

Scan

▶ Teaching ideas

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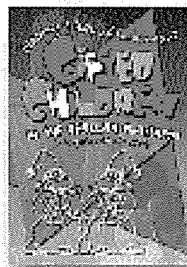


In this issue

- ICT: integral to the curriculum
- the intranet and copyright
- teacher-librarians making a difference
- supporting Aboriginal education
- what's new in gifted and talented education
- using locations in *Oasis Library*

GIFTED RESOURCES

Hawker Brownlow are proud to support educators of gifted and talented students with our range of gifted, thinking, and differentiated resources...



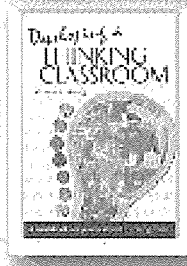
Gifted Children in the Regular Classroom

Kathryn E. Hegeman • 1 8299 437 4
This book is an invaluable compendium of ideas, forms, suggestions, checklists and projects for gifted students who need differentiated learning experiences in the regular classroom. It includes individual education plans based on Bloom's taxonomy to enable teachers to implement and manage a successful gifted program.
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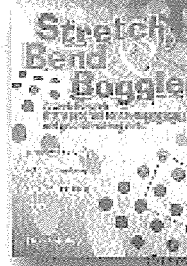
Educational Strategies for Gifted Children

Diana Hinton • 1 74025 777 4
Designed as a handbook for teachers, *Educational Strategies for Gifted Children* gives practical strategies and resources for curriculum planning and differentiation, as well as offering ideas for classroom creativity and thinking skills.
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This collection of articles published over the last decade in the *Australasian Journal of Gifted Education* represents a cross-section of relevant research on varied topics including pedagogy and curriculum, policy and practice, social and emotional needs, neuro psychology and cognition, and special populations.
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Bob Berk & Ruth Hall • 1 7400 400 7
Checkpoints and Guideposts is a comprehensive resource for teaching thinking skills and social values. It covers interpersonal relationships, moral-ethical development and self-knowledge with a focus on higher level thinking and feeling processes, in keeping with the needs of gifted students.
2281 \$35.95

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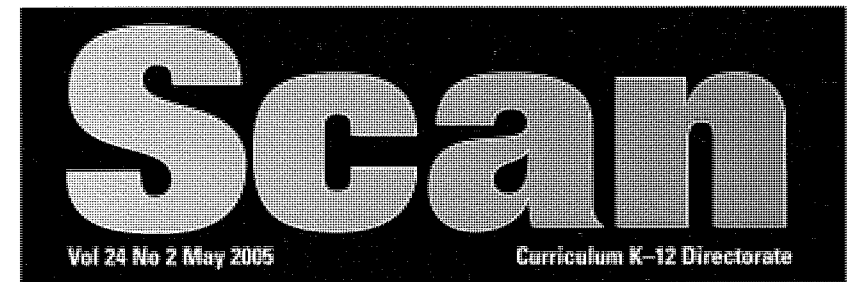
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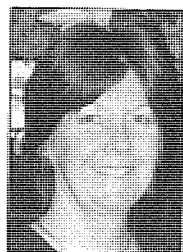
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From the Editor



Welcome to the second issue of *Scan* for 2005. A key theme in this issue is integrating ICT into teaching and learning

programs. **From the Editor** is intended to help busy teacher-librarians and teachers to make maximum use of *Scan*. Please let us know how you use *Scan* in teaching and learning or for professional learning. You can contact the Editor on (02) 9886 7501 or email at

sally.rasaiah@det.nsw.edu.au

Sally Rasaiah
Editor

ICT: integral to the curriculum

Jan Reynolds, teacher-librarian, shares some inspiring planning materials developed by the staff at Hassall Grove Public School. Included in this article is an interesting matrix which shows a model for how ICT and the information skills process can be integrated into cooperative planning and teaching across the K-6 curriculum. **Page 4**

The intranet: more than just an access point to the Internet

Gavin Sanders, teacher-librarian at Maclean High School, explains how he has worked with staff to enhance the use of the school's intranet. Included in this timely article are reminders about copyright responsibilities for schools. See how understanding the way ICT can be used in schools can result in a motivating and exciting resource. **Page 8**

Video readings of picture books

Sean McLoughlin, teacher-librarian, shows one intriguing way that ICT has enabled Stage 3 students to carry out a project enhancing literacy skills for Stage 1 students at Lalor Park Public School. **Page 11**

Collaboration to support gifted and talented students in Stage 4

Lizzie Chase and Lynden Mansfield discuss two possible models for teachers and teacher-librarians to use in

identifying and planning for the needs of gifted and talented students. **Page 13**

Research columns: Teacher-librarians making a difference: providing the evidence

Read about ongoing research being carried out by Sandra Ryan and Vicki Hudson that shows the positive link between school libraries and improved student outcomes at Santa Maria College. **Page 23**

The Review of Aboriginal Education

Cindy Berwick explains some key findings and their implications from this recently published review into the education of Aboriginal students in NSW government schools. **Page 30**

Bidialectal approach pilot research project 2002-2004

Betty Noad provides a model of a collaborative approach supporting literacy for Aboriginal English speakers in schools. **Page 32**

What's new in gifted and talented education

Angela Chessman introduces two recent documents which reflect best practice for the education of gifted and talented students. **Page 36**

Intel@Teach to the Future and Leadership in ICT: a teacher-librarian becomes a Master Trainer

Sally Blackwell and Joanne Wilkinson describe how this

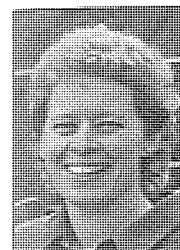
train the trainer program has benefits for collaborative planning and teaching in the use of ICT. Joanne describes the satisfying and exciting results produced by staff at Winmalee Public School who participated in this program. **Page 38**

Professional libraries – ETIS, State Equity Centre, Jill Sherlock Memorial Library, NSW Teachers Federation Library

The special collections and services of these four libraries, available to teachers and teacher-librarians, are highlighted in this article. These libraries have a wealth of resources for schools to tap into. Why not investigate this for your school or your own professional development needs? **Page 41**

Using locations in OASIS LIBRARY

Doug Jenkins writes the second article in the series, 'Making the most of OASIS Library'. Here, Doug advises us on the importance of allocating appropriate locations to resources. **Page 44**



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

The work of teacher-librarians in schools is valued and does indeed make a difference to teaching and learning. The variety of ways teacher-librarians contribute to curriculum programs and priorities in their schools is again reflected in the articles in this issue of *Scan*, which will continue to provide ideas for you to use and adapt to your school needs. A theme of this issue is integrating ICT in teaching and learning. The ongoing *Raps and book raps* program provides wonderful opportunities for collaboration and an extensive range of teaching program and resource materials. You can view the program at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm> or go to page 29 in this issue.

Teacher-librarians making a difference

The professionalism of teacher-librarians collaborating with teachers in planning and teaching is well supported by the framework provided by *Quality Teaching*. Inspiring examples of this have been featured in *Scan*, and will continue to be, along with the opportunity of workshops for teacher-librarians in Department schools across NSW.

The phase 3 materials supporting the implementation of the *Quality teaching in NSW public schools: Discussion paper* have now been released. These focus

Currents

on how the model can apply to assessment practice. They offer us opportunities to further reflect on and explore our practice, and have implications for enriching the ways teacher-librarians and teachers collaborate.

Inspiration for teacher-librarians committed to making a difference can be found in a range of articles in this issue. In particular, Jan Reynolds' *ICT: integral to the curriculum* shares the value of a whole school learning culture committed to a collaborative approach. It provides a possible approach to making the links between information skills and ICT in curriculum context with a practical matrix which is used as a framework for planning.

Research columns reports on the ongoing research project of Sandra Ryan and Vicki Hudson at Santa Maria College. This is an exciting example of evidence based practice. It also offers ideas for aspects of practice which could be explored through a range of research approaches including smaller, focused action research projects, to enable reporting back to the school community on teacher-librarian contributions to the school teaching and learning program.

Professional learning

Workshops supporting the implementation of the new 7-10 syllabuses are continuing. Information about these can be found at <http://www.curriculumsupport.nsw.edu.au/testb.cfm> These build on the workshops held in 2004, and have a focus on assessment, and also on integrating ICT. I commend them to you as an opportunity to enrich our understandings of how teacher-librarians can support curriculum implementation, including being aware of the many opportunities

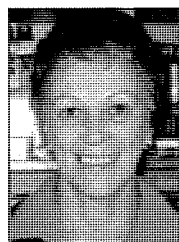
for collaboration in the new syllabuses in order to plan accordingly.

For an update on *OASIS Library* training workshops go to the front page of our web site, School Libraries and Information Literacy at <http://www.schools.nsw.edu.au/schoollibraries/>

The recent Research Retreat, hosted by Charles Sturt University Centre for Studies in Teacher Librarianship in collaboration with the Australian School Library Association (ASLA), followed by the ASLA XIX Biennial Conference: *Meeting the challenge* in Canberra were wonderful opportunities to be again reminded of the rich contribution of teacher-librarians to their school learning community, and approaches to providing local evidence of this.

At the conference, the joint Australian Library and Information Association (ALIA) and ASLA *Standards of professional excellence for teacher librarians* document was officially launched. This statement makes interesting reading. It could support reflections on best practice as it is in keeping with NSW Department of Education and Training expectations reflected in the *Libraries in NSW government schools policy statement, Handbook for school libraries* (2nd edition), and *Information skills in the school*. It has some synergy with the *Quality Teaching* framework. It could also provide some interesting ideas when thinking about the application to teacher-librarians of the *Professional teaching standards* published by the NSW Institute of Teachers and available at http://www.nswteachers.nsw.edu.au/news/1109209506_17360.html ■

ICT: integral to the curriculum



Jan Reynolds,
teacher-librarian,
discusses the
strategies adopted
by staff at Hassall

Grove Public School to integrate ICT into the curriculum. The information skills process underpins the planning and teaching and the dimensions of Quality Teaching have provided a framework for teachers collaboratively programming and teaching with the teacher-librarians at Hassall Grove.

Teachers and students have made tremendous gains in handling the complexities of computer technology. Teachers have endeavoured to upskill themselves and their students, using a diverse range of teaching and learning strategies. To this end, scope and sequence tables have been developed, computer skills programs organised, testing procedures implemented and assessment tasks introduced. The greatest challenge for many may be: how to make ICT an integral part of the school curriculum in all key learning areas.

Information process

The ability to access, organise, analyse, create and evaluate information is an essential skill to function

We agreed that proficiency in ICT literacy will be apparent when our students begin to solve real problems and create new ideas using ICT

effectively in our knowledge society. During 2003, staff at Hassall Grove Public School incorporated ICT into the information process in teaching and learning for each Stage, beginning with the English K-6 syllabus, with its embedded information skills outcomes. We agreed that proficiency in ICT literacy will be apparent when our students begin to solve real problems and create new ideas using ICT. We are no longer satisfied with students hunting for facts and gathering whatever pieces of information seem applicable to the task. Additionally, the ability to analyse and evaluate this information is often not evident in the students' presentations, which frequently fail to demonstrate the application of higher-order thinking skills.

With this in mind, the staff decided that the structure of the ICT matrix at Hassall Grove would be a whole school developmental scope and sequence that would integrate information literacy skills and ICT skills in a framework. We also agreed that, once we were using the matrix as part of our cooperative program planning sessions, for key learning area (KLA) related units of work, we could

address such issues as sound questioning techniques which are so intimately connected to higher-order thinking.

The process

Over a period of months we met regularly. Some meetings were as a whole school and others in Stage groups. Our first objective was to modify and redefine the outcomes of our school's information skills scope and sequence. Next we made decisions about the ICT skills necessary to meet the identified syllabus outcomes, using an information skills framework, referring to the List of computer skills (Computer skills assessment, CSA at <http://www.schools.nsw.edu.au/learning/k-6assessments/compskills.php>).

The teacher-librarian collated the input from each Stage and organised the information into a draft ICT matrix. This draft was presented to the staff for discussion in Stage groups. After further revisions, the final recommendations were formed into the ICT matrix (Figure 1) page 18.

Technical proficiency

The ICT matrix would be an evolving document and form a basis for future planning. Staff and students had varying degrees of ICT competencies. Teachers were supported by a staff member who was relieved for two days per week to work with classes where teachers felt they needed extra support. At the end of 2003, Colleen Blancato (0.2 teacher-librarian) and I suggested to the staff that we could

introduce EduWeb as a platform to publish student work to the school intranet. The staff was very enthusiastic, students became highly motivated and skill development was accelerated. Colleen was employed for an extra day each week as an ICT and curriculum co-ordinator so that there could be additional emphasis on integrating technology skills and information literacy across the curriculum.

Planning integration

Hassall Grove has enjoyed a culture of cooperative program planning since the school opened in 1993. The library has functioned on a flexible timetable for the past seven years so the teachers and teacher-librarians are not newcomers to planning together. This culture forms the basis for our cooperative planning process which is a crucial element in our integration policy.

The planning process

- ⇒ During the final week of each term, grades are given a full day's relief for planning.
- ⇒ The teacher-librarians meet with staff to plan time for team teaching in the library. This could take many forms, including a Science and Technology unit, an HSIE unit, a book rap, a literature unit, or a literature circle.
- ⇒ Using the ICT matrix, staff work together to incorporate ICT into the teaching and learning activities for the related KLA and literacy units.
- ⇒ Bookings are made for a class to visit the library two or three times per week in a team teaching situation.
- ⇒ Bookings can also be made for the use of the computer lab (15 computers) and the support of the teacher-librarian during these sessions, if needed. Team teaching classes in Stage 3 also utilise a

bank of approximately six computers in their shared space.

The teacher-librarians play a crucial role during this collaborative planning time particularly in:

- focusing on the expected outcomes of the task
- encouraging the use of appropriate ICT in line with the ICT matrix
- providing an information skills process
- emphasising the need to use ICT metalanguage
- developing questions that require higher-order thinking
- suggesting teaching and learning strategies which address the dimensions of Quality Teaching.

Figure 2 and Figure 3 provide examples from cooperatively planned units of work developed using the ICT matrix as indicated by the above process.

Global environments : rainforests Stage 3: Year 5 Term 4 2004	
Focus question: Why should rainforests be protected and how can this be achieved?	
Resources: EduWeb; Inspiration; Internet sites; PowerPoint; print resources; video	
Pre-unit preparation: In class, students have: <ul style="list-style-type: none"> • been introduced to the topic • built up a field knowledge about rainforests • in groups, investigated aspects of rainforests • explored literature concerning rainforests e.g. <i>Where the forest meets the sea</i> by Jeannie Baker. 	
HSIE outcomes: ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments, and how individuals and groups can act in an ecologically responsible way. ES3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment	Organisation Students are in three groups (10 students in pairs) called a <i>home group</i> . Each group will spend 6x1 hour periods in the library (twice per week for three weeks) investigating this topic and creating a PowerPoint presentation as a summary of their research. The classroom teacher and the two teacher-librarians are facilitators for each group. The task has been placed on students' individual EduWeb pages with links to bookmarked Internet sites and their PowerPoint presentations. An assessment rubric is also on their EduWeb page and students will discuss this in detail with their facilitator.

Figure 2 Extract from a cooperatively planned unit of work developed using the ICT matrix.

Information literacy skills	ICT skills	Teaching and learning activities
Defining: <ul style="list-style-type: none"> verbalise the purpose of the task brainstorm ideas cluster known facts about the topic determine two focus areas: <i>why</i> and <i>how</i>. 	<ul style="list-style-type: none"> open a two page <i>Inspiration</i> document using <i>why</i> and <i>how</i> as central ideas name and save a document in appropriate folder access an Internet site. 	<ul style="list-style-type: none"> students locate <i>Australian rainforest foundation</i> at http://www.arf.net.au/ students in pairs use the information on the site to answer focus questions relating to <i>why</i> and <i>how</i>
Locating: <ul style="list-style-type: none"> identify appropriate sections of the given web site skim/scan for relevant information using headings, captions, tables, etc. identify the key ideas of a spoken or written text. 	<ul style="list-style-type: none"> explore an Internet site use appropriate search words to locate further sites containing relevant information bookmark these sites investigate bookmarked sites for answers to focus questions use <i>Oasis Library Enquiry</i> to locate resources including web sites. 	<ul style="list-style-type: none"> locate resources in the library using <i>Oasis Library Enquiry</i> students return to home groups to discuss information sources located during the lesson.
Selecting: <ul style="list-style-type: none"> extract appropriate information from a variety of formats make decisions about relevance of information for task evaluate resource for credibility currency, balanced viewpoint 	<ul style="list-style-type: none"> choose appropriate sites copy and past key phrases from Internet sites to inspiration document 	<ul style="list-style-type: none"> students view the video, <i>Great national parks of Australia</i> using notetaking skills to gather required information students use selected information from video to answer focus questions students select any relevant appropriate information from other sources record information in dot points onto <i>Inspiration</i> concept map under headings of <i>why</i> and <i>how</i>.
Organising: <ul style="list-style-type: none"> process information by analysing and evaluating facts gathered make decisions as to application of information to given task make generalisations with information from opposing viewpoints support statements with evidence. 	<ul style="list-style-type: none"> open <i>PowerPoint</i> from personal web page move from slide presentation to <i>Inspiration</i> document organise information under suitable headings /subheadings insert slides import graphics change fonts, sizes, colour use bullets or numbering superimpose text on graphics attend to design techniques: headings, borders, labelled graphics, tables. 	<ul style="list-style-type: none"> discuss purpose of <i>PowerPoint</i> presentation and notes to which presenter speaks brainstorm list of design features needed for slide presentation students in pairs plan, using notes on <i>Inspiration</i>, their slide headings and content set minimum expectation of eight slides including title slide and bibliography support from teachers to clarify appropriate headings, sub headings, graphics, and amount of information, to each slide.
Presenting: <ul style="list-style-type: none"> plan an oral presentation to accompany <i>PowerPoint</i> presentation prepare presentation giving attention to aspects such as sound knowledge of topic, clear speech, eye contact with audience. 	<ul style="list-style-type: none"> edit work using spell and grammar checker reorganise slide sequence if necessary publish completed task on school intranet use data projector and Smart-board for oral presentation. 	<ul style="list-style-type: none"> students in pairs present findings of research to peer groups.
Assessing: <ul style="list-style-type: none"> using a teacher prepared rubric, students self assess the research task teachers assess the task using the same rubric. 	<ul style="list-style-type: none"> highlight appropriate sections of rubric on individual web page on school intranet print hard copy using page and printer selection. 	<ul style="list-style-type: none"> students in pairs discuss achievements and highlight relevant sections of assessment rubric print teacher assessment on rubric in home groups, students and teacher facilitators discuss similarities and differences in students and teacher assessments.

Figure 3 How the ICT matrix provided the framework for the planning of the unit *Global environments: rainforests*.

Quality Teaching

The dimensions of *Quality Teaching* were integrated into this task during collaborative planning by classroom teachers and the teacher-librarians.

Intellectual quality

This was a rich task, as the students were required to gather information and to:

- focus on key concepts
- categorise information
- construct meaning from oral and written communication
- differentiate relevant from irrelevant facts
- make judgements
- communicate in sustained interactions with student partners and teachers throughout the research
- use higher-order thinking to apply gathered information to focus question.

Quality learning environment :

- detailed criteria regarding the quality of work was made explicit in the rubric and reinforced throughout the research process

- students were engaged and involved with the task especially through the use of computer technology
- working in pairs and in home groups of ten with a teacher facilitator gave strong social support
- substantial student direction was possible especially in the organisation and presentation of research
- the engagement with computer technology allows all students, almost all of the time, to regulate their own behaviour.

Significance:

- Brainstorming and discussion times in small groups gave students opportunities to incorporate background knowledge into research. Pre work in classrooms had built a sound field knowledge of the topic
- Emphasis in the HOW section of the research task was on students making connections between the topic and their own personal involvement in environmental issues. This gave meaningful significance to the task.

The ICT matrix has assisted teachers in making judgements about the suitability of different applications for different purposes.

- The nature of the research task provided opportunities for integration between knowledge fields in key learning areas.

Conclusion

This task is one example of the many and varied ways that ICT can be incorporated into classroom teaching. Our matrix at Hassall Grove Public School has provided us with a planning scaffold. It gives us a basic structure from which to work. The ICT matrix has assisted teachers in making judgements about the suitability of different applications for different purposes. This has also raised students' awareness of the many possibilities available and given staff and students more confidence in exploring new kinds of technology. (continued on page 18).

References and further reading

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Masters, G. (2002) 'The new literacy', *Inform* 5(7) pp. 36-37.

Quality teaching in NSW public schools' [kit] includes:

Quality teaching in NSW public schools: a video introduction

Quality teaching in NSW public schools: discussion paper

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

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

Australian Rainforest Foundation

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

Created by the Australian Rainforest Foundation (ARF) to raise global awareness and donations to achieve sustainable outcomes for Australia's tropical rainforests, this visually appealing web site has a wealth of information on **Saving the Daintree**. A local map of Daintree is accompanied by further reference points on maps of Queensland and Australia. A description of the Daintree's uniqueness and **World heritage** listing, and its importance for **Drugs and pharmaceuticals** research, provides background information to enable students to form personal opinions about the need to act in an ecologically responsible manner. **More about the Daintree** presents data on flora and fauna, while **Rainforest guardian** and **Rainforest protector** detail sponsorship initiatives for preserving the environment. **Mission possible** introduces an interesting conservation initiative, and an **Image library** is under construction. This excellent site will assist the achievement of outcomes ENS3.5 and ENS3.6 from the HSIE K-6 unit: *Global environments: rainforests*. C. Keane

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Australian Rainforest Foundation; Conservation of natural resources; Daintree River national park (Qld); Rainforest ecology
PUBLISHER: Australian Rainforest Foundation, Cairns
REVIEW DATE: 1/04/05 [333.75] SCIS 121227

The intranet, more than just an access point to the Internet



Gavin Sanders,
teacher-librarian at
Maclean High
School, collabo-
rates with staff to

enhance the potential of the school's intranet for teaching and learning. Gavin has some pertinent reminders for educational institutions regarding rights and responsibilities of digital copyright under the Copyright Amendment (Digital Agenda) Act 2000.

Information and copyright

In an era of access versus ownership of information how do we develop our school library collections to gain the best from both and still provide access to credible resources? 2005 will see the development of the intranet at Maclean High School (MHS) into more than just a way of accessing the Internet. It will, in time, provide greater access to the library's resources throughout the school. A number of changes have been made to enable the intranet to become more of a resource than just an access point. These changes involved the redesigning of the intranet web page, the use of software to show videos across the network, the subscription to an online database, and the scanning of library resources to build a digitised collection. With the development of online access to the collection, questions concerning copyright needed to be addressed. I have used two

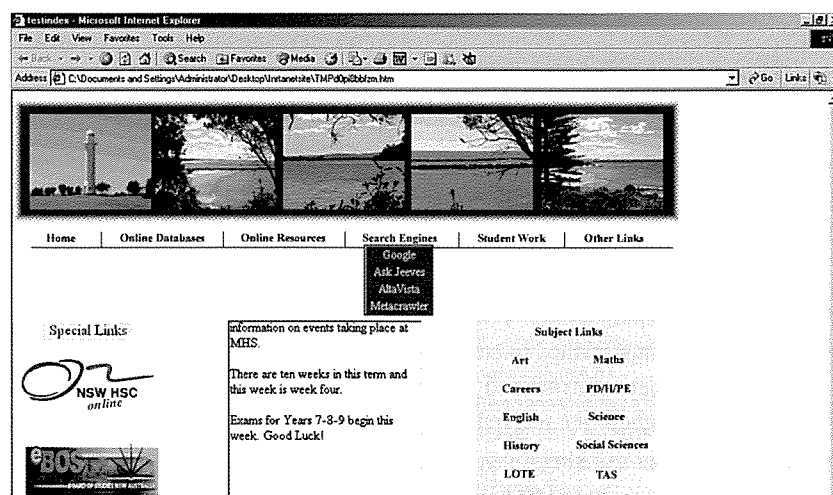


Figure 1 links along the top navigation bar of the intranet homepage.

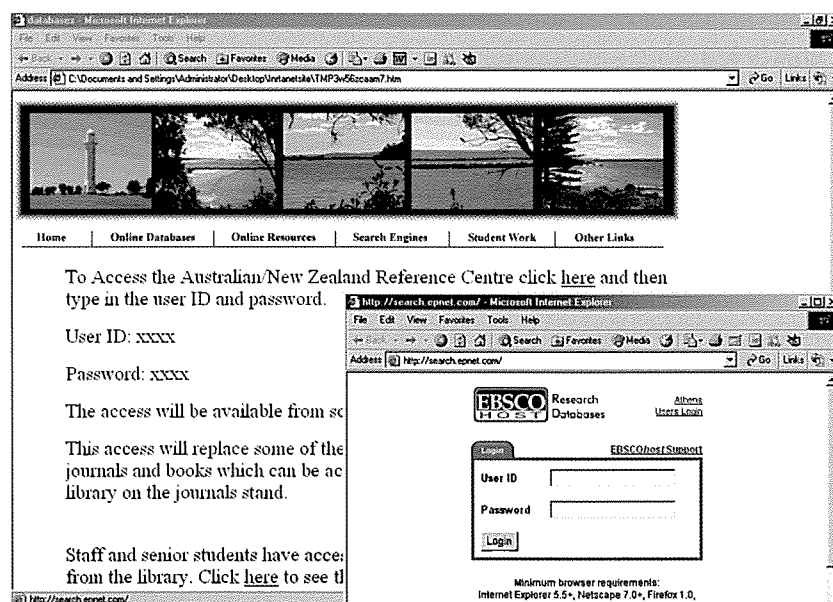


Figure 2 online databases such as ANZRC are selected from this section.

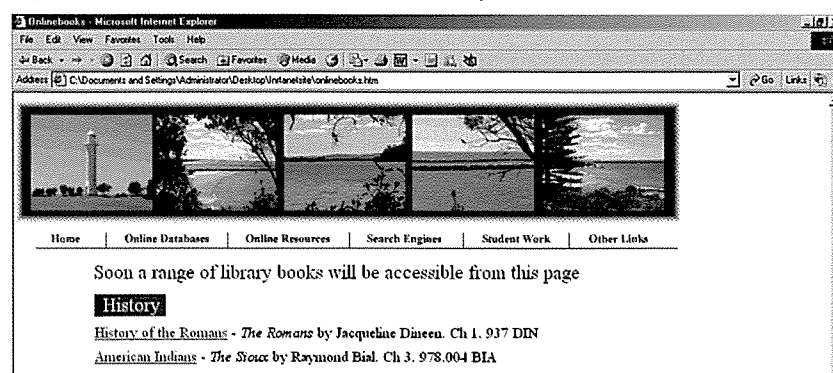


Figure 3 Online resources provides access to two pages which provide access to library resources.

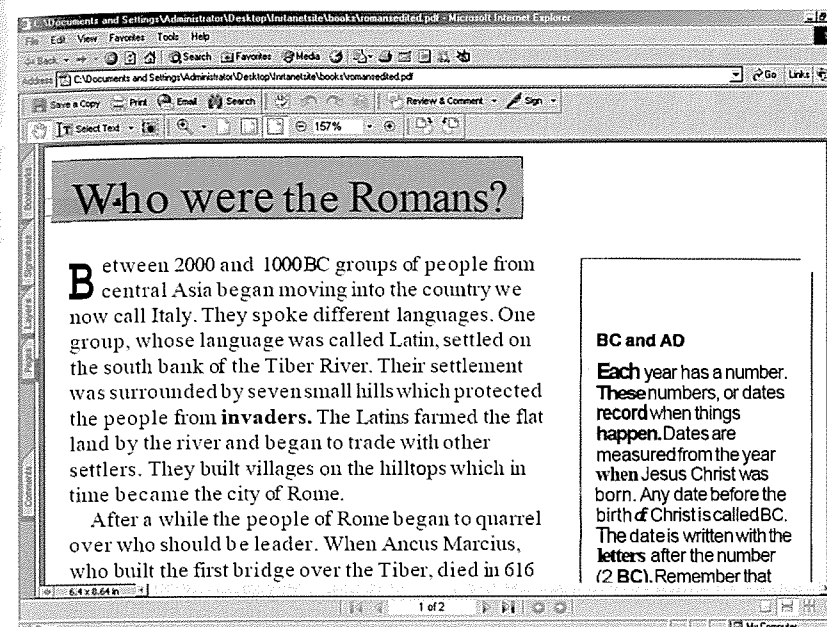


Figure 4 a scanned chapter from a book on the Romans.

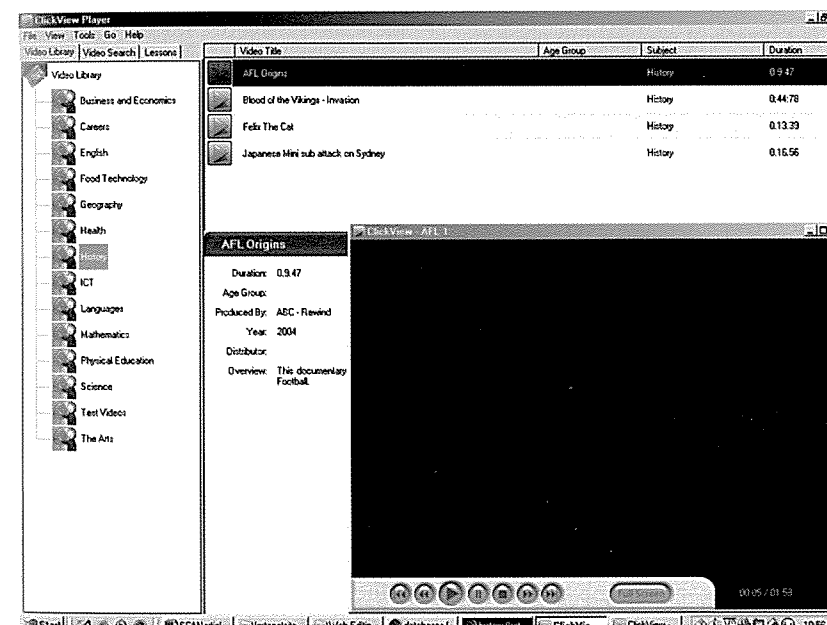


Figure 5 ClickView enables students to choose the documentary they wish to view.

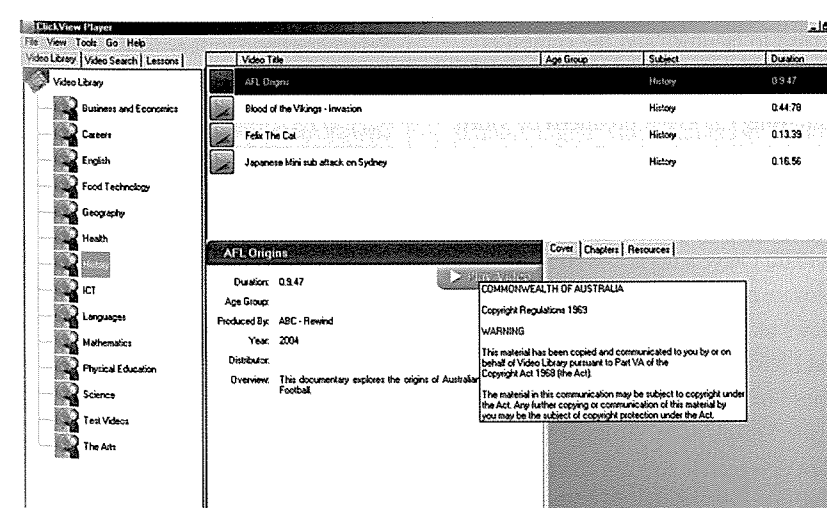


Figure 6 ClickView contains a copyright warning that can be placed on the videos.

essential works produced by the Australian Copyright Council and information from Copyright Agency Limited (CAL) and Screenrights to help answer some of these questions.

The first step in ensuring access to credible information online was to redesign the school's intranet page. The intranet page at MHS needed to go from being the access to the Internet, to becoming an information resource. Figure 1 shows a number of links along the top navigation bar of the intranet homepage. These links provide access to a range of credible online resources, such as the Australian New Zealand Reference Centre (ANZRC) in Online databases (Figure 2). It is through this database that students and staff can access journals, newspapers and reference books from school and at home. Subscribing to this online resource provides our students and staff with a broad range of quality resources instead of relying on the results of a search engine. This page also contains access to educational databases for staff usage such as Teaching and Learning Exchange (TaLE), EdNA, and ERIC. Teacher-librarians could consider purchasing access to similar databases to ANZRC as part of their normal collection development.

The intranet home page contains links to faculty pages where I hope to encourage the development of online lessons. The message scroll screen can be used to advertise library activities and whole school events.

Digitised vertical file

Online resources provides access to two pages which provide access to library resources (Figure 3), which have been scanned and placed on the intranet, and also a list of documentaries that can be viewed via the computers in the library. I aim to scan enough of the library's books to build up an extensive online reference source (related to specific subjects) that can be utilised across the school,

and especially if the Internet is not working. This whole concept allows for the development of specialised resources that fit specific topics of interest for teachers, such as the Area of Study: *The journey* in senior English. This may become a digitised vertical file. These scanned resources can now be accessed across the school and viewed at the same time by numerous students.

The Copyright Amendment (Digital Agenda) Act 2000 states that libraries may:

Copy and electronically transmit (e.g. email) 10 per cent of a work, one chapter or an article in a journal publication in response to a research or study request (Guide to the Copyright Amendment (Digital Agenda) Act 2000)

In addition, users may scan more than one chapter from one book but can only provide online access to one chapter at a time, and including the Copyright warning notice to the user, as required by the regulations on the scanned version of the chapter. The Department has the necessary licence from CAL that permits Departmental schools to copy and communicate print material. Figure 4 shows a scanned chapter from a book on the Romans and this is what a student sees when they click on the link to this book. The items are scanned and formatted for viewing by using *Adobe 6.0 Professional* software. Converting items into *Adobe* files allows material to be viewed across the intranet using *Adobe Acrobat Reader*, which allows for multiple use of the resource on the intranet. This multiple use enables teachers to create research assignments that students can fill out online and print. This makes the faculty based pages interactive and focused.

Screenrights

Under the Copyright Act, educational institutions may record television or radio programs for educational purposes. This includes making an electronic copy for multimedia

Technology provides students with access to video collections though the intranet.

presentations or uploading onto the school's intranet.

The Department has paid for the Screenrights' licence to copy free-to-air and pay television (and radio) broadcasts, and subsequently to place these on the school's intranet and allow students to access them online. The *ClickView* software actually contains a copyright warning that can be placed on the videos that are displayed for viewing (Figure 6).

It is a breach of copyright to place any commercially purchased DVD or video onto the network if you have not paid for the right to do so. Additionally, schools are not permitted to convert old VHS copies of commercial video recordings into a DVD format.

Uploading videos to an intranet

Technology provides students with access to video collections though the intranet. At MHS I have started to record television documentaries and place them on the intranet, so students have access to another credible source of information at school. Currently these videos can only be accessed within the library but will eventually extend to faculties and the computer laboratories throughout the school.

I am using *ClickView* produced by Video Education Australasia and Learning Essentials as it provides an effective and affordable solution for my needs. For \$249.00 I have a licence to run this software on 50 computers. This software allows me to play the *ClickView* videos that I have purchased, or the documentaries I have recorded from television. Figure 5 displays the results when the *ClickView* icon is selected enabling students to choose the documentary they wish to view. The screen can be

adjusted to full screen and the student can fast forward, rewind, pause or stop the video when they choose.

Implication for teacher-librarians

Collection development is ongoing and, just as it takes time to build a strong collection, it will take time to build the intranet part of the library's collection, especially if resources are scanned and uploaded. It is time well spent if ICT seamlessly merges into the existing collection, and access and ownership of information are seen as one and the same and not a challenge to the existence of each other. Seamless integration will mean a greater skill development by students and a more meaningful use of the school's resources. Teacher-librarians are the information specialists in schools who can create this seamless integration.

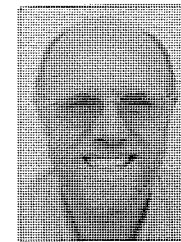
Challenges ahead

The initiatives I have outlined really have to be viewed within the context of each school's ICT realities. At MHS, the management of our ICT resources is outsourced, which leaves me free to concentrate on the design and concepts, not the nuts and bolts of technology. The real challenge that remains is not about the technology, it is getting staff to see and use the intranet as an information resource rather than an access point to the Internet. ■

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Video readings of picture books



Sean McLoughlin, teacher-librarian at Lalor Park Public School, shares one

way that ICT can be used to achieve syllabus outcomes through a meaningful and enjoyable activity.

The Kindergarten teachers help the senior students to identify suitable books for the project.

Stage 3 students are working towards the Science and Technology outcomes

ICS3.2 Creates and evaluates information products and processes, demonstrating consideration of the type of media, form, audience and ethical issues.

DM S3.8 Develops and resolves a design task by planning, implementing, managing and evaluating design processes.

The production process

Each video is produced by a team of six Stage 3 students. Two of these students take responsibility for liaising with the Kindergarten teachers and for contacting publishers to request permission for the use of the books in the project. Two students take turns to read pages of the book, while two students record the reading on the school's digital video camera (a Canon MV 700i camcorder). All six students take part in the editing of the video clips to produce a three to four minute movie.

The Kindergarten teachers help the senior students to identify suitable books for the project. Our most pleasing results have come from books which were Australian published (making it easier to contact publishers for permission), attractively illus-

trated, short (taking approximately three minutes to read aloud), and well loved by the students in Kindergarten.

We use an Internet search engine to find the contact details for the publishers of the books shortlisted for the project. The students compose an email which outlines how the book and the finished movie will be used, and requests the publisher's permission. We see this as an important step, as it raises the students' awareness of copyright issues, as well as giving the students some experience of real world business. Several publishers have been pleased to support our project.

When a book has been selected for the project, the readers and the camera operators come to the library and, after a rehearsal, filming begins. The first video clip usually contains a greeting and introductions, showing the readers holding the book.

A typical greeting would be:

Hello, KP. My name is George and this is Kirsty. We are going to read 'Kitten finds a home'.

The camera is then zoomed in on the first page and the reading is recorded. The readers take turns to read a double page spread at a time. The camera operator is changed half way through the recording. Some of our students have developed a steady hand, but even if the camerawork is a little shaky, the audience tends not to be too critical. Any zooming in or focusing required is taken care of while the camera is on pause. We found that zooming while recording leads to motion sickness in the viewers!

The final scene of the movie is a farewell and a reminder to the young

viewers to say hello to the readers if they see them around the school.

Editing usually takes place the following week, during lunchtime. Team members sit in pairs at one of our two eMac computers or at the one PC which has a firewire connection. (All eMacs come with the firewire connection necessary for downloading the video footage, as well as the iMovie software for editing. PCs need to have a firewire card and video editing software installed. *Windows XP* includes *Windows Movie Maker*, which is more than adequate for our purposes). The editors trim unwanted footage, and then add titles, credits, transitions and background music. Where possible, songs familiar to the young viewers are used as background music. If the text of the book is not clearly visible, the students reproduce the text as subtitles.

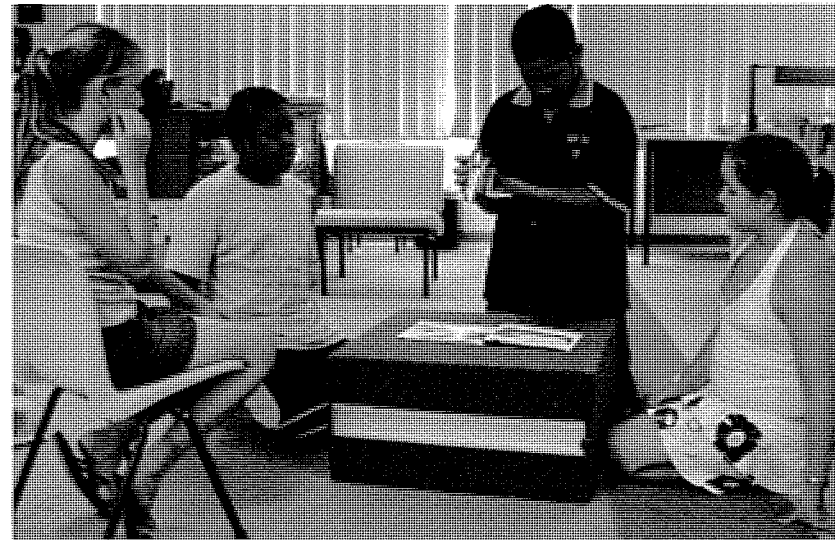
The addition of songs familiar to the viewers being added as background music, may require permission if these are being taken from a commercial recording, as there is no general provision in the Act or in any of the statutory or voluntary licences, that would permit music 'synchronisation'. (Gerdson, 2005)

Editing this sort of project is not difficult, and the students enjoy doing it, eagerly giving up their lunchtimes to work on their movies.

Presentation

When the movie is ready for presentation, it is made available to the Kindergarten classes in a variety of forms. It is saved into the computer network as a movie file, which can be viewed on classroom PCs. It is transferred to VHS videotapes and DVDs, which are then presented to the classroom teachers. The initial presentation to the junior classes, however, usually involves linking the camera to a data projector and showing the movie on a big screen in the classroom.

The students in our Kindergarten classes are fascinated by the results. They can follow the text on the screen



The production of each video is a collaborative effort.

