles; Health – Environmental aspects; Soils; Sustainable agriculture
PUBLISHER: Steve Solomon, Australia
REVIEW DATE: 11/10/04 [333.76] SCIS 1178000

CEC website

http://www.iucn.org/themes/cec/cec/home_page.htm

The IUCN Commission on Education and Communication (CEC) has developed this site to provide knowledge about involving people in sustainable development through biodiversity and natural resources management. Central to this are the principles of communication and sustainable development, with guidance tools included and a Planning guide for projects. A number of IUCN Themes are discussed, including biodiversity, Drylands, Climate change, Forests, Marine environments, Protected areas, wetlands and zoos. Various Conventions and agreements are also reviewed, including Ramsar – wetlands, climate change, the Earth Charter and some Regional agreements. Although there are a few dead links, this is an interesting site when working towards achieving a variety of outcomes in Geography. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6
SCIS SUBJECTS: Biodiversity; Environmental education; Natural resources – Management; Sustainable development
PUBLISHER: CEC, Switzerland
REVIEW DATE: 11/10/04 [333.7207] SCIS 1178006

CHAPPY: children helping achieve planet preservation with you

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

Environmentally based problem solving activities will benefit from utilising this fantastic integrated web resource. The stand alone program is easily downloaded, allowing students to study the effects of housing and industry and the efficient use of energy on the environment. Students can study Energy and Water usage within their homes, including how much GGE, greenhouse gas emissions, are produced from each appliance in order to calculate the environmental impact of their families. Numeracy outcomes

can be addressed by completing activities on calculating Energy bills and reading graphs to interpret information. Detailed hints and a glossary are available in each section, assisting students in developing literacy and ICT skills. A Primary school project book and a High school project book can be downloaded in pdf format from Workbook. B. Maher

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Science, ST; TAS
SYLLABUS: Design & Technology 7–10; Design & Technology Stage 6; Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Energy conservation; Environmental protection; Sustainable development
PUBLISHER: BHP, Australia
REVIEW DATE: 11/10/04 [333.791] SCIS 1186496

Dairy Australia

http://www.dairyaustralia.com.au/template_home.asp

Offering a comprehensive collection of information on the Australian dairy industry, its markets and products, this quality web site is a useful teaching resource. Providing the most current information and Latest statistics on the dairy industry, the site is relevant for all Agriculture students and particularly helpful for the Agriculture Stage 6 syllabus topic Farm/product study. Statistics for Milk production, Milk sales, Production of manufactured products, and Exports of Australian dairy products are in Excel format, allowing easy analysis by Stage 5 students analysing trends, patterns and relationships in the data. Across the curriculum, diet information such as recipes, Nutrition facts, and the Healthy eating for teenagers booklet, are also useful resources for student research. The site is broad in scope and will reward teachers seeking contemporary and interesting data. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: PDHPE; TAS
SYLLABUS: Agricultural Technology 7–10; Agriculture Stage 6; Food Technology 7–10; PDHPE 7–10
SCIS SUBJECTS: Dairy industry – Australia
PUBLISHER: Dairy Australia
REVIEW DATE: 11/10/04 [338.1] SCIS 1182932

Welcome to Australia's minerals industry

<http://www.minerals.org.au/>

The easiest way to explore this site's possibilities is through the Site map. Perhaps the most useful section is Educational resources, where students can access information on a wide range of minerals. Here, in Rockfiles, a series of pages clearly describes the properties, uses, and sources of ten key metals produced by the Australian minerals industry. A map shows operating mines, and exercises in Mapping also feature for each mineral. This basic information is supplemented by Amazing facts, a bibliography of publications, and web sites for further research, including a virtual visit to a gold mine and case studies of several Australian mines. The educational content on the site is strong, and information is kept up to date. The site's potential should be investigated by those taking the Earth and Environmental Science Option Mining and the Australian environment. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Earth & Environmental Science Stage 6; Science 7–10
SCIS SUBJECTS: Mines and mineral resources–Australia
PUBLISHER: Minerals Council of Australia
REVIEW DATE: 11/10/04 [338.20994] SCIS 1045554

McDonald's Australia: a case study of a multinational operating within the Australian economy

<http://www.austrade.gov.au>

Written for students, the McDonald's Australia case study is a useful outline of the operations of this global firm, and its economic and social impact on Australia. The seven page document is a straightforward look at company issues such as franchising, assets, employment, wages, OH&S issues, training, sales, product sourcing, food nutritional information, and community contributions. Positive and negative aspects of this business are presented as bullet points. There are business related student questions, a small reference section, and a link to the McDonald's web site which is useful for updating the dated statistical information found in the case study. The site can best be accessed via the Austrade site, then student centre, then Case studies. S. Ormond.

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; TAS
SYLLABUS: Business Studies Stage 6; CEC Work Studies Stage 6; Commerce 7–10; Food Technology 7–10; Tourism & Hospitality Stage 6; Work Education 7–10
SCIS SUBJECTS: Food industry – Australia; McDonald's Australia; Multinational companies
PUBLISHER: Australian Trade Commission
REVIEW DATE: 11/10/04 [338.7] SCIS 1183517

Department of Agriculture Western Australia

<http://www.agric.wa.gov.au>

Featuring information on a diverse range of agricultural topics, this excellent web site is both easy to navigate and interesting to use. Information is concise, relevant, and accessible. Although filled with Western Australian facts and contacts, For schools, in About us, provides some useful ideas and worksheets for NSW teachers. Biotechnology contains information that could be adapted for use in many units of work. Numerous agricultural reports and studies are available, and although their detailed nature may be problematic, students of any of the Electives in Agriculture Stage 6 will find a great deal of useful information and links from this modern website. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agricultural Technology 7–10; Agriculture Stage 6
SCIS SUBJECTS: Agriculture – Western Australia; Biotechnology
PUBLISHER: Dept. of Agriculture
REVIEW DATE: 11/10/04 [354.5] SCIS 1178646

Best WebQuests.com: celebrating the best in WebQuests

<http://bestwebquests.com>

Worthy of investigation by teachers, this site offers a wealth of Web Quests for all KLAs arranged by content area and age level. Clear outlines are provided for activities and research work. Many involve students taking on active roles such as a writer, director, adviser, scientist or consultant, to solve the highlighted issues, while others allow for group and individual investigative work. Students learn investigative and critical thinking skills, and how to

resources

use multi media presentations. From retelling a classic fairytale, to being a scientist on an environmental committee for Antarctica, many Australian designed WebQuests are included, each with an evaluation matrix to indicate the value of its content and outcomes. Touring Antarctica is relevant when studying the HSIE K-6 unit *Current issues: Antarctica*, and *What does it mean to be an Australian?* has relevance for the unit *Identity and values*. This is an excellent resource. F. Campbell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: C A; English; HSIE; Languages; Mathematics; PDHPE; Science; ST
SYLLABUS: Aboriginal Studies 7-10; Commerce 7-10; Creative Arts K-6; Drama Stage 6; English 7-10; French K-10; Geography 7-10; History 7-10; HSIE K-6; Mathematics 7-10; PDHPE 7-10; Science 7-10; Science & Technology K-10; Visual Arts 7-10
SCIS SUBJECTS: Internet; Teaching; Web quests
PUBLISHER: Ozline.com, Australia
REVIEW DATE: 11/10/04 [371.33] SCIS 1111922

Zoom2: aerospace careers

<http://www.zoom2.aerospace.aigroup.asn.au>

A written introduction from a Captain welcoming us aboard this WebQuest is a friendly touch that is echoed in the site's style and content. Flying graphics over an aerial shot of an airport facility form an entry platform into six areas of employment. The site covers work in *Terminal services*, *Aircrew*, and *Training*, and the more technical choices of *Avionics*, *Mechanical maintenance*, and *Structural maintenance*. The site suits careers browsers rather than those seeking solid information. Adequate job descriptions are given in an informal tone, but specifics, such as wage and training information, are not provided. E. Kesby

USER LEVEL: Stage 5 Stage 6
KLA: VOC ED
SYLLABUS: CEC Electrotechnology Stage 6; CEC Work Studies Stage 6; Engineering Studies Stage 6; Industrial Technology Stage 6; Metal & Engineering Stage 6; Tourism & Hospitality Stage 6; Work Education 7-10
SCIS SUBJECTS: Aeronautics, Commercial - Careers
PUBLISHER: Australian Industry Group
REVIEW DATE: 11/10/04 [387.7] SCIS 1183854

From foot to flight: a virtual museum of the history of transportation in the United States

http://score.rims.k12.ca.us/activity/foot_to_flight/index.html

The information on this site is relevant to a study of the Stage 1 unit *Transport*. Photographs with brief annotations provide a timeline of transport development in each section: *Walking*; *Boats*; *Ships*; *Horses*; *Wagons*; *Canals*; *Trains*; *Automobiles*; and *Planes*. Useful for achieving outcomes SSS1.7 and ENS1.6, this site also offers opportunities for students to develop skills by utilising the Internet to acquire information, organising information into databases, and sequencing and recording findings on a timeline. Cross curricula activities are suggested on each page, for example, producing a graph of cars owned by families of class members. Teachers would need to check links for suitability. C. Keane

USER LEVEL: Stage 1 Professional
KLA: HSIE
SYLLABUS: HSIE K-6

SCIS SUBJECTS: Transport - United States - History
PUBLISHER: Schools of California Online Resources for Education, USA
REVIEW DATE: 11/10/04 [388.0973] SCIS 1185593

SpaceDaily

<http://www.spacedaily.com>

News reports and photographs, collated from the world's scientific and general media sources, are presented here in a simple and clear format, without editorial comment. Although lacking maintained links to Science syllabuses, the site is an excellent resource for finding current information about all aspects of space exploration, and answering students' questions about science in the news. Information is updated at least twice a week, with access to week old news available. As well as dealing with all aspects of contemporary space science, the site contains news and current affairs which relate to science in general. R. Dircks

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Science 7-10; Senior Science Stage 6
SCIS SUBJECTS: Space - Exploration; Space sciences
PUBLISHER: SpaceDaily, Australia
REVIEW DATE: 11/10/04 [520] SCIS 1180094

Physics 2000

<http://www.colorado.edu/physics/2000/index.pl>

Colorado University's Physics 2000 web site was developed for novice and non scientists of all ages. It specialises in explaining recent developments in science over the last 100 years. It allows users to conduct more than 35 virtual experiments on their computer screens using interactive applets and each offers a concise explanation of the occurrence. Dealing with difficult concepts of electromagnetic theory and quantum mechanics, the site includes accessible explanations and uses for X-rays, CAT scans, Microwave ovens, television and Laptop screens. Designed to improve the public perception of science, specifically physics, this site places emphasis on imagery, colour and movement, rather than on scientific equations and formulas. The interactive nature of this web site lends itself well to a student directed WebQuest. K. Silburn

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Physics Stage 6; Science 7-10
SCIS SUBJECTS: Physics
PUBLISHER: University of Colorado, USA
REVIEW DATE: 11/10/04 [530] SCIS 1031712

Basin topography

http://www.odp.usyd.edu.au/odp_CD/slope/slindex2.html

An outstanding resource on *Basin topography*, *Continental margins*, *Mid ocean ridges*, *abyssal plains*, *seamounts*, *guyots* and *Trenches*, this site contains detailed pictures and diagrams enhancing the text. Examples of eastern Australian and western USA *Basin topography* are provided with outstanding imagery to facilitate understanding. Detailed information on *Sediments*, *Isotopes*, *earth composition* and *physical properties*, *Plate boundaries* and *Plate tectonics*, *Continental convergence*, *volcanoes* and *ocean water* are available. An interactive *Notebook* with links to *Google* on the *Mysteries of the deep* is included. These and other links would need to be reviewed for syllabus relevance. Interactive *Exercises* also assist understanding. This site would be useful when

studying oceanography in the *Earth and Environmental Science Stage 6 syllabus*, the *Geography syllabuses*, and *Marine Studies*. A. Frost

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

SCIS SUBJECTS: Oceanography; Topographic maps
PUBLISHER: University of Sydney, Australia
REVIEW DATE: 11/10/04 [551.46] SCIS 1177998

MESA, Marine Education Society of Australasia Inc.

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

MESA brings together people interested in the study of coastal and marine environments, providing a forum to develop environmental education programs. The site has several bulletin boards where teachers and students can find out about marine and coastal news, and initiatives. Educational materials are excellent but are scattered on the site, and site users will need time to research the resource. In *Teaching ideas*, the *Coasts and marine schools project* is a professional development program of workshop modules for marine education programs. *Friends of MESA* is also an educational section, and it includes information on *Cool seas ecosystems*, plus *crocodile information* and a *Marine and fisheries education kit* for primary students. *For teachers* contains a unit on *The Great Barrier Reef and its coastal zones* and an *Oceanography from space workshop*, relevant for *Earth and Environmental Science students*. J. Morgan

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Earth & Environmental Science Stage 6; Science 7-10
SCIS SUBJECTS: Coasts; Marine biology
PUBLISHER: Marine Education Society, Australia
REVIEW DATE: 11/10/04 [577.7] SCIS 979023

Algae, an introduction: classification

<http://www.nmnh.si.edu/botany/projects/algae/Alg-Div.htm#top%20Alg-Div>

Focusing on the classification of algae, this straightforward site has entries for: *Chlorophyta*; *Cyanobacteria*; *Bacillariophyta*; *Charophyta*; *Phaeophyta*; *Dinophyta*; and *Rhodophyta*. The written text is succinct and at an appropriate level for senior students, and most algae entries have clear and colourful photographs of specimens. There is also a page on the *Economic uses of algae* and information on *collecting and preserving algae*. The information presented is suitable for the module *Life on Earth* within the *Biology Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Algae
PUBLISHER: Botany, National Museum of Natural History, Smithsonian Institution
REVIEW DATE: 11/10/04 [579.8] SCIS 1181749

Net frog: the on-line dissection

<http://curry.edschool.virginia.edu/go/frog/Frog2/>

Begin dissection provides a fascinating step by step dissection of a frog, with audio and video presentation available with *QuickTime*

installation. Users without *QuickTime* can follow each step of the procedure with colourful labelled slides. *Guess what?* presents information about frog and human physiology at each step of the dissection; underlined key words, such as *Incision*, are clearly defined in the detailed *Net frog glossary*, and a *Try it* option allows interactive practice of some modelled procedures. *Organs* explores a frog's *Anatomy* by showcasing four layers of organs found when dissecting fresh and preserved frogs. *Learning resources* has information on follow up activities, classroom teaching integration, and related web sites. *Net frog* is an excellent resource for Agriculture students studying *monogastric anatomy*, and for Biology students studying *Topic 9.2 Maintaining a balance*. G. Dunmore

USER LEVEL: Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Agriculture Stage 6; Biology Stage 6
SCIS SUBJECTS: Dissection; Frogs - Anatomy
PUBLISHER: Mable Kinzie, USA
REVIEW DATE: 11/10/04 [571.3] SCIS 1178691

Virtual world rainforest at night

www.nationalgeographic.com/earthpulse/rainforest/index_flash.html

Night time in a Borneo rainforest is the setting for this interactive and evocative site. In a realistic atmosphere with unique sounds and sights, various plants and animals are discovered by moving the cursor, which acts as a flashlight, over the scene. When an animal or plant is selected, fact boxes about such topics as *Deforestation*, *Loss of biodiversity* and *Global warming* are shown. In this virtual world, bats fly throughout the canopy and arrows allow access to the forest floor. All photographs and fact boxes can be printed from *Printable image gallery*. An invaluable resource for the unit *Global environments: rainforests*, this site could be accessed from individual computers, or stunningly projected in a darkened classroom, transforming it into a night time rainforest. J. Eade

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Rainforests
PUBLISHER: National Geographic Society, USA
REVIEW DATE: 11/10/04 [577.34] SCIS 1157222

River life teachers' resource kit

<http://www.doc.govt.nz/Community/001-For-Schools/002-Themes/010-Rivers-and-Lakes/River-Life-Resource-Kit/index.asp>

Although this site examines environmental issues of the Upper Waitaki Basin in New Zealand, a *Braided rivers* region, the broad concepts may be used in Australia, and especially for case studies in the *Geography syllabuses*. *Caves and rock formations*, *Coasts*, *Forests*, *Glaciers*, *Islands*, the *Marine environment*, *Mountains and volcanoes*, *Rivers and lakes*, *flora*, *fauna*, *Wetlands*, *Predators*, *Recreational activities*, *settlements* and a *hydro electrical scheme* are defined and described. Various international conservation agreements are discussed. Scientific data has been collected and analysed. *Activities*, *focus questions* and *Worksheets* facilitate understanding of the Upper Waitaki Basin in this easily navigated site. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography 7-10; Geography Stage 6
SCIS SUBJECTS: Environmental education; River ecology; Upper Waitaki Basin (N.Z.)
PUBLISHER: Department of Conservation, N.Z.
REVIEW DATE: 11/10/04 [577.6] SCIS 1178013

Lifeline: Gesundheit im Internet<http://www.lifeline.de/>

Devoted to health issues, illnesses, and medications, this German language site would be valuable for students studying the theme *The individual*, with particular relevance for the topic *Leisure and lifestyles*. The top menu is organised into six accessible categories: *Gesundheit* offers opportunities for students to research the results of smoking, and investigate what should be in a first aid kit, or how to look after your teeth. *Ernährung* deals with food, highlighting links with obesity and fitness, and includes recipes. *Lust und Liebe* contains articles on sexual issues and illnesses. *Baby und Kind* looks at family issues of single parents, and grandparents as babysitters. *Krankheiten* has a dictionary of the most common illnesses which is accessed from the side menu in each window. Teachers would need time to check links for curriculum relevance. S. Hauth

USER LEVEL: Stage 6
KLA: Languages
SYLLABUS: German Stage 6: *Continuers, Extension*
SCIS SUBJECTS: German language text; Health
PUBLISHER: Lifeline, Germany
REVIEW DATE: 11/10/04 [613] SCIS 1176552

CDC Lyme disease<http://www.cdc.gov/ncidod/dvbid/lyme/>

Although almost all of the information in this site is American, it can still be used in a variety of ways. For Stage 5 students, it provides an excellent example of a comparatively recent advance in the understanding of a disease, namely Lyme disease. In addition, the explanations of vector transmission, in this case by ticks, and the clear implications for the need for strict quarantine regulations for Australia, make it useful for Stage 5 and for the *Biology Stage 6 syllabus*. The site is easily navigated and provides excellent links: *Prevention and control*, *Symptoms*, *Treatment*, and *Questions and answers*. Further reading is informative and includes a range of depth and difficulty; *Other tick borne diseases* and *More on the history of Lyme disease* provide interesting reading. R. Dircks

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Lyme disease; Parasites
PUBLISHER: CDC Division of Vector-Borne Infectious Diseases, USA
REVIEW DATE: 11/10/04 [616.9] SCIS 1186941

In their own words: NIH researchers recall the early years of AIDS<http://aidshistory.nih.gov>

Put together by a National Institute of Health historian, this site depicts the scientific and emotional journey of researchers from the identification of AIDS in 1981 to the early 21st century. Oral histories are presented as *Transcripts* and audio clips. A medically focused *Timeline* shows the responses and pro active movements of scientists, primarily in the USA. The small *Document* archive contains the first acknowledgement of a new disease, unpublished reports, and press releases. An interesting *Image* archive contains clinical photographs, graphs, and illustrations, as well as images of AIDS activism, and a large selection of educational posters. The site offers material for the teaching of biology, cell behaviour, pandemics, health, visual arts, and medical and scientific history, and would initially suit teacher investigation. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: HIV/AIDS
PUBLISHERS: National Institutes of Health, USA
REVIEW DATE: 11/10/04 [616.97] SCIS 1187349

Ontrack<http://www.ruralskills.com.au/Ontrack/menu.htm>

Rural Skills Australia and the Centrelink Career Information Centre have combined with other organisations in this Federal initiative to provide this visually appealing directory of rural careers and training across fifteen rural sectors. The information is easily retrieved by individuals and may be printed as fact sheets for class use. For each career choice, *Career pathways* is especially valuable, as a qualification table lists AQF TAFE certificate courses, with job expectations and prospects. Associated opportunities, such as *Exporting*, *Be your own boss*, and *rural jobs in the city*, are described. The site provides clear and accessible information for a range of literacy levels. E. Kesby

USER LEVEL: Stage 5 Stage 6
KLA: TAS; VOC ED
SYLLABUS: Agriculture 7–10; Agriculture Stage 6; CEC Work Education 7–10; Primary Industries Stage 6
SCIS SUBJECTS: Agriculture – Careers
PUBLISHER: Rural Skills Australia
REVIEW DATE: 11/10/04 [630.2] SCIS 1179962

Ag facts: agricultural information from around Australia<http://www.rirdc.gov.au/agfacts/>

Current agricultural information from the states' agricultural departments and research centres is presented on this site. Information is depicted via a vast range of fact sheets; these are clearly laid out and maintain a strong practical focus in tone and content. Although the emphasis is practical, there is also information on operations such as budgeting and planning, and *Future agricultural systems*. General farming information is also presented, such as the large collection of sheets on *Salinity*. Information is predominantly on alternative and emerging agricultural enterprises, such as *Wildflowers and native foods*, *Asian foods*, *Organics*, and *Agroforestry*. There is excellent material here for the Agriculture electives *Innovation and diversification*, *Horticulture*, and *Agribusiness*. G. Dunmore

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Agriculture Stage 6
SCIS SUBJECTS: Agriculture–Australia
PUBLISHER: Rural Industries Research and Development Corp.
REVIEW DATE: 11/10/04 [630.994] SCIS 1178684

Bureau of Rural Sciences (BRS)<http://www.brs.gov.au>

Providing detailed information about the land, science, and agriculture in Australia, students will need detailed direction to source information on this site. Teachers will find links and information useful when developing units of work on almost any agricultural topic, and the site would be an excellent starting point when looking for news and reports. Agriculture students completing the Stage 6 Elective *Innovation and diversification* will find this

site helpful. Informative reports, diagrams, and graphs, are also useful for the core content and options within the Earth and Environmental Science syllabus, especially for topics involving human impact. Teachers exploring this extensive site will find it to be a valuable teaching resource. I. Mavin

