Scan

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NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

Literature for Life

Literature for Life is a new universal program for primary and secondary schools interested in developing resilience and social competency within their school community.

The program is designed to enhance students' emotional, social and verbal literacy, while developing an understanding of strategies that can be used to cope with change, stress and grief.

Students:

- read, write and share stories to learn about life and enhance resilience
- focus on how key characters cope with change, loss or adversity
- take an advisory role, tailoring a range of coping strategies to the circumstances their characters encounter.

Teachers:

Teaching and learning strategies include:
- optimising the active involvement and deep thinking of students as they engage with the ethical and practical issues their characters confront
- catering for multiple learning styles
- engaging student's cooperative and interpersonal skills
- developing opportunities to build an environment of social support in the classroom
- providing a range of rich reading, writing, speaking, listening and oral tasks to stimulate the literacy program.

A Senior Primary Teachers Resource Kit and a Secondary School Teachers Resource Kit are available.
For further information contact:
Good Grief
Ph: +61 2 8912 4844
Fax: +61 2 8912 4840
Email: info@goodgrief.org.au
Website: www.goodgrief.org.au

Literature for Life has been developed in conjunction with the Youth Research Centre, Faculty of Education, University of Melbourne.

good grief
blue sky tomorrow

Book raps update

Term 2, 2006
- *Flytrap* by Boori Pryor and Meme McDonald. Stage 3 and Stage 4 English. Rap live for viewing and registration week of 22 May 2006. Rap starts 29 May 2006. Meme McDonald will join us for this rap.
- *Worst best friends* by Max Dann. A multimedia unit based on books and films from the television series by the author. Stage 2 English. Possible cross KLA unit. Resources available from Australian Children's Television Foundation (ACTF) at **http://www.actf.com.au** Rap live for viewing and registration week of 15 May 2006. Rap starts 22 May 2006.

Term 3, 2006
- *Book Week 2006*. Texts, KLAs and Stages

Term 4, 2006
- *Big rain coming* by Katrina Germein and Bronwyn Bancroft. Multistage unit for Early Stage 1, Stage 1 and Stage 2. Term 4. KLAs to be advised.
- *Egg drop* and *Don't let the pigeon drive the bus* and other texts. Stage 3 English. Addressing themes such as humour and exploring visual literacy through cartoons, including digital cartoons.
- *Subverting fairytales: Who's afraid of the big bad book? and other titles* (including films such as *Shrek* and *Shrek 2*). Stage 4 English.
- *English Stage 6 Journeys: stimulus booklet for the Area of Study* and related materials. Stage 6 English: *Standard, Advanced* and *ESL*. Rap content includes teaching ideas prepared by Mark Howie, Head Teacher English Penrith HS and President of the ETA, and Jo-Anne Patterson, ESL teacher, Wyndham College. This rap assists Stage 6 students in the English (*Standard*), English (*Advanced*) and English (*ESL*) courses to explore the concept of *The journey* and selected texts from *English Stage 6 Journeys stimulus booklet for the Area of Study HSC 2004–2007*. The stimulus booklet offers various points of view from which the Area of Study: *The Journey* may be introduced. The texts in the booklet provide different examples of the concept of the journey. These texts are intended as stimulus for responding to and composing a variety of texts relating to the Area of Study.

Term 1, 2007
- *Our stories*. A rap for Stage 5 English, using a compilation of high interest Aboriginal publications e.g. Lucashenko's *Too flash*, extracts from *Koori Mail, Deadly Vibes* etc.

Scan

Vol 25 No 2 May 2006   Curriculum K–12 Directorate

From the Editor

Welcome to *Scan* for Term 2. I hope that you have participated in and enjoyed great events during Education Week on the theme *NSW Public Schools – Leading the way*. A key theme in this issue of *Scan* is teacher-librarians as leaders in ICT. Please let us know if you would like to write or suggest an article for *Scan*. You can contact the Editor on (02) 9886 7501 or email editor.scan@det.nsw.edu.au

Di Johnston
Acting Editor

Currents

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

colleen.foley@det.nsw.edu.au

Teacher-librarians leading and collaborating

As committed professionals, teacher-librarians make a significant difference to teaching and learning in their schools. It is always a pleasure to work with teacher-librarians, teachers and consultants in Regions across NSW. This issue of *Scan* highlights further wonderful examples of teacher-librarians as leaders and collaborative partners as they work with their teaching and other colleagues in their schools.

Birgit Smith, Gillian Maugle and Kate Reid are among the inspiring teacher-librarians featured in this *Scan*. Their work integrating ICT for *Quality Teaching*, connected learning, leading and team teaching with their colleagues to support the whole school learning community illustrates the difference school libraries and teacher-librarians make. There is a range of ideas in this Scan for school library professionals to use or adapt.