The inclusion of this integrated activity has forged an ongoing learning partnership between senior and junior students.

as the book is being read, they enjoy seeing the detail in the illustrations and they sing along with the background music.

The inclusion of this integrated activity has forged an ongoing learning partnership between senior and junior students, which assists in achieving curriculum outcomes across the Stages at Lalor Park Public School.

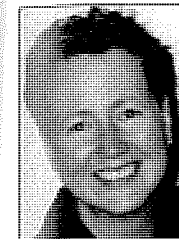
My students love watching these videos of their favourite books. They have started asking me if they can have a video of almost every book I read to them. This project helps them to realise that texts can take many forms and formats. They also like to know that the stories they enjoy have a currency outside of their classroom. (Cathy Pearsall, Kindergarten teacher)

The kids are really building an impressive facility with digital media. They are very proud of their work and take the finished project home on DVD or video. I think they look at videos and TV a little differently now that they know more about what goes into the production of a program. (Leigh Bade, Year 5/6 teacher) ■

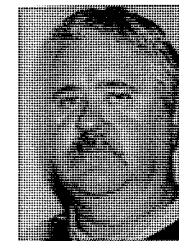
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Collaboration to support gifted and talented students in Stage 4



Lizzie Chase,
Literacy Consultant
7-12 at Penrith
office, Western
Sydney Region
and Lynden



Mansfield,
teacher-librarian at
Pendle Hill High
School discuss two

possible models that teachers and teacher-librarians could use in identifying and planning for gifted and talented students in Stage 4. See also Angela Chessman's article about new documents supporting the teaching of gifted and talented students in this issue of *Scan*.

Teacher-librarians can make a valuable contribution to the education of gifted and talented students. This article discusses two successful approaches which can assist when collaboratively programming with teachers to cater for the needs of Stage 4 gifted and talented students.

What is giftedness?

The notion of giftedness underpinning this article is the one proposed by Gagné. We know that, for many students, their giftedness will remain hidden at school and may never translate into academic performance, unless students are presented with

creative and critical thinking challenges which give them a chance to shine. Many students may have no idea that they are gifted, although they may sense that they are different, and hide this difference from their peers. Gifted students do not always conform to stereotypes. They may display some of the following positive characteristics:

- a heightened level of curiosity
- a wide variety of interests
- a long attention span
- the ability to handle abstract ideas
- flexibility in thinking
- an alert and subtle sense of humour
- a superior vocabulary and verbal ability
- advanced reading ability
- an excellent retention of knowledge
- speed in 'catching on'
- independence
- a high level of personal responsibility and commitment
- strong feelings and opinions
- advanced levels of moral judgment and a strong sense of justice
- a preference for unusual, creative and original responses,
- single mindedness
- a high energy level
- a decreased need for sleep
- a capacity to be immersed in and to synthesise material from different sources.

(Gross, MacLeod, Drummond and Merrick 2001).

With teacher support for student direction, gifted students will often create far more challenging alternative assignments than those set by the teacher, however they need to be taught to self-regulate their learning. Many gifted students are expert at merging with the class and avoiding

challenging work. They may be successful at the thinking, talking and planning stage, but struggle with structuring their time and producing a finished product. Others are self-critical perfectionists and find it hard to make mistakes. These students may withdraw from a task rather than risk failure by their own standards.

Quality Teaching

Quality teaching in NSW public schools contains four key programming elements in the Intellectual quality dimension which gifted students require to take them forward in any educational program. We have been able to distinguish previously unidentified gifted students when implementing programs which emphasise deep knowledge, deep understanding, problematic knowledge and higher-order thinking. Gifted and talented students need to be taught metalanguage, so they can show us what they know. They also benefit greatly from engaging in substantive communication, which allows them to demonstrate the sophistication of their thinking.

It seems to be critical to group students, so that there are at least five students in the class who are gifted or talented in the same subject and can inspire each other. In any effective program for gifted students, we have found that it is vital to teach new content in great depth, rather than taking an approach which skates lightly over content.

The Williams cognitive-affective interaction model

The cognitive-affective model, designed by Frank Williams in 1993, is suitable for extended units of work which enable gifted students to

The Williams model is one of a number of models of curriculum differentiation that can be used to construct meaningful activities for gifted and talented students within the Quality Teaching framework.

become more creative and divergent in their thinking. The Williams model is one of a number of models of curriculum differentiation that can be used to construct meaningful activities for gifted and talented students within the Quality Teaching framework. This model seeks to meet many needs of the student by addressing:

- open ended processing
- visualisation and creative listening
- reading and writing skills
- higher-order thinking.

The Williams model is three dimensional. Dimension 1 deals with content, and dimension 2 describes 18 strategies which offer challenges for students. The 18 strategies that make up dimension 2 provide some ideas for the provision of open ended activities that stimulate students' creative and critical thinking skills. A more elaborate discussion of these strategies is provided in the Curriculum differentiation support package. In the design of a differentiated curriculum with activities for gifted and talented students, it is important to select only a few of the strategies to achieve appropriate extension of the topic. Models of curriculum differentiation such as the cognitive-affective interaction model are to be used in a considered way to achieve outcomes that have been found through pre-testing to lead to real gains in learning for gifted and talented students.

Dimension 3 involves eight processes identified by research as important to the expression of creativity. It is worth sharing these desirable processes with students, so that they are aware of the valued qualities within this model and

can strive to develop them. Desirable cognitive processes in the Williams model are fluency, flexibility, elaboration and originality, while the desirable affective processes are risk-taking, curiosity, complexity and imagination (Gross, MacLeod and Pretorius 2001).

The mysteries of Harris Burdick

This unit of work was designed as a 10 week cross-curriculum rich task for a Year 7 class, in which a cluster of students was identified as gifted and talented. A number of the students showed great interest and talent in English. The cluster contained some students whose strength was in Mathematics rather than in English. To cater for these students, the Williams cognitive-affective interaction model was chosen to encourage playfulness and confidence when approaching an English text.

Key concept

The key concept underlying this unit of work was representation. This involved students understanding the subjective nature of communication, the role of point of view, how readers are positioned, reading as a creative act, multiple interpretations of the same text and the use of genre codes in written and visual texts. The unit addressed the following outcomes from the English Stage 4 syllabus:

Students learn about:

- 1.11 The ideas, information, perspectives and points of view presented in imaginative, factual and critical texts
- 1.18 inference, figurative language and alternative readings as strategies for responding to and composing texts beyond the literal level
- 2.15 processes of representation including the use of symbols, images, icons, clichés, stereo types, connotations, inference and particular visual and aural techniques including those of camera, design and sound.

Students learn to:

- 4.4 combine modes and describe their relationships in multimodal texts
- 6.3 explore real and imagined (including virtual) worlds through close and wide engagement with texts
- 7.9 make predictions, infer and interpret texts.

Content focus areas

By the end of this unit of work, students had learned about:

- communication theory: sender, message, receiver
- science: mass and energy relationships, black holes
- the Grammar of visual design
- the creative process of one famous artist
- the techniques used in drawing
- the genre codes of representation used in science fiction, horror, fantasy and fairytales
- multiple interpretations of written and visual texts; the role of point of view.

Processes

By the end of this unit, students had used the processes of:

- hypothesising
- classifying
- justifying
- explaining
- analysing
- evaluating
- predicting
- interpreting
- designing
- narrating
- discussing
- persuading
- researching.

Products

By the end of this unit, students had produced a feature article, a narrative, and an image and caption design.

Extract from a unit of work based on *The mysteries of Harris Burdick* by Chris Van Allsburg, using the Williams model matrix as a framework. [Lizzie Chase]

Paradox	Why is a mystery both liberating and constraining to the imagination? Discuss in relation to images from <i>The mysteries of Harris Burdick</i> .
Attribute listing	List possible reasons for Harris Burdick's disappearance, classify them into categories and choose the explanation which appeals to you most, explaining why.
Analogy	How is an image like a world? How is an image like a gateway?
Discrepancy	Study the scientific relationship between mass and energy. Study black holes in space. What happens when people or objects disappear? What might the fifth dimension be?
Provocative question	How can an image simultaneously function as evidence, expression and example? Discuss with reference to images from <i>The mysteries of Harris Burdick</i> .
Examples of change	When we read a narrative, we may experience profound personal change as a result. Discuss in relation to stories you have read.
Examples of habit	Find commonalities among three images in the book. Describe and justify the parallels you have found.
Organised random search	Analyse the relationship between a caption and its image in a number of imaginative texts and then establish categories in which to place these relationships.
Skills of search	Interview five people about the three qualities they believe people need in order to undertake a perilous journey and survive with honour.
Tolerance for ambiguity	What if the captions in this book were changed? Design three new captions for one of the images and outline the three resulting perspectives.
Intuitive expression	Pretend you are the editor. Persuade Harris Burdick to trust his own skills and to come back again. [See the explanation in the front of the book].
Adjustment to development	Look at the earlier sketches for published pencil drawings by a famous artist and also examine the final sketch. What changes have been made? What is the impact of the changes on the final product? What techniques is this artist renowned for?
Study creative development	Study the art of sketching, then describe and evaluate the techniques used by Burdick to convey perspective, to compose a compelling image and to depict light and shade effectively.
Evaluate situations	Pick three images from the book that you like and discuss why these images attracted your attention and how they awakened your predictive skills.
Creative reading skills	Read sample fantasy, horror, science fiction and fairytale texts and comment on images from the book in relation to the codes of representation which these four genres utilise.
Wide reading	Tell a story leading from one of the images to a learning partner while their eyes are shut. Ask them afterwards to tell you what they saw. Discuss any differences in the images in the minds of the teller and listener. Why do these differences happen?
Creative listening skills	Complete four of the stories implied by the images in the book. You may use the same image more than once with a different caption, or written from a different viewpoint, if you wish.
Creative writing skills	Using appropriate software, create three images and captions which speak with a 21st century voice of a mystery (required genres: science fiction, fantasy, horror).
Visualisation	Storyboard five key shots from one of these implied narratives.

Dimension 2 utilises 18 strategies which offer challenges for students (Adapted from Gross, MacLeod, Drummond & Merrick 2001).

Lynden Mansfield reflects on a collaboratively planned unit of work

The quest for the stone of wisdom
[Lynden Mansfield]

Investigating ways to extend and enrich students and to engage their thinking, listening and communication skills led to the development of a philosophy unit to excite the synapses and to hopefully provide the learning outcomes, (for example, the selected English outcomes), for Year 7 students. Students found this unit of work hugely enjoyable; they were unstoppable in their enthusiasm. They participated with great gusto in the extended discussions which provided the foundation of our lessons, tackling problematic issues in a sustained and focused way.

The unit lasted 10 weeks, with an 80 minute block, twice a week. During this time, the program loosely touched upon existentialism, morals and ethics, and jurisprudence. I highly recommend *The quest for the stone of wisdom* as a resource for teachers in teaching philosophy to students. The teacher's guide provides a series of topics, focus questions and useful background philosophical information for teachers. Topics include *What is life?*, *Free will and fate*, *Do we Exist?*, *Mind and body*, *Immortality*, and *Wisdom and infinity*.

Sample topic: What does it mean to be alive?

We started this topic with the class trying to find a definition for life. The initial responses dwelt on respiration, movement and communication as key indicators of life. Students often

focused on the human version of life and found it hard to think beyond that.

Using the world beyond the classroom, we wandered the school environs. I cued the class to respond with alive or not alive responses as I pointed at objects. With each object, a scribe noted down the class response and the reason given for its classification as *alive or not alive*. This list gave the class a chance to look at similarities.

The class deduced that there were three things that all living things have in common:

- living things have a birth
- living things grow and mature
- living things die.

I showed the class the *Star Trek* episode, *The measure of a man*. The episode looks at artificial intelligence and questions whether an artificially created intelligence can be classified as

a life form and be afforded the same rights as other life forms. Students had trouble conceptualising an android and were not readily prepared to identify Data, the android, as a life form. Heated arguments centred upon the fact that he was created and therefore could not possibly be a life form. Watching the video did generate a number of additional key ideas about what it means to be alive. Students decided that living things have intelligence, ego (a sense of self) and memory. A wonderful debate ended with the final consensus that Data was not a life form.

Enter the aliens. I introduced another hypothetical scenario. Aliens had landed on the earth. They stated that they had created humanity and all life on Earth. From this scenario, the class began exploring other types of life forms with a fresh perspective. After much discussion, it was concluded by the class that Data now satisfied the definition of being alive. Despite being a constructed being, he did have a genesis and his power cells would one day fail, so he did have a termination time. He also matured,

albeit intellectually, rather than physically. He showed a sense of self (ego), was undeniably intelligent, and had a memory.

Some class members still argued that he was a construct and as such could not be alive, despite satisfying the categories within their agreed definition. A key question for this group was: *Was Data intelligent because of his programming and hardware?* For these members, the answer was an emphatic yes. The discussion reached a new level when a student added another perspective saying:

Data was initially intelligent because of his programming. Once activated, Data acted above and beyond his programming. He became a self-directed being acting out of self-interest and need. He was a life form.

Consensus was not required in these philosophy lessons, but stopping to take straw polls was often a good guide to how the discussion was developing and how the class was thinking. I felt that the true achievement of these philosophy lessons was measured by the gradual development

of listening and communication skills during extended discussions and by the many examples of higher-order cognitive skills as students argued their viewpoints and justified their positions. Classes were conducted using Socratic questioning. There were many useful question prompts in *The quest for the stone of wisdom*. I required written scripts for scenario based presentations by groups. I placed a very high importance on engagement and involvement in each class.

Student evaluations

Student written evaluations of this unit were very positive. I believe that its success lay in the non-threatening delivery of new concepts and the students' extensive discussions. Students registered that, although the unit was light on written expectations, it was not an easy option. They added that they found the unit very enjoyable and interesting and I was pleased with the strong participation by girls and boys. All students felt confident to join in and all found a measure of success and satisfaction. ■

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ICT matrix (Figure 7)
ICT: Integral to the curriculum (continued from page 7)

Defining

Stage 1		Stage 2		Stage 3	
<p>Students suggest questions for investigation, with teacher assistance, in response to directed discussion on a given topic using an audio and/or visual stimulus.</p> <p>Information literacy specific skills required: Students:</p> <ul style="list-style-type: none"> know the difference between a statement and a question use relevant questions to ask for instructions are able to talk about a given topic, suggesting ideas and asking relevant questions listen to and follow single step instructions can join in brainstorming sessions. <p>Students participate in teacher led development of questions in graphic and word-processing formats.</p> <p>ICT specific skills required</p> <ul style="list-style-type: none"> letter recognition identify keyboard, mouse, monitor, hard drive identify cursor identify desktop and icons can open and close programs. <p>Possible program/resource: <i>Microsoft Word, Kidpix, Crayola make a masterpiece.</i></p>	<p>Students select from within a broad topic and narrow the topic with assistance; participate in teacher directed brainstorming, focus question development and clustering of ideas.</p> <p>Information literacy specific skills required: Students:</p> <ul style="list-style-type: none"> ask questions to seek clarification of task participates in class/group brainstorming activities understands the purpose of a task is able to piece simple facts in correct categories. <p>Students participate in teacher led creation of simple word processed documents containing questions for the task and concept mapping using a graphic format</p> <p>ICT specific skills required:</p> <ul style="list-style-type: none"> locates and uses return/enter, space, delete/back, shift, caps lock terminology – font, upper case, bold, italics <p>Possible program/resource: <i>Kidspiration, Microsoft Word.</i></p>	<p>Students select from within a topic with guidelines and assistance where needed. Independently, or with peers, transform and cluster ideas to develop focus questions and devise a search strategy.</p> <p>Information literacy specific skills required: Students:</p> <ul style="list-style-type: none"> can formulate some focus questions in pairs or groups is able to suggest possible search words appropriate to a given topic e.g. insects (bees, ants) diet (food, eating) identifies & understands the purpose of the six steps of the information process and understands that they are cyclical understands the purpose and formulation of a concept map/flow chart; can plan some headings to be used for information gathering. <p>Students develop graphical formats for focus and contributing questions, with teacher assistance. use tables to outline the research task.</p> <p>ICT specific skills required</p> <ul style="list-style-type: none"> discriminates in the choice of applications for a given purpose understands basic terminology of data base-files, records, files. <p>Possible program/resource: <i>Microsoft Office, Inspiration.</i></p>	<p>Students select from within a range of resources in the school and wider community by independently following a search strategy using single term search terms, survey text headings in resource selections, identifying what is current, relevant and valid; consult yearbooks, newspapers, pamphlets, and magazines.</p> <p>Information literacy specific skills required:</p>		

Locating

Stage 1		Stage 2		Stage 3	
<p>Students recognise a number of sources for information.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> know basic book conventions (front, back, title, pages, left to right of text, illustrations, author) know that the cover usually indicates content recognise that there are factual and literary texts 	<p>Students identify and locate resources following a search strategy with assistance; use author, title and subject entries in the catalogue; identify and use different parts of a text to locate information.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> are able to locate a number of sources for information including software/Internet 	<p>Students locate resources with assistance and modify a search strategy, using single term catalogue searches; prejudices the relative worth of a resource; use headings, captions and keywords to locate appropriate information.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> can list a range of print & non-print resources for answering focus question 	<p>Students identify and locate a range of resources in the school and wider community by independently following a search strategy using single and combined search terms; survey text headings in resource selections, identifying what is current, relevant and valid; consult yearbooks, newspapers, pamphlets, and magazines.</p> <p>Information literacy specific skills required:</p>		

Selecting

Stage 1		Stage 2		Stage 3	
<p>Students select main ideas and keywords from factual and literary texts or audio and/or visual source.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> can retell some information gained from listening to factual and literary texts or watching visual images identify subject matter of pictures in books, CD-ROMs etc. begin to make appropriate choices when borrowing or when looking for specific topics can name favourite characters in stories and give reasons. 	<p>Students select, main ideas and supporting keywords from more than one source, categorise and record information in lists, picture sequences, grids or concept maps which show the relationship of the ideas to each other and the focus question.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> increased reading ability match a text to a specific topic recall the main (key) ideas from texts listened to, read or viewed sequence ideas placing similar ideas in categories or groups predict or infer giving reasons for choice of ideas list some word groups of information about a specific topic. 	<p>Students select and record information relevant to a specific purpose using a note-taking strategy suited to the task, evaluate information in terms of language suitability and currency and compare different formats and sources.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> match resource to topic, use indexes and contents to check suitability use headings, subheadings or captions in text to locate appropriate sections of information, refer to questions and notes to list several facts from text. interpret basic charts, maps, diagrams (use of keys) differentiate between fact and opinion. 	<p>Students select and record information from a variety of sources, including magazines, newspapers, pamphlets, and reference material; understand the text structure of these materials and use skimming and scanning techniques; select suitable note-taking strategies with assistance.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> skim and scan looking for keywords in text draw conclusions from a number of resources extract information from a variety of forms e.g. symbols, icons, graphs, tables, pictures, diagrams evaluate resource for credibility, currency, balanced viewpoint. 		
<p>Students participate in teacher directed development of frame-maps using graphics.</p> <p>ICT specific skills required:</p> <ul style="list-style-type: none"> select and moves objects using mouse use freehand drawing tools, pencil, straight and curved lines select objects with selection tool. <p>Possible program/resource: <i>Kidspiration.</i></p>	<p>Students use word processing to develop graphic or text concept maps; include graphic links to develop relationship of ideas.</p> <p>ICT specific skills required</p> <ul style="list-style-type: none"> select and highlight text delete text use text tools. <p>Possible program/resource: <i>Microsoft Word, CD-ROMs, web sites, Kidspiration, Inspiration.</i></p>	<p>Students use tables, teacher-developed templates and graphic structures to note-taking frameworks, including multimedia developed by students, and information sources.</p> <p>ICT specific skills required:</p> <ul style="list-style-type: none"> change font, size, position, style of text highlight, cut, paste, copy text and graphics select menu items from a dropdown menu insert text. <p>Possible program/resource: <i>Microsoft Word, Inspiration, Microsoft Publisher.</i></p>	<p>Students select information from electronic indexes, full text sources and online services including web based information.</p> <p>ICT specific skills required</p> <ul style="list-style-type: none"> choose appropriate Internet sites from a search use criteria to evaluate a suitable site copy and paste text and graphics from Internet site to word document interpret data from a simple existing spreadsheet understand active cell sort data before selecting. <p>Possible program/resource: <i>Internet, CD-ROMs, search engines, Microsoft Office.</i></p>		

Organising

Stage 1		Stage 2		Stage 3	
<p>Students contribute to print construction of texts and create a sequence of visual images to illustrate a procedure.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> sequencing language patterns some common sight words and conventions of print and phonics skills. developing phonic skills. 	<p>Students process information by comparing, selecting and combining, with assistance, what is relevant to the task, and organising according to an agreed format.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> note taking sentence construction from notes, use of conjunctions, pronouns, prepositions 	<p>Students process and organise information, with assistance, into sentences, summarise larger units in an appropriate framework (text type), using headings or subheadings, determines what is conflicting and irrelevant.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> use atlas use thesaurus and dictionary have knowledge of 	<p>Students process information by synthesising and begin to make generalisations with information from opposing viewpoints, taking into account accuracy and appropriateness to the task and audience; organise information according to an independently chosen text type.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> have knowledge of the 		

Stage 1		Stage 2		Stage 3	
<ul style="list-style-type: none"> recognise a number of sources for information e.g. books, pictures, posters, signs, CDs, TV, videos; radio, labels, people and procedures for borrowing. 	<ul style="list-style-type: none"> can use different parts of a text to locate information e.g. contents page, index, glossary, menu can locate fiction, non-fiction and reference areas of library can use the enquiry terminal for simple searches (keyword skills) know the alphabet well enough to begin to use a dictionary and simple encyclopedia. 	<ul style="list-style-type: none"> understands the meaning of the codes used on library data base to find a resource can make use of headings, captions, key words to locate information in resources recognises that all information resources on a similar topic are grouped together and given a Dewey number has developed some skimming/scanning techniques to check if a resource will answer any of the formulated questions 	<ul style="list-style-type: none"> use of databases to complete subject/keyword/author/title searches ability to use encyclopaedias, atlases, newspapers, Internet to locate information Dewey number identification skimming/scanning skills quick recognition of essential key words are aware of and understand criteria used to evaluate an information resource: publication date; contents page; index; glossary; captioned illustrations; clear headings; subheadings; diagrams; graphics. 	<p>Students use online catalogues and a teacher selected web page engines for information needs; use electronic encyclopaedias and topic specific multimedia programs; use email for information gathering, including sending attachments.</p> <p>ICT specific skills required:</p> <ul style="list-style-type: none"> can use library enquiry terminal can complete a search on appropriate CD-ROMs can use Internet search engine (with assistance) to locate information using appropriate search words use and understands the features of a browser (back, forward, stop, search, home buttons, address bar, URL, loading status) compose and send email under guidelines and with supervision internet features of an email inbox understand features of a new email message retrieve and reply to email under supervision send an attachment with an email locate specific information in a class created database use and understand hyper links/navigation buttons <p>Possible program/resource: <i>OASIS Library, Microsoft Encarta, WebsterWorld, email, Microsoft Internet Explorer.</i></p>	<p>Students use search engines and bookmarked sites to locate information; use email and discussion lists to locate information.</p> <p>ICT specific skills required:</p> <ul style="list-style-type: none"> open a browser program bookmark a location understand and use key words in an advanced search. <p>Possible program/resource: <i>Microsoft Internet Explorer, OASIS Library, Internet search engines.</i></p>

Organising – cont.

Stage 1		Stage 2		Stage 3	
<p>Students participate in teacher-directed graphical organisation of information.</p> <p>ICT specific skills required:</p> <ul style="list-style-type: none"> begins to delete or crop selected objects begins to copy or duplicate graphic elements <p>The student: Uses a word processor and simple multimedia to organise information with teacher assistance.</p> <p>ICT specific skills required</p> <ul style="list-style-type: none"> creates text box understands and uses dialogue boxes varies font, size and style <p>Possible programs/resources: <i>Microsoft Word, Microsoft Publisher, Kidspiration, EduWeb</i></p>	<ul style="list-style-type: none"> use of punctuation, capitals, full stops, commas use of frameworks e.g. matrix, pro forms, flowchart, concept map self editing, reading aloud. 	<ul style="list-style-type: none"> use of punctuation, capitals, full stops, commas matrix, pro forms, flowchart, concept map self editing, reading aloud. 	<ul style="list-style-type: none"> appropriate text types, structure and grammatical features have the ability to transform notes into more complex sentences using own language have understanding of a range of grammatical features and punctuation that contribute to the meaning, purpose and clarity of texts 	<p>Students use word processing, spreadsheets, multimedia and frameworks to organise information, with teacher assistance.</p> <p>ICT specific skills required:</p> <ul style="list-style-type: none"> start an application and create a document name and save a document in appropriate folder retrieve, revise and rename a document change text alignment change margins and line spacing use columns create a database with a limited number of fields. <p>Possible programs/resources: <i>Inspiration, EduWeb, Microsoft Office.</i></p>	<p>Students use word processing, spreadsheets, electronic templates and frameworks to organise information, with teacher assistance.</p> <p>ICT specific skills required</p> <ul style="list-style-type: none"> change margins and line spacing adds a table to a document and edits rows and columns use bullets and numbering use a thesaurus sort data format data to currency, time, number, percentage use sum formula and undertake basic calculations sort data in a database add or deletes records in a class created database edit data in an existing database record understand strengths and weaknesses of databases understand the purpose or structure of a spreadsheet enter and edit data in a cell change column width and row height add or delete rows or columns. <p>Possible programs/resources: <i>As for Stage 2 and Microsoft Excel</i></p>

Presenting

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>Students present responses to a task or question in a written or oral sentence drawing a simple picture sequence, model or role-play.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> draw with labels write using some sight words or phonics report orally in clear, distinct voice recall information from class discussions and reading and tells class sequence information in picture format match labels to pictures. 	<p>Students present responses to a task or topic which convey understanding of the information gathered using logical structures such as time sequences and cause and effect; format includes simple written or oral recounts and factual descriptions, illustrations, models and role play.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> sequence a few facts for an oral presentation choose appropriate words to label illustrations use appropriate drawings to accompany short piece of text write captions for illustrations. 	<p>Students present responses to a research task in a written or oral mode demonstrating an understanding and interpretation of the information; use appropriate frameworks for a variety of text types such as reports, recounts and descriptions or graphic or pictorial, dramatic and constructed representations.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> plan oral presentations, can identify the main ideas oral presentation skills e.g. looks at audience, speaks clearly in sentences, keeps to the topic, sequences content design techniques such as headings, borders, labelled drawings, flow charts knowledge of different ways of presenting information e.g. posters, PowerPoint, oral, videos, songs, poetry, maps, graphs 	<p>Students present responses to a research task in a written or oral mode demonstrating an understanding and interpretation of the information; use appropriate frameworks for a variety of text types such as reports, recounts and descriptions or graphic or pictorial, dramatic and constructed representations.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> plan oral presentations, can identify the main ideas oral presentation skills e.g. looks at audience, speaks clearly in sentences, keeps to the topic, sequences content design techniques such as headings, borders, labelled drawings, flow charts knowledge of different ways of presenting information e.g. posters, PowerPoint, oral, videos, songs, poetry, maps, graphs.
<p>Students create pictures using a drawing program, use programmable keyboard to create simple text</p> <p>ICT specific skills required:</p> <ul style="list-style-type: none"> use paintbrush, paintbox, spray can, eraser tools uses fill pattern, colours and shading. 	<p>Students present task in a simple multimedia format with teacher assistance; includes word processed and graphic documents; shares the task through emails.</p> <p>ICT specific skills required:</p> <ul style="list-style-type: none"> use borders use print preview to view text before printing consider what needs to be printed e.g. number of pages to print prints document use simple graphics. <p>Possible programs/resources <i>Microsoft Word, Microsoft Publisher, Kidspiration, EduWeb</i></p>	<p>Students present the task in multimedia format, including sound and video; publish the completed task via email and the school intranet with teacher assistance.</p> <p>ICT specific skills required:</p> <ul style="list-style-type: none"> use spell checker insert graphics from clip art select appropriate graphics create a simple slide show with text and graphics insert slides choose appropriate slide design and layout print selected pages. <p>Possible programs/resources (for Stages 2 and 3) <i>PowerPoint, Inspiration, Microsoft Word, Microsoft</i></p>	<p>Students present the task in multimedia format, including sound and video; publish the completed task through email and the school intranet with teacher assistance.</p> <p>ICT specific skills required:</p> <ul style="list-style-type: none"> use spell and grammar checker and realises their limitations create a master slide template use columns add a table to a document and edit rows and columns use a digital camera to create a graphics file insert objects, digital image, photo, sound move graphics within a document

Presenting – cont.

Early Stage 1	Stage 1	Stage 2	Stage 3
		<p><i>Publisher, EduWeb, Microsoft FrontPage, Microsoft Excel.</i></p>	<ul style="list-style-type: none"> use a scanner to convert a picture into a graphics file understand animation and illusion of movement recognise elements of multimedia presentation demonstrate understanding of key features of a web page.

Assessing

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>Students orally check, with teacher direction, that each part of the task was covered.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> sequencing skills use of specific vocabulary. 	<p>Students self assess, with teacher assistance, the completed task with key question: <i>Did I answer the questions and present information appropriately?</i></p> <p>Complete checklist covering each stage of the information process.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> knowledge of question and answer relationship understanding of the steps of the information process. 	<p>Students self assess the completed task: <i>Did I present information that directly relates to my question?</i> Evaluate the information process and identifies one aspect for skill refinement with teacher assistance.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> knowledge of the steps of the information process (ongoing) editing skills knowledge of text types, structure and language self reflection on own presentation and others format of rubrics. 	<p>Students, using a teacher-selected framework, self assesses the research task: <i>Did my assignment answer the questions selected and was it the appropriate form for the audience and initial purpose?</i></p> <p>Identify areas for improvement in the process.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> knowledge of information process and associated skills knowledge of purpose of task.
<p>Students participate in teacher led evaluation of the role of ICT in task.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> verbal skills. 	<p>Students participate in teacher led evaluation of the role of ICT in the research task.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> examine the impact on people of increased availability of information examines the use of ICT in the home examines technological changes in the past ten years. <p>Possible programs/resources <i>SMART/Board.</i></p>	<p>Students use a teacher developed framework to evaluate the role of ICT in the research task or process.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> knowledge of information process the ability to judge the appropriateness of technology used in process skills in verbalising advantages of technologies used. <p>Possible programs/resources <i>Edu/Web.</i></p>	<p>Students evaluate the skills required and the role of ICT in the learning process.</p> <p>Information literacy specific skills required:</p> <ul style="list-style-type: none"> cognitive skills of analyzing, synthesizing, evaluating tasks. <p>Possible programs/resources <i>SMART Board, Microsoft Office, data projector.</i></p>

Figure 1 ICT matrix.

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Ross is on temporary leave for this issue of *Scan*. Colleen Foley, Manager, School Libraries and Information Literacy, introduces this issue's report from Sandra Ryan, Head of Library at Santa Maria College in Melbourne, Australia. Ross will be back with us for the next issue.

Scan's regular Research columns feature is refereed by Dr Ross J. Todd, Associate Professor, School of Communication, Information and Library Studies at Rutgers University, the State University of New Jersey. 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.

Forthcoming **Research columns** in *Scan* will also report on some focused action research from Australian schools, guided by the *Quality Teaching* framework. This reflects our commitment to best practice, illustrating through evidence how teacher-librarians and school libraries make a difference to teaching and learning, and the ongoing cycle of research informing practice informing research.

If you would like support with an action research project, have an idea for school based action research, or would like to share some action research, please contact colleen.foley@det.nsw.edu.au

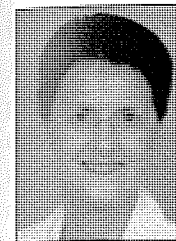
The ongoing research of Sandra Ryan, and her colleague, Vicki Hudson, Information Literacy Coordinator at Santa Maria College, is exciting. It is yet another example of research which shows that school libraries and teacher-librarians make a profound contribution to enhancing student learning outcomes. We look forward to further reports on this valuable research in *Scan* and in other forums.

Sandra reinforces the power of evidence based practice along with school library teaching and learning programs that are integrated into the school curriculum program. The research attests the significant contribution of the information skills process, and explicit teaching of related skills to support learning in context, to

improving teaching and learning in an ongoing way. It also indicates that quality pedagogy, such as the model provided by the *Quality Teaching* framework of the NSW Department of Education and Training, is essential for learning achievement and for students understanding of their learning.

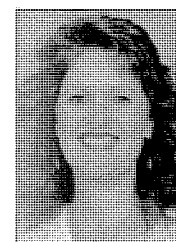
The report also provides inspiration about teacher-librarians as leaders in schools, with particular reference to the transformational leadership style as an essential part of the school culture. This research is also a helpful model and source of possible ideas for teacher-librarians wishing to undertake research, no matter how small and focused, to show evidence of their contribution to the teaching and learning program of the school.

Teacher-librarians making a difference: providing the evidence



Sandra Ryan
Sandra has been Head of Library at Santa Maria College since February 1999.

She has worked as a teacher-librarian in primary and secondary schools, and has also worked in public, tertiary and special libraries. For several years, Sandra was the Coordinator of Library Services for the Catholic Education Office, Melbourne, and the library adviser for Victoria. Sandra is co-convenor of ALIA Schools Victoria, and is an ALIA representative on the ALIA/ASLA Policy Advisory Group which is responsible for the development of the *Standards of professional excellence for teacher-librarians*.



Vicki Hudson
Vicki is a teacher-librarian at Santa Maria College and has been the Information Literacy Coordinator since 2000. She is responsible for overseeing an information literacy program for students from Year 7 to Year 10, as well as other college initiatives. Vicki has worked in a variety of secondary school libraries, as a library Automation Consultant, and a Researcher/Intranet Data Master in a Corporate library.

Literacy Coordinator since 2000. She is responsible for overseeing an information literacy program for students from Year 7 to Year 10, as well as other college initiatives. Vicki has worked in a variety of secondary school libraries, as a library Automation Consultant, and a Researcher/Intranet Data Master in a Corporate library.

Teacher-librarians who are involved in instructional intervention coupled with evidence based practice are able to demonstrate that their programs have a positive effect on student learning outcomes.

In an Australian Council Educational Research (ACER) report commissioned by Australian School Library Association (ASLA), Lonsdale reviewed the large body of research that showed the positive link between school libraries and improved student outcomes. In her conclusion, she asks:

...if research over the past five or six decades has consistently shown a positive relationship between student achievement and school libraries, then why does the 'case' for libraries still need to be put? (Lonsdale 2003, p. 33).

Teacher-librarians could ask this question in other ways: Why do I have to constantly fight for staffing and finance for the library? Or, what do I have to do to convince the school administration that the library is important to students and staff and, therefore, it should be adequately staffed and financed?

Ryan (2004) has suggested that much of the research considered by Lonsdale has been undertaken overseas by professional researchers. It is large scale,

broad based, macro research that is difficult to apply in the Australian setting because there is no national data on school library staffing or resource levels. Ryan goes on to explain that research, in the form of evidence based practice about instructional intervention, can be undertaken and applied by teacher-librarians at the local level. Undoubtedly, evidence based practice then becomes a powerful lobbying tool. It can be used to put the case for school libraries with those who make decisions about staffing levels and resource allocation: principals and leadership teams.

Instructional intervention and evidence based practice

Ross Todd has provided teacher-librarians with a definition of and a rationale for evidence based practice:

Evidence based practice revolves around the key question: What difference does our school library and its learning initiatives make to student learning? That is, what are the differences, the tangible learning benefits defined and expressed in ways that lead the school community to say: 'we need more of this!' (2002, p. 31).

Teacher-librarians who are involved in instructional intervention coupled with evidence based practice are able to demonstrate that their programs have a positive effect on student learning outcomes.

Accountability

Basically, evidence based practice enables teacher-librarians to be accountable. Through the data that is

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collected, they are able to provide leadership in designing programs that are responsive to the needs of students. In addition, the partnerships with parents and other members of the teaching staff are strengthened because the teacher-librarian's commitment to improving student learning outcomes is stunningly apparent. Principals and leadership teams welcome this accountability. They can see that a well staffed and funded library is an asset in terms of improving student learning. They have evidence that finances are being well spent.

Lonsdale commented that *...one gap in the research that needs to be addressed is the lack of specific evidence linking the role of school librarians to student acquisition of information literacy skills.* (2003 p. 30) The information literacy program at Santa Maria College is hopefully one of many projects by which practitioners endeavour to fill that gap.

Evidence based practice at Santa Maria College

Santa Maria College is an inner city Victorian Catholic secondary college for girls. In 2005, it has an enrolment of 960 students drawn from 54 different nationalities.

The information literacy program at Santa Maria College is an example of evidence based practice that has been used to *put the case* for school libraries at the local level. Since 2000, data has been collected about what happens to students' learning when the six stages of the information literacy process, and the associated skills, are explicitly taught in a structured program that is fully integrated with the curriculum.

The program aims to improve learning outcomes for students by:

- establishing information literacy benchmarks
- supporting students so that they can experience success in their learning journey

- enabling students to build on existing skills and learn new skills needed for independent learning.

Theories underpinning the program

The program at Santa Maria College is based on applying a particular style of leadership. Transformational leadership has four facets: cultural, strategic, educational and responsive leadership. The application of these four facets to the program has ensured that it is now part of the culture of the college.

The program incorporates educational philosophies and teaching strategies that reflect global, national and local trends. College priorities, as well as issues associated with lifelong learning, middle years strategies and learning technologies, have all been addressed by the program.

The program applies the principles of successful project management in an educational setting. The characteristics of effective projects as identified by Johnson (2002, p. 20-21) have provided a framework for the implementation of the program. (Ryan 1997; Ryan & Hudson 2003).

Program documentation

Extensive documentation has been a key feature of the program. It includes the collation of the results of student surveys; the marking scale for these surveys; information literacy skills lists; reports which make recommendations as a result of analysis of students' results as well as the units of work. The documents most used by teaching staff and students have been the assignments. These have been written in a consistent format and explicitly guide the students through the six stages of the information process. The teacher-librarians and subject teachers working together, plan implement, evaluate and revise these resource based learning units. This means that there is a

continuous cycle of improvement in place. As new teaching methods are used and new ideas are tried, their success or otherwise is recorded. Therefore, when the unit is taught again or when a similar idea is tried in another unit, a record of past experience is readily available.

Information literacy program

In March 2000, before commencing the program, the Year 7 students were asked to complete a survey which was essentially an information literacy assessment tool. The survey asked the students to explain how they would go about completing a particular assignment. Their responses were marked using a 40 point scale based on the information and cognitive skills required to complete each stage in the information process. *Learning for the future* (1993, p.50) outlines the six stages of the information skills process: defining, locating, selecting, organising, creating/sharing and evaluating. The marking scale was developed by Vicki Hudson using the work of a range of authors including: Gawith; Morris and Stewart-Dore; Dalton; Deriwanka; Cambourne; Turbill and Egeberg. (Ryan and Hudson 2003, p. 36)

The marking process was carried out as follows:

- Each student response was read and marked against the 40 point checklist.
- Student recognition of the various stages of the information process was recorded on a class profile spreadsheet to establish a class hit rate for each stage.
- Student knowledge of appropriate skills and strategies for each stage of the information process was also recorded on a class profile spreadsheet to establish a class hit rate.
- An individual student grade out of 40 was assigned. In addition, a list of skills to be developed by individual students was compiled. (Ryan and Hudson 2003, p. 36).

The assignments contained scaffolds such as note taking grids and higher-order thinking questions.

The teaching program: instructional intervention

As mentioned, throughout the program, the six stages of the information skills process have been explicitly taught within the context of the curriculum. In 1999, the curriculum committee at the college had agreed that the program should run for one year and that a unit of work incorporating information literacy skills should be developed for each Key Learning Area (KLA). Teams of subject teachers working with the teacher-librarians planned the units and assignments. The assignments contained scaffolds such as note taking grids and higher-order thinking questions. By November 2000, an assignment template had been developed. This template showed the six steps and guided the students through each step. At the end of that initial year, the students were re surveyed using the same task and the same marking scale. Once the second survey had been marked, collated and analysed a significant improvement was apparent. The curriculum committee agreed that the program should be maintained and extended until the Year 7 of 2000 had completed Year 10.