USER LEVEL: Stage 6
KLA: Science; TAS
SYLLABUS: Agriculture Stage 6; Earth & Environmental Science Stage 6
SCIS SUBJECTS: Agriculture – Australia; Genetic engineering; Greenhouse effect
PUBLISHER: Dept. of Agriculture, Fisheries and Forestry, Australia
REVIEW DATE: 11/10/04 [630.994] SCIS 1031488

Eli: Enlightened Leadership International: people, performance, results<http://www.enleadership.com>

Leveraging talent to improve organizational results is the centre-piece of a colourful Home page and, as the title suggests, this is the key to some excellent resource material for HSC Topic 1 *Business management and change*. Although obviously American, the simple and consistent approach found in sections like *Organizational change*, *Leadership & management development* and *High performance teams* offers excellent resource material for teachers preparing student learning activities. Each menu selection presents a rationale followed by dot points, summarising the role of the authors in each, and applicable learning summaries are easily constructed. A list of resources for each topic follows with such relevant syllabus content as *Making managers into leaders*. This page alone makes the site worth visiting with its brief but clear outlines of leadership attributes and problems. *Organizational change* allows selection of *Five keys for success* with an innovative approach to leadership to stimulate discussion. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Leadership; Management
PUBLISHER: Enlightened Leadership International, USA
REVIEW DATE: 11/10/04 [658] SCIS 1180128

Anne Riches: organisational change and leadership development<http://www.anneriches.com.au/>

The commercial web site of a human resources consultancy working with corporations and government organisations, this resource is useful as a business model and for its collection of articles. Articles are located within the *Resource* centre, and provide knowledgeable and readable information on work issues, especially those involving teams, leadership, and change. Audio clips can also be found here. Articles are written for managers, and are very relevant for school executives. Teachers of Business Studies will also find that the articles, plus testimonials and workshop summaries, are useful for the topic *Business management and change*, and for the *Business research task* in the Business Studies syllabus. S. Ormond

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business; Leadership; Organisational change – Management
PUBLISHER: Riches, Australia
REVIEW DATE: 11/10/04 [658.4] SCIS 1183529

Ag Bio Tech InfoNet<http://www.biotech-info.net/>

Provided that the users of this site understand the bias evident in much of the material, it is a valuable resource for students grasping the implications of agricultural biotechnology. The site's intent and structure is clearly explained in *About this page*. Many news reports and scientific articles are posted, covering the environmental impacts and implications resulting from *genetic engineering applications* in agriculture. Language and content is demanding but relevant to the study of *The blueprint of life* in Stage 6 Biology, and some of the electives in Stage 6 Agriculture. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Agriculture Stage 6; Biology Stage 6
SCIS SUBJECTS: Biotechnology; Genetic engineering
PUBLISHER: Ecologic, USA
REVIEW DATE: 11/10/04 [660.6] SCIS 1181740

Soap naturally: the Australian international resource for natural soap makers<http://www.soapnaturally.org>

It is difficult to think of anything related to soap making that is not in this site, or available by using the numerous links to others sites. This makes it useful for students who are considering soap making and particularly those interested in basing their individual *Student research project* on variations to a soap recipe. It provides much of the information needed for researching the topic, including the history of *Soap making* and traditional *Soap making methods*. In addition, the site provides links to recipes for a variety of cosmetics, so it could also be used to provide everyday examples for lessons on emulsification as well as saponification. The top menu and *Links: menu index* provide easy navigation. R. Dircks

USER LEVEL: Stages 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Soap
PUBLISHER: Soap Naturally Web and Mailing List, Australia
REVIEW DATE: 11/10/04 [668] SCIS 1184883

Zoom: engineer your career in manufacturing<http://www.zoom.aigroup.asn.au>

The Australian Industry Group promotes the work skills of its largest sector membership with this innovative and easy to navigate web site. On a wheel of choices, *Careers* and *Interests* provide users with information to help them identify their skills and then narrow general career ideas into *Jobs*, including complex technological work and practical engineering. Each is given a short description, with links for researchers to follow. Information includes job descriptions, training options, and current wage rates. The site is straightforward and purposeful, and is not without a sense of humour, as opening *Flowers* will show. E. Kesby

USER LEVEL: Stage 5 Stage 6
KLA: TAS; VOC ED
SYLLABUS: CEC Electrotechnology Stage 6; CEC Work Studies Stage 6; Design & Technology 7–10; Design & Technology Stage 6; Engineering Studies Stage 6; Industrial Technology Stage 6; Metal & Engineering Stage 6; Work Education 7–10

resources

SCIS SUBJECTS: Engineering – Careers; Manufacturing processes – Careers; Vocational guidance
PUBLISHER: Australian Industry Group
REVIEW DATE: 11/10/04 [670.23] SCIS 1092013

NAWIC

<http://nawic.com.au>

With a broad membership base of construction related occupations, this inspiring green and purple site has high school relevance beyond VET. In particular, **UNSW scholarship** in *News* showcases the well written **Martha's essay**; written by a university scholarship winner, it clearly describes the writer's motivation and self recognition of skills in Year 9, and her pathway away from the traditional female work models. Designed to improve building skills and knowledge, and to inform women of *News* and industry developments, the site describes tertiary study options, awards, and emphasises the positive role models of women in construction. A **Forum** is available to subscribers, and information about this can be found in **Members only**. The NSW/ACT chapter does not make its newsletters freely available, but **Newsletters** from other states are available online. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS; VOC ED
SYLLABUS: Construction Stage 6; Engineering Studies Stage 6; Industrial Technology 7–10
SCIS SUBJECTS: Building Industry – Careers; Women – Employment
PUBLISHER: NAWIC, Australia
REVIEW DATE: 11/10/04 [690] SCIS 1187336

AbleStable: serving the creative community

<http://www.ablestable.com>

A community resource for creative arts, this web site is a very useful source of ideas and information for art, computing, and business students. In **Articles**, topics explain artists' work in such areas as **Business**, **Web design**, and using the **Internet**. What's **new** relates developments in the creative community, with a technological focus, and **Tools** contains useful artistic, mathematical, and technological online tools. The interactive **Exhibitions** uses photography and written text for excellent examples of web site design. Senior art students and English students will also find inspiration here. The site contains information for a variety of syllabuses, and teacher research will assess the full benefit of what is on offer. This will be time well spent. N. French

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English; HSIE; TAS
SYLLABUS: Business Studies Stage 6; Design & Technology Stage 6; English Stage 6; *Extension 2*; Software Design & Development Stage 6; Technology (Mandatory) 7–8; Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS: Arts
PUBLISHER: AbleStable, UK
REVIEW DATE: 11/10/04 [700] SCIS 1183523

Art safari: an adventure in looking for children and adults

http://www.moma.org/momalearning/artsafari/safari_menu.html

Developed to help students become comfortable with art, this easy to use web site invites users to think and respond to four pieces of artwork by answering open ended questions. No prior knowledge

of the artists or works is necessary. Stage 1 students may need help in reading and typing responses, but older students will be able to navigate the activities independently, with activities suited to peer tutoring. **Information for adults** gives the site's structure and premise. Opportunities are provided for students to **Make your own art**, either on the computer or by painting, drawing, or sculpture. The site has a gallery for publishing students' computer generated work. E. Derouet

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Art appreciation; Art – Problems, exercises, etc.; Computer art – Problems, exercises, etc.
PUBLISHER: Museum of Modern Art, USA
REVIEW DATE: 11/10/04 [701] SCIS 995503

Art attack

<http://www.hitentertainment.com/artattack/>

An explosion of colour and sound welcomes visitors to the official web site of the CiTV series. **Art attacks** takes site users to the activities. **Aluminium figures** offers detailed instructions for creating free standing sculptures, **Double bubble printing** presents printing techniques using coloured inks, **Spatter pictures** offers shape, colour and composition activities with stencils, and **White silhouettes** highlights paper cutting and layering skills. Hundreds of stimulating lessons allow students to experiment with the properties of different media and tools, while developing a repertoire of techniques to achieve the *Making and Appreciating* outcomes of the *Visual arts* strand of the *Creative Arts K–6 syllabus*. They are also exciting models for writing procedures. **Gallery** showcases students' works, while **Meet Neil** and **Downloads** are constantly updated with interesting information. C. Keane

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6
SCIS SUBJECTS: Art; Art attack (Television program)
PUBLISHER: HIT Entertainment, UK
REVIEW DATE: 11/10/04 [702.8] SCIS 1087749

Telling stories: narratives of nationhood. Raconteurs d'histoires: recits de la nation.

<http://www.nationhood.ca/>

Detailing Canadian history and how this impacted on the types of art created, this extremely easy to navigate site provides information that has been organised into eight subsections, including **Picturing Canada: Canadian symbol and myth**, **Is this landscape your landscape?**, **Young people in art**, and **Canada's many voices**. Each subsection provides an overview on the topic area and features three different artists with artworks. Unfamiliar terms are defined in a side **Keywords** fact box and **Related lesson plans** based on each topic area have been included. These would provide teachers with ideas on which to base lessons. However, they have a heavy theory base and little art making activities, hence some creative thinking may be needed to sustain student interest. This site is more visually interesting if viewed in *Flash* version. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: CA, HSIE
SYLLABUS: Creative Arts K–6; HSIE K–6; Visual Arts 7–10
SCIS SUBJECTS: Art, Canadian
PUBLISHER: Confederation Centre Art Gallery, Canada
REVIEW DATE: 11/10/04 [709.71] SCIS 1186956

Australian Institute of landscape designers and managers

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

Information on the integration of environmental sustainability and commercial landscaping is provided on this interesting web resource. Students can access feature articles addressing current issues such as **Droughts days**, **Designer vs council** and **Water features**. The **Education** section details how schools have developed specific landscape projects, such as **Rearing a rainforest**, and is an excellent introduction for Stage 4 students. Teachers will find a plethora of information based on the application of design principles to landscaping, including business requirements such as dealing with clients and budgets. The site also provides plans and requirements for standard customer submissions. Produced by a professional institute, this resource also offers avenues for students to explore information about courses and further training that can be accessed from various providers. B. Maher

USER LEVEL: Stage 4 Stage 5 Professional
KLA: TAS
SYLLABUS: Design & Technology 7–10; Design & Technology Stage 6
SCIS SUBJECTS: Landscape architecture
PUBLISHER: Australian Institute of Landscape Designers & Managers, Australia
REVIEW DATE: 11/10/04 [712] SCIS 1187124

Origami and gardens

<http://www.csuohio.edu/history/japan/japan02.html>

As an area of study in the social sciences and technology, this site offers much for students and teachers researching historical and contemporary Japanese garden design. The **Katsura Rikyu** gardens have detailed information about engineering, concept design, design engineering, landscape design, and planning. **Beyond moss and stone** and **Japanese garden designs** clearly and comprehensively show the features of Japanese gardens, and are excellent starting points for individual or group design projects. The site is particularly relevant to **Built environments** in *Technology (Mandatory)* 7–8, and the **Focus areas of design** in *Design and Technology* 7–10. D. Low

USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Design & Technology 7–10; Technology (Mandatory) 7–8
SCIS SUBJECTS: Gardens, Japanese; Origami
PUBLISHER: L.A. Makela, USA
REVIEW DATE: 11/10/04 [712] SCIS 1183530

Glenn Murcutt

<http://architecture.about.com/library/bl-murcutt.htm>

A comprehensive case study on the world renowned Australian architect, Glenn Murcutt, is the focus of this interesting web site. Students will learn about the influences that shape modern Australian architecture: materials used, environmental considerations and cultural implications. Examples of houses built and developed by Glenn Murcutt are accessible from nine sites located in **More about Murcutt**, and include descriptions of how he has used design principles and environmental considerations to produce the final product. Murcutt's belief in the saying 'touch the earth lightly' demonstrates his appreciation of cultural influence.

Extensive links to related sites provide students with ample resources to address any tasks related to modern Australian structures. B. Maher

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Design & Technology Stage 6
SCIS SUBJECTS: Architects; Architecture, Australian; Architecture, Domestic
PUBLISHER: Primedia, USA
REVIEW DATE: 11/10/04 [720.92] SCIS 1186576

Architecture: traditional and modern

<http://www.csuohio.edu/history/japan/japan16.html>

With an emphasis on traditional architecture, this site provides details on the designs used in structures and styles, including the materials used and the reason behind the shapes used. Images are plentiful and inspiring. **Technology** students can research **Measurements** and **Tools**, and complete supported research projects on wood construction. In **Teaching materials**, a **WebQuest adventure** based on traditional architecture will help **Technology** students achieve outcomes related to research and communication of ideas. Images and information on seventeen **World cultural heritage sites** will support **Geography** students completing *Investigating the world*. The site will also assist teachers in addressing multicultural influences on architecture within Australian society. B. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; TAS
SYLLABUS: Design & Technology 7–10; Design & Technology Stage 6; Geography 7–10; Industrial Technology Stage 6; Technology (Mandatory) 7–8
SCIS SUBJECTS: Architecture, Japanese
PUBLISHER: L.A. Makela, USA
REVIEW DATE: 11/10/04 [720.952] SCIS 1183369

Building America

<http://www.building-america.org>

Using *Flash 6*, this extraordinary site is an interactive **Timeline** and research tool for exploring some of the constructions, landscapes, and people that have shaped American cities and landscapes over the last 300 years. Historical and contemporary buildings are depicted by photograph and essay, giving site users an appreciation of all aspects of the built environment, past and future. The site is broad in scope and includes domestic icons, famous buildings, **The African American experience**, **The car and the built environment**, and **Bridging the gap**, which allows students to design a bridge. Students can access particular topics at specific points in time, obtaining concise information and graphics. The *Flash* application is an excellent example of web based multimedia, but it does take some time to load, making it difficult to use in a class environment. B. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; TAS
SYLLABUS: Design & Technology 7–10; Design & Technology Stage 6; Engineering Studies Stage 6; Geography Stage 6; Industrial Technology Stage 6; Software Design & Development Stage 6; Technology (Mandatory) 7–8
SCIS SUBJECTS: Architecture, American – History; Buildings – Design and construction; Landscape architecture

PUBLISHER: National Building Museum, USA
REVIEW DATE: 11/10/04 [720.973] SCIS 1183384

Sydney Opera House

<http://www.sydneyoperahouse.com>

An opportunity to explore one of the world's most recognised architectural icons and its historical surrounds is offered by this web resource. **Tours** and **Guided tours** offer information for **Sydney Opera House tour** and **Backstage tour**. The fully interactive feature, **Virtual tour**, provides access to all areas of the Sydney Opera House including the stage, backstage area and studios. Panoramic views of various aspects of the Opera House are available through a *Flash* based presentation. The presentation takes a short time to upload, and is well worth the wait. Students completing civics based subjects will be able to access images and information from a dynamic timeline of Sydney, from 1788 to the present, found in **About the house**. For Stage 4 and Stage 5 students, this site would make a fantastic destination for any WebQuest based on Australian architecture or the history of prominent Australian cities. B. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSE; TAS
SYLLABUS: Design & Technology 7-10; Design & Technology Stage 6; History 7-10
SCIS SUBJECTS: Architecture, Australian
PUBLISHER: Sydney Opera House
REVIEW DATE: 11/10/04 [725] SCIS 1187130

YBE2004: Houses of the Future

<http://www.housesofthefuture.com.au/index.html>

Part of the Year of the Built Environment, this web site supports a travelling exhibition of housing designs. The emphasis is on prefabricated dwellings which display innovative design and environmental sustainability. Six houses are shown on the site, with vibrant images and well written texts explaining the **Design concept**, the architects' role, use of materials, and construction. Information supporting the use of prefabricated housing is found in **Why prefabricate?**, and the site will be appreciated by Stage 5 students of Design and Technology who are undertaking Unit 5.2 *The shack*, Unit 5.6 *Design for the future*. Students of Stage 6 Design and Technology seeking a major project with an architectural focus should look at this inspirational site. The exhibition is due to arrive at Sydney Olympic Park early in 2005. D. Low

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Design & Technology Stage 6
SCIS SUBJECTS: Architecture, Domestic; Architecture – Environmental aspects; Houses – Design and construction; Houses – Environmental aspects
PUBLISHER: NSW Secretariat, Year of the Built Environment 2004
REVIEW DATE: 11/10/04 [728] SCIS 1185646

Comic strip WebQuest

<http://edie.home.insightbb.com/toons/index.htm>

Loaded with interesting examples from well known cartoon greats such as **Jim Davis** and **Charles M. Schulz**, this site provides support for students to create their own cartoons.

Hoping to inspire students, supportive suggestions range from developing a creative team with a **Cast director**, **Story editor** and **Layout engineer**, to details on how to draw and develop characters for individual and small group projects. It is easy to navigate and provides independent activities, such as **Draw and color with Uncle Fred**, and support to create a cartoon. A **Rubric** is supplied to guide students in the development of their own cartoons. The strongest attraction of this site is that students with differing interests and abilities can use it to work together on a creative project, or simply enjoy the cartoons presented. K. Rushton

USER LEVEL: Stage 2 Stage 3
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
SCIS SUBJECTS: Cartoons and caricatures
PUBLISHER: E. Aldridge, USA
REVIEW DATE: 11/10/04 [741.5] SCIS 1179991

Indigenous paintings from the Utopia Region, Central Desert

<http://www.savah.com.au/press.html>

A private art gallery hosts this site which lists information on represented Indigenous artists from the Utopia region of Northern Territory. A **brief history of Utopia** features regional maps and a short history on the area. **Contemporary Indigenous paintings** have been produced from this area since the late 1980s. All crucial artists from this time frame have information on their life and artistic practice, and include images of their work. The site gives insight into the **Dreaming stories** which belong to this area and includes explanations of some sacred imagery. Easy to navigate and explore, teachers will find a range of cross curricula material here, linking to Visual Arts and Aboriginal studies. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA; HISE
SYLLABUS: Aboriginal Studies 7-10; Creative Arts K-6; Visual Arts 7-10
SCIS SUBJECTS: Aboriginal peoples – Central Australia; Aboriginal peoples – Dreaming; Painting, Aboriginal
PUBLISHER: Gallery Savah, Australia
REVIEW DATE: 11/10/04 [759.994] SCIS 1186945

Australianprints.gov.au: prints & printmaking in Australia & the Australasian region

<http://www.australianprints.gov.au/>

Linked to the National Gallery of Australia, this site features printmaking and prints collected from Australian and Australasian artists. **About us** provides the user with detailed information on the National Gallery of Australia, including a **History of the collection** and the processes used to acquire prints. Exhibitions links users to **Past**, **Current** and **Future** print exhibitions held within Australia and overseas, providing images with curators' comments. Search **NGA print collection** provides a search option for specific prints by many well known printmakers. An interesting site, it is regularly upgraded, easily navigated, and useful information on printmaking and related artists can be adapted by the teacher for student use. Links offers a vast range of related web sites which would need to be checked for curriculum relevance. N. French

USER LEVEL: Professional

KLA: CA
SYLLABUS: Visual Arts 7-10
SCIS SUBJECTS: Illustration of books; Posters; Prints, Australian; Prints, New Zealand; Prints, Pacific Region
PUBLISHER: National Gallery of Australia
REVIEW DATE: 11/10/04 [769.99] SCIS 1176033

SFS kids

<http://www.sfskids.org>

SFS Kids is the San Francisco Symphony Orchestra's web site for children. It introduces the **Instruments of the orchestra** with audio files, 3D rotating images and text descriptions in accessible language with user friendly interface. Opportunities for learning basic theory, experimenting with **Tempo**, rhythms, **Pitch** patterns, **Harmony** and **Instrumentation** are provided in **The music lab**. The musical knowledge is uneven in its degree of difficulty but the interactive activities are easy to follow. Students will have fun using **Performalator** by following the colour coded notes to play favourite tunes like *Twinkle, twinkle little star* and *Frere Jacques*, while a link at the bottom allows them to **Hear it on the radio**. This offers a variety of classic excerpts. This appealing site is suitable for students working to achieve the *Organising sound* and *Listening* outcomes from the *Music* strand of the *Creative Arts K-6 syllabus*. J. Montague and C. Keane

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS SUBJECTS: Music
PUBLISHER: San Francisco Symphony
REVIEW DATE: 11/10/04 [780] SCIS 1112068

John Cage

<http://wings.buffalo.edu/epc/authors/cage/>

Writings by John Cage are essential primary sources for music students. This page provides links to **John Cage: an autobiographical statement**, his writings about **Indeterminacy** and many of his quotations. The wide range of materials cover his compositional processes, such as prepared piano, silence, chance and mesostics through his own writings and in journal articles, reviews and interviews. The sound recordings available for download are in *mp3* or *real audio* format and provide examples of music and poetry from across the whole of his career, some of which are not commercially available. A book length survey of his considerable creative output can be downloaded and printed. A. Wisdom

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 1 Stage 6; Music 2 & Music Extension Stage 6
SCIS SUBJECTS: Cage, John; Composers, American
PUBLISHER: Electronic Poetry Center, USA
REVIEW DATE: 11/10/04 [780.92] SCIS 1186404

Australia adlib

<http://www.abc.net.au/arts/adlib/>

A cacophony of sounds accompanies the opening of this interactive site, which pays homage to the unusual, irreverent, and colloquial genre of Australian improvised music. **Take a sound tour** explores archives of traditional improvisation. Its table of contents

includes: **Aural tradition**, **Backyard hackers**, **Environment**, **Get physical**, **Noise**, **Improv**, **Larrikins**, **Mimicry** and **Outsiders**. The installation of *RealPlayer* is necessary to experience video and audio clips of homemade music from **Spooning** to **Percy's laundry organ**. Three mixing desks enable sound files of original musicians to be played simultaneously to create a remix in **MIX IT**. Featuring articles about musicians, their background, inspiration and improvisation, and offering sound recordings of their work, this site has relevance for the topic *Music of a culture*. A. Wisdom