The ASLA/ALIA statement, *Standards of professional excellence for teacher librarians* is worth reflecting on as a framework to help guide our professional practice. It complements the essential role of teacher-librarians and school libraries as reflected in the NSW Department of Education and Training's school libraries policy and related support provided in the *Handbook for school libraries* (2nd edition). For your interest, a copy of the ASLA/ALIA statement is included as a flier with this issue.

Professional learning opportunities

A range of workshops are being provided by Curriculum K–12 Directorate to support the work of schools and Regions. The professional learning program offers options in Primary and Secondary KLAs and subjects, and cross-curriculum areas such as school libraries, gifted and talented, and curriculum planning (COGs). The program for Term 2 is now available. The Semester 2 program will be available soon. For further information about scheduled workshops and to register for events, go to www.curriculumsupport.nsw.edu.au/prolearn06/index.htm

Teacher-librarians may wish to alert their colleagues to this information. Applicants from outside the Region in which a workshop is being held are welcome to register if they wish to attend.

The program for school libraries includes options and modules such as *Quality Teaching* for teacher-librarians, resourcing the curriculum K–12, school library policies, *OASIS Library* and SCIS. These are intended to complement professional learning provided through teacher-librarian networks and professional associations. If you wish to make suggestions for the focuses of the workshop scheduled in your region so it is tailored to your local needs, or you wish to make requests for Semester 2 workshops, please contact colleen.foley@det.nsw.edu.au

The School Library and Information Literacy team remains available for professional learning events organised by regional and area teacher-librarian networks. Contact colleen.foley@det.nsw.edu.au with requests or for planning support.

Dr Ross Todd's Research columns this issue features important research from Lyn Hay, of Charles Sturt University. This is among the interesting synergies explored in this issue. *Scan* is committed to supporting the professionalism of teacher-librarians working with their education partners to improve student learning. ■

Collaboration in action:

integrating ICT for Stage 4 Science

Birgit Smith *is teacher-librarian at Mudgee High School where she plays a leading role in supporting the integration of ICT for teaching and learning in the school.*

The development of a sound technology infrastructure has been an integral part of strategic planning at Mudgee High School.

Collaboration in action: integrating ICT for Stage 4 Science

he development of a sound technology infrastructure has been an integral part of strategic planning at Mudgee High School. The school has an intranet which has become vital to administration, communication, student welfare, planning and the streamlined delivery of teaching and learning programs. Our Internet browsers open at the Mudgee High School homepage which has links to online resources such as faculty curriculum homepages, school worksheet proformas, and online bookings for computer labs and equipment.

The library has had a high profile presence at the forefront of technology, since the beginnings of the intranet, demonstrating how technology could be used to implement *Quality Teaching*, enhance student learning and engage students.

This has developed into the basis for delivery of teaching and learning programs, communication about resources, resources for developing information skills, pathfinders, and the beginning of a digitised vertical file.

The library website hosts our collaboratively planned and taught units of work. One such unit is *Australian scientists (Figure 1)*, which focuses on the contribution made to science by Australian men and women. It is undertaken by all our Year 7 students, early in Term 1. Students are introduced to the work of two scientists: one who is chosen by teachers and used to model the information process, and one who is chosen by students to research for the unit.

Stage 4 Science syllabus and information literacy

This unit has been used successfully for some years. The original planning was done in conjunction with Science staff to determine the content, the information skills focus, and the scaffolds that were needed. I have responsibility for designing the unit for the web page, devising the pathfinder and updating as required following evaluation of the unit. The unit, including the pathfinders, has been created in *Microsoft Frontpage*. The scaffolds were created in *Microsoft Word*.

With a syllabus focus on Science history, the unit is designed to meet these outcomes:

Stage 4 Outcomes

A student:

4.3 identifies areas of everyday life that have been affected by scientific development

4.5 describes areas of current scientific research.

We saw this unit as an ideal vehicle to focus on the syllabus requirements of developing literacy, communication skills and integrating ICT. This is done through lessons that:

- are collaboratively planned and taught by the teacher-librarian and Science teachers
- contain explicit teaching of information process, note taking, report writing
- use a variety of resources including books, charts, websites
- provide scaffolds for learning
- have a *Quality Teaching* focus on knowledge integration, metalanguage, and explicit quality criteria.

Lesson structure

Each of the seven Year 7 Science classes doing the unit has four lessons in the library, ideally starting with their double period. Students receive a unit outline, printed information sheets on Dame Jean Macnamara, our chosen scientist, scaffolds for taking notes and a highlighter pen. The class teacher introduces the unit and makes links with the syllabus.