Four year program

In developing units of work for the Year 7 (2000) group of students as they progressed to year 10, a sequential, integrated information literacy program emerged that runs for four years. It has been a huge amount of work to maintain and extend the program for those four years and this work continues. The teacher-librarians work with teachers to document, implement and improve the existing

Program data: a sample of the evidence

Table 1 shows the progress in the acquisition of information literacy skills for Cohort 2: Year 7 2001 from the first survey in March 2001, to the fifth survey in November 2004. In their first year of the program, the students completed two surveys. The graph shows their progress for each of the six steps of research over four years. The vertical axis is an aggregated score derived from the 40 point scale. The surveys for each cohort have been named consistently for clarity. Those for the Year 7 2001 cohort are named as follows:

- 2001:1 and 2001:2 were administered in February and November 2001
- 2001:3 was administered in November 2002
- 2001:4 was administered in November 2003
- 2001:5 was administered in November 2005

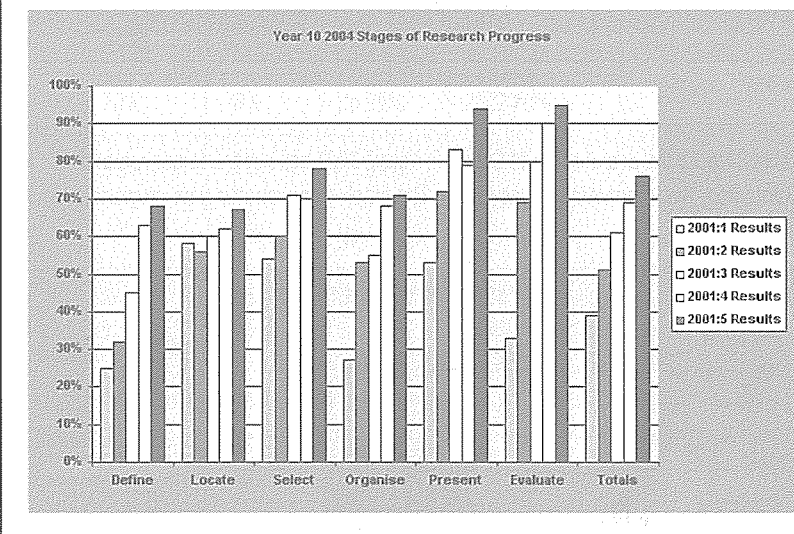


Table 1.

Table 2 compares the total information literacy score of Cohort 2: Year 7 2001 from the first survey in March 2001 to the fifth survey in November 2004. The graph shows improvement over four years. The vertical axis is an aggregated score for the year level derived from the 40 point scale.

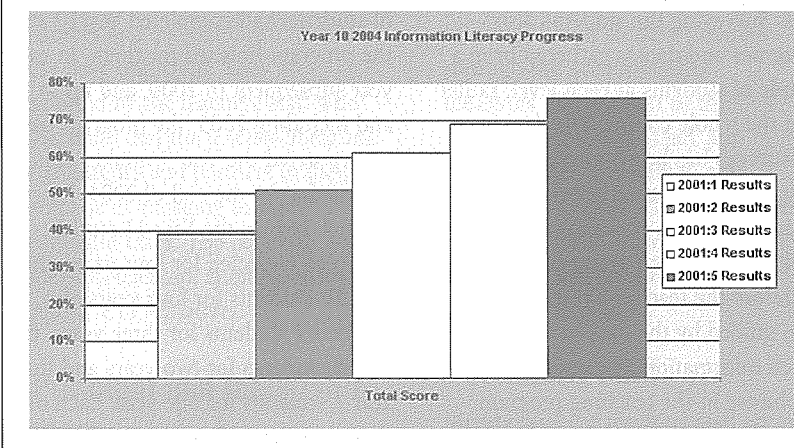


Table 2.

Table 3 tracks the actual score of Cohort 2: Year 7 2001 against the target score of 40 points from the information literacy scale. The graph demonstrates their progress over five surveys.

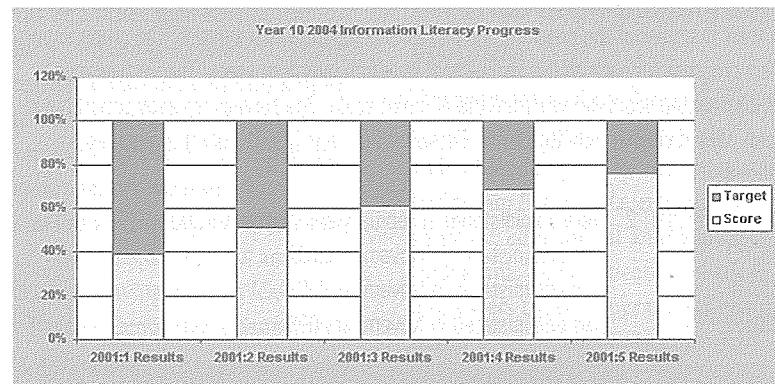


Table 3.

Table 3 tracks the actual score of Cohort 2: Year 7 2001 against the target score of 40 points from the information literacy scale. The graph demonstrates their progress over five surveys.

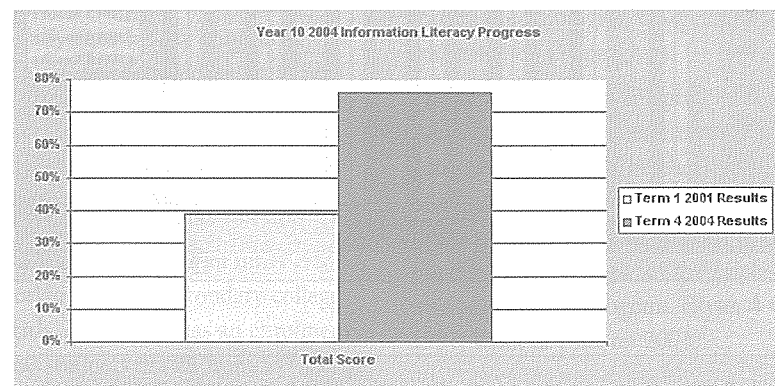


Table 4.

units of work and to develop new ones. Surveying the students also continues and data is gathered from a sample of students at each level, rather than the whole cohort. The data from the surveys has been essential to the program in that it has provided information about the strengths and weaknesses of each group of students. Therefore the teacher-librarians have been guided by the data in selecting which information literacy skills to emphasise in the teaching program.

Program participants

As explained, the program commenced in 2000 with the Year 7 intake of approximately 150 students.

By December 2003, that initial group of students had completed Year 10 and the program finished for them. In each year subsequent to 2000, and up to and including 2005, the program has incorporated the Year 7 intake. This means that by the end of 2004, longitudinal data on the Year 11 students had been collected for four years, the Year 10 students for four years also, the Year 9 students for three years, the Year 8 students for two years and the Year 7 students for one year. Each of these year levels has a student population of between 150–160 students; therefore the college has data on more than 750 students over periods of time varying from one year to four years.

Their professional standing and credibility has been enhanced because they have paid attention to student learning outcomes and can demonstrate that these have improved.

For ease of identification, the different groups of students will be described as:

- Cohort 1: Year 7 2000, the Year 11 2004 group
- Cohort 2: Year 7 2001, the Year 10 2004 group
- Cohort 3: Year 7 2002, the Year 9 2004 group
- Cohort 4: Year 7 2003, the Year 8 2004 group
- Cohort 5: Year 7 2004
- Cohort 6: Year 7 2005

Benefits of the information literacy program

There have been significant benefits for all the participants and stakeholders in the information literacy program at Santa Maria College.

• Students

Student learners are supported with note taking and literacy scaffolds to complete research assignments that contain logical step-by-step instructions and achievable tasks. They have developed a range of skills to help them to systematically work through tasks that engage them with higher-order thinking. They are used to having conversations about learning and thinking in the library and having the learning process explicitly modelled. They have experienced success and are proud of their improvements.

• Teacher-librarians

Participation in evidence based practice has been a source of immense satisfac-

Table 5 is an alternative model that has also been used to illustrate student progress in reports written for various groups within the college community. The table compares the total score expressed as a percentage for Cohort 2: Year 7 2001 in each of the 6 stages of the information process from the first survey in March 2001 to the fifth survey in November 2004. Improvement rates over the five surveys for this year level and some analysis are also included.

Year 7 2001 Progress

Stage of Research	Survey 2001:1 Term 1 2001 Score	Survey 2001:2 Term 4 2001 Score	Survey 2001:3 Term 4 2002 Score	Survey 2001:4 Term 4 2003 Score	Survey 2001:5 Term 4 2004 Score	Analysis	Yearly Improvement Rates	Overall Improvement Rates
Define	25%	32%	45%	63%	68%	Up 43%	2001 12%	37%
Locate	58%	56%	60%	62%	67%	Up 9%		
Select	54%	60%	71%	70%	78%	Up 24%	2002 10%	
Organise	27%	53%	55%	68%	71%	Up 44%		
Present	53%	72%	83%	79%	94%	Up 41%	2003 8%	
Evaluate	33%	69%	80%	90%	95%	Up 62%	2004 7%	

Close analysis of student responses and the table above shows that the Year 7 2001 group has:

- improved in knowledge of all areas of the research process
- achieved an overall improvement rate of 37% from the year 2001 to the end of 2004
- improved most in the area of evaluation of learning processes
- made significant improvement in the key research stage of organising (that is note taking, translation and synthesis of information); defining (that is pre-planning, brainstorming and identifying keywords for search purposes) and presenting.
- improved in the key area of selecting.

Table 5.

tion for the teacher-librarians. To see students approach tasks with interest and purpose and to see the improvements in students' skill levels shown in their work and portrayed graphically is gratifying. The analysis of the data/evidence provides a focus for improvement when units of work and assignments are being developed or reviewed. The evidence has provided the teacher-librarians with a diagnostic tool that enables them to adjust their practice. They know about particular cohorts of students and are able to design curriculum tasks to develop and extend specific skills that are required. Their professional standing and credibility has been enhanced because they

have paid attention to student learning outcomes and can demonstrate that these have improved. They are supported by the teaching staff who understand that the teacher-librarians are colleagues and partners in the joint enterprise of engaging learners in meaningful tasks. The principal and leadership team are attentive to and supportive of initiatives.

• Principal and leadership team

They appreciate that the teacher-librarians have a developed structured program for Years 7-10 and that its main purpose is to improve student

learning outcomes. They are kept informed about student progress through the accountability measures that are part of the program's structure. They are confident that the human and financial resources allocated to the library are well utilised. They also appreciate that the program is valued by parents.

• Teaching staff

Members of the teaching staff are no longer alone in planning units of work and assignments; they are part of a team. They have reflected on the philosophies underpinning the program as well as discussing

pedagogy and new approaches with their colleagues. They have received feedback about the skill level of students at different year levels and are supported by the teacher-librarians in assessing the students. They have tried new ideas and can see that their students are more confident learners. They have a systematic approach to planning assignments and use the style and scaffolds that have been developed and published as part of the program.

• **Parents**

Regular articles in the college newsletter have kept parents informed about the skill development of their daughters. Parents have made positive comments to library staff on college open days and information evenings. They are appreciative of the program that is offered and in the case of parents new to the college, see it as an incentive to enrol their daughters. (Ryan 2004)

Where to from here?

2005 priorities

The Santa Maria College Information Literacy Program is cognisant of college priorities as well as issues associated with lifelong learning, middle years strategies and learning technologies. In 2005 major changes to the college's leadership structure as well as curriculum planning and delivery are being implemented. These include:

- the introduction of a Middle School and Senior school with changes to leadership positions that reflect the new structure
- a change from a six period day to a four period day
- an expansion of professional learning teams to develop and implement curriculum
- planning for the implementation of the Victorian Essential Learning Standards in 2006.

The program priorities for 2005 have been developed to support and extend these initiatives. In addition, results

The research study aims to investigate how the Santa Maria College Information Literacy Program has contributed to student and staff learning.

from the surveys that were conducted for all cohorts at the end of 2004 and the initial survey for the Cohort 6 (Year 7 2005) will be used to adjust the program. Existing units will be modified and new units will be introduced based on the data from those surveys. The aim is always to ensure that the needs of the current student participants are being met. Some of the 2005 priorities are:

- working with the newly appointed heads of the Middle School and Senior School to examine and improve program units for those sub schools
- revising program units in consultation with the Year 7 and 8 professional learning teams to further reflect Middle Years philosophies and current team initiatives
- continuing to develop rubrics for assignments that incorporate the assessment of the learning process as well as the end product
- injecting Victorian Essential Learning Standards initiatives and outcomes into the program
- extending the program to the VCE levels with a special focus on combating plagiarism and teaching the conventions of citing resources.

Program evaluation

In 2005, Vicki Hudson, the Information Literacy Coordinator, will also be conducting a formal evaluation of the program as part of a Masters thesis. The research study aims to investigate how the Santa Maria College Information Literacy Program

has contributed to student and staff learning. The key evaluation questions are:

- To what extent was the Santa Maria Information Literacy Program implemented as planned?
- In what ways has the program impacted on students' learning behaviours?
- In what ways has the program impacted on teaching practice?
- What are the implications for further development of the program?

Significance/justification

An important motivation for this study is the need to build on the quantitative research that has already been published about the Santa Maria College program (Ryan & Hudson 2003). The previous research was based on a normative or positivist paradigm and the results demonstrated that the students in the program improved in all areas of the research process. (op. cit. pp. 38-40). The constructivist paradigm and the questions listed above will now be used to investigate why the students' research skills and performance have improved and which aspects of the program contributed to those results. This new research study will focus primarily on the perceptions of the student and teacher participants about the impact of the program on their learning and teaching practice.

The research participants will be:

- one mixed ability group of 15 students from Year 10 2004, as well as Years 9 and 10 2005
- one Year 7 and one Year 8 class in 2005
- 20 selected staff who teach the 7-10 students.

Data will be collected through a participant questionnaire including; one student focus group from the Year 7 and 8 classes; two staff focus groups; participant observation; and analysis of the individual progress of some students in program assessment tasks

and outputs. The aim is to collect data that reflects the voices of the participant groups.

Expected benefits

One anticipated benefit of the study is that the data collected will expose the strengths and weaknesses of the program. That information will then be used to create new aims and to modify and improve the program for the school community. The evaluation approach will provide a model of systematic enquiry to monitor program processes and outcomes. A new cycle of implementation and review will then begin. ■

References and further reading

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Proposed raps and book raps for 2005

Book raps and raps

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

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

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

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

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

Term 2, 2005

- *Get active!* Stage 3 PDHPE. Rap live by week 1 (26 April 2005) and starts Week 2 (2 May 2005). This rap will look at the importance of physical activity along with safety concepts.
- *Hans Christian Andersen* Stage 2 and Stage 3 Rap live by Week 3 (9 May 2005) and starts Week 4 (16 May 2005).
- *Whale rider* (film) written and directed by Niki Caro from the book *Whale rider* by Witi Ihimaera. Stage 5 English. Rap live by Week 3 (9 May 2005) and starts Week 4 (16 May 2005).

Term 3, 2005

- *Book Week 2005: Picture Books*. English Stage 3 live 18 July. Rap starts 25 July 2005.
- *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 live 18 July. Rap starts 25 July 2005.
- *Transport Safety* rap. Stage 3 PDHPE.

Term 4, 2005

- *Belonging and 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.
- *Jeffrey: a shared book with road safety messages*. Stage 1 PDHPE.

Term 1, 2006

- *Egg drop* by Mini Grey. Stage 3 English (may include extension across comics type texts).

The Review of Aboriginal Education

Cindy Berwick is relieving Principal Education Officer, Schools, Aboriginal Programs Unit.

The State Government has released a comprehensive review on ways to improve education for Aboriginal students throughout NSW. The Report of the Review of Aboriginal Education: *Yanigurra Muya: Ganggurrinyrna Yaarri Guurulaw Yirringin.gurray = Freeing the Spirit: Dreaming an equal future* contains 71 recommendations following 4000 interviews and submissions. The writers of the report were challenged by the wealth of data collected. The opportunities and challenges presented to Aboriginal learners throughout their journey of lifelong learning have been described in one chapter of the report as a narrative of Growing and learning. This chapter has six sections, described below. Other chapters describe support for Aboriginal education in New South Wales and present the recommendations.

1. Prior to school

The Aboriginal population is the fastest growing and youngest population in New South Wales with over 50% of Aboriginal people under the age of 25. (p. 53).

For Aboriginal children to experience a successful engagement with lifelong learning then early childhood education and care is where that begins.

Gary Moore, Director, Council of Social Service of NSW (NCOSS), submission to Aboriginal Education Review, March 2004, WM092 (p. 66).

Key findings from the Review are:

- The whole of government approach to providing early childhood services to Aboriginal families is producing positive results in many locations throughout NSW.
- Aboriginal children are poorly represented in the preschool sector at local, state and national levels and a number of barriers prevent Aboriginal children from accessing prior to school services.
- The years before school play a vital role in preparing Aboriginal children, families and communities for schooling and there is a need for sustained effort and commitment by all the key people, organisations and departments involved.

2. The early years of primary education

In 2003, there were 9393 Aboriginal students [in Kindergarten to Year 2 in government schools], an increase of 2271 students since 1996. (p. 69).

Some key points from the Review are:

- the important role of Aboriginal English in teaching and learning
- the effects of hearing loss on learning
- teachers' knowledge and understanding of their Aboriginal students.

Aboriginal community people told the Review that Aboriginal students need the people involved in their education to understand the importance of the Aboriginal family and community as their first educators.

Key findings from the Review are:

- Aboriginal parents want to be involved in all aspects of their children's education, not just when something is wrong at school.
- A positive relationship between staff and Aboriginal parents and caregivers from the first day of school is critical.
- It is very important to have Aboriginal people working in schools.

3. The middle and upper years of primary education

In 2003, there was a total of 11 585 Aboriginal students in those years [Year 3 to Year 6], an increase of 3 496 students from 1996. (p. 83).

Some key points from the Review are:

- The importance of cultural programs and a curriculum that respects Aboriginal cultural skills, knowledge and understandings.
- The need for better case management, counselling programs and tracking student achievement for Aboriginal students to ensure that Aboriginal students are engaged, supported and succeeding.
- How issues such as suspension, attendance, mobility and transitioning impact on Aboriginal communities want to be involved in decisions made about their children.

Key findings from the Review are:

- Aboriginal students must be taught well.
- Many Aboriginal students in the middle and upper years of primary are engaged and actively participating in school life.

- Many average performing or invisible Aboriginal students are not being extended or provided with opportunities to achieve at a higher level.
- Too many Aboriginal students are underachieving and/or performing at the lowest band levels and are therefore locked out of future success in education

4. Junior secondary schooling

In 2003 there were 9523 (4.4 percent of a total of 216 206) junior secondary Aboriginal students enrolled in mainstream courses in 370 of the 393 government high schools and in 62 of the 66 central schools. (p. 108).

Key points from the Review are:

- how the levels of literacy and numeracy impact on Aboriginal students
- the role Aboriginal communities have in supporting their children to secure a meaningful education
- what is offered in the junior secondary curriculum that engages students
- the issues around Aboriginal students in hostels and juvenile justice centres.

Success will only increase if schools can support and strengthen the self-esteem and cultural identity of their Aboriginal students.

Key findings from the Review are:

- Levels of literacy and numeracy on entry to high school need addressing so that Aboriginal students feel successful and achieve equitable outcomes within the syllabus requirements.

Aboriginal students need practical and useful advice on career options and pathways into further education and training and employment.

5. Education for 15 to 19 year olds (p. 138)

There are about 1500 Aboriginal students under the age of 19 enrolled

in access and general education courses in TAFE, so this section looks at students in Years 11/12 in school and also in TAFE colleges.

Some key points are:

- where and what courses 15 to 19 year old Aboriginal students are studying in government schools and TAFE colleges, and how many get an HSC
- what patterns we are seeing in Aboriginal students' performance in English, Maths, Aboriginal Studies and VET (vocational education and training) courses
- what Aboriginal communities see as barriers to their students' success
- what teachers and community members said works well for 15 to 19 year olds.

Consultation with Aboriginal communities has made it clear that they want the same opportunities and pathways for their children as non-Aboriginal children.

The Review found that keeping Aboriginal 15 to 19 year old students engaged in learning needs:

- improved career counselling
- stronger literacy and numeracy support
- stronger links between schools, TAFE and the workplace
- high expectations, curriculum engagement and good teaching
- funding arrangements that are equitable so that students can complete Year 12 through the HSC or TAFE NSW equivalent courses in schools and TAFE campuses.

6. Vocational Education and Training and employment

Over the last five years, the number of enrolments by Aboriginal people in TAFE NSW has grown by 25 per cent, from 15 715 in 1999 to 19 632 in 2003. (p. 160)

Some key points from the Review are:

- who the students, apprentices and trainees are in TAFE and in adult and community evening colleges and what courses they are studying
- what partnerships with universities and government agencies offer Aboriginal students
- how TAFE and Community Development and Employment Projects (CDEP) build skills in communities
- education and training issues for Aboriginal people in custody.

A fundamental question raised during the consultation was '...education for what?'

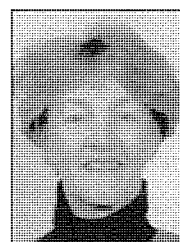
Key findings from the Review are:

- If self-determination for Aboriginal communities is to be achieved, there needs to be a radical shift in focus and the development of a holistic, coordinated framework within which Aboriginal education and employment reforms are initiated and implemented.
- NSW needs to develop a holistic strategy for building community capacity through improving educational (particularly literacy and numeracy) and employment outcomes in partnership with key Aboriginal community organisations, industry groups and government agencies.

A major component must be the maintenance and development of Aboriginal culture by creating an environment where Aboriginal culture can be expressed and developed in its own right.

[Editor's note: a copy of this report can be accessed from https://www.det.nsw.edu.au/reviews/aboriginaledu/the_report.htm] ■

Bidialectal approach pilot research project 2002-2004



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literacy consultant and member of the steering committee developing the Bidialectal approach pilot research project, Betty has been critically involved with the design and implementation of the project in Dubbo area schools. Betty actively supported Dubbo College Delroy Campus in their project participation, and led the project leadership forum, which supported school leadership. This article provides a significant model of a collaborative approach to literacy support with implications for teaching practice.



The Bidialectal approach to teaching Standard Australian English pilot project was conducted in NSW schools to research teaching strategies and learning conditions that would support Aboriginal English speakers in learning to use Standard Australian English. The project recognised that Aboriginal English speakers need to be bidialectal, that is, to confidently make language choices which enable them to use the Aboriginal English dialect or the Standard Australian English dialect, according to the context they are in. The project also recognised that if students are to be bidialectal, then Standard Australian English must be explicitly taught. This project, therefore, researched teaching strategies and learning conditions which would support a two-way, bidialectal approach to teaching Standard Australian English in classrooms, and explore how meanings are made in either dialect.

Overview

The Bidialectal approach to teaching Standard Australian English pilot project was supported by the National Indigenous English Literacy and Numeracy Strategy (NIELNS) and the Aboriginal Programs Unit, and was conducted in three Dubbo area schools from 2002 to 2004. The pilot project addressed this research question:

What conditions for learning and teaching strategies support Aboriginal students to achieve English K-6 syllabus outcomes, and Stage 4 outcomes in Science, English, Mathematics and PDHPE, as demonstrated in writing?

This article gives a background to the project and describes how the project was designed to investigate the research question. The full report of the Bidialectal approach to teaching Standard Australian English, will be available later in 2005. This article discusses some of the initial findings of the pilot project, and implications for future support of Aboriginal English speakers in schools.

Background and rationale

Educators have recognised for some years that there has been a significant

achievement gap between Aboriginal students and non-Aboriginal students in NSW schools. The recent Aboriginal Education Review 2004 reported:

The review has confirmed that while many Aboriginal students achieve outstanding results, it is also clear that average measures of performance indicate a significant gap between Aboriginal students and their non-Aboriginal peers. (Aboriginal Education Review 2004, p. 3)

Data from the Department's Basic Skills Test (2003) indicated that, for Year 3 literacy,

The current gap in the average performance of Aboriginal students compared with non-Aboriginal students is approximately 5 points on the BST scale. (Basic Skills Test, 2003)

Such numerical data infers that NSW Aboriginal students can be 19 months behind non-Aboriginal students in achievement of literacy outcomes in Year 3. Similar data suggests that by Year 5 the gap in achievement of literacy outcomes has widened, and that by Year 7, the gap is considerable.

To equal those non-Aboriginal students by Year 5, Aboriginal



Teresa Healey (Principal, Narromine Public School), Rick Powell (Aboriginal Research Assistant, Narromine Public School) and Geoff Dunn (teacher, Narromine Public School) participated in the pilot project.

students would have to catch up on the 19 months they are behind in Year 3 and then further complete the 24 months of learning otherwise expected between Years 3 and 5 – alternatively, to achieve in 24 months what might normally take 43 months. (DET Basic Skills Test 2003, Aboriginal Education Review 2004, pp. 21-22)

Clearly, there is an urgent need for Departmental schools to address this educational issue. Board of Studies NSW syllabus outcomes for English K-6 and Stage 4 require all students to read, speak and write the texts of all subjects and to demonstrate knowledge, skills and understandings about subject content at various stages. In NSW schools, subject texts and subject content, as well as the language of instruction, is mostly available in Standard Australian English. Aboriginal students and non-Aboriginal students are required to learn to use Standard Australian English to demonstrate achievement of Stage syllabus outcomes in NSW, and to succeed in schooling. The project took the view that Aboriginal students, as Aboriginal English speakers, need particular support in learning to use Standard Australian English effectively, if they are to achieve syllabus outcomes, and if the gap in achievement levels is to be narrowed.

The project explored how a Bidialectal approach to teaching might support Aboriginal students, as Aboriginal English users, in the learning of

Standard Australian English to achieve Stage syllabus outcomes. Aboriginal English is a dialect of English. Standard Australian English is another dialect of English. Both dialects are appropriate for use in different contexts, in line with a social view of language (Halliday 1979, 1985) which underpins the construction of literacy demands in NSW syllabus.

Codeswitching

The Bidialectal approach to teaching was investigated in Western Australia (Malcolm 1995) and the notion of codeswitching between dialects was identified.

Codeswitching is the transfer of linguistic items from one dialect to another, in this case the mixing of Aboriginal English and Standard Australian English by students who are trying to accommodate the standard dialect (Two-way English: towards more user-friendly education for speakers of Aboriginal English (Malcolm et al, 1999)

A Bidialectal approach accepts Aboriginal English at school, engages Aboriginal ways of making meaning, and provides explicit teaching of Standard Australian English. A Bidialectal approach equips Aboriginal students with language choices to move between different worlds, and between different contexts which require the use of either dialect. The project focused on how a Bidialectal approach supports Aboriginal English

users in NSW school contexts to learn about the linguistic choices available to them in dialects to achieve syllabus outcomes, whilst still preserving Aboriginal identities.

Design of the pilot Bidialectal approach research project

A Bidialectal Research Project Steering Committee was convened in 2002, comprising members from the Department's Aboriginal Programs Unit, Aboriginal Education Consultative Group (AECG), and literacy and Aboriginal Education consultants in the Dubbo district. The project aimed to:

- improve teachers' understandings of Aboriginal English and Aboriginal culture
- develop effective classroom teaching strategies, and to identify conditions for learning, which support Aboriginal English speakers learning about Standard Australian English
- improve Aboriginal student achievement of Stage syllabus outcomes.

Bernadette Thorne, NIELNS Coordinator, Aboriginal Programs Unit, was appointed the project manager. As project manager, Bernadette coordinated and provided collaborative professional learning for the research participants from Dubbo schools for the duration of the project.

Three Dubbo schools participated in the pilot project: Dubbo College Delroy Campus, Narromine Public School and Buninyong Public School. Each of these schools had significant numbers of Aboriginal students. Teachers volunteered to engage in researching teaching strategies and conditions for learning which would support Aboriginal English speakers in learning about Standard Australian English. Aboriginal Research Assistants (ARAs) were identified by each school to work with the teachers and Aboriginal students, in classroom

learning, to support the research inquiry. The ARAs were persons who knew the Aboriginal students and the Aboriginal communities who related to the research schools.

Each school had the support of one curriculum consultant from Dubbo District Office to support them in the research inquiry. Each school participated in school based professional learning which assisted teachers and ARAs to translate statewide training into school practices. A leadership forum was convened to address leadership issues arising from the project, and to maintain progress toward project goals.

Academic support was invited to research and evaluate change in Aboriginal cultural understandings of all project participants (University of Technology Sydney, UTS) and to research and evaluate change in Aboriginal student achievement of syllabus outcomes (Charles Sturt University, CSU), at the beginning and end of the research project.

The research component of the pilot project commenced in Term 3, 2003 and ended in Term 3, 2004. Collaborative professional learning for principals, teachers, ARAs, district consultants and steering committee members, was provided by State and district personnel each term for the duration of the pilot project, and focused on:

- understanding a *Bidialectal approach to teaching Standard Australian English*
- cultural education
- Aboriginal English
- working with and valuing Aboriginal community views
- NSW syllabus standards and teaching requirements
- roles and responsibilities in action research
- models for assessment of student writing.

The steering committee met each term to monitor progress of project goals, and to negotiate the content for collaborative professional learning. At

each meeting, schools provided progress reports of the research processes, and summaries of teaching strategies trialled in classrooms.

Qualitative research methods from multiple perspectives were engaged to collect and analyse data collected from research participants. Teachers, ARAs and district consultants completed reflection journals to record: observations of class lessons; teaching strategies; and school or class conditions which supported Aboriginal students' learning. Student work samples, which demonstrated writing for different purposes, were collected each term. Data analysis commenced in late 2004, with triangulation of data from teacher, ARA and consultants' journals. Data analysis continues, with evaluations of cultural change (UTS) and Aboriginal student achievement, evidenced by student work samples (CSU), to be completed.

Initial findings of the *Bidialectal approach to teaching Standard Australian English* project: cultural understandings

Cultural education had a significant impact on participating teachers. Knowing about and understanding Aboriginal culture changed how teachers related to Aboriginal students and Aboriginal people. Cultural education which explored local Aboriginal culture enabled teachers to become familiar with Aboriginal English as it is used locally, and Aboriginal ways of making meaning. Teachers came to know and understand the identity of their students as Aboriginal people. Aboriginal communities came to understand more about school culture and expectations.

Aboriginal English

At the beginning of the project, teachers and district consultants found it difficult to recognise Aboriginal English in classrooms. Working with Aboriginal staff, and engaging in training about Aboriginal English

allowed them to recognise how their students used localised Aboriginal English. Towards the end of the project, teachers were talking more comfortably with their students about linguistic features of Aboriginal English, and Aboriginal ways of making meaning. Accordingly, teachers were more purposefully making links between Aboriginal English and Standard Australian English language choices in the classroom. As a privileged observer in class lessons, I shared the excitement and enjoyment of students and teachers as they explored how language can change, and the contexts which change language.

Leadership

From state to school levels, each person participating in the *Bidialectal approach* research project was considered to be taking a leadership role, by positioning themselves in a research project which visibly challenged existing practices for teaching Aboriginal students. In the classroom, ARAs supported the conditions for learning that teachers established, and helped to develop productive learning interactions and relationships between Aboriginal students and teachers. Classroom teaching strategies increasingly engaged teachers, students and ARAs in visible explorations of Aboriginal English and Standard Australian English language choices for making meanings clear to particular audiences.

Teachers demonstrated leadership in their schools by actively engaging in collaborative critique of their teaching practices, and modelling their commitment to improving outcomes for Aboriginal students to their colleagues.

In this project, state and school management took leadership roles in developing a significant model for pedagogical inquiry, which engaged action learning research and reflective processes, to change understandings and practices in relation to education of Aboriginal students.

Teaching strategies

Collaborative reflection on teaching strategies increasingly engaged teachers, students and ARAs in visible explorations of Aboriginal English and Standard Australian English in classrooms. Teaching strategies focused on the differences between spoken and written language, and how language must be chosen to complete writing tasks. Strategies were selected that would explicitly teach Aboriginal students about the linguistic features of Standard Australian English. Talking, reading and writing became more integrated into learning concepts about language. Teachers needed support in the complex task of selecting teaching strategies that matched syllabus outcomes, content and standards of each Stage. Teacher-librarians have a particular role in locating texts for classroom use that are culturally relevant to Aboriginal students.

Conditions for learning

An Aboriginal person in the classroom (an ARA), actively supporting the learning of Aboriginal students, was acknowledged by all participants as being exceptionally productive. ARAs took a critical role in helping the teachers to know their Aboriginal students, and in modelling to Aboriginal students that their learning mattered to the school and to the Aboriginal community. The ARA often provided a link between the out of school life of an Aboriginal student, the in class life of that Aboriginal student, and the teacher. The immediacy of conversations about Aboriginal English in classrooms was often made possible by having an ARA available to contribute their understandings and knowledge.

Implications from the *Bidialectal approach* pilot research project

The full report and findings from the project will be available to schools later in 2005. With findings from the

Aboriginal Education Review 2004, the findings of the *Bidialectal approach* research project have significant implications for how NSW public schools might teach and support Aboriginal students to improve their learning and achievement of Stage syllabus outcomes. Consider how these points might impact on your school practices:

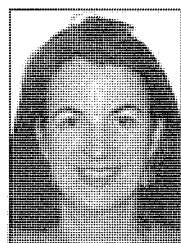
- The role of an Aboriginal person, actively focused on the *learning* of Aboriginal students in classrooms and systematically communicating with teachers about teaching and learning, impacts positively and productively on Aboriginal student outcomes. How might schools negotiate this support in classrooms in 2005?
- Teachers who understand more about Aboriginal culture and Aboriginal English are able to *know* their Aboriginal students, and support their learning more purposefully. How might schools make professional learning about Aboriginal culture, and Aboriginal English, available to staff?
- Teaching strategies which facilitate the recursive exploration of *language choices* available in Aboriginal
- The *Bidialectal approach* research project provides a significant *model of collaborative practice and inquiry* between state, regions, schools, teachers, Aboriginal support staff and Aboriginal communities. The balance of collaborative networked training and school based professional learning which engages action learning (Smith 2004) and reflective practices significantly impacts on changed school and teaching practices. How might schools negotiate and implement this model, to focus on investigating practices for supporting and teaching Aboriginal students?

For more information contact Betty Noad at betty.noad@det.nsw.edu.au or Bernadette Thorne at bernadette.thorne@det.nsw.edu.au

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- Science Years 7-10 syllabus* (2003) Board of Studies NSW.
- Solid English* (1999) Education Department of Western Australia. SCIS 963505
- 'Quality teaching in NSW public schools' [kit] includes:*
- Quality teaching in NSW public schools: a video introduction*
- Quality teaching in NSW public schools: discussion paper*
- Quality teaching in NSW public schools: starting the discussion: ideas for using the discussion paper, the video and the annotated bibliography [kit]* ISBN 0731382552 SCIS 1131553
- Selected components are available at <http://www.curriculumsupport.nsw.edu.au/qualityteaching/index.cfm>
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What's new in gifted and talented education



Angela Chessman,
Manager, Gifted and Talented Students Program

at Curriculum K–12 Directorate, introduces two significant documents which reflect best educational practice for gifted and talented students. This article is based on a similar article which appeared in *Curriculum Support* Vol. 10 No. 1.

Policy and guidelines

Regions and schools have welcomed the recent publication of the *Policy and implementation strategies for the education of gifted and talented students* (revised 2004a) and its companion document, *Guidelines for the use of strategies to support gifted and talented students* (2004b). These replace the *Policy for the education of gifted and talented students* (1991a) and *Implementation strategies for the education of gifted and talented students* (1991b). The revised policy was prepared in consultation with peak groups and experts in the field of gifted education, and through surveys of selected schools.

The main similarity between the 1991 policy and the recent revision is that they are underpinned by common principles. Both documents acknowl-

edge that gifted and talented students are found in all communities regardless of their ethnic, cultural or socio-economic backgrounds. The gifted population includes students who are under-achieving and who have disabilities. It is therefore imperative that school communities develop effective, equitable and defensible programs for the identification of gifted and talented students. Such programs must avoid cultural bias and lead to provisions that are appropriate to each student's level of development. The revised policy has been improved to reflect current knowledge about best educational practice for gifted and talented students. An important inclusion is that gifts and talents need to be viewed from multiple perspectives that reflect the values and beliefs of different cultures.

The main educational goal espoused in both policies is to maximise learning outcomes for gifted and talented students through flexibility in learning opportunities. In the revised policy, as in the 1991 policy, principals, in consultation with their staff, have the prime responsibility for decisions affecting gifted and talented students. This includes decisions on identification programs, curriculum and opportunities for acceleration, including subject and year advancement.

Research and Gagné's model

Research conducted for the policy revision found that the terms giftedness and talent were not clearly defined for educators and parents. The 1991 policy used definitions that did not adequately guide teachers and



school communities to identify gifted and talented students and to cater appropriately for them. The revised policy adopts Gagné's (2003) *Differentiated model of giftedness and talent* (DMGT). This provides clear definitions and a solid foundation for the development of educational programs. It is recommended that educators give careful consideration to the DMGT and how it can guide and assist appropriate provision for gifted and talented students.

Gagné proposes a distinction between giftedness and talent that is both natural and grounded in research on human abilities (Gross 1993). *Giftedness* corresponds to *potential* that is distinctly above average in one or more domains of ability. *Talent* refers to *performance* that is distinctly above average in one or more fields of human endeavour. Gagné's model includes four aptitude domains: intellectual, creative, socio-affective and sensorimotor. Students may be gifted in one or more of these domains and these abilities may combine in different ways to produce specific talents (Gagné 2003). For example, giftedness in the intellectual and creative domains may lead to talent in mathematics or information literacy.

The potential mathematician or information scientist may never translate their gift into talent without appropriate support and application. At the centre of his model, Gagné includes a set of catalysts that are important in this transformation. These catalysts include environmental factors (such as family and school) and intra-personal factors (such as motivation, self-management, self-efficacy and self-esteem). Systematic training and practice are crucial in mediating the process.

More information about the DMGT, and how it relates to identification and provision for gifted and talented students, is provided in the support materials that accompany the publication of the revised policy. These materials include four packages designed to support policy implementation. They are:

- *Identification*: designed to provide school communities with appropriate tools to develop programs that identify gifted and talented students
- *Acceleration*: which provides information about different accelerative strategies, and case studies that illustrate best practice
- *Curriculum differentiation*: which discusses definitions and provides models for curriculum modification
- *Parent information*: which describes the revised policy, defines giftedness and talent, and explains the characteristics of gifted and talented students and the support packages.

Policy implementation

The implementation of the revised policy needs to be considered in the context of other developments initiated by the NSW Department of Education and Training. These include the implementation of the Years 7–10 syllabuses, the model of pedagogy as described in the *Quality teaching in NSW public schools: discussion paper* (2003), and consideration of Eltis's recommendations made about assessment and reporting in 2003.

For example, the report, *Time to teach, time to learn* (NSW Department of Education and Training, 2003), has focused attention on assessment and its relationship to teaching and learning. In this report Eltis identified the manageability of assessment for teachers, consistency of teacher judgment, and reporting to parents, as critical issues to the successful application of the assessment process.

These issues also impinge on the successful implementation of the revised gifted educational policy. An important inclusion in the revised policy is the fostering of partnerships between home and school communities, which rests on clear communication to parents about the achievement of student outcomes. This can only occur when teachers have a clear understanding of syllabus requirements and community expectations about assessment and reporting.

Time to teach, time to learn, emphasised the need to cater for individual differences and for the provision of a differentiated curriculum. In the revised policy it is noted that gifted students need differentiation because they:

- learn at faster rates
- find, solve and act on problems more readily
- manipulate abstract ideas and make connections to an advanced degree.

The identification of gifted and talented students and curriculum differentiation relate to the ability of teachers to accurately assess the achievement of student outcomes. An understanding of the curriculum and standards of performance that relate to each stage of schooling is critical. This knowledge determines where students are in their learning progression and what learning opportunities are developmentally appropriate for them.

What is the role of teacher-librarians in this process?

Teacher-librarians have an important role in supporting teachers to

differentiate the curriculum. The *Curriculum differentiation* package defines differentiation from Tomlinson and Allan's (2000) perspective. In this view, differentiated programs provide various avenues to acquiring content, to processing or making sense of ideas, and to developing products. These programs provide different ways for students, with teacher guidance, to learn and demonstrate what they have learned. Teacher-librarians can make vital contributions to the education of gifted and talented students by mapping curriculum outcomes and assessment across the curriculum, and assisting and resourcing the development of units of work that incorporate intellectual quality and information literacy.

Example units of work in future Scans

Teacher-librarians, working with teachers to develop units of work that are differentiated for gifted and talented students within the *Quality Teaching* framework, are invited to contact the Editor *Scan*, or the Gifted and Talented Unit at Curriculum K–12 Directorate, if additional support is desired. *Scan* will endeavour to provide sample units of work relevant to, and providing opportunities for, gifted and talented students to access complex and challenging tasks.

Sample units of work which illustrate how programs can be adjusted to accommodate the needs of gifted and talented students are outlined in detail in the support packages and online at <http://www.curriculumsupport.nsw.edu.au/gats/gats2004/professionalsupport/currdiff.htm>. Copies of the policy and the guidelines were provided to schools for the start of Term 1 in 2005, and are also on the Department's intranet at https://detwww.det.nsw.edu.au/policies/curriculum/schools/gats/PD20040051_i.shtml

Curriculum support

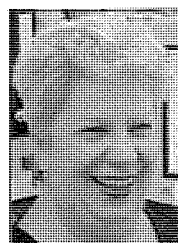
The support packages were provided to schools for the start of the 2005 school year and are also available at <http://www.curriculumsupport.nsw.edu.au/gats/>

For further information about gifted and talented education please contact Angela Chessman by phone on (02) 9886 7743 or via email at angela.chessman@det.nsw.edu.au [Editor's note: see also the article supporting the teaching of gifted and talented students, in this issue of *Scan*, by Lizzie Chase and Lynden Mansfield.] ■

References and further reading

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Intel® Teach to the Future



Sally Blackwell is Senior Project Officer, Teaching and Learning

Support, e-learning Strategy Centre for Learning Innovation.

improving teaching and learning through the effective use of information and communication technologies (ICT) in the classroom.