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 1 Stage 6; Music 7-10
SCIS SUBJECTS: Music, Australian
PUBLISHER: ABC, Australia
REVIEW DATE: 11/10/04 [780.994] SCIS 1186445

The sound of mathematics

<http://www.geocities.com/Vienna/9349/>

Music students can explore compositional devices used in algorithmic music determined by mathematics and the musical preferences of the author. Works are arranged under the headings **Combinatorics**, **Constants**, **Functions**, **Numbers** and **Recursion** with a summary of the methods which are recurring in the music. Numbers are also mapped to duration, pitch and structure in music. The music is realised as *MIDI* files which can be played within a browser. The music can also be edited and printed out for analysis by opening the *MIDI* files in any music publishing program. Composers' personal sites provide some interesting links such as *Strange music archive*. A. Wisdom

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 1 Stage 6; Music 2 & Music Extension Stage 6; Music 7-10
SCIS SUBJECTS: Composition (Music); Computer music; Musical metre and rhythm
PUBLISHER: D. Cummerow, Sweden
REVIEW DATE: 11/10/04 [781.3] SCIS 1186394

Reason to rock: rock music as an art form: a web book

<http://www.reasonorrock.com>

Featuring an online book about rock music which analyses the music discussed, and supports each discussion with audio examples; this easily navigable site is a valuable resource for music students. There are a number of layers to this book: the focus on the **Elements of rock** enhanced by comparisons to other arts; the detailed critical analysis of individual **Tracks**; and background information about the composers and performers in **Artists**. The information about each artist and group directs the reader to a variety of sites for further research, and a recommended listening list rates the music according to its importance to the overall development of rock music. A. Wisdom

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 1 Stage 6; Music 2 & Music Extension Stage 6; Music 7-10
SCIS SUBJECTS: Music appreciation; Rock music – History and criticism; Rock musicians
PUBLISHER: PowerSurge, USA
REVIEW DATE: 11/10/04 [781.6] SCIS 1153211

The classical music archiveswww.classicalarchives.com/appreciate.html

For students wishing to listen to a wide range of classical music, this site can be very helpful once they work out how to navigate it. There are thousands of audio files available. Unless you are a subscriber you can only listen to a maximum of five unprotected files per day and to do this you must register as a free member. Selected files from **Live recordings – by composer** or **Live recordings – by instrument**, just two of the seven options available, can be downloaded as *MIDI* or *mp3*, but many are only available as *streaming audio*. Once registered as a free member you can also participate in the **Classical archives forum** which contains a range of interesting topics. Individuals can submit their own *MIDI* files but must refer to the information on US copyright laws. A. Wisdom

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 1 Stage 6; Music 2 & Music Extension Stage 6; Music 7–10
SCIS SUBJECTS: Music appreciation; Music, Classical
PUBLISHER: Classical Archives LLC, USA
REVIEW DATE: 11/10/04 [781.6] SCIS 1183504

Sydney Symphony Orchestra: discover & learn<http://www.sydneyphilharmonic.com/section.asp?pt=3>

Discover & learn, part of the larger Sydney Symphony Orchestra site, offers **Education 2004** which outlines a series of innovative programs to inspire and educate students and teachers to enjoy and play music. **Schools concerts** and **Meet the music** provide information about concerts for primary and secondary students in Sydney and regional centres. Opportunities for students to work with the orchestra through their mentoring programs are outlined in **Sydney Sinfonia**, the **Fellowship program** and the **James Fairfax young artists program**, with auditions taking place in November and December. Teachers are able to attend **Professional development seminars**, run by **Richard Gill**, several weeks prior to the concerts for information and resources relevant to the NSW music syllabuses. Although too late for most concerts in 2004, this site is worth bookmarking for teachers organising performance excursions in 2005. A new section, entitled **Discovering symphonic music**, is currently under construction and will be available soon. J. Montague and C. Keane

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Music 1 Stage 6; Music 2 Stage 6; Music 7–10
SCIS SUBJECTS: Music; Symphonies
PUBLISHER: Sydney Symphony
REVIEW DATE: 11/10/04 [784.207] SCIS 1185930

Refractory: a journal of entertainment media<http://www.refractory.unimelb.edu.au>

The site is an e journal, with articles and conference papers, amusing and serious, on a wide variety of entertainment media issues. Students writing critical responses on media and culture, or composing media and multimedia texts, will find some of the material on this site useful for their independent investigation of issues and multimedia forms. Access to five volumes is available online, with the most interesting being **Volume 2**, a special issue

focussing on the *Buffy* phenomenon, and supported by imaginative graphics. Some of these articles on games, fan fiction, and technologies, are dense and academic, and most suitable for sophisticated readers. H. Cobban

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Extension 2*
SCIS SUBJECTS: Audiovisual materials – Periodicals; Mass media – Periodicals; Performing arts – Periodicals; Popular culture – Periodicals
PUBLISHER: Cinema Studies, School of Fine Arts, Classical Studies Details and Archaeology, University of Melbourne
REVIEW DATE: 11/10/04 [790.205] SCIS 1179979

All movie guide<http://www.allmovie.com>

An excellent resource for assessing individual films, this site works best with a **Search** by title, person, or keyword. Some of the other search options failed dismally at the time of review. Most film entries have a synopsis, review, and biographical information on cast and crew, offering a range of data that is difficult to find elsewhere. Every film on the English HSC text list is here. The extensive **Glossary** has nineteen sections, and **Quick browse** allows a film search by theme and country. **Essays** is a large collection of analytical and historical pieces, useful for teachers of film and Stage 6 students contemplating a film related *Major work*. Films represented here also include documentaries, television series, and concert performances. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Films – History and criticism
PUBLISHER: AMG, USA
REVIEW DATE: 11/10/04 [791.43] SCIS 1187309

Senses of cinema: an online journal devoted to the serious and eclectic discussion of cinema<http://www.sensesofcinema.com>

Presenting a rich and readable source of ideas on film, this online journal will interest all teachers of media. Within **Cteq** annotations, knowledgeable contributors have posted reviews, critiques, and articles, on a large number of films crossing genres from *Charlie's angels* and *Japanese story*, to silent French films and experimental digital media. There is much of value here for *Extension 2* students contemplating a *Major work* in film construction or analysis. The extensive collection of **Great directors** includes biographies, and excellent summaries and analyses of each director's films. **Orson Welles** is the only director here from the HSC prescribed text list, and an article on *Rabbit proof fence* can be found in *Issue 19*. Archives goes back to the first issue in 1999, and each issue clearly lists contents. Archived content is most easily found through **Search**, and is well worth a look by English teachers. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Film festivals; Films – History and criticism; Films – Reviews
PUBLISHER: Senses of Cinema, Australia
REVIEW DATE: 11/10/04 [791.43] SCIS 1185772

Teach with movies<http://www.teachwithmovies.org>

An ethical guide to film use in schools, this cross curricula site provides subscribers' resource guides for a small fee, plus free information online. The former includes guides for the English Stage 6 texts of *Contact*, *Strictly ballroom*, *Billy Elliott*, *High noon*, and *Rabbit proof fence*. History favourites include *Gallipoli*. For teachers summarises the site's brief and content, and is a helpful tool to assess curriculum relevance. For parents has excellent material on film discussion techniques. **Movies not recommended** is a valuable tool, particularly as it explains the judgement, and directs site users to similar, recommended, films. Indexes include **Subject matter**, **Character development** and **Alphabetical**. In the latter, teachers will find a useful summary of the film, its age appropriateness, and a list of themes. C. Thomas

USER LEVEL: Professional
KLA: CA; English; HSIE
SYLLABUS: Drama 7–10; English 7–10; English Stage 6; History 7–10
SCIS SUBJECTS: Films in education; Films – Study and teaching
PUBLISHER: Teachwithmovies.org, USA
REVIEW DATE: 11/10/04 [791.43] SCIS 1054460

Frontline: the home page of behind the Frontline: the story behind the stories<http://www.workingdog.com/frontline/>

Supplying basic information about the production of *Frontline*, series I and III, the web site is an introduction to the study of this text in English Stage 6. It includes comments from the **Cast**, an acknowledgement of the **Crew**, short quotes from **Critics**, and a one line **Synopsis** of each episode. Cast and crew photographs liven up character descriptions and biographies of the actors. Easy to navigate, the site has minimal information, with some analysis of the genre. It does show how many people are involved in the production, a key discussion issue for the study of the text in the English elective *Telling the truth*. H. Cobban

USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7–10; English Stage 6: *Advanced*
SCIS SUBJECTS: Frontline (Television program)
PUBLISHER: Frontline Television Productions, Australia
REVIEW DATE: 11/10/04 [791.45] SCIS 1033075

Film, radio and TV. – 13, Film script terminology<http://www.internetcampus.com/frtv/frtv013.htm>

For teachers seeking an accessible list of definitions used in the construction and deconstruction of film scripts, this site provides definitions and examples of terms in sequential modules. Examples include terms used for transitions, shots, and angles. Large photographs and illustrations support the written text. Links to **Actual film scripts** and script writing software are given. The site is text dominated, but information is well written and presented in a clear layout. The site is very easy to understand, and will be useful for all Stage 6 English students. H. Cobban

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Film scripts – Terminology

PUBLISHER: CyberCollege, USA
REVIEW DATE: 11/10/04 [808.2] SCIS 1179981

Picturing books<http://picturingbooks.imaginarylands.org>

The deconstruction of picture book elements is clearly described in this informative site. **Using picture books** displays large and vibrant covers, with explanations of terms and the basic elements of visual design, story design, and illustration. These ideas are expanded in **Palette**, where styles, techniques, and design elements, are comprehensively explained. Within **Links**, the list of **Illustrators and authors** is a fascinating visual and auditory journey through clever and creative authorial web sites. Teachers will recognise many names here, such as **Babette Cole**, **Greg Tang**, **Mem Fox**, and **Dr. Seuss**. Makers of and readers of picture books will learn much from this enthusiastically structured resource, which is maintained by a lover of the genre. There are many links to other resources; the usefulness of these sites would need to be verified by teachers. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6
SCIS SUBJECTS: Books and reading; Children's literature; Illustration of books; Picture books
PUBLISHER: D. I. Matulka, USA
REVIEW DATE: 11/10/04 [808.06] SCIS 1128767

John Marsden<http://www.panmacmillan.com.au/johnmarsden/index.htm>

Marsden's revamped site is visually improved and loaded with interesting and readable observations of literature, especially the nature of children's literature. Short descriptions of his books are located in **Biography**, and the online novel *Cool school* is buried on the bottom of the home page. **Articles and speech transcripts** contains one page colloquial articles on a variety of topics, with the November 2003 piece on mynah birds being particularly relevant to a study of Marsden's text, *The rabbits*. The speeches are illuminating on Marsden's world view, his philosophy of writing, religion, film, and culture, and his strong views on the integrity of children's literature. In **More power to them!** Marsden makes poignant observations on the teaching and learning process for English teachers in a thoughtful discussion of critical literacy. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Authors, Australian; Children's literature, Australian–Biography; Marsden, John
PUBLISHER: Pan Macmillan Australia
REVIEW DATE: 11/10/04 [A823] SCIS 1022578

National Geographic.com kids<http://www.nationalgeographic.com/kids/index.html>

Vibrantly coloured, this value packed, interactive web site is a pleasure to use. Users can find out the latest **Kids news**, which is well pitched to its market, produce colouring sheets using animal information, make their own bookmarks, and add captions in the **Cartoon factory**. The **GeoBee challenge** contains questions that are changed each day, and **Homework help** and **Maps** extend the usefulness of the site. An online version of **National Geographic, NG kids magazine**, allows for integrated literacy work and research. The helpful **Education guide** has intriguing lessons, and

resources

students may currently Enter a virtual rainforest and Dive into the virtual Arctic from the homepage. This is a very useful and entertaining resource. E. Derouet

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Civilisation; Geography; History, Modern; Wildlife conservation
PUBLISHER: National Geographic Society, USA
REVIEW DATE: 11/10/04 [900] SCIS 1187502

The Choices Program: teaching with the news

http://www.choices.edu/curriculum_twrn.cfm

Concentrating on international issues from an American perspective and heavily reliant on the print format, the site offers limited appeal to the senior Modern History student. Options to explore include Iraq after the war, the Cuban crisis and the US in Vietnam, but the bulk of the information would be of little benefit without teacher direction, especially for students requiring support. Nevertheless, this resource does provide a format for engaging students to think critically and interpret the issues, both key competencies of the HSC syllabus. An interesting study of the film documentary *The fog of war*, complete with lesson plans and its focus on current world events, is relevant for HSC students studying Part 111: *International studies in peace and conflict*. B. Kervin

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: History, Modern; World politics
PUBLISHER: Brown University, USA
REVIEW DATE: 11/10/04 [909] SCIS 1183913

About geography

<http://geography.about.com/>

Presenting information on a wide range of topics, this large site has much to interest the persistent geographer. Teachers will find it a very interesting resource, while students will need some direction in their site research. The Search option clearly displays headings and easily navigable links, and is the quickest way to find information on the site. Kept current with interesting news, the site contains a great deal of background information to world wide events, and study tools galore. It also offers access to blank map outlines, quizzes, and classroom activities. Articles & resources provides reference to Country information, Global problems and issues, Cultural geography, and Learn about the Earth. This site provides a wealth of resources for the study of Geography, particularly for *Global geography* in Stage 4, the Stage 5 elective *Political geography*, and the Stage 6 topic *Ecosystems at risk*, as well as developing *Geographical tools and skills*. A. Fisher

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Earth & Environmental Science Stage 6; Geography 7-10; Geography Stage 6
SCIS SUBJECTS: Geography
PUBLISHER: About.com, USA
REVIEW DATE: 11/10/04 [910] SCIS 1185674

Web Trek WWW travel adventures: Australian national parks

http://www.reidyprkps.sa.edu.au/Projects/aus_nat.pdf

With a comprehensive and user friendly approach to its curriculum needs through research and technology, this school site offers students an independent program of work based on a range of computer tasks and computer methods. Activities are varied in content and method: utilising digital cameras, scanners and the internet for mapping, and research tasks. The format encourages participation and critical thought, as well as developing a range of technical skills to achieve the ICT outcomes. Although designed to achieve outcomes for the unit *State and national parks*, many tasks would be difficult for Stage 2 students. However, owing to the scope of the challenges issued, it also allows flexibility in classroom utilisation and would be an excellent resource tool for a range of K-7 curriculum links. B. Kervin

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE; ST; TAS
SYLLABUS: HSIE K-6; Information & Software Technology 7-10; Science & Technology K-6
SCIS SUBJECTS: National parks and reserves - Australia; Webquests
PUBLISHER: Reidy Park Primary School, Australia
REVIEW DATE: 11/10/04 [919.4007] SCIS 1184355

Germany today: facts

<http://german.about.com/cs/culture/a/germany1.htm>

German language, a section of a much larger site, focuses on contemporary Germany. Germany after reunification and Geography and history introduce important people and events that shaped today's Germany. Hypertext links or the Next option provide a multitude of facts, summarised information, and further reading options on Germany's history, Konrad Adenauer, the Berlin Wall and Germany: facts and figures. While this part of the site is in English, the side menu and Related resources offer options for investigating language, vocabulary exercises and popular culture in German and English. *German Unity Day*, 16 federal states, *Der Euro kommt* and more German geography also have interesting information, useful as an introduction for Stage 6 Beginners and Continuers when studying the theme *The German-speaking communities*. *Germany: facts and figures*, *Large German map* and *German for beginners* should have appeal and relevance for younger students. Other links would need to be checked for suitability. S. Hauth

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Languages
SYLLABUS: German K-10; German Stage 6: *Beginners*, *Continuers*, Modern History Stage 6
SCIS SUBJECTS: German language
PUBLISHER: About, USA
REVIEW DATE: 11/10/04 [943.088] SCIS 1176548

SCIS Reviewing Team

DET classroom teachers with expertise in any of the new HSC syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: michele.busch@det.nsw.edu.au

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.

BANCROFT, Bronwyn

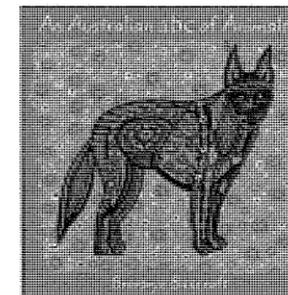
An Australian abc of animals

Little Hare, 2004
ISBN 1877003409

[591.994]

A simple alphabet picture book, the text is elevated in complexity by the quality of the original illustrations. Australian animals, both well known and unusual, illustrate each alphabet letter. Bancroft, an Aboriginal artist who paints in a non traditional style, has used a stylised form of x-ray art, with the use of multiple bright colours adding to the contemporary feel of the illustrations. Biographical details provide information about this successful artist, and the book will expand the knowledge of Australia's range of animals for younger children. At a more complex level, it would be highly suitable for Stage 2 and 3 students to use when exploring and appreciating contemporary Australian art and artists. F. Moore

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
\$19.95 SCIS 1170523



McDOUGALL, Tina

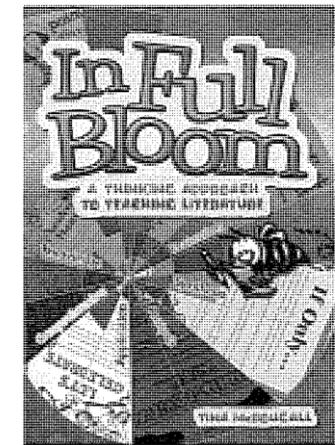
In full bloom: a thinking approach to teaching literature

Hawker Brownlow Education, 2003
ISBN 1740255690

[808]

Pitched at teachers familiar with the work of Benjamin Bloom, this resource promotes higher order thinking in the teaching of literature, using Bloom's taxonomy. The introduction is useful, as are the prompt questions which are good reminders about questioning techniques. Caution needs to be exercised when adapting the suggested teaching ideas, as teachers need to ensure they are familiar with and clear about the English syllabus outcomes they are addressing. The material was developed in Victoria, and teachers would need to adapt it to NSW syllabuses and current policies on information processes. The text could be used as a resource to support a coherent teaching program. S. Bremner

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$29.95 SCIS 1150678



STEINBERG, Laya & HARTER, Debbie

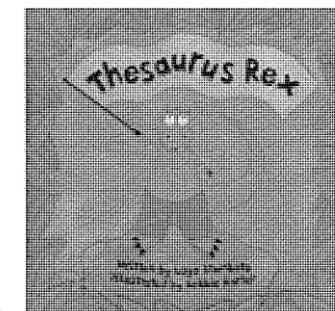
Thesaurus Rex

Barefoot, 2003
ISBN 1841480541

[821]

A day in the life of Rex, an active young dinosaur, is playfully recorded in rhyming verse in this text bursting with synonyms. A chain of words with associated meanings that compel the reader to read aloud, exaggerates every action. Harter's vibrantly coloured illustrations support the written text on every double page spread, enhancing the descriptive language. A young audience will enjoy following Rex's experiences as he leaps, bounces, hurtles, springs and flies, ready for the next surprise. This delightful resource would be useful for teaching English outcomes RES1.6 and RS1.6, especially those concerned with developing skills for identifying grammatical, graphological, and phonological information. C. Keane

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
\$24.95 SCIS 1152634



Picture books

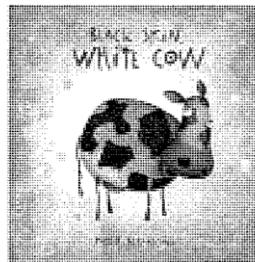
Picture books are arranged alphabetically by author. Some books in this section are non-fiction or have relevance to a particular KLA.

BERNASCONI, Pablo

Black skin, white cow

Random, 2004
ISBN 1740519841

Employing a farmyard scenario, this amusing and appealing picture book explores the differing ways in which the same object or situation may be perceived. A cow's quest for identity is brought to life through collages placed on simple stylised backgrounds, and dialogue with other farm animals. The reader is positioned to focus on the actions of the main character, her trials, and the resolution of her angst. Perhaps a simple metaphor for adolescence, this is a tale in which our bovine heroine learns that beauty and identity are in the eye of the beholder, and that above all, it is best to be yourself. N. Chaffey



USER LEVEL: Stage 1 Stage 2 Stage 3
\$19.95 SCIS 1169930

BUNTING, Eve & CHRISTIANA, David

I am the Mummy Heb-Nefert

Koala, 2003
ISBN 0864615272

Heb-Nefert is the fictitious partner of a pharaoh's brother, and the daughter of a nomarch. This beautifully illustrated and poetic account will capture interest and inspire debate about the main characters. The unusual perspective of a mummy as first person narrator is worth exploring, as is the information about her premarital days, her life and afterlife, and her preoccupation with beauty. Legal and social positions could be explored, as students compare historical accounts with the author's narrative construction of life and death in ancient Egypt. The text would work well in a Stage 4 unit combining History and English syllabuses. S. Bremner



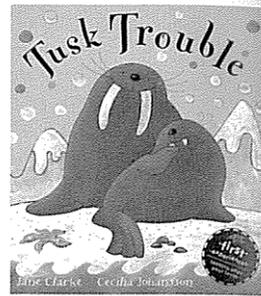
USER LEVEL: Stage 4
KLA: English; HSIE
SYLLABUS: English 7-10; History 7-10
Paper \$12.95 SCIS 1144965

CLARKE, Jane

Tusk trouble

Hodder Children's, 2003 (First experiences)
ISBN 0340860790

Bright and colourful illustrations work with a simple, repetitive text to deliver a message about the importance of looking after your teeth in this endearing picture book. When Wilbur Walrus has a tusk ache, his mother and friends all tell him he must go to the dentist. However, it is not until he visits his grandpa, who has only one unkempt tusk left, that Wilbur realises that a trip to the dentist is absolutely necessary. After his visit to the dentist, Wilbur tries to convince grandpa to do the same. This is an excellent resource to entertain young children and demonstrate the importance of good dental hygiene. J. Eade



USER LEVEL: Early Stage 1 Stage 1 Stage 2
Paper \$14.95 SCIS 1148465

CREW, Gary & WOOLMAN, Steven

Beneath the surface

Hodder, 2004
ISBN 0733613594

Redolent with a sense of foreboding, and layered with the continuance of a childhood quest, Gary Crew picks up themes he began in *The watertower*: the health of the planet and those who inhabit it. The piercing and sometimes frightening stares of children from different parts of the world suggest a conspiracy in which adults have no place. Steven Woolman's beautifully dark watercolor and pencil illustrations set the mood of subterranean imaginings in a most evocative way. The book could be read in primary schools, but it would need some reassuring explanation. English 7-10 students studying picture books will revel in the mood and questions that the visuals and text invite. K. Ashley



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA; English
SYLLABUS: English 7-10; Visual Arts 7-10
\$27.95 SCIS 1166930

De KANTZOW, Megan & SMITH, Craig

Just you wait!