The teacher-librarian leads students through:

- using the scaffold for defining what we need to find out
- skimming and scanning, looking for main headings using the articles on Dame Jean Macnamara
- selecting information by highlighting important facts
- modelling the process of making notes on the whiteboard
- helping students make additional notes from the second article
- writing notes on scaffold
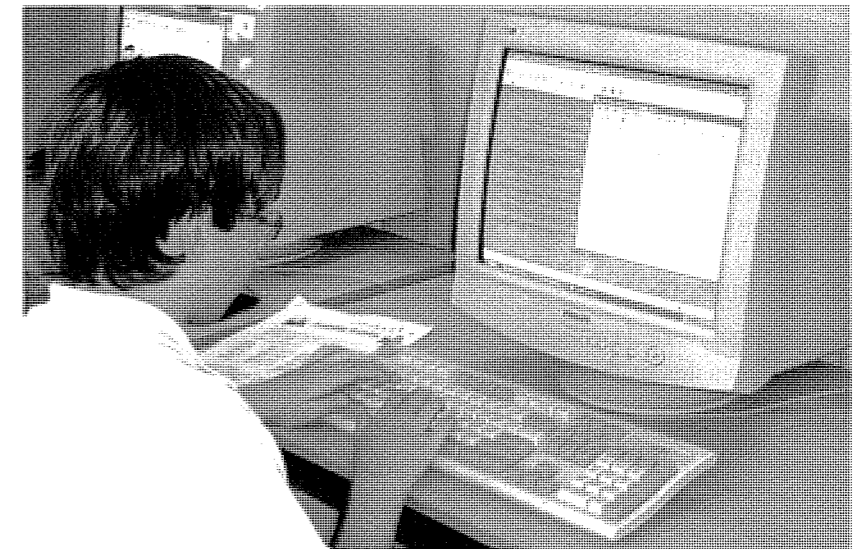
Figure 2 Student using a split screen for note taking.

- correctly referencing source information for a bibliography.

Following this, the class teacher discusses the elements of report writing with students. Headings of the

> There is explicit teaching of deep web search engine techniques, phrase searching, choice of keywords and Australian pages and the use of *OASIS Library* to access the library catalogue.

scaffold are used as contents of each paragraph. Depending on class schedules, this step may sometimes occur in the classroom between library sessions. During the second and third sessions in the library, students work on the person of their choice. A laptop and data projector are used to introduce the library website, navigation to the unit and the links to the pathfinder and scaffolds. The skills from the previous session are reviewed with specific emphasis on the pathfinder for selecting websites, books and other resources (*Figure 3*). There is explicit teaching of deep web search engine techniques, phrase searching, choice of keywords and

Figure 1 Australian scientists information process online guide.

Figure 3 Australian scientists online pathfinder.

Australian pages, and the use of *OASIS Library* to access the library catalogue. Ideally students will use both websites and other resources to select the information to include on their scaffolds and to write in their reports.

Achievements

The major positive achievements resulting from this approach are that:

- class teachers believe that the use of scaffolds and the explicit teaching and modelling of selected information skills helps students to be selective and critical in choosing their information, to write in their own words and avoid plagiarism
- students are introduced to the library and the variety of resources available in a meaningful learning context
- ICT skills are seamlessly integrated into curriculum areas.

In a wider context, our students will often ask *Is it on the website?* or, *Is there a pathfinder for this topic?* The familiar cry of *I've lost my assignment sheet!* is now met with the reply

that it can readily be accessed on the library website.

Future directions

Evaluation of the unit occurs both informally throughout the lessons and more formally at the end of the unit. Changes to the tasks and resources can be easily made. To further develop students' skills and integrate ICT into the curriculum we are considering:

- upgrading our whiteboard to an interactive whiteboard

References and further reading

Board of Studies NSW, Years 7–10 syllabuses and support materials can be downloaded at
http://www.boardofstudies.nsw.edu.au/syllabus_sc/index.html

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

Smith, B. (2001) 'Collaborative planning and teaching: integrating ICT for Stage 5 Geography students', *Scan* 21(2) pp.14–17

Martin, A. & Dunstan, P. (2002) 'Literacy in science', *Scan* 22(1) pp.22–25

Teaching literacy in science in Year 7, (1997) NSW Department of School Education

Tester, R. (2002) 'Information literacy and the secondary science curriculum', *Scan* 22(1) pp.17–21

Vassila, H. (2005) 'The information process supporting investigating scientifically', *Scan* 24(1) pp.16–22

Bright Sparcs

http://www.asap.unimelb.edu.au/bsparcs/

Over 4000 Australians who have contributed to the development of science, technology and medicine in this country are featured on this biographical and bibliographical database. The biographies of each prominent person are concise and include the honours and achievements that they have gained. Coupled with the archival materials, students have access to sufficient background information to meet most information needs. Of particular relevance is the sophisticated search facility that allows students to search by scientific fields, dates, gender or first name. N. Paull

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Chemistry Stage 6; Physics Stage 6; Science 7–10
SCIS SUBJECTS:	Australia – Biography; Medicine – Biography; Science – Biography; Technology – Biography
PUBLISHER:	Australian Science Archives Project
REVIEW DATE:	24/03/06 [609.2] SCIS 990140

- using presentation software such as *PowerPoint* to enhance an oral report, instead of writing a report on the chosen scientist
- word processing reports and collation of a class booklet
- development of class web pages
- varying types of presentations from students such as an interview with the scientist of choice. ■

Evaluation of the unit occurs both informally throughout the lessons and more formally at the end of the unit.