The program consists of a 40 hour course that offers face-to-face instruction on the essentials of effective ICT integration. Teachers bring knowledge of their curriculum area and develop, over the period of training, a unit of work integrating ICT effectively. It is a train the trainer model, where two teachers from a school attend an intensive five day training course. On completion, these Master Trainers return to their schools and each train 10 teachers.

This model provides many advantages including an opportunity for whole school engagement and shared understanding as well as the development of school based units of work. The course has been localised to meet the needs of NSW teachers and, in particular, concentrating on the *Quality Teaching* framework.

Deakin University has evaluated the effectiveness of the *Intel® Teach to the Future* program. Findings highlighted the significant impact the program has

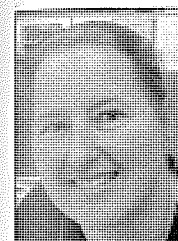
had on teacher attitudes to the use of ICT in the classroom and their understanding of how it can be used most effectively in the classroom. The *Intel® Teach to the Future* program has also been accredited by Deakin University towards a Masters degree.

A number of case studies from schools that implemented the program in 2004 have been published, highlighting the benefits and helping schools in their own implementation of the *Intel® Teach to the Future* program. They can be accessed at <http://www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm?u=4&i=278> ■

SCIS Reviewing Team

DET classroom teachers with expertise in any of the HSC and/or new Years 7-10 syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: michele.busch@det.nsw.edu.au

Leadership in ICT: a teacher-librarian becomes a Master Trainer



Teacher-librarian, Joanne Wilkinson, is also the computer coordinator at

Winmalee Public School. *Becoming a Master Trainer under the Intel® Teach to the Future program enabled Joanne to have greater input into the direction that the school was heading in the integration of ICT in teaching and learning. This professional development provided Joanne with further opportunities for working collaboratively with teachers at the school.*

Background

Three years ago, a computer laboratory was established in our library. This had a large impact on the way I worked within the school and the library. The library morphed from a traditional library into a media centre. The network in our school is made up of Apple Macintosh computers, and the laboratory provides one computer per student for class groups. In addition, there are two computers in each classroom that can be shared in pods

of four. Our students had been without a suitable network of computers for a while due to a robbery, which had disadvantaged them as they were unable to use a range of ICT. As soon as this was rectified, we introduced a series of skills based activities integrated into units of work being taught in the classroom. This raised the students' confidence. Once this had been achieved, I felt we needed more integration of ICT into the classroom. The goal was to move away from this skill based learning and allow the teachers and students to use ICT to enhance student learning.

Intel® Teach to the Future

Most of our teachers are experienced teachers with a range of confidence levels in the use of ICT. The need was to involve all staff in the integration of ICT. The *Intel® Teach to the Future* program was shown to me after the concept was introduced at a Principals' conference. After completing the one week training I was buzzing with ideas to share with others and to implement into my own planning.

Before introducing the idea of the *Intel® Teach to the Future* course to the staff, I tested the CD-ROM, which was built for a Windows based computer, on the school's Apple Macintosh network. After installing the CD-ROM onto the network, I was pleased to find that it did work and that I was able to navigate the resources provided and establish an easy method for the staff to follow.

I introduced the course during a staff meeting and was happily surprised at the response. Fifteen of the staff wanted to be involved. In retrospect, this was a very large group to work with and it might have been more suitable to have divided the group into two. We selected a time after school to run the course and a few days during the term were organised for each teacher to be released to work on it as part of their professional development.

I worked my way through the *Intel® Teach to the Future* course which has provided everything for the Master Trainer and for the participants to follow. The modules included a program format with which to integrate ICT into the key learning areas. Working within this scaffolding and being introduced to new technologies was a lot to absorb in the first few meetings. Once the first few modules were completed within the program, the outcomes that the staff was trying to achieve became clearer. Teachers were enthusiastic about the web sites that were provided to help with the writing of the units. The rubrics site for creating an evaluation tool was especially valuable.

The staff worked through the modules that introduced the concept of integrating *Microsoft Word*, *Microsoft Excel*, *PowerPoint*, and *Microsoft Publisher* into our units of work. Our school network runs software programs including *iPhoto*, *iMovie*, *iTunes*, *AppleWorks* and *Inspiration* that were also introduced to the teachers for use in planning their unit of work. It was important for me

that the staff saw what our system is capable of and how to integrate that into the classroom and the computer lab. A major part of the Intel © *Teach to the Future* modules worked in *Microsoft Publisher*, which is not compatible with Apple Macintosh. This was circumnavigated by using *Microsoft Word* and *AppleWorks*, which, with a little bit of tweaking, can deliver the same results.

Most of the units of work created were adapted from HSIE or Science and Technology units already being used in the school. During the course, the staff worked in teams to create their units of work and there was also a sharing of ideas on how to manage enquiry-based learning in ICT across the curriculum.

Results

Towards the end of our course the staff was a lot more confident with using our school network and were ready to



Students' confidence levels increased with greater access to ICT.

integrate more ICT into their teaching and learning. In 2005, I already have had staff saying to me that they have been trying out an idea from the course in their classrooms. Staff members are

also coming to me explaining how they would like to plan or implement an integrated unit. This was an encouraging sign that the school's ICT goals were being achieved. ■

Related ICT reviews

Classroom management tips

http://www.schools.net.au/edu/education/resources/managing_classrooms_full.html

Resources and ideas to support teachers in classroom management, specifically when integrating ICT into teaching and learning, is the brief of this non government web site. The resource utilises tips from teachers and is useful and very practical in helping with what actually happens in the computer classroom. It is updated monthly. The site includes information on the rights and responsibilities of students, ideas for rules in the computer classroom, collaboration, monitoring, and teaching techniques. The creation of class web pages, web publishing, web email, using the Internet for news, research, and searching, are covered in short notes and links to web resources. B. Maher

USER LEVEL: Professional
SCIS SUBJECTS: Classroom management; E-learning
PUBLISHER: myinternet Limited, Australia
REVIEW DATE: 30/03/05 [371.33] SCIS 1194924

Technology integration

<http://www.classroomtech.org/integration.htm>

The integration of technology into the curriculum has become an important part of education. Class and individual projects can be found in **50 ways to use technology in the classroom**, and activities range from producing postcards to making real world budgets. The projects address all areas of applications as assessed by the *Computer Skills Assessment*. **Lesson planning for integration** is a PowerPoint presentation which is a great way to build confidence and skill in using technology as an effective teaching tool. The lesson template is not scintillating, but it does have some ideas for teachers writing lessons which use technology. B. Maher

USER LEVEL: Professional
SCIS SUBJECTS: Computers in education
PUBLISHER: ClassroomTech, USA
REVIEW DATE: 30/03/05 [371.33] SCIS 1205261

Professional libraries

The Education and Training Information Service (ETIS)



Jocelyne Sealey is the Manager, Education and Training Information Service (ETIS) which is now managed by the NSW Department of Education and Training at the Centre for Learning Innovation.

ETIS provides a highly responsive library and information service to the staff of the Department. The information provided is used in a range of contexts such as:

- policy planning
- speech writing
- classroom and curriculum support. For example: supplying a video on conflict resolution; locating a critique for a Higher School Certificate literature text; or identifying resources on classroom behaviour management.
- research support including: M-learning; strategies for managing and enhancing school image; best practice in reporting to parents; criteria to identify underachievement of gifted students; and professional development needs of beginning teachers.

ETIS can be accessed via **Professional learning** on *Teaching and Learning Exchange (TaLE)* at <http://www.tale.edu.au> or through the Department's intranet at <https://detwww.det.nsw.edu.au/adminandmanage/infoman/etis/index.htm>

The ETIS website provides access to databases, full text journals, the catalogue and the opportunity to subscribe to a range of email alert services such as **edna-for-schools**. **What's new**, updated monthly, lists newly acquired resources focusing on current educational research and issues. Links are provided to reviews or to the full-text of a resource.

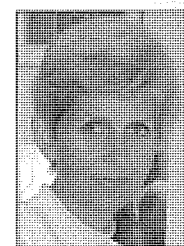
ETIS subscribes to many electronic sources of information and, through formal networks, can access the collections of the major libraries in Australia, enabling us to tap into many resources for our clients.

For schools celebrating centenaries or other important milestones a range of information is also available. *Government Schools of New South Wales: 1848-2003* provides the operational dates of all schools, including details of any changes of name or classification. School files provide historical accounts on many schools. These can range from a few paragraphs to several pages. Digitised photos are available for many schools which can be provided as print copies or on CD-ROMs. The vast majority of photos are black and white, which add to the atmosphere of an historical celebration. Heads of school cards provide a list of principals of all schools.

For further details or to receive brochures about ETIS contact Jocelyne:

Phone: 02 97158301
 Email: jocelyne.sealey@det.nsw.edu.au ■

The Jill Sherlock Memorial Learning Assistance Library



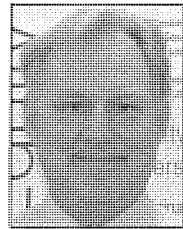
Alanna Sydes is the teacher-librarian at the Jill Sherlock Memorial Learning Assistance Library.

Established in 1993 and located at Oatlands Public School, the Jill Sherlock Memorial Learning Assistance Library is an initiative of the NSW Department of Education and Training and the Jill Sherlock Memorial Trust. This unique facility provides resources to support the education of students with learning difficulties. The library houses a comprehensive collection of resources relating to literacy, numeracy, language, behaviour support and associated areas. Currently there are over 2100 borrowers and approximately 8500 resources. Services are available to teachers, allied professionals and parents across NSW. The library is open Monday to Wednesday from 10.00am to 4.30pm.

There is a searchable catalogue and a reservations facility on the web site at <http://www.sherlocklibrary.ozed.net>

For information, contact: Address: Belmore St East
 Oatlands NSW 2117
 Tel: (02) 9630 8684
 Fax: (02) 9630 2326
 Email: jsherlock.library@det.nsw.edu.au ■

Equity Resource Library



Mark Straney is the
Coordinator, State Equity
Centre, Erskineville.

Funded by Priority Schools Funding Program, Aboriginal Programs Unit and Multicultural Programs Unit within the Equity Programs and Distance Education Directorate, the Equity Resource library specialises in resources for K-12 to support a range of equity areas and programs, including:

- literacy
- numeracy
- English as a Second Language (ESL)
- languages and bilingual education
- Aboriginal education
- Aboriginal Studies and Aboriginal languages
- multicultural and anti-racism education
- learning difficulties
- gender equity
- student welfare and student wellbeing
- young people at risk
- home, school and community partnerships
- values education
- *Quality Teaching*
- school leadership and school reform.

Materials available for borrowing include fiction and nonfiction items, videos, CD-ROMs and multimedia, work books, units of work, teacher manuals, listening and video kits, big books, educational games, music CDs, puppets and posters.

Project officers develop teaching resource kits and boxes, such as the: *Cultural artefacts collection boxes; Read aloud (Aboriginal*

perspectives in English) kits; *Supporting kids literacy* kits; and *Aboriginal journey and experiences: developing critical literacy with Stage 6 learners* providing quality resource materials to schools, including isolated regional schools. Cultures represented in these collections include Aboriginal, African, Asian, Indian, Middle Eastern, Pacific Islander and South American. Each artefacts box provides teachers with hands-on exhibits as well as books, videos, CDs and posters. The Equity Resource Library works closely with the Multicultural Programs Unit, ESL New Arrivals Program (ESL NAP) to provide kits for Early Stage 1 to Stage 3 ESL learners across NSW. This literacy expertise extends to the wide range of print and electronic literacy resources available to schools, e.g. general readers, readers needing additional support and specialist Aboriginal literacy support materials. Teachers and consultants may borrow up to 20 library items at one time, with resources loaned free of charge for an initial period of five weeks. The library is open throughout the school year, including school holidays, from 9.00 am to 4.30 pm each week day. The library's ALICE catalogue may be viewed on the Department's intranet at <http://equityresourcelibrary.det.nsw.edu.au> Resources are mailed to borrowers in all areas across NSW. Borrowers are responsible for returning items.

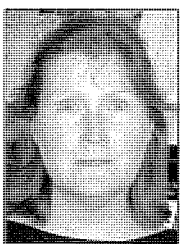
For further information.

Phone: (02) 9582 5860 Address: State Equity Centre
Fax: (02) 9550 2874 11-13 Swanson St.
Erskineville NSW 2043.

Email: sydney.equity@det.nsw.edu.au

Staff are available to promote the resources and services of the Equity Resource Library at appropriate networks across the state. Flyers and brochures can also be sent electronically. ■

NSW Teachers Federation Library



Mary Schmidt is
the librarian
at the NSW Teachers
Federation
Library.

Resources available to assist members include:

- Board of Studies documents
- contemporary fiction
- daily newspapers
- Departmental publications
- electoral matters
- gender equity resources
- indexed newspaper clippings
- industrial and educational law and legislation
- magazines on Australian educational and social issues
- occupational health and safety resources
- anti bullying resources

- statistics
- videos and DVDs.

Resource lists are available on many of the above topics. The library will post resources to members. Photocopied magazine and newspaper articles may be requested, at a cost of 25 cents per page.

Visit the library during the hours, 9 am to 5 pm, Monday to Friday to access the full range of resources, including a complete set of Education from 1919 to date. Trained staff will assist you to locate the information you require. A study area and access to the library's online catalogue and the Internet is also available to members.

Only financial NSW Teachers Federation members may access the library.

Contact the library via phone, fax or email to request the resources you are interested in borrowing.

Phone: (02) 9217 2113 Address 23-33 Mary Street
Fax: (02) 9217 2481 Surry Hills NSW 2010
email: libdesk@nswtf.org.au ■

CBCA 2005 shortlisted finalists in the Children's Book of the Year Awards

On the 5th April, the Children's Book Council of Australia (CBCA) announced the following nominated books for the 2005 Children's Book of the Year Awards:

EARLY CHILDHOOD

- DRAY, Matt (2004) *Dougal the garbage dump bear*, Penguin. SCIS 1191118, reviewed *Scan* 24(2)
- FARRER, Vashti & CURTIS, Neil (2004) *Mr Noah and the cats*, Lothian. SCIS 1163394, to be reviewed in *Scan* 24(3)
- FOX, Mem & HORECEK, Judy (2004) *Where is the green sheep?*, Viking. SCIS 1167105, reviewed *Scan* 24(2)
- GRAHAM, Bob (2004) *Tales from the waterhole*, Walker. SCIS 1170091, reviewed in *Scan* 24(2)
- KING, Stephen Michael (2004) *Mutt dog!*, Scholastic. SCIS 1189562, reviewed *Scan* 24(2)
- WILD, Margaret & RAWLINS, Donna (2004) *Seven more sleeps*, Working Title. SCIS 1195164, reviewed *Scan* 24(2)

BOOKS FOR YOUNGER READERS

- HARTNETT, Sonya (2004) *The silver donkey: a novel for children*, Viking. SCIS 1188972, reviewed *Scan* 24(2)
- HAWKE, Rosanne (2004) *Soraya the storyteller*, Lothian. SCIS 1170052, to be reviewed in *Scan* 24(3)
- HEFFERNAN, John (2004) *A horse called Elvis*, Scholastic. SCIS 1162797, reviewed *Scan* 23(4)
- METZENTHEN, David (2004) *Tiff and the trout*, Penguin. SCIS 1173800, reviewed *Scan* 24(1)
- ROGERS, Gregory (2004) *The boy, the bear, the baron, the bard*, Allen & Unwin. SCIS 1169317, reviewed *Scan* 24(1)
- ROY, James (2004) *Billy Mack's war*, University of Queensland Press. SCIS 1184156, to be reviewed in *Scan* 24(3)

BOOKS FOR OLDER READERS

(These books are for mature readers)

- BAUER, Michael Gerard (2004) *The running man*, Scholastic. SCIS 1189600, to be reviewed in *Scan* 24(3)
- EATON, Anthony (2004) *Fireshadow*, University of Queensland Press. SCIS 1165407, to be reviewed in *Scan* 24(3)
- HERRICK, Steven (2004) *By the river*, Allen & Unwin. SCIS 1181455, reviewed *Scan* 24(2)
- HORNIMAN, Joanne (2004) *Secret scribbled notebooks*, Allen & Unwin. SCIS 1184519, reviewed *Scan* 23(4)
- JONSBURG, Barry (2004) *The whole business with Kiffo and the pitbull*, Allen & Unwin. SCIS 1166938, reviewed *Scan* 23(4)
- LANAGAN, Margo (2004) *Black juice*, Allen & Unwin. SCIS 1161337, reviewed *Scan* 23(4)

EVE POWNALL AWARD FOR INFORMATION BOOKS

- CHAPMAN, Helen (2004) *Heritage and places*, Heinemann Library. SCIS 1178840, reviewed *Scan* 24(1)
- LONG, John & RUSE, Jill (2004) *Gogo fish! The story of*

- the *Western Australian State fossil emblem*, Western Australian Museum. SCIS 1164127, to be reviewed in *Scan* 24(3)
- PYERS, Greg (2004) *Life in a rockpool*, Echidna. SCIS 1168607, reviewed *Scan* 24(1)
- SILKSTONE, Barry (2004) *Amazing Australian mammals*, Heinemann Library. SCIS 1160553, reviewed *Scan* 24(1)
- SULLIVAN, Bryan with FRENCH, Jackie (2004) *To the moon and back: the amazing Australians at the forefront of space travel plus fantastic moon facts*, Angus & Robertson. SCIS 1178624, reviewed in *Scan* 24(2)
- VERCOE, Elizabeth with ABRAMOWSKI, Kerry (2004) *The grief book: strategies for young people*, Black Dog. SCIS 1181136, reviewed *Scan* 24(2)

PICTURE BOOKS

(Some of these books may be for mature readers; arranged alphabetically by illustrator)

- BAKER, Jeannie (2004) *Belonging*, Walker. SCIS 1177671, reviewed *Scan* 24(1)
- HARVEY, Roland (2004) *At the beach: postcards from Crabby Spit*, Allen & Unwin. SCIS 1194111, reviewed *Scan* 24(2)
- KING, Stephen Michael (2004) *Mutt dog!*, Scholastic. SCIS 1189562, reviewed *Scan* 24(2)
- LESTER, Alison (2004) *Are we there yet? A journey around Australia*, Penguin/Viking. SCIS 1187220, reviewed *Scan* 24(2)
- MILLER, David (2003) *Refugees*, Lothian. SCIS 1162620, reviewed *Scan* 23(4)
- ORMEROD, Jan (2004) *Lizzie nonsense, Little Hare*. SCIS 1162620, reviewed *Scan* 24(2)

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

The winners will be announced on Friday 20th August, 2005. Book Week commences 21st August. The theme is Reading rocks! Visit the official *Children's Book Council of Australia* web site at: www.cbc.org.au/

Reviews of many of the shortlisted books are already available in *Scan* and online. Go to the *School libraries and Information Literacy* web site at <http://www.schools.nsw.edu.au/schoollibraries/> and from the home page follow the path: Teaching ideas, then Book Week, then Book Week 2005. Additional reviews will be uploaded to the site as they come to hand. ■

Using locations in OASIS Library

Doug Jenkins, Manager IT
 Help Services, Wollongong State
 Office, presents the second article
 in the series: 'Making the most
 of OASIS Library'.

A location is a simple guide for library users to determine the physical whereabouts of a resource. Usually, location is used to indicate items that belong to a special collection, or are shelved separately, and may have circulation restrictions. For example, Reference materials are labeled and shelved separately and may not be available for loan.

The *Handbook for school libraries* (2nd ed., NSW Department of Education, 1996) suggests that the Dewey standard classification numbers are sufficient for nonfiction and fiction collections. Hence, there is no need for the main fiction sequence to have a location symbol of F for fiction, or the main nonfiction sequence to have a location symbol of N for nonfiction. It also suggests that location symbols, when used to differentiate collections other than the main fiction/nonfiction sequences, have a matching indicator on the spine labels of resources.

In *OASIS Library* the decisions that the teacher-librarian makes about locations are reflected in the location authority file in B1 B4. Once this is established it rarely changes*. It ensures that collections that do have locations only have one location symbol, e.g. REF for Reference, not variations of this such as R etc.

When locations are determined it is probably best to keep the following points in mind:

- keep it simple to assist users by limiting the number of locations symbols
- ensure that spine labels match the Location/Classification/Dewey suffix for the item as they appear in *OASIS Library*.
- every change in physical format does not necessitate a new location e.g. Teacher Reference/Professional collections can hold various formats of materials, e.g. kits, videos, audio, text, DVD, etc.

The *Handbook for school libraries* suggests using three letter codes where possible e.g.

REF for Reference.	REF = Location
	994 = Dewey number for Australian history
	CLA = first three letters of the author's family name.

There can be a problem if partial stocktakes are initialised in *OASIS Library* if there is overlap in location symbols. For example, consider if the following location codes were used in your library: R for Reference; RE for realia; and REA for readers.

When a partial stocktake was initialised on the location R to R, it would include all R locations as listed above, whereas REF to REF would not.

The Location also has an important relationship with the Resource Loan Category (RLC) in *OASIS Library*. It can simply match, e.g. REF for Reference can have a RLC of R. In this manner, a collection such as Teacher Reference could have RLCs of:

- D for DVD
- V for video
- K for kit

C for computer software (e.g. when used as allocation; not to be confused with the GMD Electronic Resource)

Each RLC can then have, if necessary a different loan period.

Relating RLC to different formats of materials enables:

- better reporting, e.g. producing a list of computer software that is part of the Teacher Reference collection
- more efficient manipulation of due dates, e.g. changing specific loan categories/locations to temporary demand loan periods.

Note that the RLC is not necessarily related to the GMD

New RLCs can be created in B2 D1 *Resource*

(* Locations can be globally changed using the B4 P2 Change location option. For instructions see FAQ 24 at *School Libraries and Information Literacy* at <http://www.intranet.schools.nsw.edu.au/schoollibraries/faqs/10.htm#111> ■

Teacher-librarians in the media

NSW 2004 Quality Teaching Award



Congratulations to Susan Cutsforth, teacher-librarian at JJ Cahill High School, who received a Quality Teaching Award at a presentation ceremony held at Parliament House in December 2004, by the Director General of the NSW Department of Education and Training, Mr Andrew Cappie-Wood. The Quality Teaching Awards are judged by the NSW Branch of the Australian College of Educators, which puts nominees from pre-school, school and further education sectors through a rigorous assessment process.

The Quality Teaching Awards are the most comprehensive evaluation of teachers in Australia. Talented, dedicated and caring teachers are the bedrock of a great education system -these awards recognise and honour those outstanding individuals. (Andrew Cappie Wood 2004)

Susan is the first teacher-librarian to receive this prestigious award. ■

ASLA (NSW) awards 2005

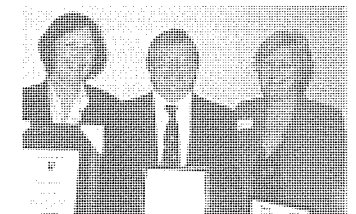
Congratulations to Cheryl Fahey, recipient of the John H. Lee award; Ken Dillon, recipient of the John Hirst award; and to Cecily Trevillion who received the NSW Teacher-Librarian of the Year award, at the ASLA NSW professional development day on 26 February.

Cheryl Fahey is a Learning Technologies Support Teacher at the Catholic Schools Office, Maitland-Newcastle and has been an active member of the Diocesan Primary Teacher-Librarian Executive and Diocesan IT committee.

Ken Dillon is currently Head of the School of Information Studies, Associate Professor of Teacher Librarianship and Course Coordinator of Master of Applied Science (Teacher-Librarianship) at Charles Sturt University. Ken has been a devoted and rigorous advocate of teacher-librarianship since taking up his first appointment in 1981.

Cecily Trevillion is the teacher-librarian at St John the Evangelist Catholic High School in Nowra, NSW. Cecily has been passionate about information literacy throughout her career.

ASLA professional development – Doug Johnson: 6 June and 10 June. For further information contact: ruth.higginbottom@tafe.nsw.edu.au ■



Cheryl Fahey, Ken Dillon, and Cecily Trevillion.

Briefly...

KOALA: Kids Own Australian Literature Awards



KOALA awards are made annually by young readers in NSW to the Australian books they have most enjoyed reading during that year. KOALA is the NSW children's choice reading award. Become a Friend of KOALA and join in this ready made literature promotion. Visit the new KOALA website at <http://www.koalansw.org.au> or use the flier with Scan to find membership information. ■

Professional development day for teacher-librarians in new schools



Teacher-librarians from new schools met at School Libraries and Information Literacy in February to discuss issues and strategies in establishing a new school library. The teacher-librarians were; Sharon Gilbert (Woongarrah Public School); Sue Macdonald (Shell Cove Public School); Carol Whitehouse (Ironbark Ridge Public School); Dr Radha Achar (Glenwood High school), and Mandy Kirk (John Edmondson High School). ■

The views expressed by reviewers are not necessarily those of the Department of Education and Training. Copyright for reviews is held by the NSW Department of Education and Training. Permission for reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact colleen.foley@det.nsw.edu.au

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in Scan for non fiction material is the 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	
VET	Vocational Education and Training
CEC	after 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.

These and other resource reviews are available online in the database of reviews at <http://www.schools.nsw.edu.au/appse/staff/F1.0/F1.3/>

Note that reviews from each Scan are available on this database after the next successive Scan has been received in schools.

Reviews of Internet sites

Sites are listed in Dewey order. Reviews of Internet sites may appear in other sections, including

Literacy and Numeracy resources and

Professional reading. 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.

Lissa explains it all: HTML help and tutorial for kids

<http://www.lissaexplains.com>

A comprehensive and well written series of tutorials on creating and publishing a web site is presented here. Dozens of sequenced tutorials cover options for web hosting, the role of search engines and text editors, security issues, marketing, and design tools as well as basic and advanced design principles. The tutorials are concise, professionally formatted, and well supported with graphics. The language and tone is plain English and the emphasis is very much on the range of possibilities within HTML, and on providing design shortcuts. Some of the later instructional sections deal with complex and highly technical options, and these are described only briefly. Teachers are advised to familiarise themselves with the site prior to implementation in the classroom. P. Conroy

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Design & Technology 7-10; Information & Software Technology 7-10; Information Processes & Technology Stage 6; Software Design & Development Stage 6; Technology (Mandatory) 7-8
SCIS SUBJECTS: HTML (Computer program language); Websites - Design and construction
PUBLISHER: Lissa, USA
REVIEW DATE: 24/03/05 [005.7] SCIS 1199456

FrontPage 2000 tutorial

<http://www.actden.com/fp2000/java/index.htm>

Twelve short and practical tutorials for Microsoft Frontpage are presented here using a creative narrative. The units are methodical, easy to understand, succinct, and well supported with graphics. Navigation within and between the tutorials is easy, and information is clearly laid out for the web page designer novice. The Teacher's guide explains how the tutorials work. As a teaching resource, this site would best be utilised with a teacher directed hands-on practical activity. The tutorials should be completed in less than two hours, and are appropriate for the development of computer literacy skills associated with web page development. As a brief and basic guide, it is also suitable to be used as a refresher for experienced web page designers. P. Conroy

USER LEVEL: Stage 4 Stage 5 Stage 6
SCIS SUBJECTS: Electronic publishing; Microsoft Frontpage 2000 (Computer program); Websites - Design and construction
PUBLISHER: ACT360 Media, Canada
REVIEW DATE: 30/03/05 [005.7] SCIS 1199469

Encyclopaedia Britannica online

<http://school.eb.com.au/>

The new interface on this site has been set up for users to access the collection in two ways: keyword search or user level search. Search or browse for information in encyclopaedias, magazines, videos, and web sites from the entire collection, or search an age specific collection from high school, middle school and primary school, each with appropriate font size and language. The site has an American feel, particularly in the Teachers' resources and Learning materials sections, although the latter will soon include specific Australian topics such as Anzacs and gold in Australia. The advantage of this site is the incredible amount of readily accessible information that is suitable for all KLAs. Users may have some difficulty locating exact information as Boolean search techniques are required for specific information. Subscription form offers online registration for site licenses for schools, while current members will be automatically connected. K. McCulloch

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
SCIS SUBJECTS: Encyclopaedias
PUBLISHER: Encyclopaedia Britannica, USA
REVIEW DATE: 17/03/05 [030] SCIS 1209533

Questacon's incredible illusions

http://www.questacon.edu.au/html/incredible_illusions.html

Showing 10 visual illusions, this intriguing web site is an interactive exhibit from Questacon. It has cross curriculum uses in creativity, by

challenging students to see things in different ways. Site users view each picture, with a question about what they are seeing regarding such things as shape, colour, line, movement, or size. The image can be satisfyingly manipulated, and the student then answers the posed question. A scientific explanation is given for each illusion. The site explains the science of the brain and the senses, why optical illusions are important and how our brain perceives them. Teacher materials offers a range of activities. E. Derouet

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: CA; Science
SYLLABUS: CA K-6; Science 7-10; Visual Arts 7-10
SCIS SUBJECTS: Optical illusions; Visual perception
PUBLISHER: Questacon, Australia
REVIEW DATE: 30/03/05 [152.14] SCIS 1195316

Places of peace and power: the sacred site pilgrimage of Martin Gray

<http://www.sacredsites.com/index.html>

Gray's extended pilgrimage, to investigate and photograph the world's constructed sacred sites, is documented here in this personal web site. Gray discusses the history of the sites, and his photographic images are outstanding. A preoccupation with parapsychology, and the author's spiritual experiences of communing with the living Earth, will not suit every student, but for those seeking a deeper understanding for *The journey* in English Stage 6, this site will prove lucrative for supplementary material. Especially useful for *The journey* are Gray's Latin American pilgrimage journal, from the Americas link in *Explore sacred sites*; other written texts from this site; and *Places of peace and power*, found in the Sacred sites book, which describes a pilgrimage philosophy. Site photographs will vividly illustrate the teaching of Studies of Religion. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English Stage 6; Studies of Religion 7-10; Studies of Religion Stage 6
SCIS SUBJECTS: Historic buildings, sites, etc.; Pilgrims and pilgrimages; Voyages and travels
PUBLISHER: M. Gray, USA
REVIEW DATE: 30/03/05 [203] SCIS 1203505

Buddhanet.net: Buddhist information and education network

<http://www.buddhanet.net>

Visually appealing, informative, and interesting, this site has much to offer students researching Buddhism. In the Multimedia collection, students can watch stories such as Zen comics, and engage with movies of Buddhist history, art works, architecture, and the Sayings of the Buddha. In *Buddhanet audio*, chanting, talks, and Meditation instruction can be listened to. In the Audio library, temple sounds are extraordinary, and young children are the audience for a large collection of songs. The site is colourful, easy to navigate and generally well structured. It provides information for a range of research purposes and ability levels, including an excellent file library. I. Summers

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English; HSIE
SYLLABUS: Creative Arts K-6; English K-6; English 7-10; HSIE K-6; Studies of Religion 7-10; Studies of Religion Stage 6
SCIS SUBJECTS: Buddhism
PUBLISHER: Buddha Dharma Education Assoc., Australia
REVIEW DATE: 30/03/05 [294.3] SCIS 1120288

Judaism 101<http://www.jewfaq.org>

An excellent web site for a range of students, this resource is well constructed, with varying levels of information. The **Table of contents** helpfully groups topics, then annotates headings with either a basic, intermediate, or advanced notation. Basic sections include **Marriage and What do Jews believe?**, while more complex pieces include **Kabbalah and Jewish mysticism**, **Kashrut: Jewish dietary laws**, and **A list of the 613 Mitzvot (commandments)**. The site is written by a lay person from an Orthodox viewpoint, using clear and readable English. Along with religious information, the site deals with language, cooking, holidays, and a range of Jewish places and personalities. I. Summers

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Languages
SYLLABUS: Hebrew K-10; Studies of Religion 7-10; Studies of Religion Stage 6
SCIS SUBJECTS: Judaism
PUBLISHER: Tracey R. Rich, USA
REVIEW DATE: 30/03/05 [296] SCIS 1207669

Gambling: calculating the risk<http://www.powerhousemuseum.com/gambling/>

The odds of gambling are explained to young people on this educational site. Through very lifelike interactive games students are shown the probabilities of winning and losing on **Lotto**, scratch lotteries, **Roulette**, and poker machines. Site users manipulate pages of text as they play the game, read short blocks of information, then tackle multiple choice quizzes. The site has information on how these forms of gambling work, their history, how much Australians spend on gambling, and where to seek help if gambling becomes a problem for an individual or for family members. A. Soutter

USER LEVEL: Stage 4 Stage 5
KLA: Mathematics; PDHPE
SYLLABUS: Mathematics 7-10; PDHPE 7-10
SCIS SUBJECTS: Gambling; Probabilities
PUBLISHER: Powerhouse Museum, Australia
REVIEW DATE: 30/03/05 [306.4] SCIS 1204048

Ben's guide to U.S. government for kids<http://bensguide.gpo.gov/>

A comprehensive and highly intuitive site, this guide provides a very valuable resource on many aspects of America. The site goes beyond government and can also be used to research geography and history, especially via **Our nation**. Information is graded from primary to senior high school, with each level having appropriate topics such as **Branches of government**, and **How laws are made**. The site includes well designed interactive **Games and activities**, and supports cultural diversity outcomes of the HSIE syllabus. History and Legal Studies students will appreciate the source material in **Historical documents**. E. Searle

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: HSIE 7-10; Legal Studies Stage 6; Modern History Stage 6
SCIS SUBJECTS: United States - History; United States - Politics and government
PUBLISHER: U.S. Government Printing Office, USA
REVIEW DATE: 30/03/05 [320.973] SCIS 1205675

Our environmenthttp://www.environmental.com.au/p_enviro.intro.html

An excellent source of information, this site presents an overview of the facts concerning environmental issues. The challenges identified are: **Land, Forests, Biodiversity, Freshwater, Coastal and marine areas, Atmosphere**, and **Urban areas**. Each short section is explained in global and local terms, and possible strategies to minimise environmental impact are suggested. **Solutions** is a portal which includes links on recycling, saving water, planting trees, and reducing greenhouse gasses, though these sites would need to be checked for syllabus relevance. The site is a valuable resource for teaching and studying environmental issues in both Geography syllabuses. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography 7-10; Geography Stage 6
SCIS SUBJECTS: Australia - Environmental aspects; Environment
PUBLISHER: Environmental Group, Australia
REVIEW DATE: 27/03/05 [333.7] SCIS 1207998

Environmental Literacy Council<http://www.enviroliteracy.org/index.php>

In examining environmental themes and contemporary issues, this site offers a fundamental understanding of environmental literacy, including the interrelationship between the living and non living environment, and the impact of our increasing use of natural resources. The site has extensive written material and practical resources on the themes of **Air & Climate, Land, Water, Ecosystems, Energy, Food and the Environment**. Individual topics feature comprehensive information with relevance to Stage 4 Geography students studying *Global geography*. The Kyoto Protocol, the Indian Ocean tsunami and the eruption of Mount St Helens are some of the recent subjects examined, while the **Geo quiz** and **Creature feature** are noteworthy for students. This site would also be an ideal reference for Stage 6 students of Geography. A. Fisher

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography 7-10; Geography Stage 6
SCIS SUBJECTS: Environment
PUBLISHER: Environmental Literacy Council, USA
REVIEW DATE: 27/03/05 [333.7] SCIS 1182165

Australia's world heritage - location map<http://www.deh.gov.au/heritage/worldheritage/>

The 16 Australian properties on the *World Heritage List* are clearly shown on a map of Australia. The format for each heritage site opens pages of clearly written explicit text with several colourful, labelled photographs from the site. A brief introduction is followed by bullet points, highlighting its outstanding **Values**, which are the reason for inclusion on the world list. Clicking on the map, or on the name in the list, such as **Shark Bay, Western Australia values**, gives information on the zoological importance of its largely undisturbed peninsula and island habitats. The diversity of its vegetation, avifauna, reptiles and amphibians, endangered mammals and marine fauna make interesting reading. **Information on Shark Bay and Map of Shark Bay** are informative pdf files to download. Clear navigation tools direct the user to the other 15 sites and to background information in **About world heritage, Criteria, and Laws**. C. Keane

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Science; ST
SYLLABUS: Earth & Environmental Science Stage 6; Geography 7-10; Geography Stage 6; HSIE K-6; Marine & Aquaculture Technology 7-10; Marine Studies CEC Stage 6; Science & Technology K-6
SCIS SUBJECTS: Australia - Historic buildings, sites, etc. - Conservation and restoration; Conservation of natural resources; World Heritage areas
PUBLISHER: Dept. of the Environment and Heritage, Australia
REVIEW DATE: 30/03/05 [333.7] SCIS 1074459

Savewater.com.au: Australia's leading source on water conservation<http://www.savewater.com.au/default.asp>

Containing a plethora of information on water saving solutions, this is a useful site when teaching water conservation in HSIE K-6 and Geography 7-10. **Savewater! Solutions** outline garden and home techniques, including use of swimming pools, irrigation, and greywater. The site is very good at describing types and uses of rainwater tanks. Numerous water saving **Products** and ideas are discussed, and **Savewater! Competitions** has excellent product images. Although the site is Victorian, its general information on water saving strategies is invaluable. This site is easy to navigate, with the language, style, and format suitable for middle school students, or as a teacher resource. A. Frost

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7-10; HSIE K-6
SCIS SUBJECTS: Water conservation; Water supply
PUBLISHER: Savewater.com.au, Australia
REVIEW DATE: 30/03/05 [333.91] SCIS 1063566

Parenting alone factsheethttp://www.fcs.wa.gov.au/_content/parenting_information/factsht/parental/factsht.htm

A collection of short factsheets, this basic site has information expressed in a clear succinct style. Layout is appealing and uncomplicated, and site users simply scroll linear pages. The factsheets are well written paragraphs, and they deal with concerns such as **Death, Dating, Making decisions, and Overcoming loneliness**. Students will have no problems accessing information. Resource material is relevant to the Community and Family Studies syllabus Modules: *Parenting and caring* and *Groups in context*. Teachers may find this site useful for student research and for developing class notes. No hotlinks are provided, but the telephone numbers of parenting support and service organisations are listed. C. Barlow

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: Community and Family Studies Stage 6
SCIS SUBJECTS: Parent and child; Single-parent families
PUBLISHER: Dept. for Community Development, WA
REVIEW DATE: 21/03/05 [362.82] SCIS 1210644

Facts about sole parentshttp://www.ncsmc.org.au/docs/Facts_about_Sole_parents.doc

Recent statistics, drawn from the Australian Bureau of Statistics, is the backbone of this web site. Analysis of data provides a valuable model of interpreting statistical information, and teachers may

choose to access this site when presenting the Module: *Research methodology* in the Community and Family Studies syllabus. Students researching the area of sole parenting as their *Independent Research Project* will find this site useful, as will students investigating sole parents in the Module: *Groups in context*. Information is presented in short blocks and covers areas such as who heads sole families, the degree of disadvantage of sole parent families, ethnicity and sole parent families, and the current payments and benefits available. Some myths about single parent families are discussed, and the article *Sole parents deserve praise* is worth reading. The site takes some time to open. C. Barlow

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: Community and Family Studies Stage 6
SCIS SUBJECTS: Research; Single-parent families
PUBLISHER: Sole Parents Union, Australia
REVIEW DATE: 30/03/05 [362.82] SCIS 1210815

FPA Health<http://www.fpahealth.org.au/>

An excellent and comprehensive site, this resource contains a wealth of contemporary information on sexuality for mature students and teachers. Teachers can access a great variety of resources from the site, to assist in developing programs. In **Sex matters**, students can access a large number of **Fact sheets** on such things as contraception, reproductive health, abortion and sexually transmitted infections. The information is concise and clear. **FAQ**, however, covers more sophisticated issues and responses in some blunt emailed questions, and teachers would need to be aware of this. Graphics are clear and would aid in the understanding of relatively complex issues. R. Cox

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
SCIS SUBJECTS: Birth control; Sex
PUBLISHER: FPA Health, Australia
REVIEW DATE: 30/03/05 [363.9] SCIS 1206656

The little animals activity centre<http://www.bbc.co.uk/schools/laac/menu.shtml>

Repetitive music and cheerful animations welcome students to this activity centre. Visitors will find number games, puzzles, audio stories, recipes, art, music games, and rhymes. **About the site** has a complete list of content in an easy to assess layout for teachers to judge its usefulness. **Teachers & parents** provides overviews of activities, lesson plans, worksheets, and some relevance to curriculum. Students will need help to play some of the games, including the phonetically based word games, as instructions are sometimes vague. They will also need to be adept with mouse skills to do the activities. A. Beedles

USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE; Mathematics
SYLLABUS: English K-6; HSIE K-6; Mathematics K-6
SCIS SUBJECTS: Classroom activities; Educational games
PUBLISHER: BBC, UK
REVIEW DATE: 30/03/05 [371.33] SCIS 1204081

AUSTA: the Australia United States Free Trade Agreement Business Group<http://www.austa.net>

For the investigation of global business strategies, and for the study of specific influences on global business, this AUSFTA site must be a

major consideration for students of the Business Studies Topic: *Global business*. A full range of advantages and a limited range of disadvantages are available on the site. Advantages are generally stated and not quantified in the **Mission statement and Benefits of an AFTA**. **Who are we?** identifies business group members and explains their strong support networks. A look at the **Public forum** shows both sides to the agreement in **Summary of position for and against an FTA**. It also contains background briefs and other summaries which will aid student research and understanding. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Australia – Economic policy; Free trade and protection; International economic relations; United States – Economic policy
PUBLISHER: International Trade Strategies, Australia
REVIEW DATE: 30/03/05 [382] SCIS 1204835