Scholastic, 2004
ISBN 1862915237

Themes of bullying and revenge are interwoven in this superbly illustrated and well told story. Prince Roderick pulls a ribbon from Eleanor's hair on the first day of school and informs her that she has to do as he says. This begins a pattern of daily bullying. At first Eleanor just glares at Prince Roderick and warns, 'just you wait!' However, on the sixth day,

he goes too far and Eleanor puts her threats into action with an unexpected resolution that will amuse and captivate. Cartoon like illustrations will appeal to older students, while identifying the elements of familiar fairytales in this entertaining picture book will occupy a range of readers. It could be a useful resource for an anti bullying lesson for Stage 3. A. Frost



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
\$27.95 SCIS 1166925

Just You Wait! by Megan de Kantzow and Craig Smith Text copyright © Megan de Kantzow, 2004 Illustrations copyright © CRAIG Smith, 2004 Published by Omnibus Books, a division of Scholastic Australia Pty Ltd, 2004 Reproduced by permission of Scholastic Australia Pty Ltd.

HATHORN, Libby & PIGNATARO, Anna

The great big animal ask

Lothian, 2004
ISBN 0734406320

A unique twist on the traditional Noah's ark story, this picture book highlights differences, using a self questioning technique, in a simple tale of acceptance and belonging. A wash of colour assists the black line illustrations to leap from the stark white background of each page. The text is minimal: one or two questions appear on each page, engaging the audience with their simple predictability and begging for a response. Descriptive words feature and, with supportive visual text, will provide stimulus for discussion and joint construction of descriptive and narrative texts. C. Keane



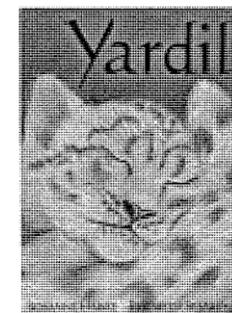
USER LEVEL: Early Stage 1 Stage 1
\$26.95 SCIS 1169608

HAWKE, Rosanne & STANLEY, Elizabeth

Yardil

Benchmark, 2004
ISBN 187661515X

The tale of an unusual relationship between Shazia, a young girl of the Kalasha people of Pakistan, and a special snow leopard is simply yet beautifully told. This picture book spells out an elaborate visual sequence. It begins with the warm glow of a fire reflected on rosy human skin, which gives way to a dramatic sweep in black and white charcoal to represent the harshness of winter. When the story finally comes full circle, the illustrator again includes touches of red and orange as the tale happily concludes. This could be a useful resource for studying other cultures. S. Taylor



USER LEVEL: Stage 1 Stage 2
\$27.95 SCIS 1162750

HUGHES, Nick & GOSS, Mini

Colossal machines

Koala, 2004
ISBN 0864615604

Simple rhyming language and colourful illustrations combine to create an interesting comparison between modern earthmoving machinery and dinosaurs. Each has a role to play in this engaging picture book, as machines and dinosaurs work together on a busy demolition and construction site. After work is completed, the dinosaurs become extinct and the machines remain. The pictures spread across each double page, with a foldout providing additional pictures and text to include the dinosaurs' participation, providing energy to the text and construction site. A table of facts highlights interesting information on dinosaurs and earthmoving machines. This resource could be a useful springboard for introducing the extinction of dinosaurs. A. Frost



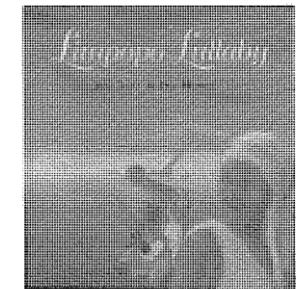
USER LEVEL: Stage 1 Stage 2
Paper \$12.95 SCIS 1160523

JOLLY, Jane & HUXLEY, Dee

Limpopo lullaby

Limelight, 2004
ISBN 0057935269

A very impressive first picture book by a talented author, this text relates an amazing tale based on the incredible true story of an African woman who gives birth in a tree, during devastating floods. Rich, rhythmic language works in perfect unison with expressive illustrations. Indeed the brilliant use of rich colour makes each double opening appear as a masterpiece that could be individually framed. This is an inspiring story with gorgeous illustrations. Close ups of agonised facial expressions and aerial perspectives position the reader in the role of a spectator, ensuring involvement in the family's plight. This is a rare and very special picture book. S. Taylor



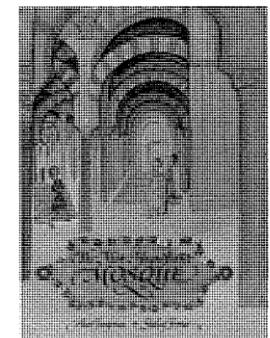
USER LEVEL: Early Stage 1 Stage 1
\$26.95 SCIS 1162742

JUNGMAN, Ann

The most magnificent mosque

Lincoln, 2004
ISBN 1845070127

During the Muslim occupation of Spain in the thirteenth century, three friends, one Muslim, one Jew, and one Christian, annoy the citizens of Cordoba, who enjoy sitting in the beautiful gardens surrounding the mosque. Eventually caught and sentenced to work in the gardens for three months, the friends become enamoured with the magnificent mosque. When they grow up and Cordoba is once again in Christian hands, the friends plead



resources

with the new Christian king to spare the mosque, so keeping it for all to enjoy. Vibrant watercolours bring this tale, loosely based on fact, to life. This picture book would be suitable for use with the *Cultures* strand of the *HSIE K-6 syllabus*. J. Eade

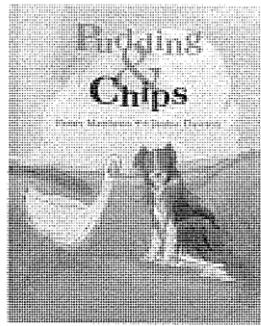
USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 \$27.95 SCIS 1161665

MATTHEWS, Penny & DAWSON, Janine

pudding & chips

ABC Books, 2004
 ISBN 0733314147

Set on an Australian farm, this humorous picture book relates a story of comradeship between a feisty goose named Pudding, an equally noisy border collie, Chips, and their owner, Annie. Pudding is unlike other geese on the farm. She enjoys startling the animals with her aggressive honking, and bravely takes on a rogue fox. When Pudding goes missing, Annie and Chips fear the worst, but Pudding's secret is about to be revealed. Janine Dawson's vibrant illustrations are delightful, perfectly complementing the written text's amusing action sequences. This book is an excellent support to a unit of work about farm life, placing plenty of farming vocabulary into a rich context. I. McLean



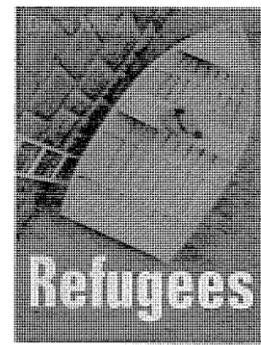
USER LEVEL: Early Stage 1 Stage 1 Stage 2
 \$27.95 SCIS 1166932

MILLER, David

Refugees

Lothian, 2004
 ISBN 0734406339

In this beautiful and highly recommended picture book, two wild ducks symbolise the plight of refugees as they are driven from their home by violently disruptive change. Their increasingly desperate search for a safe place to live exposes them to danger, uncertainty, rejection, discrimination and further violence, until they are assisted to settle in a safe and appropriate place. Miller's extraordinary paper sculptures add a high level of artistic accomplishment to this powerful story, which can be read and interpreted on several levels. There is much to pore over in the vivid and detailed pictures. Underlying ideas offer ample opportunities for classroom discussion about the protection of wildlife and of the environment, as well as the issue of human refugees. W. Smith



USER LEVEL: Stage 2 Stage 3 Stage 4
 \$26.95 SCIS 1162620

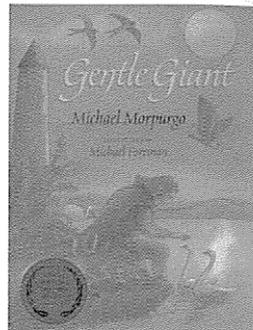
All prices in the availability statement include GST.

MORPURGO, Michael & FOREMAN, Michael

Gentle giant

Collins, 2003
 ISBN 0007110642

Reminiscent of Frankenstein's monster, the Beastman of Ballyloch has been the target of the villagers' fear and ridicule for years. In this long story, he should have been permitted to redeem his reputation after saving a young woman from drowning. An instant romance develops. It takes a second disaster, one that threatens the whole community, before people see beyond his physical size and language difficulties. Environmentalism is also a theme, and the wistful coda of this sumptuous picture book reminds readers that 'there's truth in every fairytale'. Foreman's beautiful wax resist and watercolour artworks are simultaneously bold and calming. I. McLean



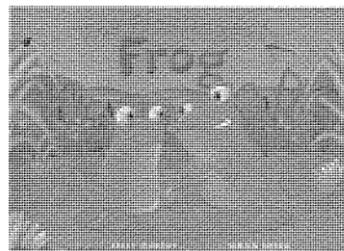
USER LEVEL: Stage 1 Stage 2 Stage 3
 \$24.95 SCIS 1152914

MURPHY, Sally & BOSCH, Simon

The floatingest frog

New Frontier, 2004
 ISBN 0975090704

Brotherly competition is the plot driver in this lovely tale of frogs in a lily pond. Ferdinand is determined to do everything better than Frankie, and their friendly matches involve the simple mathematics of height and length and size. Who can croak the loudest is beautifully executed in visual terms. Facial expressions and body movements are wonderfully expressive, and recurring images of eyes are very well done. The pictures clearly tell the story in this picture book, with lurid greens and vibrant contrasting colours dominating the narrative. A visiting cow moves the action along, and a subtle message of bravery leads to the denouement where brotherly love prevails. This book will make readers smile. C. Thomas



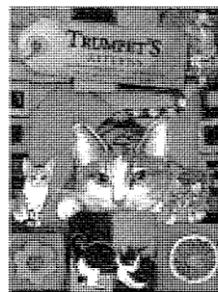
USER LEVEL: Early Stage 1 Stage 1 Stage 2
 \$24.95 SCIS 1172523

POLIZZOTTO, Carolyn & DUKE, Marion

Trumpet's kittens

Fremantle Arts Centre Press, 2003
 ISBN 1863683313

Written mainly through the eyes of a cat, this appealing picture book tells the story of Trumpet, a cute tabby, who finds a new home with neighbours when her previous owners move house. Strangely enough, the usually active



Trumpet only wants to sleep and eat, but the mystery is finally solved after a trip to the vet. When Trumpet gives birth to four gorgeous kittens they are all given musical names like her, and Trumpet knows that she has come to the right house. The overall design and colourful, emotive illustrations readily complement the smooth, flowing text. Young readers are likely to be both enthralled and delighted with this attractive book. J. Eade

USER LEVEL: Stage 1 Stage 2
 \$24.95 SCIS 1143976

SMITHERS, Hayley & YAHYEH, John

When's my turn?

Koala, 2004
 ISBN 0864615515

A simple, yet effective picture book tells the story of an over zealous father who needs a gentle reminder from his child that he is supposed to be a grown up. The illustrations may be a little bland and the written text slightly repetitive but it follows a successful formula, and the theme of macho heroism will no doubt appeal to young boys. It is the role model of a father home from work each afternoon during daylight hours who is willing to take his son to the park, no matter how misguided his intentions, that is truly inspiring. S. Taylor



USER LEVEL: Early Stage 1 Stage 1
 Paper \$12.95 SCIS 1155992

SPENCER, Kerry Lee

The princess and the pea

Lothian, 2004
 ISBN 073440672X

Hans Christian Andersen would have trouble recognising the characters and setting in this quirky and rather silly adaptation of his fairytale where peas are the characters. The appropriation could inspire students to create their own innovative texts based on traditional and contemporary stories, and it would certainly inspire discussion. The framed arrangement and quirky cartoon quality of the illustrations support the narrative, while a collection of miniature, minor characters, appear outside the frame. They support an additional commentary which adds to the tongue in cheek flavour of the story. The ridiculous test to identify a princess is retained in this modern version which will appeal to those who enjoy the fractured fairytale genre. C. Keane

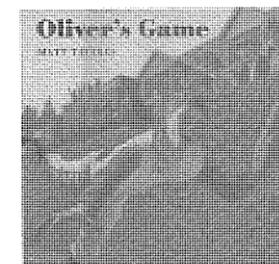
USER LEVEL: Stage 2 Stage 3
 \$26.95 SCIS 1170570

TAVARES, Matt

Oliver's game

Candlewick, 2004
 ISBN 063618527

Readers will need sufficient background knowledge about baseball, and the fervour the sport generates in America in order to appreciate the messages of the story. Against the background of World War II, a grandfather tells his grandson about the career in baseball that



eluded him when he came home injured. Pencil and watercolour illustrations have an intriguing photographic quality. Baseball's terminology and colloquialisms are an intrinsic part of the tale, with sport treated as both a unifying and dividing passion in turbulent times. The text's potential for Stage 4 is marred by a slightly stilted narrative, and minor plotting errors. The relationship between the two males is sensitively treated, with the grandfather putting the glory of the big league in a historical and personal setting. S. Bremner

USER LEVEL: Stage 3
 \$27.95 SCIS 1164834

Fiction for younger readers

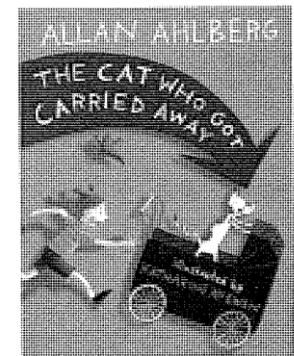
Resources are arranged alphabetically by author.
 Some of these books are also suitable for lower secondary students.

AHLBERG, Allan

The cat who got carried away

Walker, 2004
 ISBN 0744598435

Exuberant and energetic, brightly coloured illustrations by Katharine McEwan reflect the energy, pace and urgency of the story in this entertaining and enjoyable episode in the life of the Gaskitt family. With its focus on family, school and community, and told from a child's point of view, the story will appeal to many readers. Words, pictures, maps and timetables tell the story, integrating textual and visual elements perfectly. The author revels in the use of language and wordplay, while offering young readers a model for alternative ways of using narrative. This extremely appealing short novel can be enjoyed by individual readers, and it offers rich opportunities for classroom discussion and modelled writing. W. Smith



USER LEVEL: Stage 1 Stage 2 Stage 3
 Paper \$14.95 SCIS 1161542

ARENA, Felice & KETTLE, Phil

Boyz rule! [series]

Macmillan Education, 2003

Best friends Billy and Sam become sports rivals at the weekend when they play imaginary games of soccer for Italy and Australia in *Park soccer*. This is another entertaining novel in the *Boyz rule!* series. Josh and Con are the best friends starring in the other two books, which follow the same format. Comprising mainly

resources

dialogue between the two characters, the text could be easily adapted by teachers into a class drama resource. Additional features include a lingo guide, rules, trivia and a **think tank**. Readers, especially those who share Billy and Sam's passion for soccer, or Josh and Con's interest in bikes and camping, will enjoy these short novels. A. Anderson

USER LEVEL: Stage 2
Paper \$9.95 each SCIS 1150823

Titles in this series include:

Bike daredevils SCIS 1150812
Camping out SCIS 1150820
Park soccer SCIS 1150823

BARNARD, Neville

Ghost flames

Koala, 2004
ISBN 0864615558

Original, fast paced and hugely entertaining, this story should find an appreciative audience as long as readers are prepared to suspend disbelief for a time and accept the existence of ghosts. The story contains two: the ghosts of young Colleen O'Flarity, and her torch bearing father who is still searching for her. It is the human protagonist, however, who really intrigues and captures the imagination. Daniel is a loner, a dedicated computer nerd, who possesses a very clever brain that he likes to apply to the solving of puzzles and word games. Unfortunately, he is also quick to anger, and this, accompanied by his smart guy responses, often leads him into trouble. Together, he and Colleen make an interesting team. B. Richardson

USER LEVEL: Stage 3
Paper \$12.95 SCIS 1160545

BUTTERFIELD, Moira

The diary of a medieval squire

Franklin Watts, 2003 (The diary of)
ISBN 074965158X

Fictional diaries of young historical figures are becoming increasingly available, as this example shows. The diary covers a month in the life of a sixteen year old squire, as he accompanies his knight uncle to a jousting tournament during the summer of 1332. Will's search for a knight who embodies all the true knightly qualities adds the medieval idea of a knightly quest to the story. While the novel may appeal to young readers with an existing interest in the period, it would not spark new interest. Pedestrian prose and undistinguished line illustrations fail to lift the tale above the mediocre. W. Smith



USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1159062

SCIS Reviewing Team

DET classroom teachers with expertise in any of the new HSC syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: michèle.busch@det.nsw.edu.au

DITERLIZZI, Tony

The spiderwick chronicles [series]

Simon and Schuster, 2003

With an old fashioned design and a focus on fairies, pixies, goblins, bogarts and the like, this is almost a cross between the *Artemis Fowl* and the *Unfortunate events* series. Each book contains an old fashioned coloured frontispiece, full page illustrations and a detailed map of the estate and the surrounding area. The story features the three Grace children, Mallory, Jared and Simon, who have written a letter to the author relating their experiences about living at Spiderwick Estate. The first book is one of discovery for the children, whilst subsequent books continue their illuminating adventures. The excellent mix of fantasy and adventure is sure to make this an absorbing series for readers. J. Eade

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 each

Titles in this series include:

The field guide SCIS 1145564
The seeing stone SCIS 1145567

GARDNER, Sally

The boy with the magic numbers

Orion, 2003 (Magical children)
ISBN 1842550888

Billy receives a money box as a parting gift from his father, when the latter deserts his family in England for the bright lights of New York. Visiting his father in New York, Billy discovers the special Double B batteries needed to operate his money box. This leads to the revelation that the money box is magical, and has the power to provide him with some special numbers. These influence Billy to undertake a series of adventures, including rescuing the son of a movie star from kidnappers. Well written and uncomplicated, the novel offers interesting insights into the issue of family relationships. Many students will find this an entertaining read. A. Anderson

USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 1163375

HAWKE, Rosanne

Across the creek

Lothian, 2004 (Takeaways)
ISBN 0734406258

A multicultural fantasy, this adventure incorporates characters from Cornish folklore who have arrived with miners to settle in 1840s South Australia. The narrative is underscored by a town's grief for children who have disappeared throughout its history. An unwilling hero finds himself in the other world of a disused mine searching for a friend, discovering the secrets of the mine and strength of character. It is a well written story in which the powers of good and evil take on their traditional vestiges of light and dark, to battle for possession of the children. N. Chaffey



USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1161088

HEFFERNAN, John

A horse called Elvis

Scholastic, 2004
ISBN 1865046108

Rumours that Elvis is alive are quickly confirmed in this humorous novel. However, it is not the king of rock and roll that happily romps around a rural town causing chaos, but a pony that shares the famous moniker. Despite the threats of his disgruntled mother, Matt is adamant that the troublesome Elvis will not be given away or sold. A simple yet engaging story unfolds in this enjoyable read. Matt's close bond with the horse is contrasted with his family's struggle to mend fractured relationships. Moments of poignancy interspersed with humour and intrigue add to the novel's overall appeal. H. Gardiner

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1162797

HERMAN, George & SEATON, Kristen

Nine dragons

Periplus, 2003
ISBN 2002075063

Afflicted by drought, the Wongsu villagers, accustomed to farming and hunting in their usually fertile valley, decide to attack the peace loving Makai tribe to benefit from the latter's knowledge of fishing and food gathering. The nine dragons, which inhabit mountains separating these tribes, play a vital role in the tale of human survival and mistrust, as portrayed in this colourfully illustrated picture book. The dragons argue about the inevitability of war, until the oldest dragon displays the wisdom needed to settle the dispute and negotiate peace. Seaton's vivid illustrations support the prose in capturing traditional Chinese representations of the dragons' characteristics. This contemporary fable successfully combines two legends, and gives an entertaining explanation for the extinction of dragons. C. Keane

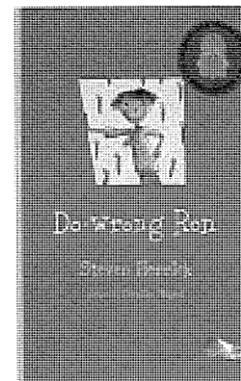
USER LEVEL: Stage 3 Stage 4
\$24.95 SCIS 1139180

HERRICK, Steven

Do-wrong Ron

Allen & Unwin, 2003
ISBN 1865086614

Ron is a gentle, well intentioned boy, who always seems to get things wrong in this humorous verse novel. Ron's authentic voice colloquially narrates events as he befriends a lost guinea pig and Isabelle, his new neighbour. The narrative voice occasionally shifts to these latter two characters, in a pleasant novel which is more story like than poetic. In a simple plot, the two youngsters contrive to help Isabelle's widowed grandmother come out of her self imposed isolation, using the healing power of music. Page titles and Caroline Magerl's pen and ink drawings ably support the written text. The narrative moves along at a slow but steady pace, involving a small group of likeable characters who are used to simply express positive themes of friendship and families. C. Thomas



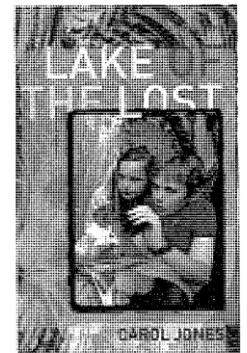
USER LEVEL: Stage 2 Stage 3
Paper \$13.95 SCIS 1127974