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

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

Creating a culture of change through integrating ICT

***Gillian Maugle** is teacher-librarian and Intel® Teach to the Future master trainer at Wiley Park Public School*

I arrived at Wiley Park Public School at the beginning of 2004 after a break in my teaching career. During the years I spent away from teaching I was still very much involved in children's literature and education. Key challenges ahead of me included transforming the library into a friendly, vibrant resource centre in which teachers and students would be inspired in their quest for knowledge.

Computer technology in the library was limited. For the first 12 months students were immersed in literature as part of literacy support. Borrowing rates increased and students loved coming to the library. They were catching the reading bug!

Through collaborative planning and teaching, students were being taught how to research using the information process. But it became more and more evident through my professional readings and inservices that there was a gap in my program where ICT skills should have been. Without the skills and without the technology available I really did not know how to overcome this, and then along came *Intel® Teach to the Future* and it really did change my life!

The *Intel® Teach to the Future* course is split into 10 modules, each of four hours, making a total of 40 hours face

to face training plus homework. It is the best and most valuable course I have ever undertaken since my teacher training. I would recommend it to any teacher and in particular to teacher-librarians. The opportunities to enhance collaboration and to integrate ICT through the course and skills gained are significant.

After my initial course as an *Intel® Teach to the Future* participant I undertook the master trainer course, which enabled me to train 20 of our teachers and equip them with the skills needed to integrate technology into the curriculum. Enhancing my professional skills in this way reflected my beliefs about the role of the teacher-librarian as follows (see also *Figure 1*).

Teacher-librarians as leaders

As leaders we need to

- demonstrate practices that reflect current educational practices
- contribute to the professional development of staff
- participate in the ongoing development of the school's ICT plan
- advocate the need for students to be information literate.

Teacher-librarians in teaching and learning

- help students use a range of resources and technologies
- collaboratively plan and teach units of work with classroom teachers to develop information literacy.

Figure 1 Role of a teacher-librarian integrating technology in the curriculum.

Teacher-librarians and curriculum involvement

- be informed and proactive about current curriculum documents and developments
- participate as a partner in planning, implementing and evaluating school policies relating to curriculum
- collaboratively develop a school wide information skills continuum
- work with teachers to integrate ICT skills into the curriculum.

Teacher-librarians and literacy support

- expose students to a range of texts in print, digital and audio formats
- develop strategies to foster a love of reading and literature for leisure
- other literature promotion.

Teacher-librarians providing resource support

- select the resources to support the information needs of the school community
- employ strategies to maximise access to print and electronic resources
- instruct students in specialist information tools and services and related information skills
- assist clients in the use of the internet and intranet
- ensure that the library resource centre is multifunctional and a focal point for student learning.

Teacher-librarians as managers

- organise efficient procedures and systems for delivery of services.

(Adapted from *ASLA/ALIA Standards of professional excellence for teacher librarians* statement).

A taste of *Intel® Teach to the Future* at Wiley Park Public School

Last year another teacher and I, previously trained as Master Trainers through the *Intel® Teach to the Future* course, began working with 15 teachers who had chosen to participate in this course. This term we will be training another group. Although we are in the early

stages it certainly has impacted on our school. The teachers who have taken the course are certainly more enthusiastic and better equipped with skills to integrate technology into their teaching. The biggest hurdle we face now is in purchasing more computers to meet the needs of our students and to reflect the ICT knowledge of our teachers.

Figure 2 summarises how I, as a teacher-librarian, have incorporated the skills that I learnt through my *Intel® Teach to the Future* training into the school curriculum.

Staff development

As well as conducting the *Intel® Teach to the Future* training course at the school I have also led staff development sessions. I felt it was important to give the teachers an overview of where we are heading and involve them so all have a sense of ownership.