Virgin Blue

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

Teachers emphasising change in the Business Studies topic: *Business management and change*, should investigate this site. Richard Branson's innovative ideas and their application to company policy are worthwhile for in-depth study. Statistical information on **Fleet** and operations is available, and teachers will recognise the site's potential for student centred research on managing change. **About us**, then **Investor information**, followed by **Corporate governance** allows an investigation of Virgin's policies. **Guide to business conduct**, **Code of conduct**, and **Risk management policy**, will enable students to identify the most innovative elements. In **Products**, past issues of the *Voyeur magazine* are useful for case studies of people explaining **My big break**. Although the detail may overwhelm some students, the site is worthwhile for assisting concept development. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Air routes; Air travel
PUBLISHER: Virgin Blue Airlines, Australia
REVIEW DATE: 28/02/05 [387.7] SCIS 1091488

World wide words: investigating international English from a British viewpoint

<http://www.worldwidewords.org/maillist/index.htm>

Lovers of language will find much of interest on this site. Updated weekly, the site examines the origin and usage of such contemporary words and phrases as **Blogger**, **Doh!**, **Genetic pollution**, and **Dumbledore**, as well as older terms including **Hooligan** and **Kerfuffle**. Some entries are answers to site users' questions, and others are short essays. All material is readable, entertaining, and informative. **Articles** has unusual language material for English teachers in such pieces as **Beam me up, Scotty!**, which examines the linguistics of *Star Trek*. Other KLAs will find pieces to support their subjects, such as the origins of mathematical symbols in **Signs for sums**. **Reviews** is a useful collection of texts about the English language. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English; Mathematics
SYLLABUS: English 7–10; English Stage 6; Mathematics 7–10
SCIS SUBJECTS: English language – Vocabulary
PUBLISHER: World Wide Words, UK
REVIEW DATE: 30/03/05 [428.1] SCIS 1076425

Schools French

<http://www.bbc.co.uk/schools/primaryfrench/>

French language concepts such as numbers, basic greetings, days of the week, and names of everyday objects, are shown to students on this site. **Roller and his friends**, animated cartoons, are the visually interesting presenters of Primary French 1 and 2, but teachers will need to directly assist here as the site depends on assumed knowledge. In **En France** real students present standard situations so that site users can hear dialogue as spoken by French children. Here, written transcripts are useful and printable scripts are suitable for dramatisation. **Songs and Games** are available with the animated version of the site. Information and lesson plans within **Teachers** will help educators get the most from this site. A. Beedles

USER LEVEL: Stage 2 Stage 3
KLA: Languages
SYLLABUS: French K–10
SCIS SUBJECTS: French language – Study and teaching
PUBLISHER: BBC, UK
REVIEW DATE: 30/03/05 [448.007] SCIS 1203980

Scribbly gum

<http://abc.net.au/science/scribblygum>

The seasonal events of Australian flora and fauna are depicted and explained on this excellent web site. Many of the varied topics covered, such as mistletoe in trees and growing tadpoles, can be used to extend students. **Bushwalking** has an informative selection of articles on such topics as ecology and biology. **Monitoring mynas** provides excellent stimulus material for the Option: *Introduced species and the Australian environment* in Earth and Environmental Science. Photographers will learn about the art of nature photography in **Capturing a miracle**. The site is informative, visually appealing, and contains many potential uses across KLAs. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; Science
SYLLABUS: Earth & Environmental Science Stage 6; Photographic and Digital Media 7–10; Science 7–10
SCIS SUBJECTS: Animals – Australia; Australia; Ecology – Australia; Natural history – Australia; Plants – Australia; Weather; Zoology – Australia
PUBLISHER: ABC, Australia
REVIEW DATE: 30/03/05 [508.94] SCIS 1192143

The atoms family

<http://www.miamisci.org/at/sln/index.html>

Designed to appeal to a K–12 student audience, this broad site entices participation in a variety of educational activities about energy. **The mummy's tomb** poses questions about energy conservation, and features an interactive game and experiments investigating the use of insulation, and the concepts of potential and kinetic energy. **Frankenstein's lightning laboratory** teaches the dangers of electricity, and how to have fun experimenting with static electricity. **The phantom's portrait parlour** uses a simple interactive experiment to visually explain how molecules change phases at different temperatures in **Phases of matter**. The site will appeal to science fans and could be used by teachers to extend students and reinforce concepts. C. Keane

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science 7–10; Science & Technology K–6

SCIS SUBJECTS: Atoms; Electricity; Force and energy; Molecules; Particles (Nuclear physics); Waves
PUBLISHER: Miami Museum of Science, USA
REVIEW DATE: 30/03/05 [530] SCIS 1041088

Focus on fusion

<http://www.fusion.org.uk/focus/index.htm>

Fusion power offers the potential of an almost limitless source of energy, but it also presents some formidable scientific and engineering challenges. This small site introduces the concept of fusion and radiation, and offers a **layman's guide to fusion**, with examples relating to Europe and Britain. There is a short history of the work undertaken by universities in the quest for fusion power, however the strength of the site revolves around its readable language and links, which include information on sustainable development. Students of Geography Stage 6 and Science 7–10 will find the site moderately useful. Visual learners will appreciate the use of an **Animated schematic of the fusion reaction**. K. Silburn

USER LEVEL: Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Geography Stage 6; Science 7–10
SCIS SUBJECTS: Electric power; Nuclear fusion
PUBLISHER: United Kingdom Atomic Energy Authority, UK
REVIEW DATE: 29/03/05 [539.7] SCIS 1210572

Atoms, molecules, water and pH

<http://biology.clc.uc.edu/courses/bio104/atom-h2o.htm>

An introduction to chemicals for university biology students, this well written site has information relevant for Chemistry Stage 6 students. The first section on **Atoms and Molecules** would be an excellent revision tool at the end of the Topic: *The chemical earth*. Simple language and colour diagrams give clear and effective explanations. The analogy of electrons and movie seats is a particularly good teaching tool. Students completing the Topic: *The acidic environment* will find the information on pH and buffers useful. Students can complete simple calculations, such as **pH practice problem**, record their answers and receive instant feedback. Overall this site has great potential for students and teachers. I. Mavin

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Chemistry Stage 6
SCIS SUBJECTS: Chemistry
PUBLISHER: University of Cincinnati, Clermont College, USA
REVIEW DATE: 27/03/05 [540] SCIS 1207812

Cascades Volcano Observatory

<http://vulcan.wr.usgs.gov>

Developed to allow Americans to live knowledgeably and safely with volcanoes, this comprehensive web site has much to offer Australian science students. The site, although difficult to navigate at times, does provide detailed information about volcanoes, earthquakes, and related natural hazards. It is particularly useful for Earth and Environmental Science students and the Topic: *Tectonic impacts*, with excellent **Maps and graphics**, definitions, and current data. The information provided on Mount St Helens is extensive and would be suitable for a detailed case study. **Educational outreach** has information and material for teachers. Science 7–10 students working with natural events will also benefit greatly in using this information. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Earth & Environmental Science Stage 6; Science 7–10
SCIS SUBJECTS: Civil defence; Disasters; Earthquakes; Landslides; Volcanoes
PUBLISHER: Cascades Volcano Laboratory, USA
REVIEW DATE: 30/03/05 [551.2] SCIS 1192725

Rock landforms of Australia and New Zealand on the web

<http://www.vnc.qld.edu.au/enviro/landform/index.htm>

Brief descriptions of a range of rock based landforms, studied in isolation, are offered on this web site. Although the information is well written and accurate, and includes many NSW examples, the high occurrence of technical and scientific terms and excessively small font could make the site difficult for some to access. The landforms are grouped according to their rock classification types: **Igneous**; **Metamorphic**; **Sedimentary**; and **Tectonic**, and are supported by **Student activities** such as multiple choice questions and word mazes. Case studies and theme studies offer accessible information and comprehensive graphics, including some detail on the geomorphologic processes at work. Useful photographs, sketches and maps support the written text. P. Conroy

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Earth & Environmental Science Stage 6; Geography 7–10; Geography Stage 6; Science 7–10
SCIS SUBJECTS: Geology – Australia; Geology – New Zealand; Geomorphology
PUBLISHER: Villanova College, Australia
REVIEW DATE: 28/03/05 [551.41099] SCIS 1210620

Tsunamis

<http://www.howstuffworks.com/tsunami.htm>

Focusing on the dramatic events of the 2004 tsunami, this site is a comprehensive scientific and geographical description of tsunamis. Dramatic footage, shot during the event, and dynamic animated images forcefully depict the power of the wave and the extent of devastation. Investigations include the origins and impacts of tsunamis, and students looking at the interaction of human and physical environments will find this site particularly significant. The site focuses on the science behind tsunamis and it has detailed explanations of the **Anatomy of a wave**, the **Birth of a tsunami**, and **Tsunami prediction**. The site's straightforward style makes it an ideal source of reference for the Focus Area: *Global environments* and for study of the geographical processes that shape environments. A. Fisher

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7–10
SCIS SUBJECTS: Tsunamis
PUBLISHER: HowStuffWorks, USA
REVIEW DATE: 30/03/05 [551.46] SCIS 1200911

Online biology dictionary

<http://www.biology-online.org/dictionary.asp>

Around 50 000 definitions and 3000 unique terms are listed on this comprehensive database of words related to biology. This web site would be an excellent literacy based starting point when commencing any new biology topic. Students are able to search biological terms, but

resources

they need to be warned that the correct spelling is crucial as no alternatives are provided. The site provides both biological and common meanings for words with dual definitions. The language used to define can be advanced, but most difficult words are underlined and, when clicked, provide the user with a simpler definition. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10; Senior Science Stage 6
SCIS SUBJECTS: Biology – Dictionaries
PUBLISHER: Biology-Online.org, USA
REVIEW DATE: 30/03/05 [570.3] SCIS 1204565

Fishes: Australian Museum fish site: student stuff: fish dissections

<http://www.amonline.net.au/fishes/students/dissections.htm>

With numerous issues now associated with animal dissections in class, this Australian Museum web site provides an excellent alternative. Students can perform two virtual dissections on this site, with both providing clearly labelled pictures and descriptions. The site has junior and senior dissections, making it very useful for the Module: *Fish biology* in the Marine and Aquaculture Technology syllabus, and students of Marine Studies Stage 6. The language used is simple and the web layout easy to navigate. With a range of information on fish, including some lovely *Fish movies*, this web site is sure to capture the interest of students and teachers. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Marine & Aquaculture Technology 7–10; Marine Studies CEC Stage 6
SCIS SUBJECTS: Animals – Anatomy – Computer-assisted instruction; Dissection – Computer-assisted instruction
PUBLISHER: Australian Museum
REVIEW DATE: 30/03/05 [571.3] SCIS 1204531

Cell biology animation

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

A web site that is a labour of love, this resource demonstrates a range of biochemical processes in excellent animations. It presents vibrant images of structures and reactions in such areas as *Amino acids and protein*, *Cell membranes*, *Chromosome structure*, *Diffusion*, *DNA*, *Glycolysis*, *Golgi apparatus*, *Meiosis* and *Photosynthesis*. The graphics are highly accurate and detailed, and are accompanied by clear and simple explanations. Information will support Biology students in understanding important aspects of the syllabus, particularly in the Topics: *Patterns in nature* and *The blueprint of life*. This very interesting site also has an idiosyncratic collection of art resources in *Graphics*, *Architectural art*, and *Music*, plus an intriguing animation of the *Golden ratio* for mathematicians. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; Mathematics; Science
SYLLABUS: Biology Stage 6; Graphics Technology 7–10; Mathematics 7–10; Visual Arts 7–10
SCIS SUBJECTS: Cells; Molecular biology
PUBLISHER: J. Kyrk, USA
REVIEW DATE: 30s/03/05 [571.6] SCIS 1209338

All prices in the availability statement include GST.

Putting DNA to work

<http://www.koshlandsciencemuseum.org/exhibitdna/index.jsp>

Interactive multimedia is used to explore some applications of DNA technology and how it affects our lives on this site. Introduction provides the basics of DNA, and DNA sequence explains how the sequence is read. Students can learn about inheritance at *Inherited diseases*, and *DNA & criminal justice* explains the science behind DNA fingerprinting in detail. The development of crops such as corn, by selective breeding, is explored at *Improving crops*. Each section of the site is accompanied by an imaginative interactive simulation, and activities include *Catch a criminal* and *Probe the sequence*. The site supports the Topic: *Blueprint of life* in the Biology syllabus. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Diseases; DNA; Genetics; Plant breeding
PUBLISHER: National Academies, USA
REVIEW DATE: 26/03/05 [572.8] SCIS 1209522

The animals are lost! Help bring them home!

<http://aldertrootes.wcpss.net/farmanimalsa.html>

Music, animated graphics, bite sized chunks of information and interactive activities make this an exciting and engaging site for young students who are investigating animals. Designed as a Web Quest in 1997, most of the links are available from the home page choices of: *Visit the farm*; *Visit the zoo*; *Bring the animals home*; and *Come discover fabulous teacher and classroom resources*. Listen to animal sounds, read children's stories or *Take a field trip to a farm* for wonderful, labelled interactive graphics which offer enough information for Early Stage 1 students to construct information reports. *Where do you want to go?* offers more activities from a related site, which warrants further investigation. *Bring the animals home* is a fun assessment activity to check knowledge and understanding of animal homes as well as early reading skills. C. Keane

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE; ST
SYLLABUS: English K–6; HSIE K–6; Science & Technology K–6
SCIS SUBJECTS: Animals
PUBLISHER: Aldert Root Elementary, USA
REVIEW DATE: 27/03/05 [590] SCIS 1209609

Wildwatch 2: quest for pests

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

A survey of the pests and problems of Australian fauna, plus some flora, is presented and analysed on this site. Simple *Charts and analysis* allow students to research which animals are perceived as problems, why they are a problem, and how serious the problem is. The site includes clear images and distribution *Maps of pests*. *Pest profiles* describes the major pests with links for each, and *Scenarios* proposes some interesting conflicts between native and introduced species and humans. *Activities and downloads* has information for schools, and useful weed identification information can be found in the *Gallery*. The survey itself can be viewed and the site is interesting as an example of survey writing and analysis. J. Morgan

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science K–6; Science 7–10

SCIS SUBJECTS: Feral animals; Introduced species – Environmental aspects; Pests
PUBLISHER: ABC, Australia
REVIEW DATE: 30/03/05 [591.6] SCIS 1209561

Tigers

<http://www.worldwildlife.org/tigers/index.cfm>

Students learning about global geographical issues will find this site particularly relevant. The resource has comprehensive information and bright photographic images. Contents include *Sub species*, *Ecology*, *Science*, *Maps*, and *conservation issues*. The site examines the physical characteristics, diet, and habitat of tigers. Links include an examination of issues threatening the status of specific tiger populations throughout the world, and attempts being made to protect the species from extinction. It is a particularly pertinent site for use in research into an endangered species and the challenges being met in the protection and preservation of rare species and unique environments. English teachers might like to look at the section entitled *Two brothers movie fact and fiction*. A. Fisher

USER LEVEL: Stage 4 Stage 5 Professional
KLA: English; HSIE
SYLLABUS: English 7–10; Geography 7–10
SCIS SUBJECTS: Endangered species; Tigers
PUBLISHER: World Wildlife Fund, USA
REVIEW DATE: 30/03/05 [591.68] SCIS 1210002

Tomorrow's world: the Australian initiative

<http://apc-online.com/twa/index.html>

An advertising promotion for a book of the same title is featured on the home page of this site. The Internet version that follows is useful in working towards achieving the HSIE outcome CCS3.1 and investigating the significance of particular Australians in developing our identity. A side navigation bar, appearing on every page, groups a diverse range of Australian inventions into such categories as *Yesterday's innovations*, *Communication*, and *Transport & distribution*, in which contributions, historical background, and specific examples are discussed. *Australian world firsts* is a handy chronological listing of Australian inventions and their inventors. Early innovations in agriculture, transport, communications, and science and medicine are described. Although the content is interesting and language used is accessible, the pages are text dense and lack supportive photographs or diagrams. S. Leslie

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
SCIS SUBJECTS: Inventions; Technological innovations
PUBLISHER: Associated Publishing, Australia
REVIEW DATE: 30/03/05 [608.794] SCIS 1208814

Think nursing: school students

http://www.thinknursing.com/Files/00002_SchoolStudentsPortal.asp?QT=True

An essential site for any student considering a career as an enrolled or registered nurse, this attractive site comprehensively covers *Career pathways*, which details over 25 nursing specialisations, employment opportunities, working conditions and entry level training in Queensland. The nursing information is supported by numerous links to specific web sites of universities, TAFE campuses, government departments, hospitals, and professional organisations. The inspirational *A day in the life* and *Think*

challenges sections profile nurses and student nurses in video and written interviews, and, together with the *Career pathways* guide, will have interest and relevance to any student planning a nursing career. *Looking for work?* includes a vacancy board for graduates, as well as recruitment and lifestyle information for interstate students. The site is useful for supporting *School to work planning* and other career planning activities for students. S. Ormond

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: HSIE
SYLLABUS: Work and the Community Life Skills Course Stage 6; Work Education 7–10
SCIS SUBJECTS: Nurses and nursing – Biography; Nurses and nursing – Careers
PUBLISHER: Queensland Health, Queensland Government
REVIEW DATE: 28/03/05 [610.7306] SCIS 1209089

AIS sports nutrition

<http://www.ais.org.au/nutrition/index.asp>

The Australian Institute of Sport (AIS) sports nutrition web site delivers a world class nutrition service to AIS sports and national teams. It features a wide range of resources to assist recreational and elite athletes, the general public, and students to stay up to date with the latest strategies in sports nutrition. Some excellent inclusions in the site are *Recipes*, *Research*, *Fact sheets*, *Supplements*, *Information for school assignments* and *Links*, which offers information from reputable organisations. Although aspects of nutrition are covered in the PDHPE syllabus from Early Stage 1 through to Stage 6, this site would be most beneficial to Stage 5 and Stage 6 students. It would be an excellent resource for investigating the critical question: *How can nutrition affect performance?* in HSC Core 2: *Factors affecting performance*. K. McCulloch

USER LEVEL: Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Nutrition; Sportspeople – Nutrition
PUBLISHER: Australian Sports Commission, Australia
REVIEW DATE: 27/03/05 [613.2] SCIS 1209491

The Reconstructors' medical mysteries. Mission one, Orientation at O.R.B.

<http://medmyst.rice.edu/html/mission1.html>

The first in an interactive, problem based series, this site engages students in the roles of scientist, historian, and detective. Students enter a futuristic world, and read a narrative presented in colloquial language by cartoon characters. Students encounter a range of experts in infectious diseases, and help solve medical mysteries. In this first adventure, students learn the basics of disease. *Enemy agents* provides students with an overview of pathogens, and in *Koch's concepts* the scientist takes students through his postulates via an animation. In *Germ blaster* students choose a pathogen and select an appropriate method of controlling it. *Infect-o-rama* focuses on prevention of disease and *Body defender* outlines the immune system. This site makes creative use of graphics and will be highly appealing to students. J. Morgan

USER LEVEL: Stage 4 Stage 5 Professional
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Communicable diseases; educational games; Micro-organisms
PUBLISHER: Center for Technology in Teaching and learning, Rice University, USA
REVIEW DATE: 30/03/05 [616.9] SCIS 1209369

Related web sites are:

The Reconstructors' medical mysteries. Mission two, Peril in Prokaryon
<http://medmyst.rice.edu/html/mission2.html>

In the second adventure, students deal with an outbreak of the infectious disease, cholera, after an earthquake. The game requires students to learn about germ theory, the work of Pasteur, Lister and Koch, and infectious agents. It leads students through the principles of epidemiology, using cholera as an example. SCIS 1209380

The Reconstructors' medical mysteries. Mission three, Nemesis in Neuropolis
<http://medmyst.rice.edu/html/mission3.html>

In the third adventure, students focus on determining the cause and prevention of an infectious disease, using smallpox as an example. A magazine summarises the content and a teachers' manual includes debriefing activities and quizzes. SCIS 1209386

Sydney IVF
<http://www.sivf.com.au/>

Students of *Parenting and caring* will find this site of benefit when studying Community and Family Studies syllabus content regarding IVF. All facets of infertility and IVF treatment are addressed. Moral beliefs and their associated dilemmas are thoroughly analysed, which is a significant advance in an area where critical analysis is required and resources tend to be scant. In *Getting pregnant*, the diary format of *A journey through IVF* allows for an empathic perspective, as readers follow an expectant mother during the IVF process. The information throughout the web site is clear and concise, and would be an excellent catalyst for class discussion. R. Cox

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
SCIS SUBJECTS: Fertility and infertility; In vitro fertilisation; Pregnancy
PUBLISHER: Sydney IVF, Australia
REVIEW DATE: 28/02/05 [618.1] SCIS 1206631

Feeding the future: sustainable agriculture: key text
<http://www.science.org.au/nova/071/071key.htm>

Questioning the value of sustainable agriculture is the basis of this useful web site which initially compares past and modern agricultural practices. The site provides Agriculture Stage 6 students and teachers with interesting information for achieving outcomes in the study of current sustainable farming practices for plant and animal production. The site uses straightforward language and would be excellent as stimulus material when beginning this unit of work. Teachers of the Elective: *Sustainable land and resource management* will also find the information on soil acidification and salinity very useful. The use of recent Australian examples and facts and figures enhances the relevance of this information source. I. Mavin

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Agriculture Stage 6
SCIS SUBJECTS: Agricultural ecology; Agriculture – Environmental aspects
PUBLISHER: Australian Academy of Science
REVIEW DATE: 30/03/05 [630.2] SCIS 1204548

Food students

<http://www.foodstudents.net/englisch/foodstudents.html>

Although European in origin and focus, this well organised web site is certainly worth a look. The site includes an Encyclopedia of food technology terms, an **Online quiz**, and information on EUFIC, the European Food Information Council. A **Teacher's section** includes ideas for teaching and learning activities, as well as lesson advice, notes, and worksheets. This section currently has an emphasis on potatoes and apples. A brief explanation of each section is provided, simplifying use of the site. Students are encouraged to email **Experts** with questions in topics such as gene technology and food additives, an activity suitable for junior technology students. Valid information can be found in **Links**, especially in the EUFIC site. C. Barlow

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology 7–10; Food Technology Stage 6; Technology (Mandatory) 7–8
PUBLISHER: EUFIC, Belgium
REVIEW DATE: 31/03/05 [641.3] SCIS 1191422

Rolling your own sushi

<http://www.rain.org/~hutch/sushi.html>

Hutchenreuther created this site in 1994 after he held a men's workshop on how to make sushi. Since then, the site has featured on television programs, and it is specifically recommended for students learning the art of sushi making. Instructions are clear, and the tone and style reflect the author's enthusiasm. Along with many illustrated styles of sushi making, the site gives information on **Terms and Equipment**, extras such as ginger and sushi vinegar, descriptions of **Foodstuffs** required, and an explanation of **Sashimi**. The basic **California roll** is described in detail, and would be an excellent recipe for students to start with. M. Timperley

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS; VET
SYLLABUS: Food Technology 7–10; Food Technology Stage 6; Tourism and Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS: Cookery with rice; Sushi
PUBLISHER: M. S. Hutchenreuther, USA
REVIEW DATE: 30/03/05 [641.59] SCIS 1192340

Fisher-Price

<http://www.fisher-price.com/au/>

Although a commercial site, this resource also provides a large quantity of very useful information for the *Exploring Early Childhood Stage 6 syllabus*. The site is colourful and simple to navigate, providing an excellent opportunity for student centred learning activities. Material includes the topics of pregnancy, child growth and development, language, a parenting guide, and toys for specific ages. **Fun & games online** are also useful tools for students. The site has been developed by identified professionals, including obstetricians, paediatricians, and child psychologists. There is sufficient depth for senior students, and Stage 5 students following school developed child study courses will also find this site a user friendly research tool. Some information is relevant to the Module: *Families and communities* in Community and Family Studies. C. Barlow

USER LEVEL: Stage 5 Stage 6
KLA: PDHPE; TAS
SYLLABUS: Community and Family Studies Stage 6; Exploring Early Childhood CEC Stage 6
SCIS SUBJECTS: Children – Growth; Infants – Growth; Play; Pregnancy

PUBLISHER: Fisher-Price, USA
REVIEW DATE: 30/03/05 [649] SCIS 1210638

A brief history of (just) in time: just in time, Toyota production system & lean manufacturing

http://www.strategosinc.com/just_in_time.htm

Explaining the history and process of the lean manufacturing strategy, this site aims to give site users ideas on **Developing your own manufacturing strategy**. It will be useful for Business Studies teachers seeking practical illustrations for the study of control of current assets. Of special note is the concise explanation of the evolution of lean manufacturing from the Toyota Motor Company's development of their **Just in time production (JIT)** approach. Here, the **Toyota production system** and **Inventory** will allow students to research the conditions needed for the JIT system to be effective. The ideas of Whitney, Taylor, Deming and Henry Ford, as regards the development of JIT, are introduced. **Resources** has a superb range of material for technology and business teachers, including automotive content, case studies, and videos. N. McFayden

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; TAS
SYLLABUS: Business Studies Stage 6; Industrial Technology 7–10; Industrial Technology Stage 6
SCIS SUBJECTS: Manufacturing processes – History; Motor car industry – History; Time and motion study; Toyota Motor Company – History
PUBLISHER: Strategos, USA
REVIEW DATE: 28/03/05 [658.5] SCIS 1204860

Australian canned food

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

Canning is an important process investigated by students in Food Technology. Students are able to gain a clear and concise understanding of the **History of canning**, **Health & nutrition**, **Quality assurance**, **Recycling**, and **Steel can manufacturing** through Education support. The Canned Food Industry of Australia (CFIA) site provides the user with access to newsletters, **Industry events**, and **Press releases**, highlighting improvements in the industry including the increase of fruit and vegetable processing. Current information on what is happening with the industry, for example Coca Cola Amatil's bid to take over SPC Ardmona, can be downloaded in pdf format from **CFIA newsletters**. Users can access canning related company sites through **Links** on the home page. M. Timperley

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology 7–10; Food Technology Stage 6; Technology (Mandatory) 7–8
SCIS SUBJECTS: Canning and preserving; Food preservation; Packaging – History
PUBLISHER: Canned Food Information Service Inc., Australia
REVIEW DATE: 30/03/05 [664] SCIS 980697

Department of Food Science extension publications

<http://www.ces.ncsu.edu/depts/foodsci/ext/pubs>

With clear instructions for accessing publications in either HTML or pdf formats, this informative web site provides users with titles of papers written by the Department of Food Science at North

Carolina State University. The papers focus on **Food safety** areas for the modules of **Poultry processing**, **HACCP**, **Acidified foods**, **Seafood safety** including mercury in seafood, **Egg processing**, **Fruit and vegetable processing**, **Biotechnology**, **Dairy processing**, and **Food entrepreneurs**. General food safety such as **Irradiation**, **cooling hot foods**, **feeding babies**, and **safety at picnics** are also featured. Users can access current and past newsletters, and contact the university via email. This site is most helpful for student research. M. Timperley

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Food Technology Stage 6; Tourism & Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS: Food – Safety measures
PUBLISHER: NC State University, USA
REVIEW DATE: 30/03/05 [664] SCIS 1204646

Food technology

<http://www.foodtech.org.uk/>

Designed by teachers to support, extend and engage teachers and students, **Food science**, **Processing food**, **The food business**, **Managing the making**, **ICT in product development**, and **Manufacturing with ICT** are comprehensive, well organised modules. Helpful **Teachers notes** include aims, objectives, teaching tasks, student investigative activities outlines, **Learning outcomes**, and links to other web sites and resources. Interesting student **Investigations**, experiments, problem solving tips, a **Databank** of information, **nutrients analysis laboratory**, and **Case study** are provided in each of the modules. This extensive site is very useful for teachers wanting a different approach when teaching the Food Technology syllabus to senior students. M. Timperley

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Food Technology Stage 6
SCIS SUBJECTS: Food industry
PUBLISHER: National Association for Teachers of Home Economics & Technology, UK
REVIEW DATE: 30/03/05 [664] SCIS 1204629

How everyday things are made

<http://manufacturing.stanford.edu>

Current information on manufacturing products and process design is available on this valuable site. A fast connection and **FlashPlayer** are essential to maximise use, as audio and video clips take some time to download. Forward planning is essential. The site contains several hours of videos detailing the application of the design process and the evaluation of industrial processes. Manufacturing areas covered by the site are **Transportation**, **Candy**, **Packing it up**, and **What you wear**. Students can take **Online tours** of industries and ask questions of designers. This resource delivers content related to industry studies, while enhancing student technology skills. For each section, **Apply it** allows students to use and test their knowledge. B. Maher

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Design & Technology 7–10; Design & Technology Stage 6; Food Technology 7–10; Industrial Technology 7–10; Textiles Technology 7–10
SCIS SUBJECTS: Manufacturing processes; Technology
PUBLISHER: Stanford University, USA
REVIEW DATE: 30/03/05 [670] SCIS 1153904

Dan Flavin: a retrospective<http://www.nga.gov/exhibitions/flavininfo.shtm>

Documenting a recent exhibition of 44 works in fluorescent light, this excellent site illustrates Flavin's close links to twentieth century Minimalism and abstraction. A fine essay resource can be read in **Dan Flavin; Family guide** has a short literacy activity, and **Press materials** contains a well written biography and summary of the exhibition. **Special feature** gives descriptive exhibition notes in short pages, with superb reproductions. Here, the text shows the development of the artist's ideas and art making practice in the context of postwar America, and includes critical analysis. **Hardware** vividly describes the physics of colour in the works, and, in **Light, space and architecture**, Flavin's dynamic use of exhibition space is explained. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Design 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS: Art, Modern – 20th century; Artists, American; Installations (Art); Light in art
PUBLISHER: National Gallery of Art, USA
REVIEW DATE: 28/03/05 [709.2] SCIS 1203502

Australian designers at work: meet designers and learn about how they work<http://www.powerhousemuseum.com/designersatwork>

ABSTRACT

Written for NSW schools, this multimedia resource details the activities of six prominent Australian designers. These are: graphic designer Ray Parslow; interior designer Alison Page; wetlands designer Peter Adcock; product designer Angelo Kotisis; visual effect designer Toby Grimes; and jewellery and homeware designers Dinosaur Designs. Each designer's working environment is examined from the point of view of the Design process. Numerous audio and video clips support learning, and case studies are provided. Emphasis is given to client interaction and how each party contributes to the design. Photographs are used extensively in the exhibition, and they show each designer's Gallery of works. The content caters for syllabus key competencies and cross curriculum variables. **Teacher resources** has activities which use the material in the profiles.

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; TAS
SYLLABUS: Design & Technology 7–10; Technology (Mandatory) 7–8; Visual Design CEC Stage 6
SCIS SUBJECTS: Design – Biography; Industrial design
PUBLISHER: Powerhouse Museum, Australia
REVIEW DATE: 27/03/05 [745.40] SCIS 1208218

Ricci Adams musictheory.net<http://www.musictheory.net/index.html>

The well ordered interface on this interactive site makes the information accessible and interesting for music students. Choices of **Lessons**, **Trainers**, and **Utilities**, take the site user to skills development activities in music theory. Some of these are straightforward and some will need advanced music skills to interpret the activity. **Lessons** are sequenced from beginner to professional musician, and **Trainers** contains drills in each skill with cumulative assessment and help tips. **Utilities** includes a **Chord calculator**, and a **Matrix generator** for composers working with tone

rows. The site will suit students with an appreciation of music, rather than complete beginners. **Downloads** allows users to view the entire site offline. A. Wisdom

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: CA K–6; Music 7–10; Music Stage 6
SCIS SUBJECTS: Music – Theory – Computer-assisted instruction
PUBLISHER: R. Adams, USA
REVIEW DATE: 28/03/05 [781] SCIS 1208403

Teoria: music theory web<http://www.teoria.com/index.html>

Well organised and comprehensive, this interactive site is a valuable resource for competent music students. Tutorials presents music theory in a simple and consecutive format, although knowledge of music jargon is essential to understanding what is happening and to constructive use of the site. Exercises provide drills to develop theory and ear training skills, and this section includes **Jazz scales**, **modes** and **extended Chords** that will benefit even the most experienced musician. The comprehensive Reference section contains articles and many analyses of musical works. All interactive material uses *Macromedia Flash*, and the site can also be viewed in Spanish. A. Wisdom

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; Languages
SYLLABUS: CA K–6; Music 7–10; Music Stage 6; Spanish Stage 6
SCIS SUBJECTS: Music – Theory – Computer-assisted instruction; Music – Theory – Problems, exercises, etc.
PUBLISHER: J. Alvira, Puerto Rico
REVIEW DATE: 208/03/05 [781] SCIS 1208443

DSO Kids: drag the notes to the staff<http://www.dsokids.com/games/notegame/default.htm>

Creative, extensive, and user friendly, this site has excellent graphic and audio capabilities, and much to offer students and teachers of music. Opening with an interactive music writing activity, the site extends to offer information at a more complex level. Within **Kids**, **Teachers** and on the footer menu, site users will find activities including an **Instruments** encyclopedia organised by musical families, **Theory** which has printable pictures of instruments, a **Virtual tour of a symphony centre**, biographies of **Composers**, **Lesson plans**, an **Orchestra seating chart**, and a **Time machine** whereby students place composers in time. This is a terrific site which supports outcomes in the *Organising sound* and *Listening strands* of the *Music K–6 syllabus*. A. Beedles

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: CA K–6; Music 7–10
SCIS SUBJECTS: Music appreciation; Music – Computer-assisted instruction; Orchestras
PUBLISHER: Dallas Symphony Association, USA
REVIEW DATE: 30/03/05 [784.2] SCIS 1203977

The tales of Hans Christian Andersen<http://scandinavian.wisc.edu/hca/index.html>

An online 15 week interactive course on Andersen and his stories, this site is an intriguing collection of lecture videos, with much audio, visual, and written information about the complexities of

the tales. In particular, the site stresses the dark humour of Andersen's tales and his observations of the human existence. Written notes are useful for general analysis, and could prove interesting for teachers who are introducing junior students to the more literary aspects of Stage 6 English. The **Week 1** study of *The ugly duckling* would be an excellent topic for these students. The site has much to offer English: *Extension 2* students contemplating a *Major Work* in this area, especially regarding the fields of social criticism, romanticism, or existentialism. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6: *Extension 2*
SCIS SUBJECTS: Danish fiction – Biography; Folklore, Danish
PUBLISHER: University of Wisconsin-Madison Department of Scandinavian Studies, USA
REVIEW DATE: 30/03/05 [839] SCIS 1205913

Andersen fairy tales<http://www.andersenfairytale.com/en/main>

A Hans Christian Andersen animation welcomes and guides users on this site. The current **Featured story** is the **Leaping match**, which is one of three Andersen tales offered. **Read the story**, **Play a game**, and **Text only** options appear, or a framed graphic will **Launch** the narrated cartoon animation. Viewers can read along with the text, with or without **Audio**, or listen while watching the animation. **Read another story**, either **Real princess** or **Emperor's new suit**, and **Play a game** are options that appear at the end of the tale. A selection of **Grimm fairy tales** provides resources for a study of fairy tales. Andersen's biography is ideal for an author study, and should inspire investigations for English syllabus *Purpose* and *Audience* outcomes. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Andersen, Hans Christian; Danish fiction – Biography; Folklore, Danish
PUBLISHER: EnTechneVision, Canada
REVIEW DATE: 30/03/05 [839] SCIS 1205718

Hans Christian Andersen: fairy tales and stories<http://hca.gilead.org.il/>

The 200th anniversary of Hans Christian Andersen's birth is an ideal time to visit this site, which is dedicated to his life and works. His fairy tales often poke fun at the rich and conceited, while showing compassion for the poor and for misfits in society. The **Chronological list** of tales links most titles to the original text, complete with black ink illustrations. **About the artwork** briefly explains Andersen's preference for official illustrators, and his own interest in paper cutting. Ideal for a critical analysis of *Purpose*, *Audience*, and *Responding to texts*, to achieve outcome RS3.7 from the *English K–6 syllabus*, these versions could be compared to modern renditions, or simply enjoyed for entertainment and their wealth of language. C. Keane

USER LEVEL: Stage 3 Stage 4 Professional
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Andersen, Hans Christian; Danish fiction – Biography; Folklore, Danish
PUBLISHER: HCA.Gilead.org.il, USA
REVIEW DATE: 15/02/05 [839.8] SCIS 1205649

The works of Hans Christian Andersenhttp://www.andersen.sdu.dk/vaerk/index_e.html

An extensive and interesting site, this excellent resource offers translated fairy tales, stories, other writings, and information about the author. Teachers can locate biographical information in **Life**, and English translations in **Jean Hersholt's the complete Andersen**. Detailed and evocative, **Oskar Klever watercolours** are beautifully depicted, as are young students' illustrations in the **Illustrations gallery**, which is found in **Miscellaneous**. The site gives great access to Andersen's **Works**, and can be used simply to read the fairy tales, or for a more academic study of both the tales and the adult stories of Andersen. In **Research**, some of the conference papers will aid an understanding of teaching the texts, while others could assist Stage 6 English students preparing a *Major Work* in this area. C. Thomas

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 6 Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6: *Extension 2*
SCIS SUBJECTS: Andersen, Hans Christian; Danish fiction – Biography; Danish literature – History and criticism
PUBLISHER: Hans Christian Andersen Center, Denmark
REVIEW DATE: 30/03/05 [839.8] SCIS 1208774

Map 4 kids<http://www.map4kids.com/>

An interesting, easy to navigate resource, this site provides information and basic maps of various countries. The maps identify the general location of the country in the world, surrounding oceans, and some features of each country. Main attractions, places to visit, weather, provinces, people, history, culture, land, economy, communications, politics and government, legal system, defence, and any international disputes are briefly discussed. Virtual tours are available for some countries. The language, style and format are suitable for middle school students needing information on countries in the *Geography Years 7–10 syllabus*, and a starting point for modules 8.2.2 and 8.3.2 in the *Geography Stage 6 syllabus*. The site is also useful for teachers who need information on countries for the *HSIE K–6 syllabus*, particularly outcomes CUS1.3, CUS1.4, CUS3.4 and ENS1.5. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6; HSIE K–6
SCIS SUBJECTS: Countries – Studying and teaching
PUBLISHER: Map 4 Travel, UK
REVIEW DATE: 30/03/05 [910] SCIS 1204688

GIS files from Ordnance Survey<http://www.ordnancesurvey.co.uk/oswebsite/gisfiles/>

A plethora of information on geographic information systems (GIS) is available on this outstanding site. The basics of computer mapping are clearly explained, making the site invaluable for teaching mapping skills and GIS in the *Geography Years 7–10 syllabus*. The site will aid proficiency in tools and skills for Geography Stage 6 students, and case studies provide real world examples. Using consecutive pages, this easily navigated site looks at the history of mapping, map types, map features, raster and vector, plus the use of data for mapping purposes. How data is

captured from maps, surveying, remote sensing, and topology are also discussed. The development and use of GIS is outlined, with outstanding diagrams and graphics facilitating understanding. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6
SCIS SUBJECTS: Geographical information systems; Map drawing; Maps; Remote sensing
PUBLISHER: Ordnance Survey, UK
REVIEW DATE: 27/03/05 [910.28] SCIS 1208025

The rise of Hitler

<http://www.historyplace.com/worldwar2/riseofhitler/index.htm>

Adolf Hitler's life is recounted in clear, accessible prose on this web site, written by an American historian for lovers of history. He provides a detailed account of Hitler's early life, education, talents, influences, and his rise to power, with some photographs of the period. The site is organised into many sections, for example **Hitler fails art exam** and **The beer hall putsch**, and traces Hitler's life to 1939. Students will find some very interesting details, for example, young Adolf's fascination for religion and the priesthood. This would be an excellent resource for students of the Modern History Option: *Germany 1918–1945*. E. Searle

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Germany – Politics and government – 1918–1933; Germany – Politics and government – 1933–1949; Hitler, Adolf; Nazism – Biography
PUBLISHER: History Place, USA
REVIEW DATE: 30/03/05 [943.086] SCIS 1205633

The Vietnam War

<http://www.historyplace.com/unitedstates/vietnam/index.html>

Describing America's involvement in Vietnam is the brief of this site. Using the sections of *Seeds of conflict 1945–1960*, *America commits 1961–1964*, *The jungle war 1965–1968*, and *The bitter end 1969–1975*, the site presents information as a detailed chronology with a Slide show of the war. The material is from the American point of view, and seems to be focussed substantially on events, with little interpretation attempted by the writer. It is a very useful adjunct to the Modern History Option: *Conflict in Indochina 1954–1979*, and the History Stage 5 Topic: *Australia in the Vietnam War era*, and would be especially useful for teachers and students who wish to address historiographical issues outcomes. E. Searle

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
SCIS SUBJECTS: Vietnam War, 1961–1975 – United States
PUBLISHER: The History Place, USA
REVIEW DATE: 30/03/05 [959.704] SCIS 1205672

About-Australia.com: just the facts

<http://www.about-australia.com/facts.htm>

Choose a destination, use the Town finder or All of Australia search options to investigate Demographics, Geography, Government, History and regulations from the Facts index. The

All of Australia page contains brief paragraphs which introduce geographic, economic and immigration information. These are expanded in *Australia in brief*, *Australia today*, *Australian currency*, *Australia's defence and security* and *Australia's flags and emblems* chapters. In the *Choose a state* search tool, each state or territory has general information, with the facility to refine the search by selecting a region from the list. Great as a springboard for research, or for locating statistical information, the currency and continual expansion of this site make it useful to achieve outcomes across all HSIE syllabus strands. With information provided by government departments and excellent graphics, this site is worth book marking. C. Keane

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10; Geography 7–10; History 7–10; HSIE K–6
SCIS SUBJECTS: Australia – Directories
PUBLISHER: About Australia
REVIEW DATE: 27/03/05 [994] SCIS 1209587

Famous Australians

<http://www.abc.net.au/btn/austs.htm#famous>

Complementing an ABC video series on 18 well known Australians, this site offers a one page biography of the identity, with a simple outline of the life and achievements of that person. It is very easy to navigate and information is simply expressed and clearly laid out in one sentence paragraphs. Subjects range from designer Jenny Kee to Ned Kelly. The site addresses *Significant events and people* outcomes in the *HSIE K–6 syllabus*, and it could be a useful resource for older students as a basis for social history or civics and citizenship research. The key competencies of knowledge and understanding of significant developments in Australia's social, political and cultural history, and the skills of historical inquiry, are developed by using this material. E. Searle

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
SCIS SUBJECTS: Australia – Biography
PUBLISHER: Australian Broadcasting Corporation
REVIEW DATE: 30/03/05 [994.009] SCIS 1205608

Australian explorers

http://www.davidreilly.com/australian_explorers/

Created by a primary teacher specifically to help students with school projects, this web site offers a reasonable research tool for young students. It is easy to use and covers 11 explorers including Leichhardt, Bass, and Blaxland. Each explorer's page provides a simple biography, a large graphic of the explorer, a map, an account of his exploration and achievements, and the outcomes of the discoveries. There is plenty of reading, but some information is presented as notes, and each page is available in an easier form. This site addresses the *Significant events and people* outcomes in the *HSIE K–6 syllabus*, and is a useful tool for student research as it provides well written basic information about Australian explorers. E. Searle

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
SCIS SUBJECTS: Australia – Discovery and exploration; Explorers, Australian
PUBLISHER: David Reilly, Australia
REVIEW DATE: 30/03/05 [994.02] SCIS 1205677

Professional resources

Resources are in Dewey order.