JONES, Carol

Lake of the lost

Lothian, 2004 (Takeaways)
ISBN 0734406460

Related through diary like letters and third person chapters, this adventure highlights the plight of children with workaholic parents, and the dilemma of exposing indigenous cultures to the outside world and western culture. Kim and Ollie's parents travel to a remote island to make a film, and the teenagers investigate the local legend of a lost tribe. Isolated children and how they cope drive this plot. The setting is inspired by the Solomon Islands, and the text touches on the peopling of the Pacific, the use of pidgin English, volcanoes, and palaeontology. These topics have high appeal and the text could be useful as stimuli for research about this geographic area. N. Chaffey



USER LEVEL: Stage 3
Paper \$14.95 SCIS 1166358

KELLEHER, Victor

What Dino saw

Penguin, 2004 (Puffin)
ISBN 0143300989

While walking one day, Jenny finds a large egg shaped object. She takes it home and places it in the airing cupboard to keep it warm. Later Jenny checks and discovers that a baby dinosaur has hatched. She rushes to her mother who is too busy, then turns to her father for help, but everywhere she goes all the adults are too preoccupied to take any notice of Jenny and her new pet. Dino devours everything in sight and even follows Jenny to school, with disastrous consequences. This is an interesting, easy to read text for newly confident readers and those needing encouragement to read. The non stereotyping of roles within the family invites discussion. J. Hancock



USER LEVEL: Stage 1 Stage 2
Paper \$10.95 SCIS 1162137

McGAHEY, Jo

The inheritance

Lothian, 2004
ISBN 0734406177

Three dusty and web covered skeletons, arranged around the dinner table in a deserted Australian homestead, form an eerie entrée to this thriller mystery. Over twenty years, three generations of the same family have experienced marooned aliens as their inheritance, along with their dusty outback property. Government agencies seem to be managing the situation, but the local experience is increasingly problematic. This



resources

is a simple tale which works well, using crafted characterisation and an interesting range of types of text. A firm and direct authorial voice will suit less independent readers. W. Bowie

USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1161079

ODGERS, Sally

Matt the mage: first spells

Oxford Press, 2004 (Banana benders)
ISBN 1876928964

Parramatta Wheatlump, otherwise known as Matt, from outback Australia, is determined to become a mage, not a wizard or a magician as they are overly flashy. An engaging young protagonist, some lively and unusual minor characters, and a series of extraordinary and hilarious adventures combine in this first instalment of Matt's adventures in this and a parallel universe. The mystery of Bertie the feral camel's true identity, and of the strange resemblance between Matt's mother and Peggy O'Splash, mother of Sheelagh the mermaid, are left unresolved for future episodes. The combination of letters and third person narrative offers opportunities for classroom discussion of literary devices. Fantasy enthusiasts, and lovers of humour, will enjoy this lively and amusing story. W. Smith

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1162830

POTTER, Ellen

Olivia Kidney

Macmillan, 2003
ISBN 0330420798

Twelve year old Olivia lives with her father, the resident janitor of an apartment block. As a single afternoon passes, her journey through the building and the apartments of its inhabitants is also a journey through their lives and her own, during which she gradually comes to terms with her own life, and with the events which have led up to this point. Thus, by the time she is reunited with her father, she has become reconciled to the disappearance of her mother and the death of her beloved elder brother. The themes of desertion, death, loneliness and regret raised in the story make this a novel for mature, thoughtful readers, who will find it rich and rewarding. W. Smith

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 1150858

PRICE, Susan

The wolf's footprint

Hodder Children's, 2003
ISBN 0340855894

Elke and Daw, abandoned in the woods by parents unable to face the prospect of watching them starve, are adopted by, and turn into, wolves. Life as a wolf is good, until Daw is captured by the King who, upon hearing the cub speak, decides to keep him. When Daw regains his human form, the King learns about the serious problems faced by his villagers in winter and he addresses this with gifts of food. The tale is powerfully and poetically told, true to folklore tradition, but it is dark, bleak, and at times very scary. Even the ending is not totally happy as Elke never regains human form. There will be many who will question the story's suitability for young children. B. Richardson



USER LEVEL: Stage 3
Paper \$12.95 SCIS 1147382

SACHAR, Louis

Sideways stories from Wayside School

Bloomsbury, 2004
ISBN 0747571775

Wayside School is very strange indeed: thirty classrooms high and populated by an assortment of eccentric children and teachers. The thirty short stories in this collection focus on the class on the thirtieth floor. Readers meet each child in turn and are entertained by such crazy happenings as children, and a teacher, being turned into apples, a girl trying to sell her toes, a dead rat walking into the classroom wearing a raincoat, and the teacher turning mosquito bites into numbers. The stories and lively cartoon illustrations will appeal to those with a penchant for off beat, zany humour. The writing is immediately accessible, made up predominantly of dialogue which is a style often favoured by children. B. Richardson

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1163403

Fiction for older readers

Resources are arranged alphabetically by author.

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

BAKER, Joanna

Devastation Road

Lothian, 2004
ISBN 0734406274

Baker captures the language of contemporary Australian teens in this novel, interweaving several plot lines to produce a reasonably sophisticated murder mystery. The conventional elements of crime fiction are faithfully followed with the young sleuth Matt, who narrates the story. His unusual sidekick, the cluey Chess, deduces a solution to the mystery, in the style of Sherlock Holmes, but she is seriously injured in the process. Some of the plot elements are unbelievable, such as the town picnic which goes awry, but the novel moves along to a speedy resolution, with some complications and surprises on the way. In addition to the crime puzzle, issues about families and friendship are presented, and resolved very neatly at the end. H. Cobban

USER LEVEL: Stage 5
Paper \$16.95 SCIS 1161124



BELL, Krista

No strings

Lothian, 2004
ISBN 0734406266

Felix is a talented saxophonist with difficult decisions to make: should he go to China with the school band or perform the musical soundtrack for an Australian film? And, coming from a split family, what is his real identity? The novel is a worthy attempt to deal with teen problems, such as broken families and identity, in the privileged setting of clever students at a well resourced school. The teachers are supportive, the parents loving and sensitive, and the students well behaved, bar one who is speedily dispatched. While the characters and plot elements may appeal to talented musicians, the narrative style lacks conflict and dynamism, with crises resolved too easily for this novel to challenge its intended audience. H. Cobban

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1163031

BONE, Ian

Sleep rough tonight

Penguin, 2004
ISBN 0143000276

A school study of African tribes informs young Alex that in order for a boy to become a man he must face his fears by hunting a lion and stealing part of its mane. Alex has his own ordeal to face in his urban jungle. His mentor is the Jockey, an unscrupulous older boy hardened by a spell in a juvenile detention centre. This grim tale of rites of passage is set amidst dingy toilet blocks, buzzing fluorescent lights, noisy freeways and metal bridge pylons. It is a story of youth on a rough road to self knowledge. A bleak tale with a positive ending, it is likely to engage readers who are not disturbed by a narrative style that could well be referred to as grunge fiction. C. Sly

USER LEVEL: Stage 5 Stage 6
Paper \$17.95 SCIS 1169899

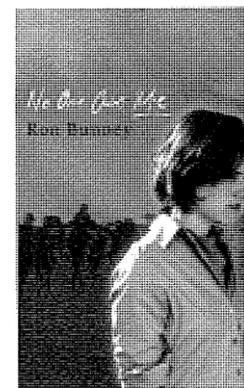
BUNNEY, Ron

No one owns me

Fremantle Arts Centre Press, 2004
ISBN 1920731865

Dennis Campbell ekes out a meagre living carting goods across the Western Australian outback with his team of camels. His laconic existence changes when he stumbles upon a baby girl, left orphaned after the harsh desert claims the lives of her parents. To ensure the safety of his new charge, Dennis names the baby Joe and raises her as a boy. After many years of maintaining the secret, the appearance of Paolo amid the gradual disappearance of traditional ways, throws events into turmoil. The rich, descriptive prose is enhanced by compelling, realistic characterisations and tender moments. This is an engaging novel which will appeal to many teenage readers. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1161076



BURKE, J.C.

The red cardigan

Random, 2004
ISBN 0759320292

Year 11 student Evie is alienated from classmates and her own mother because of her second sight, experienced through strange psychic visions and bodily sensations, and expressed through her art. Following the acquisition of a second hand red cardigan, a young stranger, Athena Poulos, appears in Evie's sketches and then is called on to help solve the mystery of the girl's disappearance and identify her murderer. Teenagers with an interest in psychic phenomena and crime will find this a tightly written, at times quite spooky and suspenseful story. The carefully conceived plot unfolds in an atmosphere of intrigue which is established in the opening pages and sustained throughout, with hints at sinister happenings to be revealed. B. Richardson

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1169996

CARTER, Mike

Jessie

Lothian, 2003
ISBN 0734404832

Jessie and her father move to a small country town after Jessie's nervous breakdown, the result of her career as a world renowned concert pianist. We follow her exploits at school and in the local community as Jessie learns to relate to her classmates and find renewed confidence in her musical ability. The novel is lighthearted, and it is certainly an easy read, with Jessie's first person adventures and thoughts on music predominating. Mostly the adolescents get the better of the adults, the teachers are generally silly, and the parents quickly fooled. Motorcycle rides by the unlicensed and inexperienced Jessie add drama. H. Cobban

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1127852

CATRAN, Ken

Blue blood

Lothian, 2004 (Lothian YA fiction)
ISBN 0734406355

Murder, a serial killer, and a teenage detective, create a highly charged narrative in this well written novel. Who is stalking Sheril, moving her car, leaving a trail of victims, and hedging her in with circumstantial evidence that could send her to gaol? Sheril makes a great gumshoe: seventeen, sassy, brave and tenacious, with a wicked sense of irony and wit. Along with the crime dramas, themes include media ethics and friendship. The style is polished, with clever imagery and short, expressive sentences which are generously laid out on the page. Sheril narrates in the present tense, and the book sits well in the crime genre. W. Bowie

USER LEVEL: Stage 5
Paper \$16.95 SCIS 1166379

CROWLEY, Cath

The life and times of Gracie Faltrain

Pan Macmillan, 2004
ISBN 0330364561

The painful hilarity of teen tragedy is particularly poignant in this novel when Gracie sticks her tongue in cool Nick Johnson's ear at

resources

the pictures. This tale features direct, powerful and beautifully paced writing, with clever use of multiple voices in a very robust narrative. Will Gracie learn to play with the team off, as well as on the soccer field? Her search for certainties in a changing world is both painful and hilarious, and young adult readers will certainly stay until the final whistle. A defined headword leads each chapter, presenting Gracie's perspective of events and playing cheekily with the narrative as it moves this supreme egotist, who is consumed by image, into conjunction with other teenage egotists. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1162072

EATON, Anthony

Fireshadow

UQP, 2004
ISBN 070223381

Internally and externally mutilated by fire and guilt over the death of his sister, Vinnie, a traumatised seventeen year old, seeks peace in the bush of Western Australia. His growth to self acceptance intersects with the tale of a young German soldier who was brought to Australia in 1943. In alternating narratives these two destinies intersect at the real setting of a WA prisoner of war camp, crisscrossing time settings from 1945 to the present. Using evocative imagery, these two thoughtful narratives reveal a common humanity amongst enemies, and the reconciliation of horrific conflict in new generations. W. Bowie

USER LEVEL: Stage 5
Paper \$18.95 SCIS 1165407

FIEDLER, Lisa

Dating Hamlet

CollinsFlamingo, 2003
ISBN 0007161867

The plays of Shakespeare continue to be a rich source of inspiration for many writers; Ophelia is the narrator and chief protagonist of this appropriated text. Prior knowledge of Hamlet is not essential for enjoyment of the book, but an understanding of relationships and events would be clarified if the reader is familiar with the play. Shakespeare's characters are retained, an important new one added, and some roles are expanded or abridged. This would be an interesting additional resource for students studying Hamlet, and could be used as a basis for discussion of the role of women in this, and other, Shakespearean plays. W. Smith

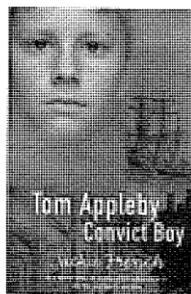
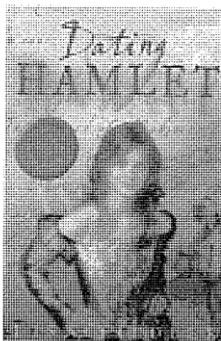
USER LEVEL: Stage 5 Stage 6
Paper \$14.96 SCIS 1160653

FRENCH, Jackie

Tom Appleby: convict boy

HarperCollins, 2004
ISBN 0207199426

From beloved son, to chimney sweep, then child convict, Tom encounters harshness and hope when he is transported to Botany Bay in the First Fleet. With nothing but an imaginary cloak of courage to sustain him, this is a poignant



look into the life and times of an eight year old convict. It is a brilliant portrayal of eighteenth century impoverishment in London and the harsh conditions of early Sydney life. With French's accurate research and narrative skill, it dispels many of the myths surrounding the transportation system and the arrival of the First Fleet. F. Campbell

USER LEVEL: Stage 4
Paper \$14.95 SCIS 1170517 JONSBURG, Barry

HORNIMAN, Joanne

Secret scribbled notebooks

Allen & Unwin, 2004
ISBN 174114406X

After their parents desert them, Kate and her older sister are raised in a Lismore boarding house by its owner, Lil. Fifteen years on, in her last year of school, Kate records her aspirations and observations of the world. The notebooks evocatively record her feelings on life, love, and loss. Literary references, and a narrator who aspires to be a writer, mean this evenly paced novel will not suit every reader. Characters are thoughtful and very well drawn, but there is little conflict and less action. Descriptions of the old house, and of Kate's wondering relationship with her new niece, are crafted pieces of writing. C. Thomas

USER LEVEL: Stage 5
Paper \$17.95 SCIS 1184519

JONSBURG, Barry

The whole business with Kiffo and the Pitbull

Allen & Unwin, 2004
ISBN 1741141125

Teenagers Calma and Kiffo share an unlikely friendship. Despite their differences, they both despise their English teacher, Ms Payne, notoriously known as the Pitbull. It is not just the teacher's authoritarian demeanour that rankles the duo, but the menacing air of mystery that shrouds her life. In order to discover the Pitbull's secrets, the friends embark on a dangerous, yet funny and touching journey. Told from the perspective of Calma, the immediacy of events sweeps the reader along until an unexpected, shocking, climax is reached. With numerous points for discussion and diverse teaching opportunities, this excellent novel would be an ideal addition to an English program. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1166938

LANAGAN, Margo

Black juice

Allen & Unwin, 2004
ISBN 1865088269

Bizarre settings and characters will intrigue and challenge the most able readers of fantasy in this collection of ten stories. Lanagan crosses genre lines to provide quite different stories, using reality, futuristic towns after environmental disasters, and medieval fantasy villages. A whole range of genres is subverted in the stories which will puzzle and perplex some readers. Several stories are disturbing and poignant, with one young outcast dying as her family 'sings her' down into a quagmire, as punishment for an earlier crime. Others are less bleak but equally weird, with both settings and characters developed poetically at times. Lovers of language and literature may find this collection interesting. H. Cobban

USER LEVEL: Stage 5 Stage 6
Paper \$17.95

SCIS 1161337

McKAY, Hilary

Indigo's star

Hodder, 2003
ISBN 034087578X



A second book on the bizarre but endearing Casson family, this narrative focuses on Indigo, the only son of Eve and Bill Casson. With four children named after colours on a paint chart, the story offers an unusual representation of family life. Indigo's eight year old sister, Rose, is a worrier who fully understands why Indigo, her elder brother, does not want to return to school after an extended absence with glandular fever. It is Rose who acts as a catalyst in a developing friendship between her brother and Tom, an American boy. Daily life and additional challenges for this madcap family are the basis of a humorous tale with its positive messages about growing up, friendship, and respect for difference. C. Sly

USER LEVEL: Stage 3 Stage 4
\$32.95 SCIS 1155300

MILLARD, Glenda

Bringing Reuben home

ABC Books, 2004
ISBN 0733313892

The domed, futuristic city of New Carradon has divorced itself totally from the old world. Inhabitants are strictly regulated and controlled. Only genetically compatible couples can marry and have progeny, and every citizen must celebrate cessation (euthanasia) at the age of eighty. When Cinnabar's grandfather Reuben rebels and enlists her aid to get him back to his old home, he starts a train of events fraught with danger. Cinnabar's life, and the lives of those for whom she cares, will be changed forever. The ideas and much of the storyline are not new but the readily accessible writing style with its contemporary feel, and emphasis on relationships and immediacy holds appeal for teenagers. B. Richardson

USER LEVEL: Stage 4 Stage 5
Paper \$17.95 SCIS 1169985

OWEN, Julia

Beneath the surf

Scholastic New Zealand, 2003
ISBN 1869435915

Yasmin's summer holiday gives her many new things to manage in this character driven novel. This is a story about women, and despite Yasmin's self doubt and other insecurities, she is an excellent observer of the women around her. A gentle tone and a simple story line move this readable novel along at a steady pace. There is a fine range of female characters, from our adolescent narrator to the arty lesbian who lives at the beach, to an older woman who is widowed in the opening scene. This carefully written tale presents views on death and aging, and some useful perspectives of feminine identity in a modern Australian context. W. Bowie

USER LEVEL: Stage 5
Paper \$14.95

SCIS 1144450

POOLE, Josephine

Scorched

Hodder Children's, 2003
ISBN 0340843756

Intriguing and disturbing, this is a tale of adolescent twins raised by their father in a small English village. Robert is drawn to a stranger in town, the mysterious, overly confident and slightly older Nick. The newcomer's influence usurps that of Robert's sensible and apparently honorable twin sister, and his scholarly father, who is awkward in handling his teenage son. Most characters are recognisable types, with insights from the third person narrator allowing the reader to fill out the characters. Teachers may need to be aware that the book contains some sexual overtones and discussions of same sex attraction. S. Bremner

USER LEVEL: Stage 5
Paper \$16.95 SCIS: 1147101

SHEARER, Alex

The speed of the dark

Macmillan Children's Books, 2003
ISBN 0330415387

A sardonically smug narrator introduces this dark, gothic tale of science and art. The narrative employs sophistication in tone and language, and features an archetypal Mephisto figure, middle aged and dwarfed, who possesses a unique talent for making infinitesimal sculptures and dioramas. This angry character trades his soul for the impossible love of a mediocre dancer cum street performer. Parallels with the ballet Poppeia offer some teaching opportunities. Slow, though not pedestrian, the narrative is fairly paced over the full extent of the novel. This may challenge less capable readers, but the novel will richly reward perseverance. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1163310

SIMMONS, Dorothy

Time out

Lothian, 2004
ISBN 0734406363

The dynamic social and political scene of Sydney in the early 1970s captivates Jessica Halloran, a self conscious adolescent from Armidale. Taking up residence in the heart of the city to look after a convalescing aunt and to find employment, Jess soon finds herself absorbed in urban politics. She becomes involved with residents of the Kings Cross area attempting to protect their city homes from developers. A narrative that captures the spirit of the seventies, this story foregrounds adolescent anxieties related to growing up. It is informative in relation to urban politics and on the issue of interpersonal politics and it deals sensitively with new encounters with drugs, sex, and rock and roll. While this book is easily readable, its storyline is best suited to senior students. C. Sly

USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1169993

All prices in the availability statement include GST.

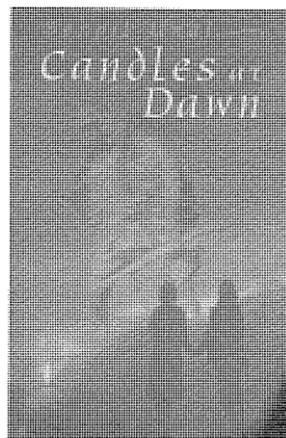
URAL, Serpil

Candles at dawn

Limelight, 2004
ISBN 0957935277

Important philosophical questions about war are raised in this narrative in which two adolescent girls meet and share their different historical and cultural backgrounds. Ellie travels with her mother from Australia to Turkey in order to attend the annual commemorative ceremony at Anzac Cove, Gallipoli. Zeynep, a Turkish girl, lives in a guesthouse run by her mother for overseas visitors. Both Ellie and Zeynep had relatives who fought in the Gallipoli campaign in World War I. They forge a friendship and develop a greater understanding of what actually happened at Gallipoli in 1915. A sensitive story that considers the complexities of war and focuses on the importance of peace and friendship, this book has great merit for contemporary adolescents. C. Sly

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1162789



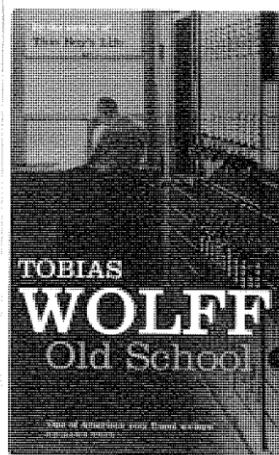
WOLFF, Tobias

Old school

Bloomsbury, 2004
ISBN 0747571953

At an American boys' school in the 1960s, the narrator is one of the literature group, those who take pride in the school's reputation as a literary place. Seniors compete by writing a piece to win an audience with a visiting author. These visits, of Frost, Hemingway, and Ayn Rand, form the core of the narrative, as our unnamed hero debates the authors and their works with himself and the reader. Through psychological portraits, in descriptive passages of landscape and buildings, and thoughtful literary analysis, the reader is shown the morals and values of this society. This is a book for English teachers and those with a love of literature and writing; it is a story about the craft, and it is one that uses the craft exceptionally well. C. Thomas

USER LEVEL: Stage 6 Professional
Paper \$27.95 SCIS 1167607



SCIS Reviewing Team

DET classroom teachers with expertise in any of the new HSC syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: michela.busch@det.nsw.edu.au

Information, poetry and drama

Resources are in Dewey order.