Our school decided to use *Eduweb* as a student centred intranet platform to assist in the integration of ICT(*Figure 3*). This was one of my discoveries
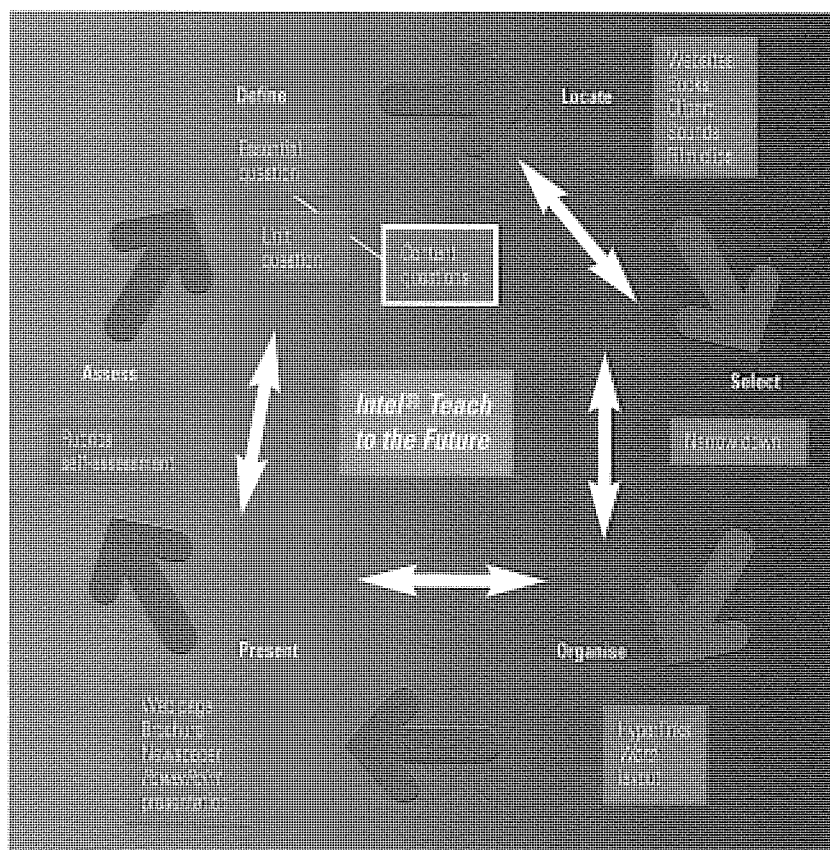
Figure 2 How using the Intel® Teach to the Future approach can reflect the information process.

during my transformation on becoming computer literate. This will be implemented across the school and will provide individual student web pages for the integration of ICT skills into teaching and learning as well as providing a storehouse for the curriculum rich web sites that will be used to enhance ICT in teaching and learning.

The joy of doing the *Intel® Teach to the Future* course was undoubtedly realising other worlds that brought to life new ideas and innovative ways to learning and teaching.

The library program is looking very different from last year. I have adapted an idea that I found in *Scan* 24 (2). Thank you Jan Reynolds, for your inspiring article, *ICT: integral to the curriculum!*

Each information literacy requirement and ICT skill in the information process is treated separately. This document is constantly evolving with adaptations made as needs are evaluated.

What better way to inspire teachers and tempt them into ICT than to show
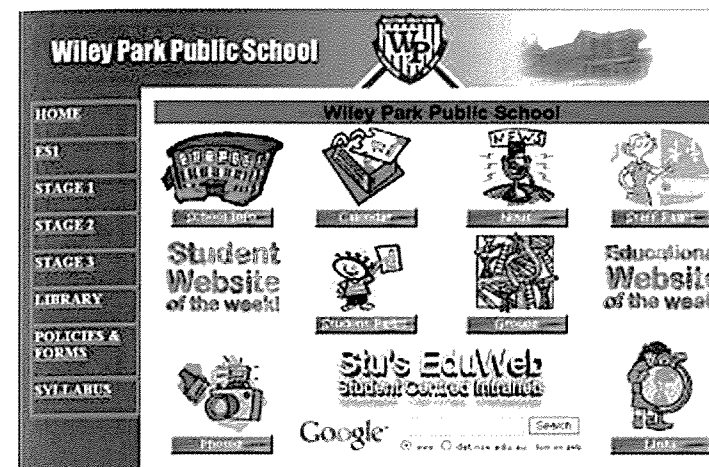
Figure 3 Using Eduweb as a platform.
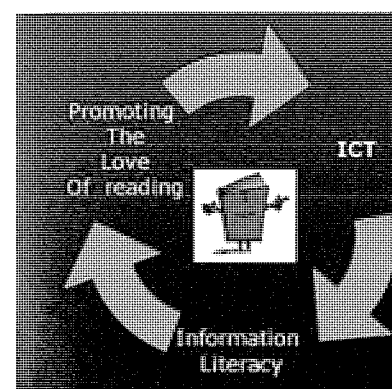
Figure 4 Cycle of information literacy.

them some inspirational programs? As teacher-librarians it is one of our roles to provide appropriate curriculum resources to classroom teachers and students. I have started to create links pages supporting the curriculum for different Stages and KLAs using the *Eduweb* interface for ease of access.

We can encourage teachers to use technology as we provide rich task activities that:

- specifically relate to classroom curriculum work
- engage students
- explicitly teach related information skills when using such information. One such website I use for supporting teaching and learning is reviewed here.