The ultimate book guide: over 600 great books for 8–12s

/ edited by D. Hahn & L. Flynn. A & C Black, 2004
 ISBN 0713667184 [011]

Short plot and theme notes on children's books form the basis of this useful resource. The books include classics and recently published novels, and the reviews are written by children's authors. Recommendations are organised alphabetically within such sections as fantasy, detective and spy stories, and picture books. A useful introduction to each section has some excellent ideas for stocking library shelves. Also useful are the annotated suggestions of similar novels for each one that is described. Several of the authors and commentators will be known in Australia, including Dick King-Smith and Anthony Horowitz, with Elizabeth Honey receiving a brief mention. The guide has a British bias, but it should still prove useful in Australian schools. A. Beedles

USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6
 Paper \$35.00 SCIS 1171055

Reality bytes: information literacy for independent learning

/ edited by Susan La Marca & Mary Manning. School Library Association of Victoria, 2004
 ISBN 090997828X [028.7]

ABSTRACT

Organised into two sections, *Theory* and *Reality check*, this resource contains 21 chapters of information to assist teachers to create a learning environment, which includes the integration of ICT (Information and Communications Technology) and inquiry-based learning across all key learning areas. Dr Ross Todd's chapter, *Information-seeking behaviour*, provides background research on the professional responsibilities and actions of teacher-librarians, while issues such as pedagogy, information literate school communities, and the new thinking and learning culture are presented in *Section 1*. Examples of purposeful learning opportunities, tips and techniques, the ethical use of information, integrating information skills into the curriculum, and using rubrics and evidence based assessment to improve student learning outcomes are featured in *Section 2*. An extensive bibliography of web sites is included.

USER LEVEL: Professional
 Paper \$75.00 SLAV SCIS 1203123

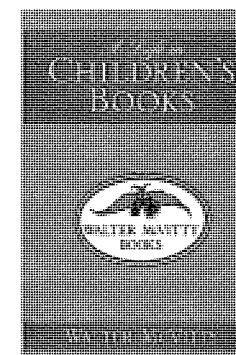
McVITTY, Walter

A life in children's books

Lothian, 2004
 ISBN 073440641X [070.5083]

Walter McVitty Books is a name synonymous with Australian children's books, and this excellent autobiography illuminates the

fascinating world that is children's book publishing. McVitty traces his working life as a primary school teacher in a tiny country school, a college lecturer, broadcaster, to finally running his own successful publishing company. He worked with famous writers and illustrators such as Colin Thiele, who contributed the glowing foreword, John Marsden, Penny Hall and Margaret Early. At all times he placed quality literature above commercial profit. Written with great warmth and humour, McVitty's obvious passion for excellence in children's literature and his amusing anecdotes make this an enthralling read for teacher-librarians and lovers of well constructed memoirs. S. Taylor



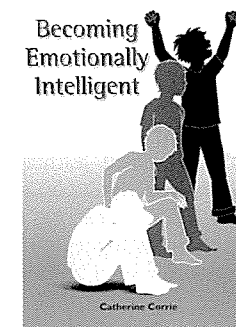
USER LEVEL: Community Professional
 Paper \$39.95 SCIS 1179123

CORRIE, Catherine

Becoming emotionally intelligent

Hawker Brownlow Education, 2004
 ISBN 1741012775 [152.4]

Management of challenging behaviour is an essential role of teachers. The author focuses on the important issues of emotional intelligence as a way of understanding and shaping how we think, feel, and act. The issues explored describe how emotional intelligence improves student self awareness, motivation, empathy, recognition of choices, and accountability for decisions and behaviours. The ideas challenge teachers to question how they apply their emotional intelligence in creating conditions for student learning. The author suggests this can be achieved by examining the internal and external environment, and by understanding and managing student behaviour through language. Creative and practical activities are included to elicit feelings, cast emotions, and encourage self reflection in an educational context. F. Plummer



USER LEVEL: Professional
 Paper \$49.95 SCIS 1174245

SMITH, Alistair

The brain's behind it: new knowledge about the brain and learning

Hawker Brownlow Education, 2004
 ISBN 1741012686 [153.1]

Whether brain research tells us anything about learning is the main question posed by this text. It addresses theories about brain development, the physiology of brain activity related to learning, memory, and stress, and contemporary neuroscience. While the topic of brain theory is complex, the author's use of practical examples related to personal and educational experiences will increase reader understanding. A useful place to start exploring the ideas of brain theory is with a question of interest, selected from the more than sixty questions provided. The answer can be explored in the related text. An extensive glossary of terms provides a useful addition to navigate the text's metalanguage. F. Plummer

USER LEVEL: Professional
 Paper \$49.95 SCIS 1174251

SVENDSEN, Jenepher

There you go camel: a celebration of young children's art

Lothian, 2004

ISBN 0734406223

[305.231]

A refreshing look at the processes of and teaching of children's art, this book reminds educators to focus on the enjoyment of children's art work. The text takes the reader through a child's developmental characteristics as an artist, with a specific chapter on ideas for teachers, and another which explores the appreciation and importance of art in education. The text ably supports workshops, with its clearly expressed ideas for practical activities, and it suggests various ways of implementing an arts program. The book is illustrated with many examples of work collected by the author, reflecting the passion with which this book has been written. E. Derouet

USER LEVEL: Professional
KLA: CA
SYLLABUS: Creative Arts K-6
Paper \$39.95

SCIS 1183551

CALL, N. & FEATHERSTONE, S.

The thinking child resource book

Hawker Brownlow Education, 2004

ISBN 1741012783

[370.15]

Addressing teaching methods for brain based learning and the use of multiple intelligences, this book has many practical activities for an Infants classroom, and beyond. While the research findings invite a critical stance from teachers, many ideas can be used and adapted to NSW teaching programs. Within the *Quality Teaching* framework, teachers will find practical ideas for organising classrooms, setting up displays, and using questioning strategies.

Other strategies, such as the identification of intelligences of children, can be treated with critical caution. Most examples suggest a shared starting point of common rhymes and stories, and the resource stresses awareness of the developmental needs of groups and individuals. The text is complemented by a more theoretical companion text. S. Bremner

USER LEVEL: Professional
\$39.95

SCIS 1174233

*The supporting resource is:****The thinking child: brainbased learning for the foundation stage***

SCIS 1174228

BURKE, Kay

Performance assessment: evidence of learning

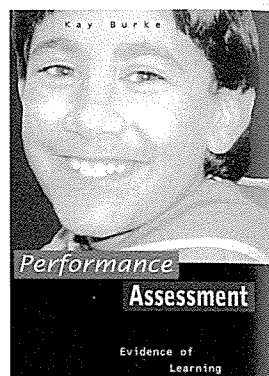
Hawker Brownlow Education, 2004

ISBN 1741012600

[371.26]

The topic of assessment is explored through a range of approaches here, including an examination of traditional assessment, perfor-

mance assessment, performance tasks, and the use of rubrics informed by a standards referenced approach. The text pays attention to the criteria for designing authentic and valid assessment experiences for students. Sample rubrics and checklists provide a useful basis for developing and assessing performance tasks. Strategies for assessment address specific elements of *Quality Teaching* to ensure connectedness, deep understanding, explicit quality criteria and high expectations. The text reinforces the focus on students achieving the standards as reflected in outcomes for the task, and it provides ideas to focus and motivate students to achieve through performance. F. Plummer



USER LEVEL: Professional
Paper \$10.00

SCIS 1168311

HERRING, James E.

The Internet and information skills: a guide for teachers and school librarians

Facet, 2004

ISBN 1856044939

[371.3]

Aiming to help teachers and teacher-librarians understand the potential use of the Internet for teaching, including collaborative planning and teaching, this is a useful reference book. It provides both a theoretical context and practical guidelines. The information skills process is explored in relation to using web resources. Examples are given, such as information skills checklists for assignments; web site evaluation guidelines; scaffolds; note taking advice; self evaluation guidance; and developing web sites. Most chapters include a section on how to in service other staff members. With burgeoning use of the Internet, every teacher knows that information literacy is a major skill required today. They must also know how to exploit its unlimited possibilities for the most effective and relevant teaching and learning. This resource helps them do just that. M. Busch

USER LEVEL: Professional
Paper \$69.95

SCIS 1198999

FOGARTY, R. J. & PETE, B.M.

A look at transfer: seven strategies that work

Hawker Brownlow Education, 2004

ISBN 1740259084

[371.3]

Transfer of theory into practice is central to the success of professional and student learning. Through metaphor, the authors explore six levels of transfer of ideas, from simple reproduction to complex, creative transfer that is transformative and capacity building. These same principles apply to student learning. Seven strategies are examined as a hierarchy of thinking and transfer processes. These strategies are explored through scenarios that illustrate the key messages of simple and complex transfer. This small book follows a logical progression of thinking, and provides the reader with an introductory exploration of the theory of learning transfer. F. Plummer

USER LEVEL: Professional
Paper \$10.00

SCIS 1168303

LOREMAN, T. & DEPPELER, J. & HARVEY, D.

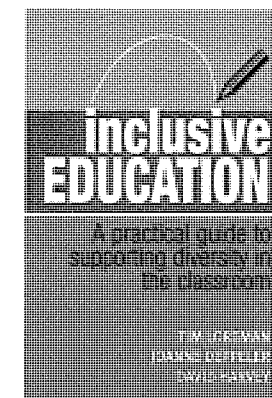
Inclusive education: a practical guide to supporting diversity in the classroom

Allen & Unwin, 2004

ISBN 1741144094

[371.9]

One focus of *Quality Teaching* is to address inclusivity for all students. The instructional strategies discussed in this book pay attention to the diverse educational needs of students who require special and individualised attention because of disability or giftedness. The authors question the validity of labelling students, and explore the theory developed through a range of research studies. Clear and practical strategies are supplemented with narratives from the field to illustrate making the approaches real. The focus on differentiating the curriculum is important, and explored well through a range of chapters on the complexities of designing and managing individualised curriculum. F. Plummer



USER LEVEL: Professional
Paper \$45.00

SCIS 1190325

What are the options?: extension programs for gifted and talented students in comprehensive schools: a discussion paper 2004

Curriculum K-12 Directorate, NSW DET

ISBN 0731383249

[371.95]

ABSTRACT

This document supports a government commitment to establish gifted and talented programs in NSW comprehensive high schools by 2005. The paper provides information showing how to incorporate extension programs into secondary schools. The discussion paper provides background information, which concentrates on Gagné's (2003) *Differentiated model of giftedness and talent*. The paper contains a graphic overview of policy and implementation strategies, notes on the characteristics and needs of gifted students, identification procedures, and a checklist for school support and organisation. It describes an extension program, curriculum differentiation, and provides three scenarios of possible implementations of an extension program.

USER LEVEL: Professional

SCIS 1170769

Australian word map<http://www.abc.net.au/wordmap/>

The web site of a national project to map regional language use in Australia, this intriguing resource is primarily for adults, but it does contain some fine material for students, with teacher direction. Students can search with Words A-Z, or via Map search, which brings up the regionalisms used in a particular area. Some are specific, such as Sydney's *Latte set* and Perth's *Fremantle doctor*, but many terms are not exclusive to one area. Words A-Z gives a definition and

contributors' insightful comments about usage of the term across Australia. Word Games is a portal to sites, which teachers would need to investigate, and Schools is a vetted explanation of the project with interesting teacher resources and Lesson plans. C. Thomas

USER LEVEL: Professional**KLA:** English**SYLLABUS:** English K-6; English 7-10; English Stage 6**SCIS SUBJECTS:** Australian English; English language - Slang**PUBLISHER:** ABC Online, Australia**REVIEW DATE:** 30/03/05 [427]

SCIS 1094491

Bugs!: in 2D & 3D<http://www.giantscreenbugs.com/>

Designed to support an IMAX film, this site provides some interesting background on insects of the Borneo rainforest. The life cycles of a praying mantis and a butterfly are followed to an end when predator meets prey. The site contains a detailed synopsis of the story and the making of the film, an excellent photographic gallery, and a small film clip. A pdf Teachers' guide shows how to create and maintain an insect zoo, and includes a crossword, glossary, and some suggested resources. This site would be useful in supporting the outcomes for the Science and Technology units *Mini worlds* and *Cycles in our world*, and the HSIE K-6 outcomes concerning *Environments*. J. Eade

USER LEVEL: Professional**KLA:** HSIE; ST**SYLLABUS:** HSIE K-6; Science & Technology K-6**SCIS SUBJECTS:** Insects; Rainforests ecology**PUBLISHER:** SK Films, Canada**REVIEW DATE:** 30/03/05 [595.7]

SCIS 1188872

MARSH, Errol & MARSH, Julie

Bees & insects for the curriculum 2004: a resource prepared for primary school teachers and students [kit]

Errol and Julie Marsh, 2004

ISBN 0975078909

[595.79]

A comprehensive resource for assisting students studying the structure and function of living things, this kit supports the integration of environmental education across KLAs. A CD-ROM offers a safe and realistic experience for students, and the PowerPoint presentation is an excellent tool. Captioned photographs and diagrams magnify the bees, explain how nectar is collected, and include fascinating glimpses inside a beehive to study the life cycle and communication techniques of bees. Passing messages by antennae and performing the *Waggle dance* are bee behaviours that will amaze and entertain students. Detailed fact sheets, reproducible student pages, and lesson plans provide ample material for the *Virtual beekeeper* visit. C. Keane

USER LEVEL: Professional**KLA:** English; ST**SYLLABUS:** English K-6; Science & Technology K-6

\$137.50

SCIS 1153126

GAVIN, M.L. & DOWSHEN, S.A. & IZENBERG, N.

Fit kids: a practical guide to raising active and healthy children

Dorling Kindersley, 2004

ISBN 1740335112

[613.7]

An appealing and easy to follow format, plus clear and concise language, clever use of graphics and photographs, and diagrams or

graphs on every page, make this a very useful resource for educators. The resource examines the lifecycle of children, from birth to adolescence. It includes advice on child fitness, with recommended exercises, activities, diet and nutrition. The resource investigates obesity, motivation, peer pressure, changing body shapes, and is a very practical guide for teachers working with these age groups. The text also looks at asthma, diabetes, and ADHD. M. Timperley

USER LEVEL: Community Professional
KLA: PDHPE; TAS
SYLLABUS: Exploring Early Childhood CEC Stage 6; Food Technology 7-10; Food Technology Stage 6; PDHPE 7-10; PDHPE Stage 6
 Paper \$35.00 SCIS 1184064

GREENE, Rachel

Internet art

Thames & Hudson, 2004 (Thames & Hudson world of art)
 ISBN 0500203768 [776]

Explore the vast and expanding world of Internet art, in particular, the radical art of the 1990s, which combines digital and visual art for a world wide audience. This book covers email art, web sites and artist designed software, with curators and critics offering opinions on this somewhat controversial artistic practice. Over 200 pages of academic style writing, published in small font size, may make this an overwhelming text for students. The timeline, glossary and illustrations provide assistance in the understanding of this type of art. Aspects could be related to the digital component of the *Photography, Video and Digital Imaging CEC Stage 6 syllabus*, with information extracted by the classroom teacher, or as extension work for inspired students. N. French

USER LEVEL: Professional
KLA: CA
SYLLABUS: Photography, Video & Digital Imaging CEC Stage 6
 Paper \$30.00 SCIS 1187355

LiteratureCircles.com

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

An interesting resource for teachers experimenting with literature circles and book clubs, this site provides entry level information. **Defining literature circles** is a handy tool, presented in point form for quick assessment. The site shows that literature circles have cross curricula applications for the integration of studies, small group work, promoting awareness of social issues, and as an enjoyable social outlet for students. **Articles/video clips** features an excerpt from Harvey Daniel's *Literature circles: voice and choice in book clubs and reading groups*, which clearly describes the topic for teachers. The entire book is available here, online. The site summarises Daniel's Research, and although the schools canvassed are American, Australian teachers will see some definite patterns, particularly in the successful use of literature circles for ESL K-6 students. C. Thomas

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10; English Stage 6
SCIS SUBJECTS: Books and reading; Group work in education; Literature - Study and teaching; Reading materials
PUBLISHER: LiteratureCircles.com, USA
REVIEW DATE: 30/03/05 [807] SCIS 1202286

All prices in the availability statement include GST.

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.

QUIN, Rod

Words + wonder. 1

Pearson Longman, 2004
 ISBN 012360427 [428.007]

The value of this resource for NSW teachers lies in its wealth of teaching points about key English skills and processes, covering such topics as group work and discussion techniques, how to set up a reading journal, how to generate ideas for writing, how to draft and edit, how to decode difficult texts and how to improve inferential reading. While the dense layout would be very challenging to many students, the explanations and coaching tips are coherent and extensive. Annotated, well crafted student writing samples are useful to extend able writers, and indicators of achievement at the end of each unit enable students to evaluate their own work. This book is an excellent background reading resource for teachers. L. Chase

USER LEVEL: Stage 4 Professional
KLA: English
SYLLABUS: English 7-10
 Paper \$42.00 SCIS 1187117



HAYNES, Beth

Spark! Workbook 1: words and pictures for activating English

Actual, 2004 [428.0076]

The first of four workbooks designed to introduce basic literacy and numeracy skills to students, this text is a collection of worksheets, accentuating a clear, visual layout. Activities are very user friendly and carefully graduated. They are designed to be either worked through, from workbooks one to four, or they could be used to address specific themes and topics in literacy and numeracy. Accompanying this series is a *Wordbank* text that links directly to the workbooks. The activities tie in well with NSW K-6 literacy and numeracy outcomes skills, and would also be useful for independent revision. J. Adnum

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; Mathematics
SYLLABUS: English K-6; Mathematics K-6
 Paper \$18.95 SCIS 1189210

Reviewed titles in this series are:

Spark! Wordbank: words and pictures for activating English SCIS1139658
Spark! Workbook 2: words and pictures for activating English SCIS 1139659
Spark! Workbook 4: words and pictures for activating English SCIS 1139624

FRENCH, Jackie

Rocket your child into reading

HarperCollins, 2004
 ISBN 0207199264 [428.4]

A practical, readable and user friendly guide, this book looks at reading strategies that are age and gender specific. The dyslexic French's anecdotal and upbeat style encourages reading with simple and effective methods and the use of positive case studies. French shows depth of knowledge on this subject matter, identifying special needs and different learning styles, and addressing specific criteria. She skirts the debate about whole word and phonetic teaching of reading, and uses techniques from both approaches. This useful text explains reading strategies for babies through to teenagers, discusses available educational support networks, and gives information on spelling, handwriting, and helping students to write. J. Adnum

USER LEVEL: Community Professional
KLA: English
SYLLABUS: English K-6; English 7-10; Exploring Early Childhood CEC Stage 6
 Paper \$19.95 SCIS 1187311

Create a graph

<http://nces.ed.gov/nceskids/Graphing/>

Students producing or interpreting graphs will find clear information and entertainment on this interactive site. Students can produce graphs by selecting one of the four main types, and then by following a simple step by step process. How the graph is read, and the applications for it, are described. Extending mathematic and technology skills, the site has links to various maths challenges, tutorials, and the activity of **See how graphs can be used in probability!** Literacy is addressed by students accessing word searches and vocabulary builders. This site would make an excellent cross curricula resource. B. Maher

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

KLA: Mathematics
SYLLABUS: Mathematics K-6; Mathematics 7-10; General Mathematics Stage 6
SCIS SUBJECTS: Graphs
PUBLISHER: National Center for Education Statistics, USA
REVIEW DATE: 30/03/05 [511] SCIS 1205251

Picture books

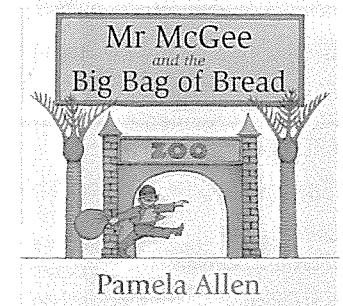
Picture books are arranged alphabetically by author. Some books in this section are non fiction or have relevance to a particular KLA.

ALLEN, Pamela

Mr McGee and the big bag of bread

Penguin, 2004
 ISBN 0670042390 [A821]

Young readers familiar with Mr McGee will relish this new adventure: a cautionary tale in which his failure to heed a warning sign results in injury, loss of dignity, and extreme discomfort. Allen's clean and spare design concentrates attention on the main character's actions and the resulting events. This picture book, like its predecessors, begs to be read aloud and repeated readings will encourage young listeners to join in the recurrent phrases, especially at the noisy bits. This moral tale offers opportunities for classroom discussion of behaviour and consequences; for example, did Mr McGee fail to obey the sign because he could not read, or because he chose not to obey? W. Smith



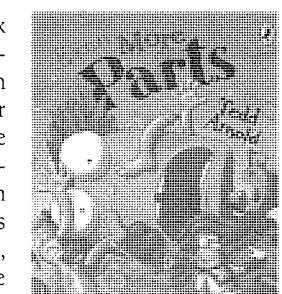
USER LEVEL: Early Stage 1 Stage 1
 \$24.95 SCIS 1186821

ARNOLD, Tedd

Even more parts: idioms from head to toe

Penguin Books Australia, 2004 (Puffin)
 ISBN 0143501267

Each page of this picture book features a large pencil and water-colour drawing, and one main idiom such as 'I lost my head'. Smaller drawings on this page illustrate related idioms. These literal interpretations of the idiom result in an entertaining collection. It is obvious that the idioms have other meanings, but these are not described by the



resources

visual or written text. Students will be amused and appreciative, but ESL and NESB readers might need support to understand the meanings, and therefore the humour. This is a very good book for teaching idioms, as it uses a boy to link the drawings in a narrative. He is supported by repetitions of a superhero, a tank, and a dinosaur. K. Rushton

USER LEVEL: Stage 2
Paper \$14.95 SCIS 1184109

BASE, Graeme *Jungle drums*

Penguin, 2004
ISBN 0670041084

Ngiri Mdogo, the smallest warthog in Africa, is taunted by the other warthogs and the animals who live across the river. Things change after Nyumbu, the wise old wilderbeest, gives Ngiri a set of magic drums. That night, Ngiri innocently mixes the colours and patterns of the jungle's animals. This engaging story, narrated in the style of a traditional oral tale, is complemented with lively illustrations that are infused with colour, movement, warmth, puzzles, and humour. As one expects of a Graeme Base picture book, the reading experience is an interactive one and careful visual reading is rewarded with some surprise discoveries. Base provides written directions to help readers investigate his drawings, and he gives notes on Swahili pronunciation. B. Richardson

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$29.95 SCIS 1194167

BRECON, Connah *Tomorrow*

Lothian, 2004
ISBN 0734407300

It is difficult to make a picture book that is especially appealing to adolescents, but this one succeeds. There is poetry in the few well chosen words, and touches of humour, while the meaningful illustrations will intrigue students and offer much potential for discussion and study. This book is about the losses brought about by the change from childhood to adolescence. The future seems so indistinct it is hard for the young person to have hope, but, despite everything there are indeed flashes of hope. An intriguing book, this would suit an English Stage 5 picture book study. It would also be interesting to study the text as a transformation of Dylan Thomas' poem *Fern Hill*. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
\$26.95 SCIS 1187330

CRAWFORD, Joanne & FIELDING, Grace *A home for Bilby*

Magabala, 2004
ISBN 1875641912

An interesting mix of fact and fiction, and Indigenous and European art styles, gives this picture book's variation on a tradi-

tional plot a distinctly Australian feel. As a displaced bilby searches for an appropriate home, the reader becomes acquainted with other Australian animals and their habitats, habits and needs along the way. Underscored by the story line, and outlined by the fact based introduction, is the need for the type of conservation which comes through education and understanding. Also included is the Aboriginal origin of the word *bilby*. Units of study relating to *Living things and Environments* could incorporate this useful resource to initiate discussion. It could also be useful for reinforcing or assessing primary concepts and content. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
KLA: CA; English; HSIE; ST
SYLLABUS: Creative Arts K-6; English K-6; HSIE K-6; Science & Technology K-6
Paper \$18.95 SCIS 1186556

CREW, Gary & INGPEN, Robert

In the wake of the Mary Celeste

Lothian, 2004
ISBN 0734407289

In this intriguing picture book, a survivor of the *Mary Celeste* mystery writes a controlled but highly critical letter to Sir Arthur Conan Doyle. The creator of famous detective Sherlock Holmes, Conan Doyle made fictional use of the infamous and tragic event in two pieces of literature. Here, survivor Arthur Briggs objects to the wildly fanciful theories that have sprung up following Conan Doyle's stories. Ingpén's paintings include moody nautical works and representations of old photographs and charts. This book would be useful in discussing how historical writing can be interpreted in different ways by audiences, and how authors often manipulate actual world events to inspire their works of fiction. I. McLean

USER LEVEL: Stage 2 Stage 3 Stage 4
\$26.95 SCIS 1187291

DRAY, Matt

Dougal the garbage dump bear

Penguin Books Australia, 2004
ISBN 0670041106

After being tossed away, Dougal the teddy bear lives happily at the dump. This delightful story relates his daily life there with the workers, his new friend Bumble the bee, and other found animals. Readers will enjoy Dougal's adventures and his dialogue with Bumble, while some students will empathise with the emotional state of these personified toys. Presented as an album, with photographs that cleverly enhance the written text, the book is a recount of Dougal's days. This unconventional layout will promote discussion about visual literacy and inspire students to create their own visually enhanced journals. A happy ending adds to the appeal of this picture book. A. Arnott

USER LEVEL: Stage 3
\$19.95 SCIS 1191118



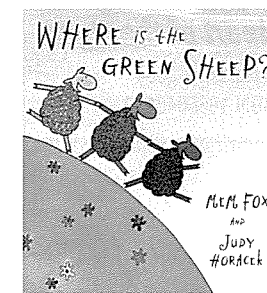
FOX, Mem & HORACEK, Judy

Where is the green sheep?

Viking, 2004
ISBN 0670041491

Young children will be engaged by this colourful and rather silly picture book as they hunt for the elusive green sheep. Brightly coloured illustrations present sheep of varying sizes and colours in unusual situations, to support the rhythmical text as it reinforces early mathematical concepts and language acquisition. Suitable for reading aloud, the simple, repetitive text and visuals provide cues for predicting unknown words and will promote choral reading. Young readers will be inspired to use the book as a model to create their own silly sheep pictures, and perhaps to write descriptions for a class book. C. Keane

USER LEVEL: Early Stage 1
\$19.95 SCIS 1167105



FRENCH, Jackie & WHATLEY, Bruce

Pete the sheep

Angus & Robertson, 2004
ISBN 0207199663

Most sheep shearers have a companion sheep dog, but, much to the consternation of his shearer mates, Shaun the sheep shearer has a sheep sheep. When Shaun and Pete's uniquely fashionable clipped hairstyles cause friction in the shearing shed, they open a clipping salon in town, and continue to go from strength to strength as their notoriety rises. Whatley's distinctive illustrations in this heart warming picture book cleverly convey the characters' personalities. Varied font styles and sizes add interest, especially for shared reading sessions. Students will also enjoy anticipating the many translations of sheep dialogue. This story celebrates uniqueness, lateral thinking, and the skill of the entrepreneur. I. McLean

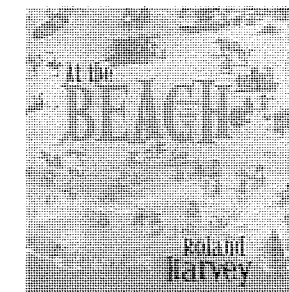
USER LEVEL: Stage 1 Stage 2
\$24.95 SCIS 1192784

HARVEY, Roland

At the beach: postcards from Crabby Spit

Allen & Unwin, 2004
ISBN 1741144124

A young boy and girl write postcards to their grandmother while on a beach holiday, in this visually intricate picture book. One sub text is a cheeky dog which commandeers camping and holidaying items, to be located by the reader. Student vocabularies will be extended with the explanation of such terms as 'rotunda' and 'ancient midden', many of which are labelled on a large hand drawn map. The postcard format will support outcomes involving recounts, and a comparison of the grandmother's holiday with the children's will provide discussion material for the HSIE syllabus. There is much support in the visual text for the HSIE unit: *Relationship with*



places, as the artwork details all aspects of life at the beach. A. Beedles

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
\$24.95 SCIS 1194111

KING, Stephen Michael

Mutt dog!

Scholastic, 2004
ISBN 1865046361

A heart rending story of a homeless dog, this picture book will be enjoyed by all young readers who love animals, because of its happy ending. Mutt dog is alone in the city, until he finds a half way house. Here he finds kindness, but unfortunately, he cannot stay. Eventually, he finds a comfortable house in the country, surrounded by a family who love and care for him. Finally he is somewhere he belongs and he responds to their love, using skills he learnt on the streets. King's unique illustrative style dominates this simple narrative, and students will be challenged to identify sub layers of meaning in the written and visual text. J. Eade

USER LEVEL: Early Stage 1 Stage 1
\$27.95 SCIS 1189562

© Stephen Michael King. Cover reproduced by permission of Scholastic Australia Pty Ltd.

KINGSTON, Julie

A very important story

Hodder, 2004
ISBN 0733613055

How often do we as teachers encourage parents to read to students and impress on them the importance of this in a young person's life? A great motivator to present when addressing a parent meeting, this picture book relates the story of a young boy's discussion with his grandfather about the important things in the old man's life. The young child tries to guess his grandfather's greatest achievement. Is it climbing Mount Everest or meeting a princess? Perhaps managing many large companies or winning a gold medal? After exploring the highlights of the grandfather's life, which are well supported by vivid, eye catching illustrations on black backgrounds, the reader is surprised and delighted to learn the answer to the child's question. This appealing book is an excellent resource for dealing with intergenerational relationships. J. Hancock

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
\$16.95 SCIS 1181446

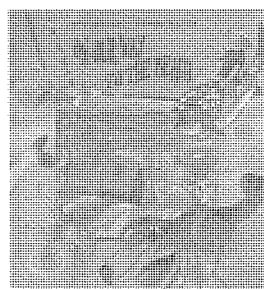
LAGUNA, Sofie & McLEAN, Andrew

On our way to the beach

Scholastic, 2004
ISBN 1862915016

A young girl narrates this refreshingly innocent story of her family's long drive to the beach. She has never experienced the beach and uses special moments from the journey to predict what it will be like. Travelling in a van with three adults and two siblings, she

shares the simple pleasures provided by a loving family. Sampling freshly picked strawberries, corn on the cob, and fish they have caught, provide experiences and inspiration for her dreams about the beach. Softly coloured illustrations support each delightful stage of the journey, while vibrantly fanciful representations are spread over double pages and allow us to share the girl's dreams. Ideal for sharing with a class, this joyful picture book will entertain and promote discussion and artwork. C. Keane



USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$27.95 SCIS 1185295

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LESTER, Alison

Are we there yet?: a journey around Australia

Penguin/Viking, 2004
ISBN 0670880671

Based on a journey recently undertaken by the author's family, this highly recommended picture book is narrated by eight year old Grace. It tells the story simply, through a series of significant and memorable incidents and famous locations. Meticulous drawings, showing the family's relationships, activities and places visited, extend and develop this child centred text. Respect for Aboriginal culture is evident in the depiction of significant sites. Billy's repeated query adds a note of humour, and helps to link the episodes of the journey. The book offers rich and varied opportunities for discussion and follow up activities, especially in the *Environments* and *Cultures* strands of HSIE Stage 2. W. Smith



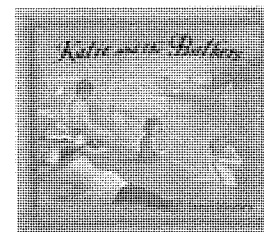
USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$24.95 SCIS 1187220

MAYHEW, James

Katie and the bathers

Orchard, 2004
ISBN 1841217360

Artworks come to life in this imaginative tale of Katie's trip to the art gallery. Tempted by the cool images of Seurat's *Bathers at Asnières*, Katie climbs into the painting for a swim. This is the start of a delightful sequence of interactions between Katie and characters from this and other paintings by Pointillist artists, Georges Seurat, Paul Signac, and Camille Pissarro. Clear explanations, and information on the Pointillist art movement and artists, provide a good historical introduction for primary students. Art activities could easily be adapted and based on this story. Simple language, large print, vibrant illustrations, and amusing story ensure a wide appeal for this enjoyable picture book. N. French



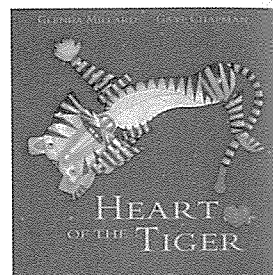
USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
\$24.95 SCIS 1183912

MILLARD, Glenda & CHAPMAN, Gaye

Heart of the tiger

Scholastic, 2004
ISBN 1865046183

Beautifully illustrated and well written, this dialogue between a wooden tiger and his loving owner, a boy, would lend itself well to being read aloud. The tiger tells the boy about trees and rain and the scent of green, things gone from the boy's world. Bright illustrations show a culture with Indian influences that ties in well with the written text. The colour green is withheld until the final few pages, adding to the surprising nature of the written and visual text. It is a fantasy which provides a good model for variations on Dreamtime stories, and its themes of loyalty and environmentalism and hope could be fruitful within a Year 7 study of picture books in English. A. Arnott



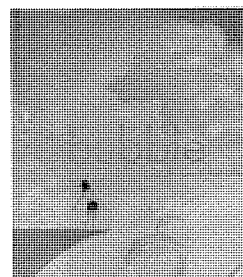
USER LEVEL: Early Stage 1 Stage 1 Stage 4
\$27.95 1185299

MONTANO, Josie & OTTLEY, Matt

The bubble

Lothian, 2004
ISBN 0734406843

Breathtaking illustrations guide us through this tale of a little girl's imaginative journey through sadness and loneliness, isolated in a bubble, to a renewed awakening. It sets the scene with the child's inability to take pleasure in the things she once enjoyed. The problem seems to be family related as there are many illustrations of family albums. This would be a useful book for school counsellors to use in dealing with grief and loss issues in primary schools. Illustrations and the written, almost poetic text, are complex psychological works, and primary students might find the literacy demands of the text daunting. The text would suit a picture book study in English Stage 4. A. Soutter



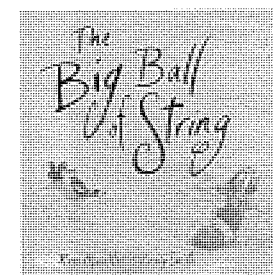
USER LEVEL: Stage 3 Stage 4 Professional
KLA: English; PDHPE
SYLLABUS: English K-6; English 7-10; PDHPE K-6
\$26.95 SCIS 1177893

MUELLER, Ross

The big ball of string

Allen & Unwin, 2004
ISBN 1741140447

George wants to play soccer, but he does not have a ball. He uses a big ball of string, and, after playing soccer with his string in the park, he kicks it all the way



home and wonders where his ball has disappeared to when he finally reaches his front door. Simple sketch style illustrations demonstrate very clearly where the string has gone as it unravels a little more on each page. The text in this appealing picture book is repetitive and catchy, accentuated at times in the way it is written in different forms across the page. Young readers will delight in this simple story book. J. Eade

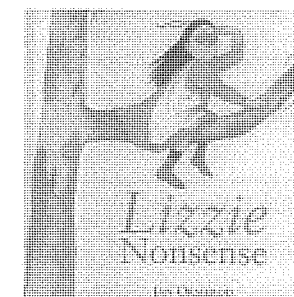
USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1185041

ORMEROD, Jan

Lizzie nonsense

Little Hare, 2004
ISBN 187700359X

Capturing the haunting beauty and loneliness which could be experienced in harsh outback Australia of the early 1900s, Ormerod uses this picture book to tell us of resourceful youngster, Lizzie, who entertains herself and her mother with her whimsical imaginings about life. Father spends much time away from the family property, transporting sandalwood, while Lizzie's mother goes about completing her daily chores. Although Mama gently teases Lizzie, it seems that the mother also indulges in a little fantasy to escape this relentlessly difficult environment. Beautiful whole page paintings show very clearly the many contrasts of clothing, transport, buildings and labour saving devices, to modern day country and city life. I. McLean



USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
\$24.95 SCIS 1182996

REYNOLDS, Peter H.

Ish

Walker, 2004
ISBN 1844281590

When Ramon's drawings are criticised by his older bother, Ramon's pleasure and spontaneity disappear. He strives to produce perfect art works, until his little sister provides the unexpected and powerful resolution to his dilemma. Her appreciation renews his self confidence. Seeing his drawings with new eyes, and released from the restraints of realism and perfection, Ramon allows his feelings to create a series of 'ish' drawings, then 'ish' writing. His instantly recognisable subjects are reminiscent of the naive school of art and show a child's positive attempts to draw from observation and memory. Emotive pen and colour wash illustrations, and creativity theme, show the joy of self expression, and help make the text very suitable for a picture book study in English Stage 4. C. Keane



USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 4
KLA: CA; English
SYLLABUS: CA K-6; English K-6; English 7-10
\$19.95 SCIS 1191812

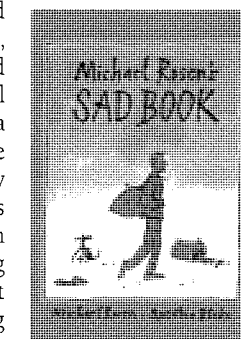
ROSEN, Michael & BLAKE, Quentin

Michael Rosen's sad book

Walker, 2004
ISBN 0744598982

[152]

Sadness, depression, death, and change affect us all. This profound, occasionally amusing, melancholy and thought provoking picture book will appeal to students and adults. It is a personal and emotional story of the death of the author's son, showing how he is coping with the sadness. Blake's illustrations brilliantly reflect the main character's emotions and the changing moods of the story. The protagonist uses coping strategies, such as doing one thing he can be proud of each day. Then colours are brighter but the depths of despair are grey. The book ends positively, with a double page illustration of the author contemplating candlelight overcoming the darkness. A. Soutter



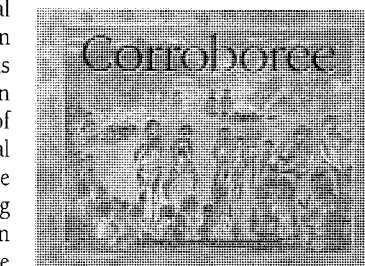
USER LEVEL: Stage 3 Stage 4 Stage 5 Community
Professional
KLA: English; PDHPE
SYLLABUS: English K-6; English 7-10; PDHPE K-6; PDHPE 7-10
\$27.95 SCIS 1191705

WALLAM, Angus & KELLY, Suzanne

Corroboree

University of Western Australia Press, 2004
ISBN 1920694145

Winner of the inaugural Marrwaring Award in Western Australia, this picture book draws upon Wallam's memories of living a semi traditional life in Moore River in the 1930s. Wirrin, the young protagonist, observes in detail the activities before and during the corroboree. The present tense narrative, almost bilingual in style, is entertaining and interesting. The book portrays a community in transition; the wearing of items of western clothing is, for example, mixed with traditional cloaks. The text is particularly innovative in the inclusion of an English-Nyungar language glossary around the border of each page. B. Corr



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE; Languages
SYLLABUS: Aboriginal Languages K-10; Aboriginal Studies 7-10; HSIE K-6
\$24.95 SCIS 1173783

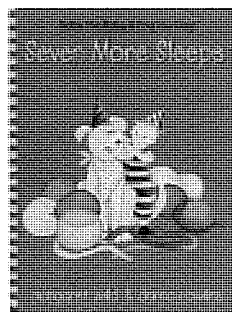
WILD, Margaret & RAWLINS, Donna

Seven more sleeps

Working Title, 2004
ISBN 1876288388

Attractively laid out and appealingly illustrated, this child centred story is the perfect picture book to share with very young students.