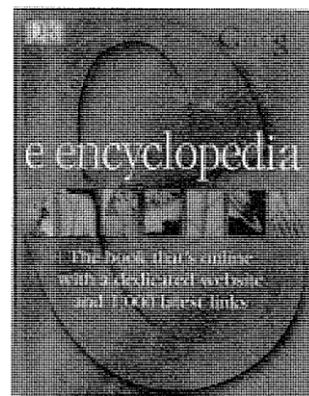
E.encyclopedia

Dorling Kindersley, 2003
ISBN 0751368199

[030]

The appealing concept of a one volume encyclopaedia, with precise links to the Internet library, is well executed in this glossy and informative text. Using themes such as *space* and the *human body*, and a Q&A format, the text gives several well written sentences which define the topic. Readers wanting to know more may then enter identified key words onto the book's web site. Operated by DK and Google, the site is student appropriate, and this manner of research often helps focus the learner. Clever layout makes full use of intelligent choices in dramatic images and written material. The book is designed to lead to further research, although it stands on its own as a visually appealing and useful resource. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5
\$65.00 SCIS 1153823



EDWARDS, Nicola

Saying goodbye to- [series]

Chrysalis, 2003

[155.9]

The Child Bereavement Trust has written this series to help parents and teachers meet the needs of grieving children. The books are illustrated with photographs of primary aged children. The text discusses different sorts of bereavement, such as an accident or a long illness, and the different feelings these arouse in children and their families. On most pages there is a box with something to think about, such as calming a child's natural fear that they may also die soon. The series is supported by an excellent web site for older children. School counsellors would find this series a useful resource. A. Soutter

USER LEVEL: Stage 1 Stage 2 Stage 3 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6
\$33.00 each

Titles in this series include:

A brother or sister SCIS 1162410
A friend SCIS 1162414

EDELMAN, Sarah

Taking charge!: a guide for teenagers: practical ways to overcome stress, hassles and upsetting emotions

Foundation for Life Sciences, 2004
ISBN 0646430149

[158.1]

Young people need a variety of resources to help them cope with the challenges of high school life. The fortunate students who pick up this book will find step by step strategies to help improve their communication, problem solving, and goal setting skills. The text's basic premise is that changing the way a person thinks will change the way they feel about themselves and the world. Worksheets and exercises will help students examine the ways they interpret events, especially when becoming anxious or depressed. This book is written in a matter of fact style with youth friendly layout, case studies, and ample use of headings. It will have practical appeal for male and female students. A. Soutter

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
Paper \$22.00 SCIS 1162409

WILKINSON, Philip & CHARING, Douglas

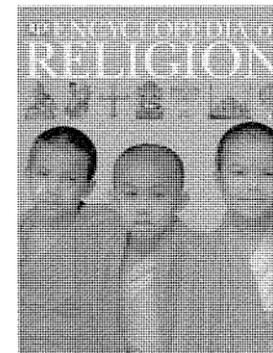
Encyclopedia of religion

Dorling Kindersley, 2004
ISBN 1405303050

[200.3]

Beautifully presented and lavishly illustrated, this is a useful and valuable resource. Visual materials dominate the encyclopaedia with an eclectic range of images providing the narrative structure for short chapters. For example, *The teachings of Jesus* includes a reproduction of an illuminated medieval French manuscript, a photograph of the Sea of Galilee, and a photograph of reconstructed terracotta jars. *Festivals and ceremonies of Islam* explains the lunar calendar, shows an ornate wedding dowry purse, and provides attractive photographs of food items, detailing their cultural and religious significance. A long general introduction on the nature of religion is followed by specific chapters on: **Hinduism; Buddhism; Sikhism; Confucian, Tao and Shinto beliefs; Judaism; Christianity; and Islam.** The text is an attractive starting point for Stage 6 Studies of Religion. E. Searle

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: HSIE K-6; Studies of Religion 7-10; Studies of Religion Stage 6
\$55.00 SCIS 1163735



World faiths [series]

Chrysalis, 2003

Exploring the major religions of the world, this clearly written and well illustrated series provides facts in a comprehensive and organised fashion. Each book answers a series of questions about the religion then follows up with arguments, opinions, and

challenging questions to debate, such as *What do Christians believe?, How did Christianity develop? and How does Christianity deal with modern issues?* Scattered throughout the text are boxed debate topics with summarised points for and against. Too detailed for upper primary and not comprehensive enough for HSC Studies of Religion, this series would suit junior secondary. I. Summers

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7-10; Studies of Religion 7-10
\$36.30 each

Titles in this series include:

Christianity SCIS 1168285
Sikhism SCIS 1168276

Religion and beliefs in Australia

/ edited by Justin Healey. Spinney, 2004 (Issues in society)
ISBN 1920801065

[291]

Commentary and opinion from newspaper and magazine articles, government statistics, reports, and media releases, form the solid basis of this text. There is an educational focus, providing an accurate and interesting source of statistical data which is of particular relevance to *The nature of religion* in the Stage 6 Studies of Religion syllabus. The main focus of this text is on issues relating to **Religious diversity** and **Religious tolerance**. Material deals with a range of contemporary topics such as the ethics of pro-se-lytising, **Islamophobia**, and the nature religions of Wicca and Paganism. The quality of the articles is uneven due to their sources, however it would make a useful text for discussions within the classroom. E. Searle

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Studies of Religion 7-10; Studies of Religion Stage 6
Paper \$18.95 SCIS 1161763

FERN, Anna & LLEWELLYN, David

Australia's best [series]

Heinemann, 2004

The books in this series give details of diverse Australians across two centuries, and help put Australia's achievements in perspective. The biographies include Indigenous identities as well as migrants. The relevance and suitability of these books in the classroom is enhanced by well thought out design. Each person's biography is divided into sections: synopsis, detail and follow up Internet sites. A glossary of concepts is also supplied. The series provides handy reference material across a number of syllabuses and is particularly appealing for those interested in researching lesser known, yet extraordinary figures who have contributed to the shaping of Australia. C. Dorbis

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; History 7-10; HSIE K-6
\$29.70 each

Titles in this series include:

Heroes & adventurers SCIS 1162127
Humanitarians SCIS 1162129
Rebels & reformers SCIS 1162758

All prices in the availability statement include GST.

BRUCE, Linda & HILVERT, John & HILVERT-BRUCE, Alan

Indigenous Australians [series]

Macmillan, 2004

Positive role models are important for all children. The role models who form this collection of high achievers are from Indigenous communities across Australia. The series is a mini encyclopaedia about people who have influenced all Australians. It contains interviews, achievements, advice to make the text more personal, and a glossary. Each book, albeit briefly, highlights the depth of influence that contemporary Indigenous people have on our identity. Useful for a range of topics across KLAs, these handy reference books can be used for discussions to challenge stereotypes, and for basic research. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; English; HSIE; PDHPE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Creative Arts K–6; English K–6; HSIE K–6; PDHPE K–6; Visual Arts 7–10
 \$27.95 each

Titles in this series are:

Indigenous artists SCIS 1167638
Indigenous entertainers SCIS 1167663
Indigenous leaders SCIS 1167647
Indigenous sportspeople SCIS 1167651

PEARSON, Jane

Me and my community [series]

Echidna Books, 2004

Using clearly presented text, with large colour photographs and fact boxes, this series explores themes related to the community in which students live. Aspects of young students' lives, including the people in a community, family life, recycling and multiculturalism are explored. The topics provide background knowledge and can form the basis of classroom discussions and future study in the area. Questions on each page encourage students to relate the information presented to their own experiences. This attractively presented series supports the *Cultures, Environments and Social systems and structures* strands of the *HSIE K–6 syllabus*. L. Singleton



USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K–6
 \$29.70 each

Titles in this series include:

Environment alert SCIS 1168290
Friends and family SCIS 1168288
Let's celebrate multiculturalism SCIS 1168283
Rubbish and recycling SCIS 1168277

All prices in the availability statement include GST.

EDWARDS, Nicola

DivorceChrysalis, 2003 (Talking about)
ISBN 1841388262

[306.89]

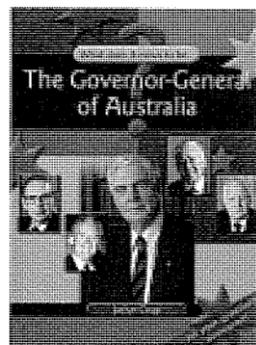
A book to be shared with an adult and child going through the various difficulties associated with divorcing parents, this text would also be easily understood by the independent Stage 2 reader. Photographs, a contents page, glossary and index allow easy access to the information presented, however all organisations and other help services are English. There are no evident links to syllabus outcomes, however restricted access to this book may assist those students whose lives are affected by divorce. Non judgemental suggestions are offered, and children who have experienced divorcing parents relate what they did to help themselves. A. Arnott

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K–6
 \$34.10 SCIS 1166980

What does it mean to be... [series]

Harcourt Education, 2004

Ideally suited for Stage 3 students studying the subject matter and outcomes for the *Social systems and structures* strand of the *HSIE K–6 syllabus*, these sturdily presented books explore several common themes of civics and citizenship education. Concise explanations of themes, using contemporary examples and profiles, make the information accessible for the intended audience. The text is supported by large, colourful photographs, a glossary, and additional facts. This series provides a background for the study of civics and citizenship and is suitable for independent research and information gathering by students. L. Singleton



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
 \$29.70 each

Titles in this series are:

A citizen of Australia SCIS 1160421
The Governor-General of Australia SCIS 1160419
A member of the Australian parliament SCIS 1160420
The prime minister of Australia SCIS 1160418

HIBBERT, Adam

Children's rightsFranklin Watts, 2003
ISBN 0749648880

[323.3]

Middle school students will be fascinated by this book which looks at why children need special rights and how this works in practice. It is full of interesting facts with which they can attempt to baffle their parents and teachers. It is well illustrated and all the information is presented in short accessible paragraphs. Many pages have questions to ponder, and these are ideal as discussion starters. Current issues, along with different points of view from several

cultures and other times, are presented. There is a page of web sites for further information and a glossary to explain unfamiliar terms. This is a very engaging resource. A. Soutter

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7–10
 \$34.95 SCIS 1159324

REID, Greg

Australia's national and marine parks [series]

Macmillan Education, 2004

[333.78]

Introducing the national and marine parks of Australia, this clearly presented series links to HSIE outcomes for the unit *State and national parks*. The level of text may be challenging for some readers, however it provides an excellent source of information for the teacher working through this topic area. A national park is clearly defined, and many national parks are featured with labelled maps and interesting information about their Aboriginal heritage, history, landforms, and habitats. These are succinctly explained, and accompanied by photographs and a creature feature section. A comprehensive glossary is included in this excellent series. A. Arnott

USER LEVEL: Stage 2
KLA: HSIE
SYLLABUS: HSIE K–6
 \$27.95 each

Titles in this series are:

New South Wales and Australian Capital Territory SCIS 1167406
Queensland SCIS 1167407
South Australia and Northern Territory SCIS 1167409
Tasmania SCIS 1167405
Victoria SCIS 1167403
Western Australia SCIS 1167404

What is a national park?: Stage 2 HSIE. Teacher's guide

NSW National Parks and Wildlife Service, 2003

ISBN 0731366484

[333.78]

ABSTRACT

The focus of this kit is the development of the framework provided in the Stage 2 *State and national parks* sample unit of the *Human society and its environment K–6: units of work*; directly supporting outcomes in the *Environments* strand. The package contains a teacher's guide book, *Web of life for kids* video, six colour photographic posters of national parks, a colour cartoon poster, *Cultural heritage in national parks* poster, and four copies of the *2004 guide to NSW national parks*. The teacher's guide includes 12 *Lesson plans* with outcomes and indicators, 6 *Student worksheets*, 11 *Student factsheets*, and *Teacher's notes*. Information about the kit and options for downloading all or part of the teacher's guide book are available at: <http://www.nationalparks.nsw.gov.au/npws.nsf/Content/Teachers+kits>

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: HSIE K–6 SCIS 1169063

Ocean conservation

/ edited by Justin Healey. Spinney, 2004 (Issues in society)

ISBN 1920801049

[333.91]

As with many of the titles from this series, this latest offering provides a good starting point when searching for teaching

resources. Concentrating on introduced species and ocean conservation, the text is divided into three chapters, the last two chapters on *Marine species conservation* and *Reefs and pollution management* being the most useful. The information presented has particular usefulness in the *Science Years 7–10 syllabus* and could be easily adapted for students covering outcome 5.10: *A student assesses human impacts on the interaction of biotic and abiotic features of the environment*. Interesting facts and figures used throughout this book should be of interest to many students and teachers. I. Mavin

USER LEVEL: Stage 5
KLA: Science
SYLLABUS: Science 7–10
 Paper \$18.95 SCIS 1161775

Biodiversity for kids: Stage 2 Science & Technology. Teacher's guide

NSW National Parks and Wildlife Service, 2003

ISBN 0731366999

[333.95]

ABSTRACT

Designed to assist Stage 2 students to achieve learning outcomes of the *Science and technology K–6 syllabus*, this resource complements the sample unit of work, *Mini-worlds* and focuses on hands on teaching and learning activities in the school grounds. The package comprises the following resources: a teacher's guide book; *Web of life for kids* video; a cartoon poster about biodiversity in the school yard; and 9 colour posters of NSW ecosystems. The teacher's guide book contains 10 *Lesson plans* with outcomes and indicators, 8 *Student worksheets*, and *Teacher's notes*. Information about the kit and options for downloading all or part of the teacher's guide book are available at: <http://www.nationalparks.nsw.gov.au/npws.nsf/Content/Teachers+kits>

USER LEVEL: Professional
KLA: ST
SYLLABUS: Science & Technology K–6 SCIS 1169016

KENNETT, David & BLACKLOCK, Dyan

The Roman army

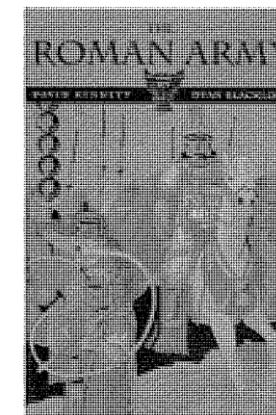
Scholastic, 2004

ISBN 1862915253

[355]

Using a cartoon like format with plenty of bold and colourful illustrations, the resource explains the structure, and history of the Roman army. Aspects such as equipment, training, rank and supporting infrastructures are all examined in simple language. Concise writing, in contrast to the prevalent use of illustration, makes it suitable for the lower ability student. The format encourages targeted use by the teacher with good opportunity for extension research work based on the information supplied. The material is logical in its presentation and well supported by a glossary and index. The artwork is not only a visual incentive for students, but is also worthy of study as an art form. B. Kervin

USER LEVEL: Stage 4



resources

KLA: CA; HSIE
SYLLABUS: History 7–10; Visual Arts 7–10
 \$29.95 SCIS 1160445

The Roman Army by David Kennett and Dyan Blacklock Illustrations copyright © David Kennett, 2004 Text copyright © Dyan Blacklock, 2004 Published by Omnibus Books, a division of Scholastic Australia Pty Ltd, 2004 Reproduced by permission of Scholastic Australia Pty Ltd.

NICHOL, Bryan

Bhopal: chemical plant accident

World Almanac Library, 2004 (Environmental disasters)
 ISBN 0836855035 [363.17]

This absorbing book concisely relates the events leading up to and following the 1984 toxic gas disaster in Bhopal. This chemical accident in India, with more than three thousand killed, is one of the most horrific industry related accidents on record. The text vividly describes the cause and effect of the accident with important events ably summarised in a timeline. A plethora of information is divided into manageable chunks with the inclusion of photographs and information boxes, including eyewitness accounts. Providing relevant and compelling reading, this text will definitely engage students working to achieve outcomes in the Senior Science Option *Disasters*. K. Silburn

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Science 7–10; Senior Science Stage 6
 \$29.95 SCIS 1157296

Silent storm [videorecording]

Film Australia, 2003 (52 min)
 ISBN none [363.17]

Linking Australian history, science and politics, this excellent video, accompanied by a useful study guide, summarises the controversial issues surrounding nuclear testing in Australia during the 1950s. Although not directly linked to the *Chemistry Stage 6 syllabus*, students will still find this supplementary material useful when completing the outcomes on nuclear chemistry for Topic 9.2: *Production of materials*. Students studying the *Physics Stage 6 syllabus* Option 9.8: *From quanta to quarks* will also benefit from watching this video. Teachers should be aware that some students may find the brief image of a sheep autopsy distressing. Overall, the video is interesting, thought provoking and a relevant teaching resource. I. Mavin

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Chemistry Stage 6; Physics Stage 6
 \$77.00 SCIS 1164718

Celebrations and rituals [series]

Cherrytree, 2003

The focus of this series is to provide content on a wide range of religious customs and traditions, and to describe the roles of these rituals and celebrations in the day to day lives of believers. Information is provided in a range of text sizes, illustrated with varied and eye catching pictures and photographs. The main content headings include *Ancient celebrations*, *South and central Asia*, *Europe*, *Africa*, *Australia*. Interesting facts and recipes are scattered in the margins. In the section on *American Indians*, for example, there are instructions on making dream catchers. *Celebrating prophets & gods* discusses the main religions from a regional perspective rather than as a worldview. Its current and practical approach makes this a fascinating series. I. Summers

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
 \$34.10 each

Titles in this series include:
Celebrating prophets & gods
Everyday rituals

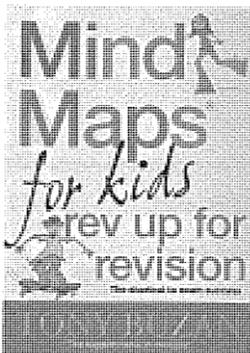
SCIS 1166488
 SCIS 1166868

BUZAN, Tony

Mind maps for kids: rev up for revision: the shortcut to exam success

HarperCollins, 2004
 ISBN 000717702X [371.3028]

Mind mapping is a useful strategy for students learning new ways of organising ideas and summarising texts. This colourful and visually engaging book provides examples of mind maps in five KLAs, with specific reference to the use of the technique in each KLA. Ideas cover useful strategies for reading, writing, remembering, and staying calmly in control of the learning process. The focus is on revision for examinations. The theory of mind mapping is only briefly explained and the hands on approach is directed at student readership. Teachers will gain a clear understanding of the process and benefits of mind mapping from this resource, and it can be used to help students creatively enhance their independent study. K. Rushton

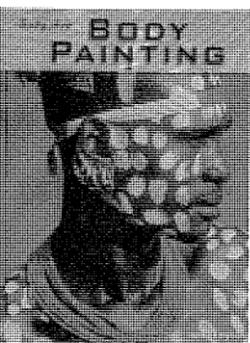


USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
 Paper \$32.95 SCIS 1170912

Body art [series]

Heinemann Library, 2004 [391.5]

Adolescents will definitely find the books in this series appealing. Their international and historical focuses give these books applications for HSIE as well as Visual Arts. From Kiss, Spiderman and Brittany Spears to Ancient Egypt and the Tlingit people of the Arctic, these resources present the cultural, religious, and social aspects of body art. The layout of each double page is crammed with graphic images and plenty of interesting information in short accessible snippets. Each book includes a comprehensive glossary, safety tips, and access to further information for books, web sites and places to visit. L. Pratt



USER LEVEL: Stage 3 Stage 4
KLA: CA; HSIE
SYLLABUS: Creative Arts K–6; HSIE K–6; Visual Arts 7–10
 \$36.30 each

Titles in this series are:

Body painting SCIS 1168403
Hair decoration SCIS 1168456

Piercing SCIS 1168405
Tattooing SCIS 1168406

LUPTON, Hugh

Riddle me this!: riddles and stories to sharpen your wits

Barefoot, 2003 [398.6]
 ISBN 1841480304

As the author explains, riddles are as old as human language and folklore, and in this cheerful, attractive book, illustrated exuberantly and energetically by Sophie Fatus, he introduces young readers to some famous and lesser known riddles from many cultures. Four riddling stories are included with much shorter riddles, demonstrating the difference between the ancient riddle form and the popular modern joke riddle. Sources are given for all riddles and stories, as are answers. The book offers many opportunities for classroom discussion. It may challenge young readers to locate other examples, and to try making their own. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
 \$34.95 SCIS 1152700

TAYLOR, Kim

Discover science [series]

Chrysalis, 2003

Exploring the concepts of *Heat*, *Cold*, *Flight*, and *Action*, and how important they are for all life on Earth, these resources have strong visual appeal. Each chapter defines a particular topic and explores this through the use of colourful, photographic plates, and concise explanations arranged under sub headings or in boxes for easy access. Interesting facts are contained within each section, new terminology is fully explained and simple procedures invite the reader to carry out experiments. The books are relevant for achieving outcomes from the content strand *Physical phenomena* for a study of weather, energy, and movement. J. Hancock

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K–6
 \$35.20 each

Titles in this series include:

Action SCIS 1168459
Cold SCIS 1168457
Flight SCIS 1168561
Heat SCIS 1168560

History hunters [series]

Ticktock Media, 2003

The process of research, discovery, and presentation is practically developed in these archaeological adventures. Using easily recognisable objects from past times and an easily identifiable central character, the concepts associated with discovery, theories, time, hard work, and luck, are reinforced. The structure of each resource allows associated issues, such as DNA, cloning, use of technology, and using evidence to develop theories, to be explored and discussed in the classroom. The format includes information

boxes, illustrations and glossaries, which allow for easy navigation. The text, while extensive, is manageable with teacher direction. These titles offer an alternative to the normal information source because of their focus on the process involved, which is consistent with students' own research strategies. B. Kervin

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
 Paper \$14.95

Titles in this series include:
The Ancient Greek treasure
The mammoth's tomb

SCIS 1161507
 SCIS 1161503

DALBY, Elizabeth

Usborne internet-linked mysteries and marvels of nature

Usborne, 2003 [570]
 ISBN 0746052987

Extremely colourful and busy pages will attract the attention of those interested in nature as they read through and learn about feeding, movement, communication, and attacking, in this Internet linked resource. According to the publisher, Internet sources are monitored and updated where possible, however adult supervision is recommended. The sheer volume of information per page may be daunting to some readers, however, independent Stage 3 students would be able to access all information, especially with the help of the comprehensive index. Outcomes in the *Living things* strand are addressed in this text. A. Arnett

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K–6
 \$32.95 SCIS 1159985

Stepping stones [series]

Ticktock Media, 2003

Clear, full colour, labelled photographs feature in flow charts which provide simple explanations of processes for young readers. Easy to comprehend large text is supported by colourful images that take the reader step by step through the process of plant growth and reproduction, or food production and processing. Each chapter poses a question, the reader then follows the trail as it explains the processes involved. There are challenging questions throughout the texts to stimulate discussion and further investigation, while difficult or challenging terminology is highlighted in bold and explained in simple terms in the glossary. Both books would be relevant for students working in the *Living things* strand of the *Science and Technology K–6 syllabus*; with specific links to achieving outcomes for the units: *What's for lunch?*, *Growing up*, and *Cycles in our world*. J. Hancock

USER LEVEL: Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K–6
 Paper \$12.95

Titles in this series include:

Where does the food in your fridge come from?: helping to explain food sources SCIS 1161800
Why do plants grow in spring?: helping to explain plant life cycles SCIS 1161797

PYERS, Greg

Habitat explorer [series]

Raintree, 2004 (Raintree perspectives)

Exploring the unique ecological features of a diversity of global habitats, each title in this series highlights the location of specific environments whilst colourful photographic images support written material. Text is presented in double spread format with large easy to read print. Supplementary text boxes provide additional information and examples, while significant terms in bold text are included in a useful glossary, and emphasised through realistic situations. Each title concludes with a section that considers the notion of change and the prospects for each habitat. The Sahara Desert, A forest in Canada and the Great Barrier Reef are some significant examples studied, providing relevance for Year 7 Geography studies of *Global environments*, and for the Science and Technology K-6 unit, *Change for the better*. A. Fisher

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; ST
SYLLABUS: Geography 7-10; Science & Technology K-6
 \$29.70 each

Titles in this series include:

Coral Reef explorer SCIS 1165292
Desert explorer SCIS 1165295
Forest explorer SCIS 1165287
River explorer SCIS 1165296

BALDWIN, Carol

Living in the taiga

Heinemann Library, 2004 (Living habitats)

ISBN 1403429944 [577.3]

Providing a revealing and informative insight into the unique forest environment of Northern Russia, the taiga, this publication features chapters on such themes as the uniqueness of the environment, ecology, human interaction and the importance of resources. Interesting information is presented in a format ideal for students undertaking the study of *Global environments*, with key terms defined in a practical glossary, and photographic images and clear headings supporting the main text. Supplementary text boxes offer additional facts and focus questions. Specific chapters on how the taiga has influenced human activities, and human impact on this environment have limited application to Year 9 Geography. A. Fisher

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7-10
 \$29.70 SCIS 1166768

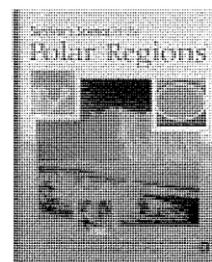
RILEY, Peter D.