Intel® Teach to the Future has helped us as educators to create quality units of work for our students incorporating the information skills process, *Quality Teaching* and *ICT*. Our students are now creating web pages, brochures and *PowerPoint*

presentations. They know what is expected of them because they are given the marking tool rubric before they begin.

We are at the very beginning of something very powerful. It is happening right here at Wiley Park. Our students are 96% ESL from more than 68 different countries. Many of our students are refugees. Most do not have a computer at home. It is vital that they get appropriate opportunities to learn and practise their computer

skills here at school, in the context of meaningful units of work.

I am confident that as time goes on I will be able to report even more great happenings with more computers supporting learning in the library. An interactive whiteboard has just been delivered and installed in the library, and I am busily progressing up another learning curve as well as trying out the new resources I have discovered on the Internet.

Finally, a little reminder that computers are only valuable as a tool. ■

Figure 5 Quote from Craig Barratt, CEO Intel.

References and further reading

Information skills in the school [1998] NSW Department of Education and Training, Ryde

Intel® Teach to the Future (2005). Viewed 31 March 2006, **http://www.cli.nsw.edu.au/cli/elearning/ Professional_support/professional_support_intel.shtm**

Reynolds, J. (2005) 'ICT: integral to the curriculum!', *Scan* 24(2), pp.4-7

Standards of professional excellence for teacher librarians, (2005). Viewed 31 March, **http://www.asla.org.au/policy/standards.htm**

Stu's eduweb (2005). Viewed 31 March 2006, **http://stuhasic.com/eduweb/index.htm**

Morphases editor

http://www.morphases.com/editor/

The *Morphases* face manipulation software has a database of 56 faces, 29 eyewear options, six beards and three skin additions. Select **Random face** to begin the face manipulation process and a photograph appears, ready for modification by selecting **Hair and forehead, Mouth, Nose** and **Chin**, from **Properties**. Each feature can be repositioned, rotated and resized and left and right modification options are also available for **Eyes** and **Eyebrows**. In **Image search**, choices of **Gender, Age, Eye color, Hair color** and **Hair length**, as well as additional options of facial hair, hats and glasses will provide much amusement as students experiment to create individual faces. Using a digital manipulation program is a suggested learning experience in the Stage 3 Connected Outcomes Group (COGs): *Identity*. Although **Submit your own photo** from the home page allows users to manipulate their own images, submissions are limited to those over 18 years. C. Keane

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA; PDHPE; TAS
SYLLABUS:	Creative Arts K–6; Drama 7–10; Information & Software Technology 7–10; PDHPE K–6; Visual Design 7–10
SCIS SUBJECTS:	Computer graphics; Face – Data processing; Portraits – Data processing
PUBLISHER:	Morphases.com
REVIEW DATE:	03/04/06 [006.6]

SCIS 1261001

Developing a whole school approach to information literacy
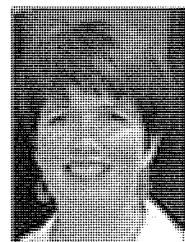
Kate Reid is teacher-librarian at Lockhart Central School and is currently working towards finishing a Master of Applied Science (Teacher Librarianship) through Charles Sturt University. Kate outlines the impact of the Intel ® Teach to the Future initiative in developing a whole school approach to information literacy.

L ockhart Central School is a small K–12 school located in a rural community in the Riverina. In Term 3, 2005, our school made plans to run the Intel® Teach to the Future 40 hour course for interested staff. Some of the participating teachers were new to teaching, some were new to the school, and some have had a long career in teaching. Participants included four primary classroom teachers, one primary/Reading Recovery teacher, four secondary staff from various faculties, and the teacher-librarian. As this is only a small school, the group constituted over half of the total teaching staff. The motivation uniting these teachers was to increase their skills and confidence in using the technology available and to explore ways in which ICT could be used to transform the teaching and learning experiences offered to students at the school.

The course follows a sequence of ten modules during which teachers develop their own unit of work/portfolio:

Module 1	Getting started	Introduces the course structure and goals. Participants examine the concept of essential questions and higher-order thinking.
Module 2	Locating resources for unit portfolios	Copyright, Internet searching, sophisticated search techniques, and website evaluation techniques.
Module 3	Creating student multimedia presentations	Using Microsoft® PowerPoint to create presentations incorporating graphics, text, sound, animations, charts, movies and hyperlinks. Creating a presentation evaluation rubric.
Module 4	Creating student publications	Using Microsoft® Publisher to create a newsletter or brochure, incorporating layout, borders, text boxes, pictures. Creating a publication evaluation rubric.
Module 5	Creating student support materials	File management for students. Developing skills in using Microsoft® Word to publish support materials for students, such as templates and forms.
Module 6	Creating student websites	Using Microsoft® Publisher to create websites incorporating graphics, text, sound, animations, background, navigational tools. Also looks at standard elements such as menus, contact details, author and creation date details. Creating a website evaluation rubric.
Module 7	Creating teacher support materials	Creating a publication, presentation or website that presents the unit plan, teaching and learning activities, assessment strategies, and student samples.
Module 8	Developing plans for implementation	Examining the unit to determine prerequisite hardware, software, knowledge, skills, time and other resources. Create any management documents (task checklists, worksheets etc).
Module 9	Putting unit portfolios together	Organising and completing unit portfolios.
Module 10	Showcasing unit portfolios	Sharing unit portfolios with the group, and participating in peer evaluation.