There are only seven more sleeps until the birthday party, and while they wait, Mum, Babs the baby, and Fog the dog, paint and post invitations, make and hang decorations, dance and play musical chairs, shop for good things to eat, blow up balloons, and make a cake. But, whose birthday is it? Children will love to join in the reading, counting down the days and predicting preparations for each day. They will enjoy the simple, bouncy, rhythmical narrative that is enriched with alliteration, rhyme, and repetition, and they will delight in the vibrant, expressive illustrations that exude fun, warmth and love. B. Richardson



USER LEVEL: Early Stage 1 Stage 1
\$24.95

SCIS 1185611

Fiction for younger readers

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

ANNEAR, Robyn

Fly a rebel flag: the battle at Eureka

[sound recording]

Louis Braille Audio, 2004 (Out loud! audio) (215 min.)
ISBN 1920725490

Complete and unabridged on three cassettes, this production makes the book available to students who are vision impaired as well as to mainstream students. The reading by actor Francis Greenslade is clear and easily understood. As the story is told in many voices, and from many points of view, including the author's own, listeners need to ensure they identify which voice is currently being used, as the narrator himself makes no such distinctions. The fragmented, semi epistolary style of the narrative lends itself to episodic listening. The work has direct relevance to studies of Australian history, particularly the *Change and continuity* and *Cultures* strands of HSIE Stage 3. W. Smith

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$43.95

SCIS 1168853

Brave kids [series]

BlueCatBooks, 2004

True tales of brave and courageous deeds by Australian children are the basis of each illustrated book in this series. The event is retold as a narrative in very short chapters. The story is supported by many

factual notes, maps, poems, and safety hints relating to the subject. *Surf rescue* relates the story of a 12 year old girl's ocean swim to save her friends who are drifting in a boat. *Rogue animals* relates how a young boy saved his father from a wild boar attack. These stories will have a high interest level for young readers, and they will be excellent starting points for discussions on courage, bravery, and self confidence. R. Parnis

USER LEVEL: Stage 2
Paper \$10.95 each

Reviewed titles in this series are:

Surf rescue
Rogue animals

SCIS 1189651
SCIS 1194020



CODELL, Esme Raji

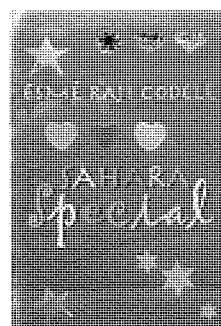
Sahara special

Hodder Children's Books, 2003
ISBN 0340883715

Sahara is known by the other students as Sahara Special because she has been in a special needs class until now. Sahara reads all the time at home, but she has always been painfully shy at school, refusing to talk or write in the classroom. This delightful novel is written as a fictional autobiography, describing the way in which Sahara blossoms as a writer, and as a friend under the care of her new teacher. This novel is a celebration of the power of learning to open our minds and hearts. Sahara is a very likeable main character, and the themes of regret, difference, identity and empowerment make this a book which will encourage mature, thoughtful readers to reach for authenticity and excellence as she has done. L. Chase

USER LEVEL: Stage 3
Paper \$17.95

SCIS 1188451



EDWARDS, Hazel

Hand-me-down hippo

Penguin Books Australia, 2004 (Puffin)
ISBN 0143501194

As Hazel Edwards ventures into novel format, her hippopotamus character has morphed into Mini Hippo. This character is an imaginary friend who helps the boy in the story to confront his fears. Common childhood fears, such as a first sleepover, a first flight in an aeroplane, and fear of failure in sporting pursuits, are all overcome with the help of this brave, imaginary hippopotamus, who is up to his usual antics of eating cake in the most unlikely of places. Well spaced text and Mini Goss's line drawings make this an ideal story for newly independent readers, and as a classroom tool when discussing feelings such as fear. F. Moore

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

SCIS 1166239



BERNARD, Patricia

Stegosaur stone

Scholastic, 2004 (Thumbprint thriller)
ISBN 1865046205

In the spirit of *Nancy Drew* and the *Hardy Boys*, a murder, and a missing set of fossil dinosaur prints, initiates an investigation which calls upon the courage and resourcefulness of an unlikely trio of adolescent sleuths. Brought together by a common interest, the internet and busy parents, in their quest to find the truth and the fossil smugglers, they discover things about themselves and their relationships with their families and each other. Set between Broome, Western Australia and Sydney, the story reflects the variations in lifestyle, family make up and the multicultural mix of modern Australia. This is an engaging read that will appeal to those who enjoy a good mystery with the occasional edge to it. N. Chaffey

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$16.95

SCIS 1186915

Geronimo Stilton [series]

Scholastic, 2004

The theme of cheese, mice and rats, is so consistently upheld in this series that most adults will find it irritating. However, these contrived chapter books will amuse and enthrall young readers who immerse themselves in Geronimo's world, just like older readers who enter other fantasy worlds. Illustrations and text make good use of graphic variety, and a lot of text is highlighted in different fonts and colours. This will appeal to younger readers, especially those familiar with digital texts. The stories are predictable adventures with stereotypical characters, yet the humour and engagement come from the fact that the fantasy world is studiously maintained. This series will appeal to many younger readers. K. Rushton

USER LEVEL: Stage 2
Paper \$9.95 each

Reviewed titles in this series are:

I'm too fond of my fur!
All because of a cup of coffee
The curse of the cheese pyramid
Lost treasure of the emerald eye
Attack of the bandit cats

SCIS 1163902
SCIS 1186909
SCIS 1163900
SCIS 1163923
SCIS 1180455

GLEESON, Libby

Hannah the famous

Penguin Books Australia, 2004 (Puffin)
ISBN 0143301489

Hannah's life is turned upside down when a new girl, Linda, comes to her school. Not only does Linda form a secret club, she quickly becomes good friends with Hannah's best friends, Annie and Tui. To make matters worse, Linda tells Hannah the story of how her father did not come home one day. Hannah is then filled with doubts that her own father might do the same. Interspersed with this theme are Hannah's attempts to be famous, including a hilarious episode where she tries out tight rope walking. This humorous narrative is sure to be popular with young readers, who suffer many of Hannah's insecurities and aspirations. J. Eade

USER LEVEL: Stage 2 Stage 3
Paper \$14.95

SCIS 1187364



GOLDS, Cassandra

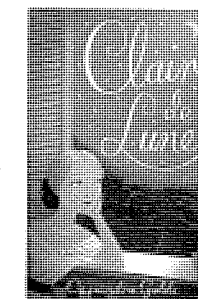
Clair de Lune

Penguin Books Australia, 2004 (Puffin)
ISBN 0143300008

A magical tale of a young girl who cannot talk, and a little mouse who can, this is the story of a young ballet dancer who loses her voice, only to find it again when she meets a talking mouse. Clair de Lune discovers the mysterious monastery and monk hidden in a secret part of the building in which she lives. With similar elements to *Alice in Wonderland*, Clair de Lune uncovers the truth about her family and discovers the power of love on this personal and magical journey. It is a story of simplistic and enchanting beauty, lovingly entwining the themes of love, dance, and friendship, as magical creatures help a small girl to find her voice. F. Campbell

USER LEVEL: Stage 3 Stage 4
Paper \$16.95

SCIS 1175947



GRAHAM, Bob

Tales from the waterhole

Walker, 2004

ISBN 0744565936

A waterhole in the African savannah is the setting for a series of fun loving, and often mischievous, events involving young crocodiles, elephants, giraffes, zebras, turtles and wildebeest during the hot summer months. These five engaging tales are ideal for reading to a young audience, who will identify with familiar situations involving football, siblings, showing off, bickering, supporting and frolicking in the water with friends. Closer inspection is rewarded by the humour and clarity of Graham's pen and ink drawings with a watercolour wash. These detailed illustrations support the text and provide a wealth of visual information about the characters. Adults will be entertained by the witty, yet understated, references to occurrences such as the annual wildebeest migration and the importance of the seasonal rains, as they share these short stories with a young audience. C. Keane

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

SCIS 1170091

GRINDLEY, Sally

Dear Max by D.J. Lucas

Orchard, 2004

ISBN 184362382X

When a warm, playful correspondence between a famous author and a young fan sparks into an unlikely friendship, difficult topics such as the death of a parent, bullying and childhood illness are dealt with gracefully. Bit by bit, Max learns to trust DJ, accepting his advice on writing and tackling his problems at school. Reminiscent of *Two weeks with the Queen*, this English book will have universal appeal. Young readers will enjoy the quirky sketches scattered throughout by famous illustrator, Tony Ross. Probably best suited to silent reading, this is an excellent resource for reinforcing the dying art of letter writing. S. Taylor

USER LEVEL: Stage 1 Stage 2
\$19.95

SCIS 1191736

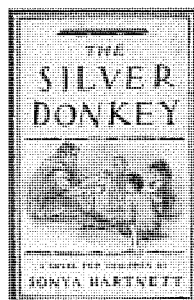


HARTNETT, Sonya

The silver donkey: a novel for childrenViking, 2004
ISBN 0670042404

Set in postwar France, this enchanting novel revolves around a blind English soldier who is found by two French girls, Marcelle and Coco, in the hills above their home. The soldier owns a small silver donkey, and in return for the girls' kindness in providing him with food and comfort, he tells them marvellous stories about donkeys, each of which depicts the animals' honesty, loyalty, and courage. To help the soldier get home, the girls have to share their secret with their brother, leading to a satisfying conclusion. This well written story would be useful to discuss the futility and consequences of war, and would be a most enjoyable text to read aloud to Stage 2. J. Eade

USER LEVEL: Stage 2 Stage 3
\$24.95 SCIS 1188972



KELLEHER, Victor & DENTON, Terry

The Grimes familyLothian, 2004 (Start ups)
ISBN 0734407327

In this curious tale about a boy whose family is extremely dirty, Dennis is banned from the school library because he smells so bad. When their pet dog Rex leaves home in disgust, Dennis wants to clean up. His parents decide to get rich and famous by drawing attention to their grime via the media. This fails, so they clean up to become the cleanest people ever. When they revert to their filthy ways, Dennis leaves home and joins Rex at the dog pound. Students will enjoy the descriptions of grunge, and the content may prove useful in discussions of hygiene in PDHPE, but as to the point or the moral of the story, readers will be left wondering. A. Beedles

USER LEVEL: Stage 1 Stage 2
Paper \$10.95 SCIS 1186507

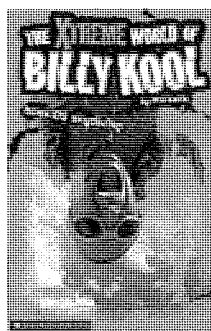
KETTLE, Phil

The Xtreme world of Billy Kool [series]

Scholastic, 2004

A reality television show with a teenage presenter and extreme sports is the basis of these short, interesting, and very readable books. *All or nothing*, the first book, describes how the television concept comes to fruition. Each text follows the same format: a narrative thread dealing with issues such as a crush on a girl or an ailing grandfather; an illustrated description of equipment; a location map; a script from the show; a fan's message; a history of the sport; and a glossary of the sport. Simple language is used, and the series is ideal for guided reading and group work. Students will gain a basic understanding of the sport in question, plus the inner workings of a television show. R. Parnis

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; English; PDHPE



SYLLABUS: CA K-6; English K-6; English 7-10; PDHPE K-6; PDHPE 7-10
Paper \$9.95 each

Reviewed titles in this series are:

All or nothing SCIS 1178621
Whitewater rafting SCIS 1178407
Bungee jumping SCIS 1176242
Snowboarding SCIS 1177952
Skydiving SCIS 1176246
Mountain biking SCIS 1176243
Kart racing SCIS 1177948
Rock climbing SCIS 1177950

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MARSDEN, J. & JACKSON, M. & POTTER, H.

A roomful of magicPan Macmillan Australia, 2004
ISBN 0330421298

The second book by Marsden about the magic rainforest continues the themes of adventure and fantasy. The children are once more transported to a magical place that is home to fairies, wizards, and bunyips. This time they must help a little girl find her home. Even though events in the first novel are referred to, this story stands independent of its predecessor. Themes of friendship, determination, and courage are woven into the narrative. Liberally illustrated with line drawings and lovely full page colour plates, this short novel will have much appeal for its intended audience. R. Parnis

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1185247

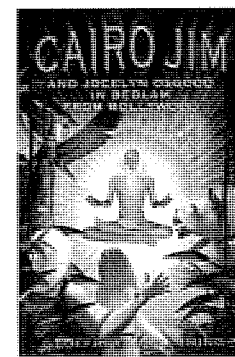


McSKIMMING, Geoffrey

Cairo Jim and Jocelyn Osgood in Bedlam from BollywoodHodder Children's Books Australia, 2004 (Cairo Jim chronicles)
ISBN 10733612245

Peppered with jokes and puns, this rollicking new adventure will appeal to existing fans, and it can be readily enjoyed by newcomers to the series. Dauntless Dymphna, a larger than life Bollywood action movie star, dominates the novel, but Jim and Jocelyn play significant roles, staying true to their established natures, histories and principles. Goodies and baddies are clearly delineated, and old fashioned values of honour, truth, justice, loyalty, and good manners are clearly demonstrated. The power of language underlies the narrative, and the book concludes with a philosophical meditation on the significance of individual lives and actions. W. Smith

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1190999

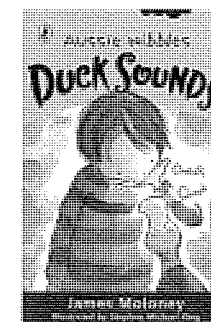


MOLONEY, James & KING, Stephen Michael

Duck soundsPenguin Books Australia, 2004 (Puffin/Aussie nibbles)
ISBN 0143301101

Duck sounds is a satisfying read for newly independent readers. Moloney actively engages the reader with instructions for producing duck sounds, relying on a rather messy technique, and cleverly builds expectations of when to produce this extraordinary skill. The well crafted narrative introduces two protagonists: Jock, the hero of the hour, and an old man with evil intent. The appealing format of nibbled pages, large font, clearly spaced text in short sentences, and supportive black and white illustrations assists readers to identify with the outraged Jock and to join his quest to save a small duck from being served for lunch with potatoes and gravy. The resolution is predictable and actively rewarding, and the coda will generate contented smiles. C. Keane

USER LEVEL: Stage 1 Stage 2
Paper \$10.95 SCIS 1176717



SACHAR, Louis

Marvin Redpost alone in his teacher's houseBloomsbury Children's, 2004 (Marvin Redpost)
ISBN 0747562792

Likeable Marvin is given a special job by his teacher but, although he gives his best effort, there is an unexpected problem. Told with insight into the behaviour of many young boys, Sachar's novel is an enjoyable read. Both humorous and sensitive, it deals with some serious issues, including responsibility, peer relationships and coping with a loss. Short chapters, line drawings and a well developed main character make this book ideal for Stage 2 students, however the themes of responsibility and loss allow it to be accessed by older children. With its accessible language, sympathetic main character, plausible plot and satisfying conclusion, this narrative will have wide appeal. F. Moore

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1185049



THIELE, Colin

The twilight ghostPuffin, 2004
ISBN 0143301616

Twilight, population 2000, surrounded by boring, flat wheat fields; broken jarringly by concrete monstrosities, otherwise known as silos, is the new home of twelve year old Robby Green. Unimpressed by the move, and fearing the humdrum existence of a small country town, Robby's predictions of a boring life soon prove to be incorrect. Thiele's tightly written plot includes great attention to detail, especially in the scenes describing Robby's encounters with the filmy ghost who inhabits the abandoned children's home. Such vivid writing could leave some young

readers terrified, even though the front cover gives a good indication of the contents. The ghostly theme and action packed plot should appeal to fans of this genre, including senior primary students needing encouragement to read. S. Taylor

USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1184414

THOMPSON, Colin

How to live foreverRandom House Australia, 2004
ISBN 1740519140

In this rich and satisfying fantasy, with fully realised characters, settings and relationships, Thompson revisits and develops ideas, concepts and themes first aired in his 1995 picture book of the same name. Set in the British Museum, particularly its Reading Room, the novel demonstrates a strong and convincing sense of place. Using the library as a central metaphor, the novel examines some big ideas, including father and son relationships and what it means to be without a father. Thompson explores the nature of mortality and immortality, of time and eternity and the power of the written word and of reading. Themes include truth and deception, reality and illusion, change and stasis, loyalty, friendship and betrayal. This novel is particularly recommended for reading aloud as a class serial. W. Smith

USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$14.95 SCIS 1176475

WAGNER, Michael & DENTON, Terry

Maxx Rumble cricket [series]

Black Dog, 2004

An interest in sport, especially cricket, is essential for this series. The narrative, basically a vibrant description of one game, is supported by amusing and energetic black and white drawings. Subject matter and layout will ably support those students making the transition to reading chapter books. These positive texts present minimal challenges for young readers and there is some reading extension in the concluding chapters which cover sports statistics. The stories have an easy and engaging humour in the actions of the mainly male characters, making the texts appealing to boys. In *Sledged!* the boys face Thelma, the dynamic star of the opposing team. A similar series by Wagner and Denton is about Aussie Rules football. K. Rushton

USER LEVEL: Stage 1 Stage 2
Paper \$9.95 each

Reviewed titles in this series are:

Sledged! SCIS 1191747
Rattled! SCIS 1191749

Similar titles are:

Dogged! SCIS 1183250
Winded! SCIS 1183248

WRIGHTSON, Patricia

A wisp of smokePenguin Books, 2004
ISBN 0143301012

Mrs Piggott, a frail old lady living alone, notices a wisp of smoke mysteriously rising from her floor. Firemen arrive and, in the

ensuing investigation, many long neglected maintenance tasks in her home are finally rectified. What is the wisp of smoke? Has it been sent by the long gone Mr Piggott who is aware of his wife's increasing frailty? The open end to this intriguing story leaves the reader wondering. This thought provoking story ably describes the thoughts and actions of the main character, allowing the reader to empathise with the concerns and issues of the elderly. This resource would be useful for exploring aspects of the Stage 2 HSIE unit, *Living in communities*. F. Moore

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$14.95 SCIS 1173799

Fiction for older readers

Resources are arranged alphabetically by author.
Some of these items are also suitable for upper primary students.

Awesome! fiction Series 3

Pearson, 2004

Catchy titles and colourful covers with teenage appeal beckon and greet prospective readers of this series of short chaptered stories. Each title contains a number of black and white, cartoon style illustrations, and a chapter logo that supports and highlights a particular part of the narrative. The smorgasbord of plots includes adolescent relationships with their family, peers and the opposite sex. A variety of humorous, fantastic and realistic fictional devices, without gender stereotyping, are employed to deal with the influence of advertising and bullying. All titles have a sound story line and are entertaining for students needing encouragement to read, and as a good quick read to the avid reader. Teachers need to be aware that the values promoted in *Geek Street* are contentious and may be disturbing for some students. N. Chaffey

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$10.95 each

Reviewed titles in this series are:

Bats, bufos and the family thing SCIS 1178017
Geek street SCIS 1178014
Kite dude SCIS 1177820
Shaping up for Lyndal Maloney SCIS 1177821
Splash, dash, smash! SCIS 1177808

BAIL, Murray

The drover's wife and other stories

[sound recording]

Louis Braille Audio, 2004 (7hr.)
ISBN 0732027802

Read beautifully by Paul English, these 15 stories provide fascinating, if singular entertainment. They certainly will not be to everyone's taste, as some stories contain coarse language and sexual references, and the

humour verges on black. The writing reflects a keen, rather cynical, observing eye and ear. Characters are credible, and through their thinking and behaviour, Bail explores unsavoury human idiosyncrasies, stripping back polite façades to expose raw emotions and underlying attitudes, values and beliefs. The reader is variously intrigued, entertained, diverted, disgusted, disconcerted, and even shocked. Lack of delineation between the individual readings is an annoying fault in an otherwise well produced sound recording. B. Richardson

USER LEVEL: Stage 6
\$63.75 SCIS 1166618

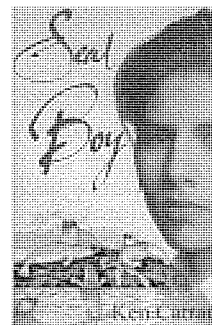
CATRAN, Ken

Seal boy

Random House, N.Z., 2004
ISBN 1869416112

In 1840s Boston, 14 year old Emmet, grandson of a wealthy shipping businessman, is abducted and sent into service on a southern ocean whaler. His hard work earns the respect of the crew, until, caught in an insurrection in a New Zealand port, he falls into the hands of unscrupulous sealers. Worth as much dead as alive, Emmet is cast away and must survive the elements and the sailors' murderous intentions. Themes and issues include personal identity, loyalty, friendship, growing up, bravery, change, and life at sea. Useful for units on physical and inner journeys, transitions, cultural differences, fictionalising history, and gender, this is an excellent adventure story, full of the language of the sea. F. Crum

USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1187903



CREECH, Sharon

Heartbeat

Bloomsbury, 2004
ISBN 0747573131

The world of the talented, staunchly individualistic Annie is delightfully refreshing. While dealing with the complications and joys of being an athlete, a friend, neighbour, student, daughter, granddaughter and sister, she examines the changes in her family and to her world that come with growing up, the imminent arrival of a baby, her ageing grandfather, the changing seasons and the multi-faceted nature of relationships and friendship. Annie writes in the first person, and in verse format, and shares her appreciation of life, being herself, and learning to look at things differently, through sensory awareness, art making and reflection. The text contains excellent, instructive examples of footnotes, synonyms, overused words and thesaurus use. N. Chaffey

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1163367

DISHER, Garry

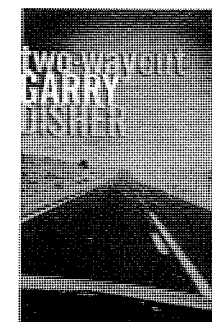
Two-way cut

Hodder, 2004
ISBN 0733615368

A topical thriller, this road novel is set in contemporary Victoria. In the aftermath of charging her police colleagues with sexual harass-

ment, Leah Flood is afraid for her life. She decides to disappear, but after accepting a lift with teenage runaway Tess and her boyfriend Mitch, their car is run off the road and Mitch is killed. Leah and Tess go on the run with a hired killer on their trail. They form an unlikely alliance as they learn to trust each other and as each reveals the truth about her past. Themes include families, greed, betrayal, social and personal responsibility, and friendship. F. Crum

USER LEVEL: Stage 6
Paper \$16.95 SCIS 1177706



DIVAKARUNI, Chitra Banerjee

The conch bearer

Chicken House, 2004
ISBN 1904442544

Composed with grace, care and subtle simplicity, this story is artfully told. It is a race to return the magic conch to a brotherhood deep in a Himalayan secret valley. Anand might be only a twelve year old Kolkata street tea boy, but the valuable conch seems to have selected him to return it to the brotherhood. Nisha is a street sweeper, but she too has an integral role to play in the adventure. Arrayed against them is all the evil power of the dark that would own the tiny shell and chart the future of the world. W. Bowie

USER LEVEL: Stage 3 Stage 4
\$16.95 SCIS 1191699

GIBBONS, Alan

The lost boys' appreciation society

Dolphin Paperbacks, 2004
ISBN 1842550950

John's world falls apart after the sudden death of his mother in a car crash. His troubled younger brother Gary begins to hang around a gang of sinister, older teenagers, and his father is unable to cope with the demands of raising two adolescent boys. This poignant, first person narrative documents moments of immense pain, but these are balanced by subtle humour and a permeating sense of optimism. Particularly useful for exploring the issues of death, grief, and the complexities of family relationships from a male perspective, this compelling novel would be especially appealing to mature readers. H. Gardiner

USER LEVEL: Stage 5
Paper \$14.95 SCIS 1170709

HATHORN, Libby

The painter [sound recording]

Louis Braille Audio, 2003 (5 hr.)
ISBN 0732027462

Paul English brings Libby Hathorn's novel to life in this five hour audio book about a struggling young artist, Bernard, whose meeting with Vincent van Gogh changes his life. It has links to the focus *Imaginative journeys* in the HSC Area of Study: *The journey*, particularly to the set text, the poems of Coleridge, which explores the role and nature of the poet as an artist. We hear how the artist works and the reactions to him, just as in *Kubla Khan* we see how the poet writes and transcends this ordinary world. As Bernard matures and changes we see also his physical and inner journeys.

Students who have difficulty reading, or those with an interest in art, will be able to use this audio book as an additional text, either through independent listening or as a class activity. H. Cobban

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6
\$60.45 SCIS 1168881

HILL, David

Right where it hurts

ABC Books, 2004
ISBN 073331421X

Written in a diary like colloquial tone, this short novel artfully deals with the subject of teenage self harm. Slade, a likeable narrator with an authentic voice, moves to a new school, where he joins the writing group and meets Mallory, a rich girl. Themes of friendship, relationships, wealth versus working class, and parental pressure are well developed, despite stereotypical and often sketchily drawn minor characters. Slade tries to help Mallory deal with her secret trauma, leading to a predictable climax, but a more sophisticated resolution. Short sentences and a fast pace make this an easy book to read, but the ideas can be challenging. As with all books that deal with self harm, care should be taken in making this book available to students who may be vulnerable. C. Thomas

USER LEVEL: Stage 5 Stage 6
Paper \$13.95 SCIS 1177702

Hey Joe [sound recording]

Louis Braille Audio, 2004 (6 hr.)
ISBN 0732028205

Jimi Thorn sets off for Vietnam in search of Joe, the father he hardly knows, taking with him notes that Joe made during his 1960s activist days. The narrative includes many aspects of Australia's political and social history, particularly the tense times during the Vietnam War. Suitable as background information for the Modern History Option: *Conflict in Indochina 1954-1979*, and as a supplementary text for the English Area of Study: *The journey*, the recording clearly describes the trauma of Australia's involvement in Vietnam. The listener follows Joe's and Jimi's lives, at similar ages but years apart, and David Tredinnick's realistic reading transports the listener on Jimi's travels. The emotional and easy flowing prose aids listener concentration. Teachers should note that there is frequent swearing and references to drug use. E. Derouet

USER LEVEL: Stage 6
KLA: English; HSIE
SYLLABUS: English Stage 6; Modern History Stage 6
\$60.45 SCIS 1179729

LAIRD, Elizabeth

The garbage king

Macmillan, 2004
ISBN 0330415026

The contrasting worlds of Mamo and Dani collide in this evocative and beautifully written novel. In an attempt to escape personal tragedy, the boys find themselves living on the desperate streets of Ethiopia's capital city, Addis Ababa. The compelling plot is best suited to older readers as it provides an emotional rollercoaster ride, where brutality and abuse intertwine with humour and pathos. The shocking issues of child slave labour, homelessness, and poverty are dealt with in a frank manner, yet the reader never loses sight of the resiliency of the human

spirit. Ultimately, the camaraderie forged between the protagonists offers hope in their otherwise bleak existence. H. Gardiner

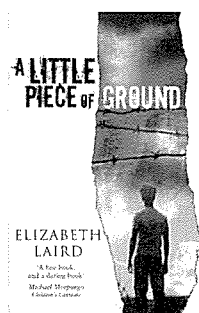
USER LEVEL: Stage 5 Stage 6
Paper \$14.95 SCIS 1173233

LAIRD, Elizabeth
A little piece of ground

Macmillan Children's Books, 2004
ISBN 0330437437

Set in combative Ramallah during the Intafada, this is a fictionalised and honest account of life for children under the Israeli occupation of Palestine. Young Karim would dearly love to be more than normal, because normal is to feel the electricity of fear at your bedroom window, at school, and on the road to visit grandparents. He witnesses the oppressive humiliation of his parents by scared young soldiers, and he delights in the precious rare opportunity to kick a football around on the lifting of daylight curfew. With commendable objectivity, this gripping narrative focuses on youngsters growing up in a war zone, and on the range of human experience encapsulated by a tragic situation. Its themes are universal. W. Bowie

USER LEVEL: Stage 4 Stage 5
\$14.95 SCIS 1190130



LOMER, Kathryn
The spare room

University of Qld Press, 2004
ISBN 070223477X

A long, slow, and introspective beginning introduces Akira, a twenty year old Japanese man, who is writing the narrative as an address to his lost friend Satoshi. Akira describes his parental imposed journey to Hobart, where he boards with a family while he studies English. The pace quickens in Australia, as Akira faces humorous and occasionally racist language and cultural difficulties, and as he tries to understand the dysfunctional family into which he finds himself thrown. The death of a loved one hangs over these characters, and Akira is a catalyst for family healing as he searches for his own peace, freedom and independence. Well written, thoughtful, and a cut above the average teenage angst story, this novel has much potential as a class set in English. C. Thomas

USER LEVEL: Stage 5
Paper \$18.95 SCIS 1182336

MAH, Adeline Yen
Chinese Cinderella and the Secret Dragon Society

Allen & Unwin, 2004
ISBN 186508865X

Kicked out of home just after the bombing of Pearl Harbour, our heroine comes to live with the Martial Arts Academy where she learns the philosophy and training to embark on a secret mission. Finding a sense of belonging and fighting for the good of others are two themes in this novel about a young Chinese girl whose name depicts the treatment by her cruel step mother. For a novel that encourages openness towards



religious freedom, this novel is very didactic in preaching the Taoist philosophy of religion. The adventuresome young girl learns much about herself and her acrobat friends in the Academy, as she becomes involved in a war adventure that changes her life. F. Campbell

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1181470

MASON, Prue
Camel rider

Penguin Books, 2004 (Puffin)
ISBN 0143300822

Set in the panic and confusion of a wartime attack, two boys from different cultures must rely on each other to survive adversity. Their struggles can be explored through a number of themes, including crossing boundaries, physical and emotional journeys, and cultural issues consistent with English Stage 5 and Stage 6 outcomes. The structure of the novel allows for various strategies including role plays, debates, discussion points and creative writing exercises based around themes of trust, friendship and survival, or issues such as child exploitation, war and communication. Well written with strong central characters, it will have popular appeal because of its loose association with present global conflicts. The style and language used could prove difficult for students with undeveloped reading techniques. B. Kervin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
Paper \$16.95 SCIS 1184910



McCAUGHREAN, Geraldine
Gold dust

Oxford University, 2004
ISBN 0192753592

Maro and Inez wake one morning to find a huge hole outside the door of their father's shop in Brazil. Soon, holes are appearing everywhere, as people travel from all over to search for gold. Maro and Inez's family initially resist the search in a quest to remain uncorrupted, but Maro and his father are eventually swept up in the rush. This is an award winning novel, well written and thoughtful, and competent readers will appreciate vocabulary and language use. It conveys the message that anything of value can fuel corruption, crime, and hatred. There is action and adventure, a definite Spanish flavour in setting and language, and an interesting investigation of personal morals. A. Frost

USER LEVEL: Stage 5 Stage 6
Paper \$12.95 SCIS 1183928

McKILLIP, Patricia A.
Ombria in shadow

Atom, 2004
ISBN 1904233333

Ombria is a shambling, decaying, many layered city state; very reminiscent of Mervyn Peake's *Castle Gormangast*. The crumbling upper city is offset by the introspective undercity in which young

Mag, the live waxing of the ageless sorceress Fay, flits at Fay's behest. An ancient, evil and decadent entity is intent on ruling through the newly orphaned regent. How will the eternal conflict of good and evil play out in this unquiet and ever shifting context of secret passages, ghostly infestation, shadowy apartments and unstable ground? This powerful knife edged drama of subterfuge and turmoil is masterfully executed with a poetic style. Experienced readers of this genre will be surprised and excited by this book. W. Bowie

USER LEVEL: Stage 4 Stage 5
\$16.95 SCIS 1185592

MYRACLE, Lauren
Ttyl

Abrams, 2004
ISBN 01810948214

Readers will be immersed in American teenage culture in this story which is told entirely through instant messages between three teenage girls. This *Looking for Alibrandi* meets *Clueless* meets *Dolly* narrative is a mix of childish chatter, with some serious discussion about dangerous driving, binge drinking, friendships, bodily functions, and dealing with emerging sexuality. While the instant message format means that it takes a little time to warm to the characters, this text validates teenage and technological language, and would engage some older readers with its short, oral sentences. It would certainly start discussion about the use of modern non standard English. The novel does contain adult themes, and some coarse and sexually explicit language. C. Koop

USER LEVEL: Stage 6
\$29.95 SCIS 1188699

PANCKRIDGE, Michael
***Chasing the break* [sound recording]**

Louis Braille Audio, 2004 (Out loud! audio) (The Legends series) (90 min.)
ISBN 1920725652

Mitchell comes to a new school and finds himself up against the local bully who uses his physical fitness to intimidate. The two athletes attend a sport camp which leads into a surfing challenge. The narrative has strong themes of competition psychology, surfing, and winning against a bully. Stig Wemyss's reading of the novel is engaging, with a convincing command of the different voices of winners and losers. The young characters seek ways to beat the bully, leading to an inevitable ending, and making this an enjoyable listening experience for adolescents. F. Campbell

USER LEVEL: Stage 4
\$32.95 SCIS 1179737

PAVER, Michelle
Wolf brother: chronicles of ancient darkness

Orion, 2004
ISBN 1842551701

Using a terrifying quest, where friendship means survival, this narrative is set in the primordial forests of 6000 years ago and is an imaginative tour de force. A nameless dread has fallen over the ancient forests, and it kills wantonly, as a grizzly bear. It has killed

Fa and orphaned twelve year old Torak. Will the wolf cub Torak has adopted guide him to the mountain before the forces arrayed against him win? Torak's intimate familiarity with Wolf is executed with panache as these credible characters take on an engaging adventure very reminiscent of J. Fennimore Cooper. W. Bowie

USER LEVEL: Stage 4 Stage 5
\$24.95 SCIS 1190368

TULLOCH, Richard
Weird stuff

Random House Australia, 2004
ISBN 0759320306

Set in a school, humour and fantasy are used to make this an engaging and entertaining tale. During the course of the narrative, writers and writing, teachers and teaching, sports coaches and coaching techniques, teamwork, sportsmanship, the creative writing process and thesaurus use are employed and examined to highlight the themes of feeling good about yourself and the implications of the way you treat others. The unlikely hero in the midst of all this, Brian Hobble, will appeal to many boys as he struggles to find acceptance on the soccer field, in the classroom, and, due to the first awakenings of interest in the opposite sex, with the girl of his dreams. The ending is a cliff hanger, suggesting a sequel. N. Chaffey

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1185316

***Whale rider* [videorecording]**

South Pacific Pictures, 2002
ISBN none

Set in a remote Maori community on New Zealand's scenic East Cape, this is a film about culture, love, and traditional values clashing with modern lives. The community is in transition, and this is played out through the lives of one family, with a young girl, Paikea, in the middle of the conflict. Her grandfather, Koro, is a deeply troubled character who will be problematic for film students. Paikea's speech about Koro is a brilliant piece of acting. The DVD extra, *Behind the scenes*, will certainly help students empathise with characters and concepts. In particular, interviews give strong insight into casting, themes, and the actors' perceptions of their characters. *Deleted scenes*, with narration, is an excellent tool for film students to see the process of film making. The DVD is accompanied by an Australian short film, *Cracker bag*. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
\$35.00 SCIS 1210613

SCIS Reviewing Team

DET classroom teachers with expertise in any of the HSC and/or new Years 7-10 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

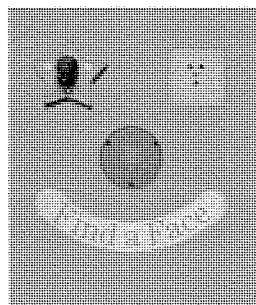
Resources are in Dewey order.

ROBERT, F. & ROBERT, J. & GITTINGS, J.