Survivor's science in the polar regions

Hodder, 2004

ISBN 0750242388 [577.5]

Combining information on polar areas, including climatic details, polar plants and animals, and survival, with simple experiments on light and heat reflection, freezing rocks, temperature and germination, directions, and finding fat in foods, this exceptional resource should assist students to develop understanding on this topic. Outstanding colour photographs and diagrams complement



the text and facilitate understanding, while a basic glossary and index add support to key themes and issues. The content, language, style and format would suit students studying Focus Area 4G2: *Global environments* in the *Geography Years 7-10 syllabus* and the *HSIE K-6 syllabus* unit, *Current issues: Antarctica*. The experiments featured are relevant for achieving outcomes in the *Science Years 7-10 syllabus* and the *Science and Technology K-6 syllabus*. A. Frost

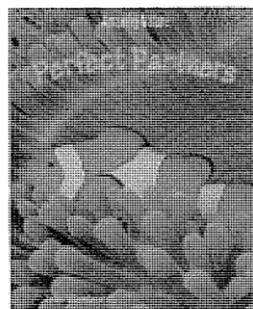
USER LEVEL: Stage 3 Stage 4
KLA: HSIE; Science; ST
SYLLABUS: Geography 7-10; HSIE K-6; Science 7-10; Science & Technology K-6
 \$36.95 SCIS 1167415

WOODWARD, John

Amazing nature [series]

Heinemann Library, 2004

Camouflage and symbiosis, and the ways in which they are used by plants and animals as a means of survival, are the themes of these informative resources. Each photographic illustration challenges the reader of *Clever camouflage* to locate the animal hidden within its environment. The large bold simple text poses explanations for the animal's camouflage and describes the animal in detail, including facts about its feeding habits and features of adaptation to its environment. The author explores the specific techniques animals employ in order to avoid their predators. These are excellent resources for students studying living things and how they adapt to their environment. J. Hancock



USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$34.10 each

Titles in this series include:

Clever camouflage SCIS 1168497
Perfect partners SCIS 1168498

HIBBERT, Clare

The life of a [series]

Raintree, 2004 (Raintree perspectives)

Plants are fascinating for all children and *The life of a sunflower* explores the cycle of plant growth and development through an in depth study. It examines in detail the needs of plants and looks at the processes of pollination, fertilisation, seed growth and development leading to the dispersal and harvesting of seeds. It is a useful reference for students planning their own scientific investigation on the needs of plants. It highlights the importance of good soil and plant nutrients and describes the process of photosynthesis in simple terms. Equally informative, *The life cycle of a grasshopper* follows the same format and includes interesting chapters on predators and locust plagues. These well constructed resources would assist students to achieve outcomes from the *Cycles in our world* unit. J. Hancock



USER LEVEL: Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
 \$34.10 each

Titles in this series include:

The life of a grasshopper SCIS 1168320
The life of a sunflower SCIS 1168325

CERULLO, Mary M.

The truth about dangerous sea creatures

Chronicle, 2003

ISBN 0811840506 [591.77]

In this handsomely constructed book, 26 dangerous sea creatures, from sea jellies to great white sharks, are shown and discussed. Myths and popular misconceptions are dispelled, replaced by facts and explanations. Clear, well selected coloured photographs by Jeffrey Rotman illustrate each section. Terminology is clearly explained, while information is clearly presented and located using the well designed contents page and the comprehensive index. The interesting **Helpful hints** section offers advice about responding to injuries and suggestions for treating stings with household remedies. Although of US origin, the book includes many creatures found in Australian waters. W. Smith

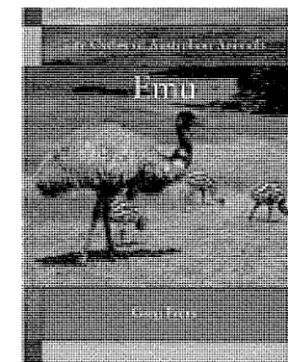
USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science 7-10; Science & Technology K-6
 \$29.95 SCIS 1159952

PYERS, Greg

Life cycles of Australian animals [series]

Echnida, 2004

Information on a variety of Australian animals in this well constructed series will assist students in achieving outcomes from the *Environment* strand of the *HSIE K-6 syllabus*. The species, habitat, diet, predators, and life cycle of each featured animal are explained in detail, with outstanding graphics and photographs complementing the text. Each double page details one stage in the animal's life cycle with the inclusion of sub headings and fact boxes organising information into an accessible format. A facts page summarises key physical data, and suggests further reading which could extend students. With relevance for investigations of the Science and Technology units *Cycles in our world*, *Our Australia* and *Change for the better*, these resources are well suited to the primary school library. A. Frost



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$29.70 each

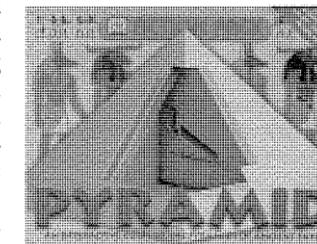
Titles in this series include:

Emu SCIS 1162134
Red kangaroo SCIS 1162447
Saltwater crocodile SCIS 1162435
Spotted grass frog SCIS 1162438

DK action pack [series]

Dorling Kindersley, 2003

The kits in this series contain a variety of hands on media to assist learning experiences. The human body kit includes a model of a skeleton, activity cards with moveable parts for the respiratory, circulatory, muscular, and skeletal systems, facsimile sheets, a guidebook organised into accessible sections, labelled diagrams and fact boxes, which make this a useful resource for the unit, *A look inside* from the *Science and Technology K-6 syllabus*. Making a stegosaurus model and a diorama, as well as playing a board game, will capture the attention of dinosaur enthusiasts. Colourful posters, flip books and games also feature in these boxed sets. With patience, organisation and care, these resources could be useful teaching tools. C. Keane



USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$24.95 each

Titles in this series include:

Dinosaur [kit]: an interactive guide to the world of the dinosaur SCIS 1141062
Human body [kit]: an interactive guide to your body SCIS 1141051
Night sky [kit]: an interactive guide for young astronomers SCIS 11411043
Pyramid [kit]: an interactive guide to the pyramids of Ancient Egypt SCIS 1141071

CHANCELLOR, Deborah

At the optician

Franklin Watts, 2003 (People who help us)

ISBN 074964902X [617.7]

Colourful photographs accompany well organised and informative text in this book about what to expect at the optician. The contents page, glossary, index, section on where to gain further information, and captioned photographs present an accessible information source for students, as well as being of use to the class teacher if an issue with the wearing of glasses was to arise. Outcomes from the PDHPE *Personal health choices* strand, as well as *Resource systems* outcomes from the *HSIE Social systems and structures* strand, can be linked to this text, and it will have wide appeal in the school library. A. Arnott



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
 \$35.95 SCIS 1161708

All prices in the availability statement include GST.

FALLON, George

Tribal tucker [videorecording]

/ filmed & produced by George Fallon. Sandtraks, 2004 (13 min.) ISBN none [641.3]

Aboriginal people are involved in the making and writing of this short video about two nations around Tennant Creek, Northern Territory. It is a stimulus piece rather than a definitive exploration of desert methods of catching tucker. If used in NSW Department schools, the *Controversial Issues Policy* may need to be applied as the video shows the killing and preparing of native animals, including their gutting. The accompanying book is a series of black line masters that is designed to be used in the classroom, including extension material for Stage 4 students looking at the change in techniques of hunting. It is a stimulating resource for students to compare how they get food to methods that are more traditional, and to discuss what is deemed nutritional as provided by the land. C. Dorbis

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; HSIE K-6
\$88.00 SCIS 1166334

MINETT, Pamela & GUNSTONE, Heather

Child care & development

Pearson Longman, 2004 ISBN 012360270 [649]

Parenting, Childhood growth and development, and Childhood issues are the focus areas of this well organised, modern text. Clear diagrams, photographs and current articles provide interest as well as information. Chapters conclude with summary questions, case studies and assessment activities that may be useful for teachers when revising work or setting assessment tasks. Teachers of Community and Family Studies could use this book as a reference relating to socialisation and parenting. The inclusion of graphs and tables on contemporary family statistics is worthy of note, and will provide practice for interpreting graphical information. An extensive glossary and resource list, including web sites, are useful. C. Barlow

USER LEVEL: Stage 6
KLA: PDHPE; TAS
SYLLABUS: CEC Exploring Early Childhood Stage 6; Community & Family Studies Stage 6
Paper \$49.00 SCIS 1161323

FERN, Anna & LLEWELLYN, David

Artists & designers

Heinemann Library, 2004 (Australia's best) ISBN 1740701461 [700.92]

The premise for the selection of these sixteen Australian artists is that they reflect something of the unique character of Australian life. Artists include Jenny Kee, Glenn Murcutt, Michael Leunig, Sidney Nolan, and Robert Klippel, and so cover a wide range of Australian design talent. The text focuses on the life, rather than the works, of each figure. Work history, and a brief glance at an illustrated example,



will adequately introduce design language to students. The book lacks a powerful visual appeal and there is not enough information to sustain senior study. Web site references offer a useful resource. K. Ashley

USER LEVEL: Stage 3 Stage 4
KLA: CA; TAS
SYLLABUS: Creative Arts K-6; Technology (Mandatory) 7-8
\$29.70 SCIS 1162128

MAY, Susie

Colour

National Gallery of Victoria, 2003 ISBN 072410237X [701]

Luscious colours and eye catching shapes fill these small paper-backs with enough eye candy and interaction to grab the attention of the intended market. Each double page spread shows an artwork from the National Gallery of Victoria, with a very short explanation of what is seen. Questions, rather than information, dominate the text, encouraging thought and discussion, and successfully requiring readers to think about materials, process, and intent. The clever suggested activities may be individual or class based. The text is an excellent way to introduce a trip to an art gallery. K. Ashley

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
Paper \$14.95 each

Similar titles are:

Line SCIS 1166881
Shape SCIS 1167522

Discovering paintings [series]

Chrysalis Children's, 2003

Using works from the National Gallery in London as a basis for student exploration, this series contains beautifully presented artworks and activities. Themes are used to discover the works. A large representation of each artwork is followed by activities which encourage viewers to look closer, and then take action by using sensory exploration. Students can read about the background to the work and its time, and then look further, where they can view a related work with thoughtful questions. Mature readers will manage to investigate the paintings independently, but there is ample opportunity for teacher led activities with this excellent resource. K. Ashley

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
\$35.20 each

Titles in this series include:

Myths & legends SCIS 1166945
Out & about SCIS 1166929
Saints SCIS 1166954

SPENCE, David

Michelangelo: the Renaissance

Ticktock Media, 2003 (Snapping-turtle guides) ISBN 1860074561 [709.2]

Take a journey and explore the art, life and times of Michelangelo. Divided into manageable sections, this resource allows students to understand Michelangelo's artworks, artistic intentions and influ-

ences. Filled with large, often annotated, colour images, and written in accessible language, this resource is suitable for a range of abilities. Crucial text is written in bold and is surrounded by anecdotal information, helping to keep even the fussiest reader interested. Historical and critical studies could also benefit from the information provided. References to Michelangelo's rivals and the religious politics of the day combine with approximately 100 glorious colour images to make this an enjoyable and useful resource. N. French

USER LEVEL: Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
Paper \$14.95 SCIS 1166782

World art and culture [series]

Raintree, 2003

Descriptive and informative facts on traditional and contemporary art making practices, music, theatre, and architecture are some of the features offered by these entertaining books. Each introduction locates the culture in geographical terms and defines the cultural norms. Jargon and difficult terminology are written in bold text with clear definitions found in a glossary. Coloured images highlight artistic practice and offer many different art making ideas that could be replicated in the classroom. A list of related books and web sites are suggested as additional resources. Although heavily based on creative arts practices, these books have cross curricular applications and would be excellent resources for studies of specific countries. N. French



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; HSIE
SYLLABUS: Creative Arts K-6; HSIE K-6; Visual Arts 7-10
\$39.60

Titles in this series include:

African art & culture SCIS 1166330
Indian art & culture SCIS 1166329
Japanese art & culture SCIS 1166326
Mexican art & culture SCIS 1166328

WARD, Barbara

Getting the buggers to draw

Continuum, 2003 ISBN 0826469299 [741.07]

Drawing is, as the opening line states, an international form of communication. Students will learn skills from this book that will help them across the curriculum. The activities are designed to train students in the techniques of drawing rather than giving them a general drawing task. Students start with drawing the face, a seemingly complicated subject. This becomes an exercise that students can return to at a later date to monitor their development. Clear



instructions, diagrams and work samples guide students to create a range of drawings from simple geometric shapes to more complicated drawings of buildings and trees with tone and shadow. L. Pratt

USER LEVEL: Stage 4
KLA: CA
SYLLABUS: Visual Arts 7-10
Paper \$35.00 SCIS 1163370

DICKINS, Rosie

The Usborne introduction to art

Usborne, 2003 ISBN 0746047150 [759]

Tracing the history of western painting, this unique resource is organised in styles and themes, with glorious full colour reproductions. The text is presented in subtitled paragraphs, with information about the world at the time the artwork was created as well facts about the artist's life. This content as well as *Behind the scenes* has relevance for the *Visual Arts Years 7-10 syllabus* when studying art through the conceptual framework. Internet links throughout provide access to numerous related web sites. The final section contains notes on art restoration, a timeline, short biographies of the artists, and a fantastic glossary of art terms. L. Pratt

USER LEVEL: Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6, Visual Arts 7-10
\$34.95 SCIS 1161515

ANG, Tom

Digital photography: an introduction

Dorling Kindersley, 2003 ISBN 1405302356 [778.3]

Steering readers through the setting up of a photographic work space, the choice of a digital camera, and the use of computer programs, this hands on text is a very useful instructional tool. The absolute beginner will get a fine appreciation of digital photography in the initial instructions, but an understanding of photography would benefit comprehension of scanning and image manipulation chapters. The text guides the contemporary photographer through the basics of good composition, proportion, zooming, and close up techniques. Sections of quick fix techniques, where common problems and solutions are discussed, are very helpful. K. Ashley

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; TAS
SYLLABUS: CEC Photography, Video and Digital Imaging Stage 6; Graphics Technology 7-10
Paper \$29.95 SCIS 1156620

BECK, Jerry

Looney Tunes: the ultimate visual guide

ISBN 0751328464 [791.43]

In a colloquial narrative voice, reminiscent of a *Looney Tunes* character, this large format text describes and analyses these famous cartoons. In sections driven by the overt personalities of the main characters, original animation drawings, movie images, and brilliantly expressive graphics leap off



the page. Analyses of the movies and the movie industry also feature. Artists' storyboards, model sheets, layout sketches, and background paintings, are some of the graphics which dominate the text's pages. Insight into the cartoons' creation, and the development of the conflict on which the stories depend, is both amusing and informative. Like the comic scripts themselves, the text plays with American language and culture, strongly supporting English students considering a *Major work* in this area. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: English 7–10; English Stage 6: *Extension 2*,
 Visual Arts 7–10; Visual Arts Stage 6
 \$45 00 SCIS 1152129

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WAUCHOP, Deidhre

Dancing in space

Piper, 2004

ISBN 0975190105

[792.807]

Written for NSW students, this extraordinary award winning text will inform and inspire its intended audience. Concentrating on the element of *Space*, the text comprehensively explains the study of *Performance*, *Composition*, *Appreciation*, and *Dance and Technology*. It is crystal clear in showing students how to generate a desired effect. Creative graphics illustrate this very visual book, making it a pleasure to use.



Supported by a CD-ROM, both texts clearly explain study tools including: e-journals; Internet research; writing different types of text; and notation systems. Numerous activities take students through practical and theoretical exercises with an emphasis on literacy, research, and technology. The text has solid relevance beyond the Dance syllabus, as it thoughtfully incorporates the work of painters, sculptors, and photographers, in analysing dance. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Dance 7–10; Dance Stage 6
 Paper \$66.00 SCIS 1173351

FINE, Mighty

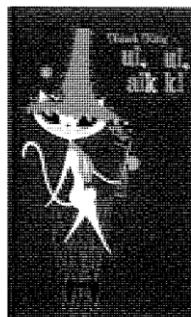
Oui, oui, Waikiki: featuring French Kitty

Hardie Grant Egmont, 2004

ISBN 1920878130

[811]

Kitty, a fashion conscious city cat, receives a timely invitation to escape a wintry New York to attend her friend's wedding in sunny Waikiki. Kitty's joie de vivre is evident as she samples Hawaiian delights on a shopping spree for the perfect wedding gift for Fifi. Rhyming verse sets the pace for this story, with clunky prose occasionally intruding. A mini lesson in Hawaiian language and culture forms a narrative sub plot. The written text is supported and, at times, overshadowed by



the intensity of the lurid visuals. Dramatic black, or bright pink blocks of colour, form backgrounds of effective contrast to the boldly coloured 1960s style illustrations. This unusual resource will amuse, and could inspire students interested in graphic design and cartooning. C. Keane

USER LEVEL: Stage 4 Stage 5
KLA: CA; TAS
SYLLABUS: Graphics Technology 7–10; Visual Arts 7–10
 \$16.95 SCIS 1165203

MECCA, Judy Truesdell

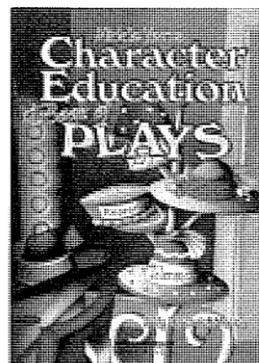
Character education book of plays. Middle years

Hawker Brownlow Education, 2003

ISBN 1740255895

[812]

Eight didactic plays with cross curricular implications are found in this collection for teenagers. Each play focuses on a specific theme: love; tolerance; responsibility; respect; patience; commitment; loyalty and courage; and joy and community spirit. With titles such as *But I want it now!* and *Captain Commitment*, each piece is self contained with integrated student activities, teacher or director notes and information on costume, scenery and props. Containing monologues, duets, short plays and a two act play, this resource aims to foster character building and community spirit, while providing a good introduction to scripted performance in school and community drama classes. F. Crum



USER LEVEL: Stage 5
KLA: CA; English
SYLLABUS: Drama 7–10; English 7–10
 Paper \$39.95 SCIS 1168781

CLARK, Sherryl

Farm kid

Penguin, 2004 (Puffin)

ISBN 0143301306

[A821]

Deceptively simple, this lively compilation of poetry for children and teenagers revolves around the life of Zac, a young boy growing up on a farm in rural Australia. The poems explore aspects of his life with his family ranging from leisure and daily farm routines to how Zac's family and neighbours cope with drought and eviction from their family homes. Themes of poverty, relationships with family, neighbours, the bank and the land, are deftly handled with wit and eloquence. These poems would be useful for units on growing up, family, farm life, the bush and the city, personal journeys, and identity. This resource is suitable for ESL students as supplementary reading for the English Stage 6 Area of Study: *The journey*. F. Crum



USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English K–6; English Stage 6: *ESL*
 Paper \$12.95 SCIS 1169902

CRIBB, Reg

The return

Currency, 2003 (Currency plays)