Figure 1 Compiled from Intel® Teach to the Future, Participant Teacher Edition, 2005.

A collaborative partnership

After the first session of the Intel ® Teach to the Future course, I approached the Computer Coordinator, Amika Prasad, to discuss a collaborative partnership in presenting the information skills covered in Module 2. This would build on previous support provided by the teacher-librarian for teachers and classes, and included a range of aspects. In previous years I had run short information sessions in some staff meetings on choosing appropriate search engines, and search techniques, such as the use of Boolean operators and truncation, so many staff had been introduced to these skills. I had also implemented a modified version of a website evaluation exercise based on a session run by James Herring at the ASLA 2004 conference, which meant that many teachers were already familiar with elements of website evaluation. For many teachers, however, copyright laws and the way that they apply to digital information was completely new information, so there was a need for collaborative support in this area.

As a visual aid, the poster Knowing the limits, detailing how copyright law affects materials in schools, was downloaded from the Copyright aware website and saved to our school intranet, to give staff easy access to the information. This was followed by discussion about appropriate ways to cite information from a variety of sources.

The Intel ® Teach to the Future CD-ROM includes a bibliography proforma based on the MLA (Modern Language Association) citation style. This offered an opportunity for one area of support for the information process. The instructions for the bibliographic style were written out in detail, with examples for each rule. I discussed approaches to writing bibliographies that had been used in our school. We decided to adopt the MLA style as a consistent model. Other schools may decide to adopt a style appropriate to their needs.

Staff thought that giving students from Stage 1 to Stage 6 templates as documents on our intranet would be a good way to clarify what was expected of them. We now have a plagiarism folder where staff can access the whole school anti-plagiarism policy, and the bibliography policy and templates. We have found that giving students this kind of template style bibliography guide has greatly improved their ability to cite their sources correctly, and supports outcomes related to ethical use of information and using resources from a range of sources.

The examples following (Figure 2) show citations provided as guides for students using the MLA style, as adopted by Lockhart Central School.

MLA style guide for Years 3 and 4 students

Fiction and non fiction books

Author.	Title	© Date
Base, Graeme.	Animalia	1986
Murphy, Bryan.	Experiment with Movement	2001

CD-ROMs

"Article".	Encyclopedia	© date	CD-ROM
"Gallipoli".	Encyclopedia of Australia	1997	CD-ROM
"Leadbeater's Possum".	Wildinfo Australia	1996	CD-ROM

Internet

Author.	"Article".	Home page title	Date visited
		<web address>	
	"Inventor's Toolbox".	Museum of Science	21 June 2001
		<http://www.mos.org/sln/Leonardo/InventorsToolbox.html>	
	"Rainforest Types of CERRA".	Big Volcano	17 November 2002
		<http://www.bigvolcano.com.au/natural/rftypes.htm>	

MLA style guide for Years 5 and 6 and secondary students

Fiction and non fiction books

Author.	Title	Place: Publisher,	© date
Fienberg, Anna.	Tashi and the dancing shoes.	Sydney: Allen & Unwin,	2001.
	Read me a poem.	London: Kingfisher Books,	1990.
Woolley, Marilyn and Pigdon, Keith	Leisure and sports.	South Yarra: Macmillan Library,	2000.

Encyclopedias (book form)

Author.	"Article".	Encyclopedia	© date
	"Force and motion."	Kingfisher Children's Encyclopedia.	1998.
	"Skeleton and Movement."	Kingfisher Encyclopedia of Questions and Answers.	1997.
Smith, Whitney.	"Flag."	The World Book Encyclopedia.	1985.

Article in a Periodical

Author.	"Article".	Encyclopedia	Issue	© date: p-p.
Ivanoff, George.	"Night Vision".	Challenge.	Issue 3	2003: 18-19.

CD-ROMs

Author.	"Article".	CD-ROM title.	CD-ROM	Place: Publisher,	© date
	"Whales."	Whales and Dolphins of the World.	CD-ROM	Brookvale, NSW: Webster Publishing,	1999.
	"Bicycle."	Infopedia.	CD-ROM	New Jersey: Funk & Wagnall,	1995.
	"Homes."	People, Place and Time.	CD-ROM	Melbourne: Museum Victoria,	1999.