*Find a face*Chronicle, 2004
ISBN 0811843386

[152.14]

Inspiring imagination and close observation, this quirky picture book showcases faces that appear in every day objects, photographed from unusual angles. The concept is original and clever, playing on the fascination youngsters have of spotting shapes within shapes. It is questionable whether such a novelty could wear off upon subsequent readings, as the dialogue is not particularly page turning. On the other hand, the minimal text has a catchy rhythm to promote choral reading and to support emergent readers. The photographs are bold and entertaining, and, while some of the objects may be unfamiliar, the idea of finding faces in everyday objects will motivate class hunts, and could support the achievement of *Making and Appreciating* outcomes VAES1, VAES2, VAES3 and VAES4. S. Taylor



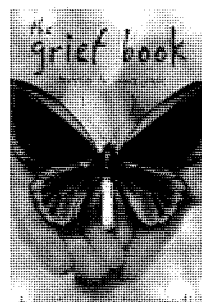
USER LEVEL: Early Stage 1
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
\$26.95 SCIS 1191764

VERCOE, Elizabeth & ABRAMOWSKI, Kerry

*The grief book: strategies for young people*Black Dog, 2004
ISBN 1876372524

[155.9]

Children and young people have to cope with grief and loss: people die, friends move away, parents separate. This is a book full of techniques to survive grief, which the author labels as tricks. These include practical advice about behaviour at funerals, saying sorry, and talking to someone who is dying. Vercoe has been in the depths of despair, and Abramowski is a social worker attuned to the needs of young people. This is a very practical and readable book which lets young people know that even in their darkest hour they are not alone. Every high school should have a copy of this book in the library and in the counsellor's office. A. Soutter



USER LEVEL: Stage 4 Stage 5 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10
Paper \$16.95 SCIS 1181136

ROCK, Lois

*Tell me about the world's religions*Lion, 2004
ISBN 0745946283

[200]

Major world religions are briefly described in this text. It is distinguished from similar texts by the first chapter, which discusses **What is religion?**, and explores the definition of religion and the distribution of major world religions. The last chapter, **The difference a faith makes** looks at the personal benefits of religious belief and problems in religion. Each religion has a brief chapter that includes an overview, laws, beliefs, and worship, and information about living as an adherent of that faith. This resource is well illustrated, and the written text is interesting and accessible. It would be useful when investigating the HSIE *Cultures and Change and continuity* strands. E. Searle

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$26.95 SCIS 1179354

GANERI, Anita

The life of [series]

Heinemann Library, 2004

[270.2092]

The lives of Christian saints are told in a simple narrative structure in this series. Well spaced sentences in large font are supported on each page by vibrantly illustrated pictures or photographs, and an overlapping text box adds information. **Fact file**, **Timeline**, **Glossary** and **Find out more** chapters follow each biography, ably supporting information searches. The amazing life of St Patrick, the patron saint of Ireland, will engage the reader and provide opportunities for discussion about sources, and the influence of people and events from the past on modern society. These attractive resources are suitable for independent and shared reading, and would support the achievement of outcomes from the *Cultures and Change and continuity* strands of the HSIE K-6 syllabus. E. Searle

USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
\$29.70 each

Reviewed titles in this series are:

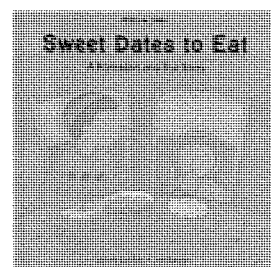
The life of St Francis SCIS 1174851
The life of St Patrick SCIS 1174852

ZUCKER, Jonny

*Sweet dates to eat: a Ramadan and Eid story*Lincoln, 2004
ISBN 1845070631

[297.362]

A useful resource when carrying out a study of *Celebrations* in HSIE Stage 1, and *People and their beliefs* in HSIE Stage 2, the early pages of this short book relate the story of a Muslim family during fasting times for the month of Ramadan and the subsequent Festival of Eid. This introduction is followed by a simple explanation of the meaning of this holy month and the importance of the Prophet Mohammed. It explains the Five Pillars of Islam and the restrictions placed on



followers during this time of fasting and prayer. Colourful illustrations support the text, which gives teachers and students the necessary background knowledge to understand these important celebrations in the Muslim calendar. It also provides the reader with interesting snippets of information such as the importance of the Qur'an and the Night of Power. J. Hancock

USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
\$19.95 SCIS 1187264

HOBAN, Sally

*Mediaworks: the industry guide: advertising, press, television, publishing, design, photography, public relations, marketing, print*Thames and Hudson, 2004
ISBN 0975196502

[302.23]

Hoban offers an insider's view of a world which can be a hostile environment to outsiders with limited networking connections. This handbook, which includes a comprehensive glossary, would be an excellent preparation for work experience students interested in advertising, marketing, public relations, media or publishing. From providing an overview of the structure of business, to the specific detail of the graphic reproduction process, this text is well organised in three sections: **The organisation: people at work**; **The process: getting the job ready**; and **The mechanics: getting into print**. Detailed role descriptions, and the processes by which an advertising company develops a design brief, reveal interesting vocational possibilities for students of visual design, photography and marketing. E. Kesby

USER LEVEL: Stage 6 Community Professional
KLA: CA; HSIE
SYLLABUS: Business Studies Stage 6; Photography, Video & Digital Imaging CEC Stage 6; Visual Design CEC Stage 6
Paper \$39.95 SCIS 1187438

*Globalise me!: a student's guide to globalisation*Curriculum Corp., 2004
ISBN 1863665927

[303.48]

ABSTRACT

Presenting a variety of attitudes through a collection of written and graphic resources, this textbook encourages students to research the issues and make up their own minds about globalisation. The chapters are: **People**; **Culture**; **Economy, trade and development**; **Technology**; **Politics**; and **Environment**. Each chapter contains ten resource texts, student questions and activities, plus general questions and ideas for research. The book comes with a CD-ROM which includes the book in pdf format, teacher material, and curriculum information for NSW. Some material on the CD-ROM can be viewed as classroom slide show. The book is also supported by an AusAID web site specifically designed for teachers at <http://www.globaleducation.edna.edu.au>

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Economics Stage 6; Geography Stage 6; Modern History Stage 6
Free SCIS 1194261

Le JEUNE, Veronique

*Feeling freakish?: how to be comfortable in your skin*Amulet Books, 2004 (Sunscreen)
ISBN 0810991640

[305.2]

Statistically, three out of four teenagers feel ugly in some way. This book helps young people get things into perspective and to work through negative feelings by looking at themselves in a new light. The written text is colloquial, and the cartoons will genuinely appeal to young people. However, students will need good literacy skills to get the most from the information provided. There are realistic stories of young people who think they are physically unacceptable in some way. The book asks readers to work towards the point where they can accept themselves for who they are. By reading this book students can deal with their worries without admitting them to anyone. A. Soutter



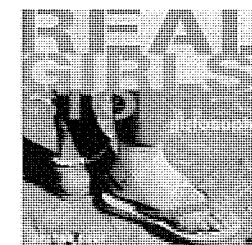
USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
Paper \$18.95 SCIS 1180354

PAUL, Anthea

*Real girls' stories*Allen & Unwin, 2004 (Girlosophy)
ISBN 1865089060

[305.235]

Insightful stories of young women from around the world, including Australia, are presented here in first person and a visually striking format. The subjects encapsulate a broad range of careers and life experiences beyond teenage years. These young women share strength of character and a commitment to overcome adversity, embrace diversity, challenge stereotypical notions about femininity, and to enjoy life. They are positive and accessible role models for young adult readers. The text has multiple uses for English and Visual Arts students, including access to journey related material and the experimental use of photographic montage and structural elements of design. Students could also use this resource as a model for writing their own journals. A. Anderson



USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: English 7-10; English Stage 6; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts 7-10; Visual Arts Stage 6; Visual Design CEC Stage 6
Paper \$35.00 SCIS 1191818

Speaking for Australia: parliamentary speeches that shaped the nation/ edited by Rod Kemp & Marion Stanton Allen & Unwin, 2004
ISBN 1741144302

[320.994]

From 1901 to 2003, the personalities and policies of Australia's Federal parliament are presented here in an inspiring and readable collection. There are speeches from the first women in parliament,

the first Aboriginal, and the Queen. Pauline Hanson's maiden speech and Gough Whitlam's short speech on maintaining the rage provide excellent primary source drama. The chosen speeches illuminate the Australian identity, and the editors' introduction for each is an excellent scene setter. This, plus end note analysis, gives an invaluable social, political, and journalistic context to the speeches, extending their meaning for student readers. Speeches are cleverly edited for impact, and full texts can be found on the book's supporting web site at <http://www.speakingforaustralia.com.au>. C. Thomas

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: English; HSIE
SYLLABUS: English 7–10; History 7–10; History Stage 6: *Extension*
Paper \$35.95 SCIS 1185625

LEACH, Michael & MANSOURI, Fethi

Lives in limbo: voices of refugees under temporary protection

University of New South Wales Press, 2004
ISBN 086840599X [325]

Refugee experiences, told in paragraphs linked by editorial comment and explanation, are dramatic and emotional voices in this collection that personalises the stories of refugees who have made it to Australia. Thirty four interviewees, from Iraq, Afghanistan, and Syria, clearly describe the brutality and injustice of life in their homeland, their journey to Australia, and life here, where they unhappily exist under temporary protection visas (TPV). There is extensive and comprehensible discussion of the factors that have caused the contemporary refugee movement, and the book is helpful in drawing the contexts for refugee persecution. Content includes a look at government policies, transit camps, people smugglers, and survivors' accounts of the sinking of the *SIEV X*. This resource would be a useful addition for the Legal Studies Focus Group 3: *Migrants*. C. Thomas

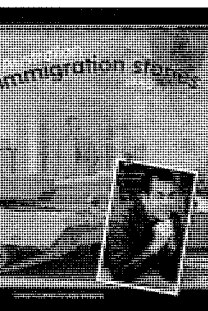
USER LEVEL: Stage 6 Community Professional
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
Paper \$29.95 SCIS 1182792

COURTNEY, Louise & MASSOLA, Linda

Australian immigration stories 1980–

Heinemann Library, 2004
ISBN 174070178X [325.94]

These biographies are brief but fascinating individual snapshots of immigrants' experiences, capturing attention and providing personal reflections on historical events. Political, social, and economic migrants feature, including some whose stories are still unfolding. Some are refugees, some are independent migrants. There are many ways these stories could be used in schools as they reflect world events and humanity. Beginning with a brief social history of Australia in the



period, together with population data, the resource is laid out well and uses information boxes, maps, plus personal and historical photographs. G. Spindler

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7–10; History 7–10
\$29.70 SCIS 1174786

Similar reviewed titles are:

Australian immigration stories 1900–1940 SCIS 1174790
Australian immigration stories 1940–1960 SCIS 1174791
Australian immigration stories 1960–1980 SCIS 1174796

MacDONALD, Fiona

Warfare in the Middle Ages

Koala, 2004 (Battle zones)
ISBN 0864616368 [355.02]

A broad outline of mainly European warfare is presented in this book, which briefly mentions Asia, Africa, and sea warfare. Its two page per topic format, with a simple introductory paragraph, is dominated by large, suitably captioned illustrations, and maps. Primary source analysis exercises could be developed from some of the illustrations of battles. This book could be used as a springboard for further research into various aspects of medieval warfare such as battles, arms, personalities, and the training of a knight. Students completing the Stage 4 History Topic: *Medieval and early modern societies* could use this book as an overview and simple introduction. B. Hull

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
Paper \$12.95 SCIS 1173707



World heritage sites: 13 international and 8 Australian case studies [videorecording]

Pro Doco, 2004 (ca.55 min.) [363.6]

Divided into two parts, this outstanding video examines International World Heritage sites and Australian World Heritage sites. A brief overview of the process of establishing natural and cultural World Heritage areas is provided, but further research would be required on this component. Key features of each World Heritage area are discussed including significance, history, use, and management. Exceptional visual images highlight the audio, and supplementary material, including worksheets, facilitates understanding of key features and differences between World Heritage areas. This is an essential teaching and learning tool for studying World Heritage sites in the *Geography Years 7–10 syllabus* Focus areas 4G1 and LSG1: *Investigating the world*. A. Frost

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6
\$84.70 Pro Doco ph: 94278556 SCIS 1190990

Review reprinted due to error in title in Scan 24.1

SHEPPARD, Anna

Australia's most notorious bushrangers

Heinemann Library, 2004 (Australian library)
ISBN 1740702212 [364.15]

The lives of famous Australian bushrangers are studied in a manner which encourages students to make judgments about their place in Australian folklore in this well presented resource. Excellent visuals and an easy to follow format support detailed information about Kelly, Morgan, Hall, and Gardiner. The use of clearly defined paragraphs, fact files and information boxes allows for a flexible classroom delivery through targeted activities. This resource provides a good starting point for a thematic study for understanding the actions of individuals in the context of the past. Students of all abilities would be able to navigate the information provided and supporting detail is available through a substantial glossary of key terms and indexing. B. Kervin

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
\$29.70 SCIS 1183506

WILKINSON, Carole

Black snake: the daring of Ned Kelly [sound recording]

Louis Braille Audio, 2003 (210 min.)
ISBN 192072513X [364.15]

Unabridged, James Wright's reading of this biography on three cassettes is a clearly enunciated and well paced narration. The tale is very easy to absorb, and Wright's vocal characterisation adds a fine dimension to the story. Listening offers a great alternative to reading or viewing texts, especially for kinesthetic learners, students with reading difficulties, and visually impaired students. The aural version of this book may be played as students follow the written version. The inclusion of a variety of perspectives, from a range of primary and secondary sources, offers many discussion points relating to the events of Kelly's life, as the author does not offer her own version. J. Adnum

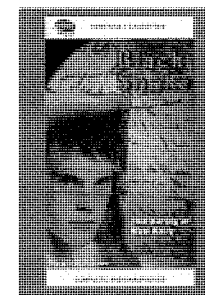
USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
\$52.95 SCIS 1150011

WILSON, W. & PURSCHE, M. & McCULLOCH, A. & DIVOLA, G.

Connecting with commerce

Pearson Education, 2004
ISBN 0123603919 [381.0712]

Written explicitly for the most recent requirements of the Commerce syllabus, this up-to-date, self contained, full colour publication, offers a comprehensive student guide to the four core Topics: *Consumer choice*, *Personal finance*, *Law and society*, and *Employment issues*. It also covers six optional topics including the themes of investment, selling, politics, business and travel. Discrete chapters



address relevant units through detailed written information, key word glossaries, current case references and a broad series of student activities, including exercises assessing both prior knowledge and chapter review. The text offers skills associated with key competencies, as well as uncomplicated instruction on the knowledge and use of such ICT applications as word processing, databases, spreadsheets and PowerPoint presentations. A. Fisher

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10
Paper \$49.00 SCIS 1188680

CHRISP, Peter

e.explore mummy

Dorling Kindersley, 2004
ISBN 140530362X [393]

Lavish drawings and photographs with detailed captions are a feature of this book. The text is a comprehensively visual look at human and animal mummies from around the world, including South America, Sicily, and Japan. The many different methods of mummification, associated rituals and beliefs, dating methods, and discoveries are explained. This book would provide a high interest starting point for the study of *Ancient societies* in Stage 4 History, the Ancient History study of Egyptian societies and the Case study: *Ancient human remains*. B. Hull

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7–10
\$29.95 SCIS 1191861

Starters [series]

Hodder, 2004

Journeys and *Festivals* offer the usual features of factual texts in an accessible format for young readers. Large, clear font, simple content, labelled photographs, bold headings, numbered pages, a contents page, glossary and index make these books appropriate for the explicit teaching of defining, locating and selecting skills, to introduce *The information process*. These resources would also be useful for the achievement of Stage 1 *Reading* outcomes from the *English K–6 syllabus*, and for investigations from the *Social systems and structures*, and *Cultures* strands of the *HSIE K–6 syllabus*. Suitable for classroom discussion, or for independent reading, the colourful presentation of these texts will attract a young audience and the small size will be easy for them to handle. E. Searle

USER LEVEL: Stage 1
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
\$29.95 each

Reviewed titles in this series are:

Festivals SCIS 1189465
Journeys SCIS 1189479

All prices in the availability statement include GST.

MATTHEWS, John

King Arthur: Dark Age warrior and mythic hero

Carlton, 2004

ISBN 1842229346

[398.2]

The Arthurian legend continues to intrigue readers, and this scholarly, readable book should satisfy those seeking an historical or mythological interpretation. Lavish illustrations of woodcuts, manuscripts, paintings, location photographs, and illuminations, are coupled with a wide range of written sources, including poems and legends. These provide a wealth of background material and interpretations of Arthur, his retainers, his female contemporaries, Merlin, and the search for the Holy Grail. Matthews also explores how Arthur is depicted in modern media, and a comprehensive bibliography and Internet references are included. History students may also find this book a useful insight into historiography, or as a topic for assessment. B. Hull

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7–10; History Stage 6: *Extension*
\$39.95 SCIS 1182663

MUTEN, Burleigh

Grandfather Mountain: stories of gods and heroes from many cultures

Barefoot, 2004

ISBN 1841487864

[398.21]

The theme of this collection, gods and heroes, relates to the title story, *Grandfather Mountain*, which comes from North American Indian culture. It is based on the idea of the grandfather who, in many cultures, is the repository of, and the one who passes down, folktales, myths and wisdom. Exploring a variety of male archetypes from ancient and early modern societies, the stories are based on folklore from North America, Nigeria, New Zealand, Mexico, Greece, England, Japan, and Ireland. They are told with warmth and humanity, and enhanced with beautiful, lavish illustrations. Ideal for a thematic study in English, these eight entertaining and engrossing stories would also support the achievement of *Cultures* outcomes from the *HSIE K–6 syllabus*. E. Searle

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K–6; English 7–10; HSIE K–6
\$39.95 SCIS 1187393

BARNETT, Alex

Space revealed

Dorling Kindersley, 2004

ISBN 1405303123

[520]

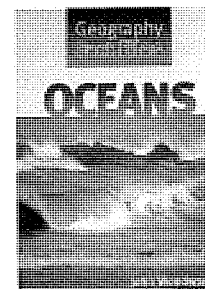
Fact filled summaries and photographic colour illustrations make this an easily understood, visually and textually informative overview of our knowledge and interactions with space: past, present and future. The text includes technology and techniques of astronomy, the space race and various missions, space stations, travel and life in space, astronauts and their training, our knowledge of the solar system, the life of a star, the universe and future directions for humanity's use of places beyond Earth. Colour diagrams, with transparent sections, provide layered details of moonwalk equipment, the Space Shuttle orbiter, a Supernova, and the Cassini-Huygens Saturn mission. This resource is current and useful for supporting studies relating to the history of astronomy, the solar system, the universe, and space technology. N. Chaffey

USER LEVEL: Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science 7–10; Science & Technology K–6
\$24.95 SCIS 1179349

Geography fact files [series]

Hodder, 2004

Polar regions and *Oceans* are examined in this fascinating introduction to a diversity of global environments. Thorough, yet straightforward explanations and investigations of the key characteristics of specific environments, examine fundamental geographical processes, the impact on individual environments, and increasing human interaction. Double page full colour layout, detailed diagrams and vivid photographic images support an assortment of written material. Additional information and fitting examples are offered through supplementary text boxes, whilst reference to pertinent issues provides a contemporary emphasis. Significant key terms are identified in bold and defined in a comprehensive glossary. A focus on geographical processes and human interaction make this series particularly relevant to the study of Focus Area 4G2: *Global environments*. A. Fisher



USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10
\$36.95 each

Reviewed titles in this series are:

Oceans SCIS 1189485
Polar regions SCIS 1189487

READMAN, Jo & ROBERTS, Ley Honour

The world came to my place today

Transworld, 2004

ISBN 1903919029

[580.9]

Students are introduced to the concepts of ecological sustainability and people's reliance on plants in this innovative book. When Grandpa arrives, with a globe, to babysit George, the young boy is amazed as Grandpa explains how rice and rope come from plants around the world. The delivery of a box of groceries stimulates more explanations, providing opportunities for students to discuss the origins of familiar items. Photographs and informative captions, outlining data for each plant, are interspersed throughout the fictional text. Suitable as a springboard for investigations of *Relationships with places* and *Resource systems* from the *HSIE K–6 syllabus* and the *Living things* strand of the *Science and Technology K–6 syllabus*, it is a shame that this resource lacks Australian content. C. Keane

USER LEVEL: Stage 1 Stage 2
KLA: HSIE; ST
SYLLABUS: HSIE K–6; Science & Technology K–6
Paper \$17.95 SCIS 1185415

BRUCE, Jill B. & WADE, Jan

Who did that? Number 2

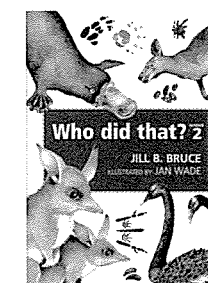
Kangaroo, 2004

ISBN 0731812123

[591.5]

The tracks and droppings of 11 Australian animals feature in this text, with a wealth of information relating to characteristics and

behaviour. Using the format of an information report, an introductory chapter is followed by easily accessed information, well organised with subheadings, and supported by distribution maps and a large, vivid illustration. Apart from using the shock appeal of scats and footprints to introduce an investigation, the author's technique of engaging the reader by posing a *Who did that?* question has much appeal, and will assist the development of synthesising skills. This is an excellent resource to support students in the achievement of related outcomes in Science and Technology, HSIE, and English. C. Keane



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE; ST
SYLLABUS: English K–6; HSIE K–6; Science & Technology K–6
Paper \$14.95 SCIS 1170734

Minibeasts up close [series]Heinemann Library, 2004 (*Raintree perspectives*)

Eye catching photographs offer enticingly enlarged images of common minibeasts on the front covers of each book, which provides an inviting introduction to tiny creatures that are part of our everyday world, including some that are often regarded as pests and health hazards. Brilliant close up photographs bring the animals to life, and the written text is suitable for a wide range of students. Advanced vocabulary is bolded and included in the *Glossary*. Chapters such as *Spiders and us* explain relationships with people, while a common feature page, entitled *Find out for yourself*, directs readers to the Internet and other sources. These well organised resources would support teaching and learning in the Science and Technology *Living things* strand and the *HSIE Environments* strand. C. Prietto

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K–6; Science & Technology K–6
\$29.70 each

Reviewed titles in this series are:

Ants up close SCIS 1183433
Bees up close SCIS 1183434
Cockroaches up close SCIS 1183431
Head lice up close SCIS 1183622
Mosquitoes up close SCIS 1183428
Spiders up close SCIS 1183436

MOVSESSIAN, Shushann

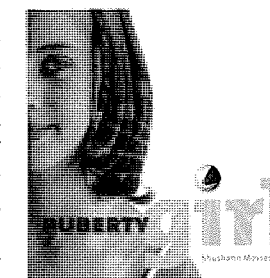
Puberty girl

Allen & Unwin, 2004

ISBN 1741141044

[612.6]

An outstanding resource, this text contains a plethora of information on girls' puberty, including what will happen physically and emotionally, with an emphasis on menstruation. The text is mainly physiological, with basic information provided on conflict solving, sexuality, and boys' puberty. Colourful illustrations and informative text, with quotes and



experiences, provide a clear understanding of puberty. Language, style and format will suit the intended audience of girls approaching puberty. The text will be useful when studying puberty for the *Growth and development* strand of the *PDHPE K–6 syllabus*, and for the *Self and relationships* strand of the *PDHPE Years 7–10 syllabus*. A. Frost

USER LEVEL: Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K–6; PDHPE 7–10
Paper \$26.95 SCIS 1190042

HARRISON, Peter

Car and road, train and track

Anness, 2004

ISBN 1844760049

[625]

Packed with information and full colour graphics, the world's land based transportation modes are explored and explained in this resource. Various machines are dissected into components such as bearings, brakes, pistons, and inclined planes. These form the basis of guided activities in model building for such items as car badges, gears, tunnels and trains. Of course no mode of transport is complete without a pair of dice to hang from your mirror. Instructions are included. The social implications of transportation, and its future developments, are also covered. B. Maher

USER LEVEL: Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science 7–10; Science & Technology K–6
Paper \$24.95 SCIS 1179170

SULLIVAN, Bryan with FRENCH, Jackie

To the moon and back: the amazing Australians at the forefront of space travel plus fantastic moon facts

Angus & Robertson, 2004

ISBN 0207200092

[629.45]

Space travel has been popularised by many movies and, as a direct consequence, a plethora of myths have evolved about space exploration. Sullivan, one of the Australian technicians who tracked the first moon landing from Honeysuckle Creek in the ACT, presents the facts on the involvement of Australia within *The space race* and the Apollo program. The book is an engaging recount of some of the most famous missions, such as the Apollo 11 landing on the moon and the dramatic return to Earth of Apollo 13. Students will be able to explore the role of technology in getting man to the moon, investigate how the moon affects Earth, and find answers to a multitude of questions about the experiences of astronauts. B. Maher

USER LEVEL: Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science 7–10; Science & Technology K–6
Paper \$14.95 SCIS 1178624

BRIDGMAN, Roger

Robot

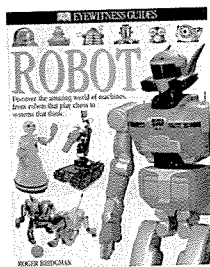
Dorling Kindersley, 2004

ISBN 1405303182

[629.8]

Detailing the evolution of robots to the modern integration of space age materials and electronics, this book is a guide to many robot types. It provides a stimulus for students to research types and uses

of robots in today's society, including applications in art, music, industry, entertainment, space, sport, and in areas dangerous to human activity. From unmanned aerial vehicles to robots on Mars, each application of robot is clearly described and accompanied by colourful graphics and photographs. The resource does not cover the latest development in robotics, the use of robot soldiers. The simple headings can be used as search engine queries for students to complete independent projects. B. Maher



USER LEVEL: Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science 7-10; Science & Technology K-6
 \$24.95 SCIS 1165378

McPHEE, Margaret
Bushfires

Watts Publishing, 2004 [634.9]
 ISBN 0864154925

A modern publication, this resource provides a captivating and instructive insight into the nature of bushfires and their impact on the Australian landscape. Dramatic photographic images, together with comprehensive diagrams and graphics, provide support for written material about the influence of extreme weather conditions, bushfire zones, and the causes and impacts of bushfires in Australia. Suggestions on what to do if a fire approaches and on the use of fire in Indigenous land management are useful. Australia's worst fire disasters, including the bushfires that raged across NSW, Victoria and the ACT in 2003, are featured. The contemporary nature of the information, and its distinctly Australian perspective, make this publication suitable for the Stage 3 HSIE K-6 *Environments* strand, and for Geography students to achieve outcomes for Focus Area 5A1 and Focus Area 5A3. A. Fisher

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7-10; HSIE K-6
 Paper \$19.95 SCIS 1160313

McLAINE, Susan
Can I pat that dog?

Angus & Robertson, 2004 [636.7]
 ISBN 0207198047

With the look and feel of a picture book, this sensitively illustrated information book outlines the hallmarks of dog behaviour, and sensible behaviour with and around dogs by humans, especially children. Essentially instructional, the text should initially be accessed by younger readers with an adult in a shared reading situation. Once aware of the purpose of the text, the format is such that the illustrated title pages to each section can act as a visual and textual summary for beginning readers, while younger children can learn to critically read the dogs in the illustrations. A useful understanding of animal behaviour and behaving safely can be gained to support units about pets and communication. N. Chaffey

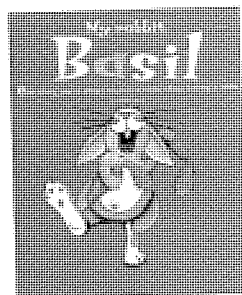
USER LEVEL: Early Stage 1 Stage 1 Stage 2 Community Professional
KLA: English; PDHPE; ST
SYLLABUS: English K-6; PDHPE K-6; Science & Technology K-6
 \$24.95 SCIS 1182556

HEENS, Caroline

My rabbit Basil: everything you've always wanted to know about owning a rabbit

Koala Books, 2004. [636.932]
 ISBN 0864615744

How many times have you fed your pet rabbit lettuce leaves? Were you aware that you were in fact harming your pet? This quirky information book details, in simple language, all aspects of rabbit care and development. Colourful hand drawn illustrations, as well as interesting pop ups and paper folds will add to the reader's interest. This engaging resource would be of particular relevance when modelling the writing of information reports, and for supporting an investigation of the Science and Technology units: *Cycles in our world and Change for the better*. J. Hancock



USER LEVEL: Stage 2 Stage 3
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
 \$22.95 SCIS 1186906

HEATH, G. & MCKENZIE, H. & TULLY, L.

Food by design. 1

Pearson Education Australia, 2004 [641.3]
 ISBN 0123605431

Written for Victorian classrooms, this is a great teaching tool for NSW classrooms too. This revised resource uses clear and concise language, simple diagrams, colourful charts, questions to test student knowledge, and simple recipes which can be incorporated into units of work. **Key terms** and **Key knowledge** head each chapter and the text succeeds in presenting the basic principles of nutrition. Mind maps and flow charts show concepts, processes, and product development, and these can be easily interpreted by students. This comprehensive resource could be used as a text for the course, or easily adapted into student centred work sheets. Recipes are designed to be economical, and completed in a double period. M. Timperley

USER LEVEL: Stage 4 Stage 5 Professional
KLA: TAS
SYLLABUS: Food Technology 7-10
 Paper \$45.00 SCIS 1187840

Australian and global businesses: business studies HSC

Pearson Education, 2004 [650.09]
 ISBN 0123605199

Clear and colourful organisation of material, meaningful use of headings, and the highlighting of subject jargon, make this solid text hard to beat as an HSC coursebook. Content will satisfy a wide range of student abilities, and the eye catching presentation will surely grab the interest of most students. For each of the six topics the text contains a case study, an interesting **in the news** section, multiple choice questions, a cloze passage, a key point summary, plus a **Topic review** with a range of questions in the spirit of the HSC. Teachers will appreciate the opportunity to consolidate syllabus content and skills with the stimulating activities within each chapter. A companion web site supports the text. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
 Paper \$56.00 SCIS 1189700

Food technology first

Pearson Education Australia, 2004 [664]
 ISBN 0123604702

Written for the new *Food Technology Years 7-10 syllabus*, this book provides teachers and students with a clear understanding of what the new course is about. The resource covers the two core units of *Food preparation and processing* and *Nutrition and consumption*, and all focus areas. Each unit uses colourful photographs, easy to follow charts, highlighted key words, case studies, knowledge testing exercises, and a selection of recipes that can be incorporated into practical lessons. Teachers will find this to be a useful tool when planning new and dynamic units for this course. M. Timperley

USER LEVEL: Stage 4 Stage 5 Professional
KLA: TAS
SYLLABUS: Food Technology 7-10
 Paper \$45.00 SCIS 1189231

BORRELLI, Laird

Fashion illustration next

Thames & Hudson, 2004 [741.6]
 ISBN 0500284997

A solid resource featuring works of forty international artists, this text is a vibrant exhibition of cutting edge fashion art. Unique style manipulations of fashion art include the use of photographs, mixed media, collage, ink, water-colour, gouache, pencils, photocopy, and digital technology, especially *Photoshop*. Each illustration is captioned with materials used, and a short explanation of the artist's motivation and technique. The text is image dominant, with excellent examples for students of what can be done in this field of design. Teacher discretion will be needed for some images, but the book is an outstanding resource for fashion artists and fashion designers. Artists' biographies wrap up the text. M. Timperley



USER LEVEL: Stage 6 Professional
KLA: CA; TAS
SYLLABUS: Textiles & Design Stage 6; Textiles Technology 7-10; Visual Arts 7-10; Visual Arts Stage 6; Visual Design CEC Stage 6
 Paper \$50.00 SCIS 1187423

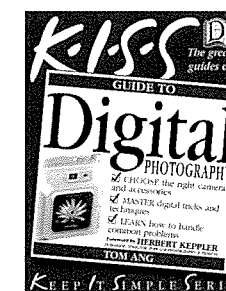
ANG, Tom

KISS guide to digital photography

Dorling Kindersley, 2004 (Keep it simple) [778.3]
 ISBN 140530247X

Developing digital photography skills is made easy by following the instructions and illustrated examples in this user friendly book. Starting with the equipment and describing how it works, through to perfecting and manipulating images, this book will offer

solutions for many problems and questions. Each chapter deals with a different aspect of digital photography, providing definitions of computer jargon, highlighted notes on key information, and a chapter summary. The book would be a very good reference for photography students and teachers new to this field, as it is written in clear language and divided into accessible segments of information. N. French



USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Photographic and Digital Media 7-10; Photography, Video & Digital Imaging CEC Stage 6
 Paper \$39.95 SCIS 1170437

Snakes and ladders of life: the rise and fall of the inner empire

Eternity Ink, 2004 [794]
 ISBN none

Originally snakes and ladders was used to teach children the difference between good and evil. This version of the game goes back to that purpose and is designed to help players examine their values and attitudes. The snakes are vices which have bad consequences, and the ladders are virtues. For example, selfishness leads to emptiness, but players can choose a virtue card and the virtue may overcome the vice. Playing the game involves ethical choices. The games board is a very durable vinyl rollup, easily stored, and the extra elements add new interest to an old standard. A. Soutter

USER LEVEL: Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
 \$30.00 SCIS 1180505

How to play tennis: learn how to play tennis with the Williams sisters

/ edited by Laura Buller [796.34]
 Dorling Kindersley, 2005
 ISBN 1405306734

Offering a colourful and comprehensive coverage of tennis, this book contains solid information to encourage student participation in the sport. The text is clear and concise, and offers adequate depth for students beginning the game. It is amply illustrated with excellent action photographs to motivate and educate about tennis. The resource is particularly appropriate for the new Physical Activity and Sports Studies syllabus. Syllabus areas relating to movement skills and coaching have a direct relationship with the text. Written with the Williams sisters as the focal point, it is an excellent introductory resource for young tennis fans. R. Cox



USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10; Physical Activity and Sports Studies CEC 7-10
 \$29.95 SCIS 1184089

WILKINSON, Carole

Fire in the belly: the inside story of the modern OlympicsBlack Dog, 2004
ISBN 1876372478 [796.48]

An interesting and easily digested history of the modern Olympics, this text is directed specifically at teenagers and it succeeds in conveying the main highlights and issues of each of the Games up to and including Sydney in 2000. As a basis for study of the events and social context of each Olympics, this could be a starting point for student research. The text has plenty of statistics, a good selection of quotations, but a very small number of photographs. Teachers should be aware of some errors in information. R. Cox



USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10; Physical Activity and Sports Studies CEC 7-10
Paper \$16.95 SCIS 1168983

HERRICK, Steven

By the riverAllen & Unwin, 2004
ISBN 1741143578 [821]

Recollections of growing up in a country town are presented through vivid sense memories in this verse novel. The observations of Harry Hodby, an adolescent boy, engage the reader in the daily life of another time and place. He shares the fears, loves and hardships of life in a poor, single parent family in the 1960s. The text's economy of words is counter balanced by a richness of poetic imagery, and together these deliver a finely constructed narrative. Each segment of the story is readily accessible to readers, and its verse structure offers a means of cultivating an appreciation of the poetic form while enjoying the wistful reflections of the personal narrative. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
Paper \$16.95 SCIS 1181455

AQUILINA, Jude

On a moon spiced nightWakefield, 2004
ISBN 1862546401 [821]

Well managed metaphors highlight the exceptional in the common aspects of life in this poetry collection. Sharp, multilayered observations brim with twinkling humour and gentle, wry amusement. This is poetry of wide eyed acceptance, couched in competent manipulation of a range of figurative and poetic devices in clever experimentation with voice and form. Competent readers will find much to respond to in subject and technique. Themes include: recollected childhood; erotically charged young womanhood and embittered middle age. A witty, clever and industrial poet, with time for the vulgar and the ecstatic, Aquilina is mistress of the extended humorous metaphor. Rich and wide ranging in subject and form, this work is consistent in quality throughout and eminently accessible. W. Bowie

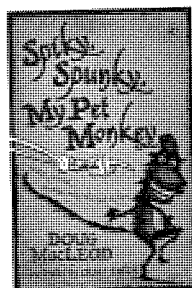
USER LEVEL: Stage 6 Professional
KLA: English

SYLLABUS: English 7-10; English Stage 6
\$19.95 SCIS1185394

MacLEOD, Doug & SMITH, Craig

Spiky, spunky, my pet monkey: and other weird and wicked rhymesPenguin Books Australia, 2004 (Puffin)
ISBN 0143300903 [821]

A collection of very funny poems that will both delight and educate, this book is ideal for enticing boys into the world of poetry. Author and illustrator have once again produced a solid collection, spanning a wide range of people and places, and offering a clear structure for study and enjoyment. Historical poems have a short explanation, and characters include Dracula, Lady Godiver, and King Ludwig of Germany. These could be used as a prelude to studying personalities in history, or as an accompaniment to reading history. Detailed pencil illustrations are sometimes hilarious and sometimes grim. Many of these poems could be used for choral performances. E. Derouet.



USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
Paper \$12.95 SCIS 1176693

McNAUGHTON, Colin

Who's been sleeping in my porridge?: a book of wacky poems and picturesWalker, 2004
ISBN1844287807 [821]

Up to his usual tricks, Colin McNaughton employs unexpected endings, plays on words and visual humour to entertain his readers. This amusing book is filled with clever, catchy and corny, long and short, mostly rhyming verses, that will have you smiling, chuckling and maybe even laughing loudly. Nonsense is for folk of all ages and these wide ranging verses are no exception. Although his point of view will at times confound or confront the usual way people look at the world around them, it will also, at other times seem very familiar, or even revealing, with the inclusion of occasional autobiographical elements. N. Chaffey

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
Paper \$13.95 SCIS 1187297

YOUNG, Quendryth

Naked in sepiaPocket, 2004
ISBN 1876409457 [821]

The charming poems presented in this contemporary Australian anthology cover a wide array of topics including family life, human relationships, and the world of science. The poems allow the reader to gain insight into the themes of families, life, love, and hope. A variety of poetic forms are organised into thematic sections, with a concentration on science, the environment, and international places. Teaching points could focus on context, appropriation, scansion, effective word choice, and the poems as performance

pieces. The poet uses a number of figurative devices, with most poems being short and not too difficult for students. English teachers should find this text to be a relevant resource for use with senior students. H. Gardiner

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
Paper \$18.00 SCIS 1178389

WILLIAMSON, David

AmigosCurrency, 2004
ISBN 0868197467 [822]

A contemporary Australian black comedy about friendship, rivalry and what makes a successful man, this play has excellent male monologues. Jim, a successful but predatory investment banker, manipulates fellow 1968 Olympic rowing team mate Dick, a prominent heart surgeon, into a holiday. Neither Jim's current wife nor Dick's wife want to be part of the façade: Jim wants honours; Dick wants to see Jim grovel. When Stephen, a third member of the medal winning rowing team unexpectedly arrives, the battle of one upmanship escalates and secrets are revealed. The play has some sexual references and swearing, and would suit senior drama workshops on gender, civics and citizenship, and power plays. F. Crum

USER LEVEL: Stage 6
KLA: CA
SYLLABUS: Drama Stage 6
Paper \$21.95 SCIS 1184101

WILLIAMSON, David

Flatfoot: incorporating the comedy The swaggering soldier by Titus Maccius PlautusCurrency, 2004
ISBN 0868197351 [822]

Being a playwright can be tough business, especially for Titus Maccius Plautus. Despite having lived in Rome over two thousand years ago, Titus joins the contemporary world to recount the events of his colourful life. In the unfolding comedy, the audience experiences Titus' chaotic attempts to convince Crassus Dives, his disparaging producer, that he has written a successful play. The comedy could be used as a text for comparative study with a film such as *Shakespeare in love* or as a text in a transformation study. Teachers should note the play's sexual references and strong language when determining its suitability for use in school programs. H. Gardiner

USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: English Stage 6; Drama Stage 6
Paper \$16.95 SCIS 1184111

VALENTINE, Alana

Run rabbit runCurrency Press, 2004
ISBN 0868197475 [822]

Valentine's wordy play explores the case of South Sydney Rugby League Football Club's team's exclusion from the national competition, with verbatim reactions from players, supporters and managers as they mount a legal challenge to the decision. The dramatic device of a *Player* introduces each speaker throughout the play, helping the audience to understand the role of the real life characters as they make some long speeches about the situation of

the Rabbitohs. Issues about the relationship between the media industry and sport are raised, as is the cultural significance of a sporting club to its community. The adult language and slow pace may be difficult for students who would find the subject appealing; it is a play for sophisticated students. H. Cobban

USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7-10; Drama Stage 6; English 7-10; English Stage 6
Paper \$21.95 SCIS 1185322

SPENCER, Beth

Box of words [electronic resource]Dogmedia, 2004
ISBN 0975213709 [828]

A contemporary collection, vibrantly reflecting Australian life and culture, this CD-ROM is an interesting tool for teachers seeking well written experimental material. Including the texts of three hard copy published books, the resource covers a wide range in genre and style. **Things in a glass box**, **How to conceive of a girl**, **Body of work**, and **Heart, mouth**, mix poems, scripts, and short stories, with critiques of literature and culture. Many texts have audio, plus notes and lesson suggestions. Spencer energetically plays with form and content, so that topics such as feminism, post modernism, film, Aboriginality, and AIDS, are presented as fresh and engaging pieces for student use. The resource is particularly suitable for English: *Extension 2* students who are reading and writing short stories. C. Thomas

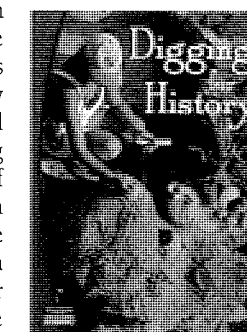
USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Extension 2*
\$70.00 SCIS 1189001

MORRISON, Ian

Digging for historyPearson Education Australia, 2004 (Inquizitive)
ISBN 0733932967 [930.1]

Focusing on archaeology, this slim text offers a good introduction for the younger student on the various elements of the subject. The step by step approach covers definition and method in a practical and interesting format. Providing examples of famous archaeologists, and digs such as the Mayan civilizations and the resting place of the Titanic, it is a good classroom starting resource for the study of *What is history?* A range of historical methods is examined in context, including time lines and dating examples. Practical activities, such as setting out a dig will enhance the student learning experiences. The information is well supported by a comprehensive glossary of terms, the use of visual examples and links to Internet material. Extension work is provided for interested students. B. Kervin

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
Paper \$43.80 (pack of four) SCIS 1165494



ADAMS, Simon

Causes and consequencesWatts, 2004 (World War One)
ISBN 0749651512

[940.3]

A simple and general overview of the origins, course, and shorter term social, economic and political outcomes of WWI, this text will serve as a basic introduction to the topic. The resource has no particular national focus, and is essentially factual, with little interpretation, deeper understanding, and perspective. The minimal text is accessibly written, and a standard format follows a double page topic with colour illustrations and photographs, a quotation, biography of a key player, and timeline. The latter is a comprehensive summary of events and covers events from 1861 to 1939. G. Spindler

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History 7–10
\$32.95

SCIS 1167755

GALLAGHER, Michael

Israel and PalestineWatts, 2004 (Flashpoints)
ISBN 0749655402

[956]

In a chronological study of the key periods in Middle East regional conflicts, the ongoing struggle for ownership is explained simply, and without prejudice, in this accessible resource. While the information is geared towards Stage 4, it is useful for the students who need support in their study of a Preliminary History depth study and for the HSC Topic 10.4: *Part IV: International studies in peace and conflict*. Information is well supported through a range of secondary sources, including maps, photographs, quotations and timelines. Separate summaries of the personalities involved, such as Dayan, Arafat, and Sharon, are included. This resource provides a clear outline of this region, and offers a good starting point for student research. B. Kervin

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
\$32.95

SCIS 1180961

AL-WINDAWI, Thura

Thura's dairy: a young girl's life in war-torn BaghdadPenguin Books Australia, 2004 (Puffin)
ISBN 0141317698

[956.7]

A rare view of the invasion of Iraq from the inside, covering the days before the 2003 attack through to the capture of Saddam Hussein, this is the diary of Thura, a nineteen year old student. It will be read empathetically by many, and should provoke thoughtful discussion. Thura describes the impact of the fighting on her family and the people around her, but it is a balanced and non political account. It is Thura's description of the disruption of ordinary life, the relentless yet quiet fear, deprivation, confusion, and uncertainty which makes its impact on the reader. Notes include a map, timeline and an historically useful glossary of people and places. G. Spindler

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
Paper \$14.95

SCIS 1170414

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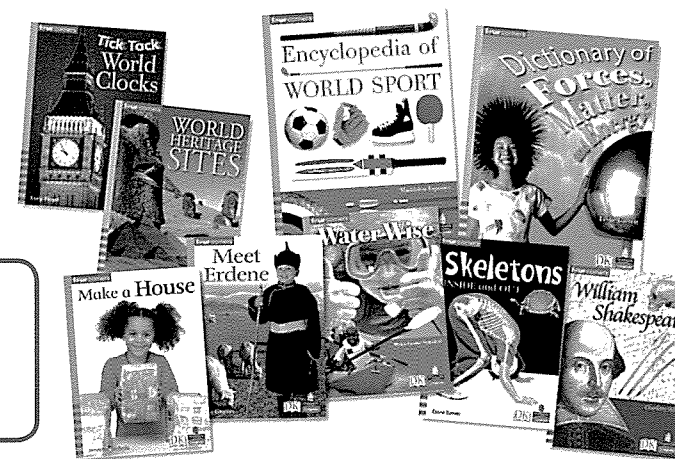
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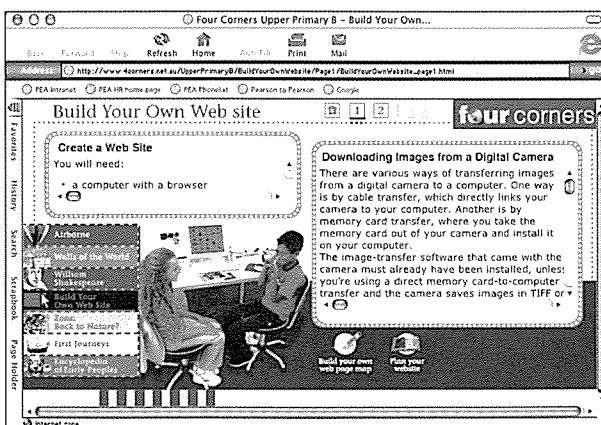


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