ISBN 0868196924

[A822]

A powerful one act play, with a double twist at the end, this narrative is set in contemporary Western Australia on the late night train from the outer suburbs to Fremantle during a train guards' strike. A psychological cat and mouse game develops between two ex-convicts, a female law student, a suburban housewife and a writer. As the journey progresses, their personal stories emerge, reflecting their different social subgroups. Themes and issues include: social presumptions and prejudices; truth; sexuality; dehumanisation; desperation; violence; revenge; and manipulation; as well as social obligations and rights. Great mime and movement sequences, good dialogue, and excellent male and female monologues ensure that this script will appeal. F. Crum

USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6
 Paper \$19.95 SCIS 1155220

MUELLER, Ross

Colosseum

Currency, 2003 (Currency plays)

ISBN 0868196932

[A822]

This televisual play has innovative staging; 58 scenes over two acts with ten female and five male characters for an ensemble of fifteen actors. It has several intersecting narratives that leave no character unaltered by the conclusion. As the paths of a diverse range of characters cross, the results range from the comic to the tragic. Set in contemporary Melbourne, the action begins at dawn on Thursday, when Liam receives a container of Virgin Mary statuettes instead of Santa statues, and concludes on Saturday night, when the relationships are resolved and the consequences of the characters' actions are clarified. Themes include: personal journeys; ambition; friendship; family and social responsibility; self-delusion; honesty; loyalty; entrepreneurship; violence; and drugs. F. Crum

USER LEVEL: Stage 5 Stage 6
KLA: CA, English
SYLLABUS: Drama Stage 6; English 7–10; English Stage 6
 Paper \$15.95 SCIS 1155217

ENRIGHT, Nick

A man with five children

Currency Press, 2003 (Currency plays)

ISBN 0868196916

[A822]

Powerful and evocative, this Australian play, in two acts with 49 scenes, is based on Michael Apted's 7-up television series, and follows the lives of nine characters between 1972 and 2000. Each year, Gerry, the documenter, meets with eight children to

chart their lives but, from the outset, the artifice of their meetings affects all of them. As each child struggles with the dreams, victories, tragedies and disappointments of growing up, Gerry struggles with his own objectivity. He comes to realise the true nature of his responsibility and the extent of his dependence upon them for emotional fulfilment. The intertwining nature of their life journeys is compulsive drama. This resource is suitable as a class set for Year 10 students and for performance. F. Crum

USER LEVEL: Stage 5 Stage 6
KLA: CA, English
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10;
 English Stage 6
 Paper \$19.95 SCIS 1155208

SWENSON, Sven

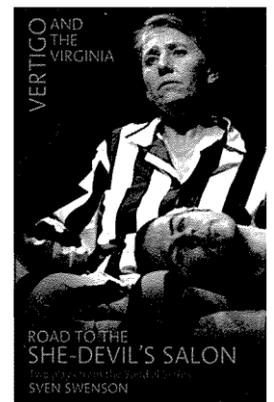
Vertigo and the virginia; Road to the she-devil's salon: two plays from the Sundial Series

Currency, 2003 (Currency plays)

ISBN 0868197130

[A822]

Vertigo and the virginia, with two male and two female characters, simultaneously shows dual narratives: 1950s Adaminaby, under the control of the Snowy Mountains Authority, and late 1990s Brisbane. As Caylan badgers his mother, Ruth, about her childhood, this is reflected onstage in the unfolding story of Ruth's mother, Frances, and her friendship with Voya, a migrant worker. Themes include incest, racism, friendship, and family. *Road to the she-devil's salon*, requiring four male and four female actors, spans six decades of upheavals in Frances' sister's family in Brisbane. Themes include domestic violence, child abuse, grief, love, family, sexuality, honesty, belonging, and the changing role of women. Both plays could be used as supplementary material for the Area of Study: *Inner journeys* in English Stage 6. F. Crum



USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6
 Paper \$22.95 SCIS 1155256

Currency mini dramas [series]

Currency, 2003

Kilmurry's *Mercy thieves* is darkly satirical in film noir style with some great mime and stage combat sequences. Strong parallels with Shakespeare's *Hamlet* arise as two Australian underworld hit men, who are travelling across Australia searching for their boss's step son, leave a trail of gunfights and dead in their wake. Taylor and Densley's *Last chance* gas is a strongly feminist piece in the absurdist tradition. A man drains energy from the earth to feed those who entertain him, despite the damage it causes to the environment and the women who are closely associated with nature. The dialect, spelt phonetically, resembles hillbilly American. There is plenty of scope in these plays for students to experiment with physical theatre and entertainment skills. F. Crum

USER LEVEL: Stage 6

resources

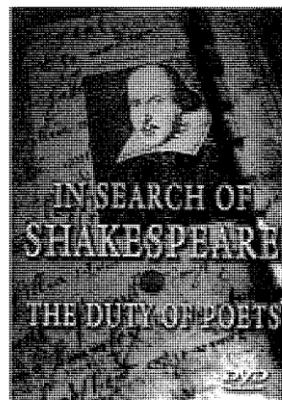
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6
 Paper \$12.95 each

Titles in this series include:

Last chance gas SCIS 1150254
Mercy thieves SCIS 1150248

In search of Shakespeare [videorecording] [series]
 Maya Vision International, 2003 (55 min.) [822.3]

Emphasising a strong historical context, these vibrant DVDs present the life, times, and talent of William Shakespeare. A narrator and a hand held camera take us on a journey through scenic England, examining original documents and historic buildings. This is not an introduction to his body of work, nor is it an examination of the plays per se, although students will get a strong sense of the plays' origins. It is a detective story, presenting an entertaining portrayal of life in Elizabethan England. The approach is balanced, suitably mixing modern settings with well chosen performance scenes, a little academic analysis, and a sense of wonder at these tumultuous times. *A time of revolution* is an interesting examination of the latter, making it useful for History students studying religion and government under Elizabeth 1. C. Thomas



USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English 7-10; English Stage 6; History Extension Stage 6
 \$66.00 each \$242.00 set of four

Titles in this series are:

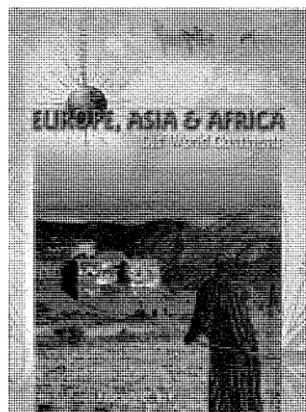
The duty of poets SCIS 1175550
For all time SCIS 1175551
The lost years SCIS 1175549
A time of revolution SCIS 1175545

McCLISH, Bruce

Continents [series]

Heinemann Library, 2003

Aiming to provide an insight into Earth's continents, each text in this series has a global context along with the distinctive characteristics of each continent. Inset boxes provide facts and figures, timelines, and detailed maps. They are a useful introduction to geography, with bites of information accompanied by clear graphics and photographs. Landforms, climate, and animals are covered, as is history and culture, although the latter



two are very generalised and brief. The main emphasis of the series, physical geography, will be useful for junior students. F. Campbell

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography 7-10
 \$29.70

Titles in this series are:

Australia & Antarctica: island continents & supercontinents SCIS 1142731
Earth's continents SCIS 1142734
Europe, Asia & Africa: old world continents SCIS 1142723
North & South America: new world continents & land bridges SCIS 1142714

Voices and visions from India: texts for the senior English classroom

[electronic resource] [series]
 Curriculum Corp., 2004
 ISBN 1863665811 [954.007]

ABSTRACT

Every type of text is shown in these resources from India, on a CD-ROM which makes extensive use of colour, sound, and movement. The texts have been chosen to increase understanding of critical and cultural literacy issues in teaching about Asia. Primarily designed for English teachers and students, with the aim of deepening cross cultural understanding, there are also resources for photography, music, history, textiles, and drama syllabuses. Sections of Literature, Popular publishing, Film & television, and Visual & performing arts, contain ten texts each, some with visual and audio elements. Each text is supported by contextual information about Cultural, Historical, Socio-political, and Geographical influences. These contexts are generally explained in background information in About India.

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6 SCIS 1158418

SHANNON, Michael

War in Iraq

Echidna, 2004 (Australians at war)
 ISBN 1740707788 [956.7044]

The timely arrival of this resource opens the door for some lively discussion. The book looks at various perspectives of the war, providing simplistic explanations of its background, the parties involved, civilian and military costs, and Australia's involvement. While trying to remain unbiased, the brevity of information hinders the author's ability to give greater depth to such topics as: What was Iraq like before the war? and Was the war justified? *War in Iraq* can serve as a starting point for discussions about Australia's role in the global community, and may be useful when studying the Topic 7: *People power and politics in the post-war period* from the *History Years 7-10 syllabus*. It also has relevance for HSIE K-6 students studying to achieve SSS3.7. A. Franklin

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
 \$29.70 SCIS 1165305

Professional reading

Resources are in Dewey order.

McPHERSON, Pam & MURRAY, Denise E.

Communicating on the net

National Centre for English Language Teaching and Research, Macquarie University 2003 (Teaching with new technology)
 ISBN 1864089067 [004.67]

Although targeting adult learning in computer based technologies, many of the activities provided in this book can be used in classrooms. This is the first in a series of books focusing on computer mediated communication (CMC) via the Internet in English language programs. It provides teachers who are new to computer based technologies with practical ideas and lessons. The aim is to develop online literacy skills that will enable students to use and interact with a wide range of web based services, including email accounts, and the sending and retrieval of information. The lessons are designed for those with little or no computer experience. Although elementary in theme, some of the lesson plans may prove useful for ESL teachers. F. Campbell

USER LEVEL: Professional
 Paper \$16.50 SCIS 1156429

WILLIAMS, R. Bruce

Higher order thinking skills: challenging all students to achieve

Hawker Brownlow Education, 2003
 ISBN 1740259122 [370.15]

The case for higher order thinking skills is presented clearly and directly in this text, to engage the reader in critical reflection of their classroom practice. The content draws from the pedagogy developed by Fogarty and Bellanca known as Three storey intellect, based on gathering, processing and applying. Each chapter treats one category of thinking skills and explores the implications of the strategy for differentiated learning while appreciating the differences students bring to their classrooms. Graphic organisers present revised approaches in combining thinking skills for deep comprehension with relevance, challenge and complexity. Applications for organising information using graphic organisers are expanded and linked to a range of activities that illustrate the thinking skills. F. Plummer

USER LEVEL: Community Professional
 Paper \$10.00 SCIS 1143036

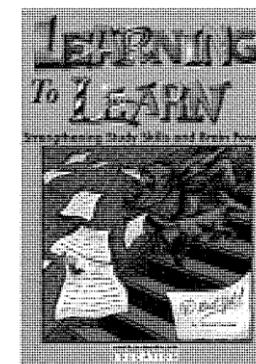
FRENDER, Gloria

Learning to learn: strengthening study skills and brain power

Hawker Brownlow Education, 2003
 ISBN 1740258045 [371.3028]

Making learning more efficient is the theme for this learning manual on study skills. The content is presented as sets of lists, tips

and suggestions for increasing the efficiency of the learning experience, to make learning more memorable and powerful. The chapters address learning styles, time management and organisational skills, note taking, reading, memory and test taking skills. The practical strategies presented would best be suited for teaching specific skills where students are given opportunities to explore the thinking skills required, practice the skills, then apply them to real learning contexts. Contained in the material is an extensive set of blackline masters for individual skill assessment, note taking and organising information. The theory about learning and learning styles is not addressed in depth. F. Plummer



USER LEVEL: Community Professional
 Paper \$55.00 SCIS 1135021

BOWLES, M.S.

Relearning to e-learn: strategies for electronic learning and knowledge

Melbourne University, 2004
 ISBN 052285126 [371.33]

Focusing on implementing effective e-learning strategies in organisational and educational settings, this text argues that e-learning has widely been trivialised with an emphasis on limited forms of skills and commercial driven approaches. It provides an Australian perspective with local and global statistics and models for learning and business environments. The book provides a detailed philosophical framework arguing that collaboration should be central to the design of e-learning in business and educational organisation, and as such it is a useful overview into providing effective learning environments in these contexts. F. Campbell

USER LEVEL: Professional
 Paper \$49.95 SCIS 1168272

COIL, Carolyn

Working with differentiating curriculum and instruction

Hawker Brownlow Education, 2004
 ISBN 1741012163 [371.39]

A short and concise collection of ideas for differentiating curriculum and assessment for the full range of student learning needs, is presented in the form of an occasional paper. The author explores the rationale for differentiating the curriculum by linking the theory to practice, specifically to the different ways students process information, the time they take to learn and the different levels of thinking that can be applied in learning. Guidelines are presented for flexible groupings of students, compacting the curriculum and using technology to add value to differentiated learning experiences. Each learning suggestion is supported with practical ideas for implementation in a differentiated classroom context. The activities support student development of research skills in both group and independent learning contexts. F. Plummer

USER LEVEL: Community Professional
 Paper \$15.95 SCIS 1156932

SILVER, Debbie

Drumming to the beat of a different marcher: finding the rhythm for teaching a differentiated classroomHawker Brownlow Education, 2003
ISBN 1740258061

[371.39]

The differentiated classroom is a concept which underpins current outcomes based curricula and pedagogy. In this text the differentiation is based on understandings about learning styles and multiple intelligences. Each chapter looks at a different aspect of catering for students' needs including parental involvement and the use of technology. The theory behind different views of learning and learners is briefly elaborated as the focus of the chapters is to provide an overview and practical suggestions for implementation. The tone is personal and anecdotal, and the author takes the position of a mentor encouraging and supporting the reader. All teachers could learn something about learning issues and workable teaching techniques in this text. K. Rushton

USER LEVEL: Professional
Paper \$49.95

SCIS 1155754

JENSEN, Eric

Arts with the brain in mindHawker Brownlow Education, 2004
ISBN 1741012589

[700.71]

The subject explored here is how the arts enhance the process of learning. The book argues a case for including musical arts, movement arts and visual arts, as a core component of the curriculum. The arguments take a brain based approach to learning and human development, rationalising that art making develops most of our essential neurological systems. In a context of crowded and competing curriculum the chapters on each of the arts provide powerful evidence that learning is enhanced by kinesthetic, visual, and audio stimulation. The chapter on arts and assessment explores debates about the complexities and problems for performance based assessment. This is an essential read for teachers who want to explore the arguments and opportunities for deep learning within this discipline. F. Plummer

USER LEVEL: Community Professional
KLA: CA**SYLLABUS:** CA K-6; Dance Stage 6; Drama 7-10; Drama Stage 6; Music 7-10; Music Stage 6; Visual Arts 7-10; Visual Arts Stage 6

Paper \$35.95

SCIS 1168390

COLLINS, Anne

English express 2: responding to and composing textsPearson Longman, 2004
ISBN 0123602432

[808]

Written for the new syllabus, this course book for Year 8 students has attractively presented colour pages and graphics that will appeal to its intended audience. Content is mapped against syllabus outcomes, and the range of material, including science fiction, growing up, multicultural Australia, Aboriginal stars and travel, is broad enough to cater for student differences. Extracts are taken from texts such as *Lockie Leonard*, *Macbeth* and *My place*, with

a focus on books that are in most English bookrooms. Activities and self assessments will interest and challenge most students, as will the media and technology focus in some chapters. The book is supported by a CD-ROM with listening texts and activities and a very useful list of additional texts for each unit. H. Cobban

USER LEVEL: Stage 4 Professional**KLA:** English**SYLLABUS:** English 7-10

Paper \$38.00

SCIS 1162223

Who reviews?

Reviewers for *Scan* and the DET web site are selected from teachers and teacher-librarians across the state.

Andrew Anderson, Student Services and Equity Unit

Ann Arnott, Ryde PS

Kristin Ashley, Newcastle HS

Colleen Barlow, Erina HS

Bill Bowie, Dulwich HS

Sue Bremner, English Consultant

Francie Campbell, Castle Hill HS

Nell Chaffey, Tamworth PS

Heather Cobban, Fort Street HS

Frances Crum, Drama teacher

Elizabeth Derouet, Lightning Ridge Central

Ruth Dircks, Dungog HS

Chris Dorbis, International Civics & Citizenship Unit

Genevieve Dunmore, Deniliquin HS

Jan Eade, Lane Cove West PS

Andrew Fisher, Bowral HS

Anne Franklin, Model Farms HS

Nicole French, Cranebrook HS

Amanda Frost, Grantham HS

Heather Gardiner, Curriculum, Wollongong

Jan Hancock, Penshurst West PS

Sabine Hauth, Thomas Reddall HS

Cath Keane, Parramatta East PS

Bede Kervin, Bowral HS

Elissa Kesby, Pennant Hills HS

Daniel Low, Epping Boys HS

Brendan Maher, Brewarrina Central

Ian Mavin, Jamison HS

Janine Mayne, NSW State Library

Noel McFayden, Business Studies teacher

Ian McLean, Penrith PS

Julie Montague, Music Consultant, Creative Arts Unit

Fiona Moore, Beaumont Hills PS

Judy Morgan, Sefton HS

Steve Ormond, Kyogle HS

Frances Plummer, Principal Education Officer, QTP

Louise Pratt, Cranebrook HS

Beverley Richardson, teacher-librarian

Kathy Rushton, Literacy Consultant

Elaine Searle, Northern Beaches Secondary College: Freshwater Campus

Ken Silburn, Casula HS

Leanne Singleton, SCA, Civics & Citizenship K-12

Cathy Sly, Barrenjoey HS

Wendy Smith, Tamworth PS

Alison Soutter, Anti-violence Unit

Irene Summers, North Sydney Girls HS

Susan Taylor, Lindfield PS

Carol Thomas, School Libraries and Information Literacy Unit

Anne Wisdom, Music teacher

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Conferences

The School Library Association of Victoria (SLAV) will hold a one day conference for teacher-librarians and English teachers at the Darebin Arts Centre, Preston, Melbourne on Friday, 19th November 2004. Registration form and speaker details for *Who knows where this book will take you?* can be found at <http://www.slav.schools.net.au/pdterm4.htm>

The Professional Committee of Teacher-Librarians in the Maitland, Newcastle, Taree, and Lake Macquarie Districts will present the *2005 Mantle Conference* on April 1 and 2 2005 at the Newcastle City Hall. For further information, go to <http://www.mantle.com.au>

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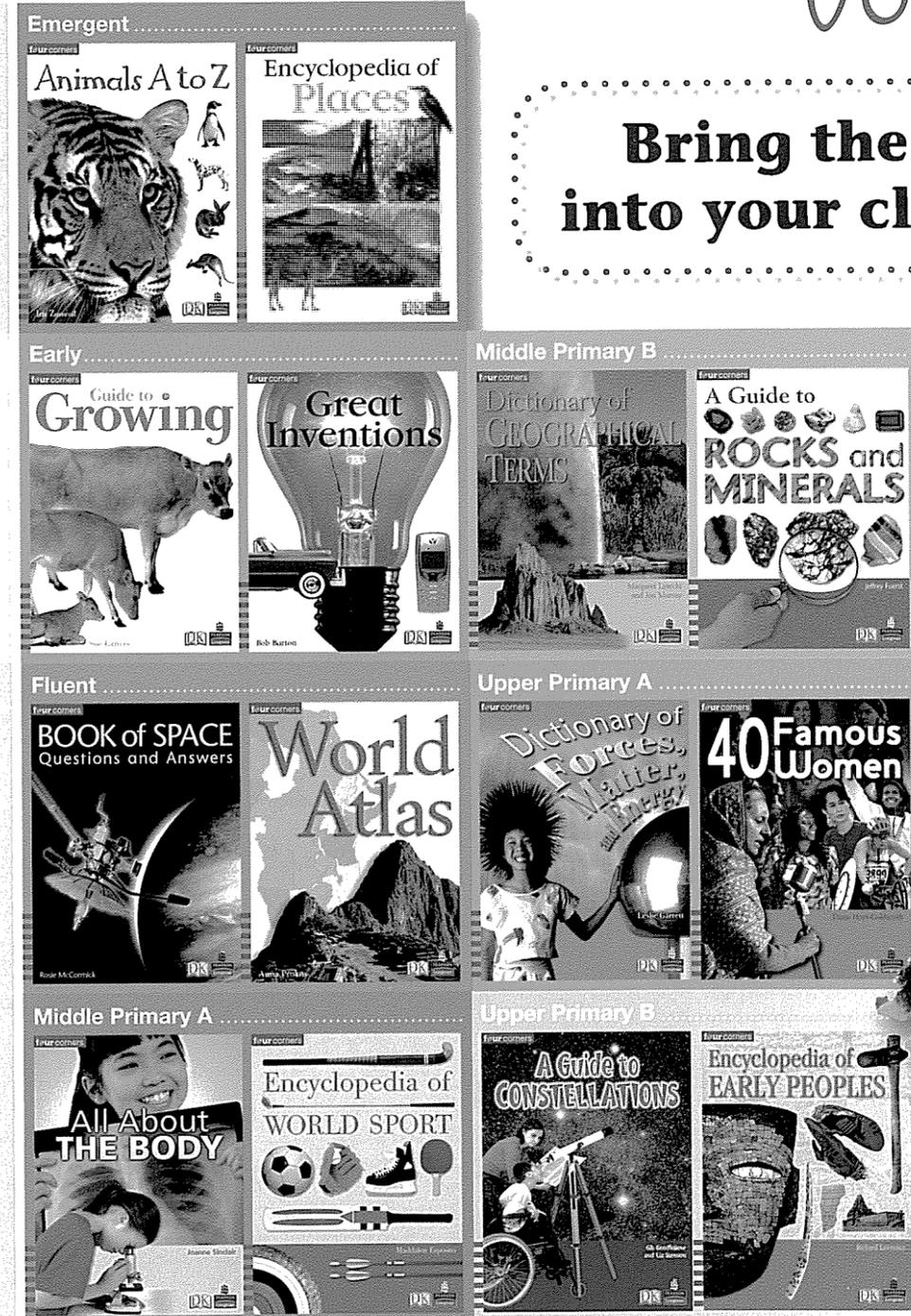
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