The Internet

Author.	"Article".	Home page title.	Date visited.
		<web address>	
Chambers, John.	"Rainforest Frogs."	Rainforest Wildlife.	28 August 2003.
		<http://www.wildlife-australia.com/frogs.htm>	
Dhotel, Francois.	"The Structure of the Eiffel Tower and its Evolution."	The Official Site of the Eiffel Tower.	9 May 2002.
		<http://www.tour-eiffel.fr/teiffel/uk/>	
	"Prime Minister of Australia."	Australian Prime Ministers.	23 March 2001.
		<http://www.pm.gov.au/your_pm/prime_ministers.html>	

Personal Emails

Author.	Email address	"Subject".	Date received.	Personal email.
Foster Robyn.	rfoster@bigpond.com .	"Save Our Park".	13 October 2000.	Personal email

Figure 2

The tables below, (*Figure 3*), show these examples using an adaptation of the author-date system. This is the system generally used by the NSW Department of Education and Training, including *Scan*.

Author-date style guide for Years 3 and 4 students

Fiction and non fiction books

Author.	© Date	Title	Publisher	Place
Base, Graeme.	1986	*Animalia*		
Murphy, Bryan.	2001	*Experiment with Movement*		

Audio visual

Text	© date	*Encyclopedia*	type
Gallipoli.	1997	Encyclopedia of Australia	CD-ROM
Leadbeater's Possum.	1996	Wildinfo Australia	CD-ROM

Internet

Name, place, date of source	Author	*Home page title*	Date site viewed
		<web address>	
Museum of Science		*Inventor's Toolbox.*	21 June 2001
		<http://www.mos.org/sln/Leonardo/InventorsToolbox.html>	
?		Rainforest Types of CERRA.	*Big Volcano*	17 November 2002
		<http://www.bigvolcano.com.au/natural/rftypes.htm>	

Author-date style guide for Years 5 and 6 and secondary students

Fiction and non fiction books

Author.	*Title*	Place: Publisher,	© Date
Fienberg, Anna.	*Tashi and the dancing shoes.*	Sydney: Allen & Unwin,	2001.
	Read me a poem.	London: Kingfisher Books,	1990.
Woolley, Marilyn and Pigdon, Keith.	*Leisure and sports.*	South Yarra: Macmillan, Library	2000.

Encyclopedias

Author.	Article.	*Encyclopedia*	© date
	Force and motion.	*Kingfisher Children's Encyclopedia.*	1998.
	Skeleton and Movement	*Kingfisher Encyclopedia of and Answers.*	1997.
Smith, Whitney.	Flag.	*The World Book Encyclopedia.*	1985.

Article in a Periodical

Author., date	Article	*Journal*	Issue	© date: p-p.
Ivanoff, George.2003	'Night Vision'	*Challenge.*	3	pp.18–19

CD-ROMs

Author, date	Text.	*CD-ROM title.*	Place: Publisher,	CD-ROM
	"Whales."	*Whales and Dolphins of the World.*	Brookvale, NSW: Webster Publishing,	CD-ROM
1999	"Bicycle."	*Infopedia.*	New Jersey: Funk & Wagnall,	CD-ROM
1995	"Homes."	*People, Place and Time.*	Melbourne: Museum Victoria,	CD-ROM

The Internet

Publisher	Article	Home page title.	Date visited.
		<web address>	
Chambers, John.	Rainforest Frogs	Rainforest Wildlife.	viewed 31 March 2006.
		<http://www.wildlife-australia.com/frogs.htm>	
Dhotel, Francois.	The Structure of the Eiffel Tower its Evolution.	The Official Site of the Eiffel Tower.	viewed 31 March 2006.
		<http://www.tour-eiffel.fr/teiffel/uk/>	
	"Prime Minister of Australia."	Australian Prime Ministers.	viewed 31 March 2006.
		<http://www.pm.gov.au/your_pm/prime_ministers.html>	

Personal Emails

Author.	Email address	Subject	Date received.	Personal email.
Foster Robyn.	rfoster@bigpond.com .	Save Our Park	13 October 2000.	Personal email

Figure 3

Future directions

Having started with the bibliographies, which are traditionally attached at the end of assignments, our next task is to teach students a range of note taking skills. I have had some success in combining data charts with the bibliography templates, asking students to:

• put details of useful sites into the bibliography proforma and save to their own folder

• put the name of the site on their data chart, then take notes across the page

• repeat for each new website or resource they found.

I am now collaborating with the Year 5–6 teacher on a unit of work on *Significant Australians*, discussing and planning the explicit teaching of information skills. This will involve students:

• searching the Internet

• evaluating websites

• taking effective notes

• organising relevant information

• saving documents

• creating a bibliography.

We have been planning the ICT and information literacy related activities together, and are team-teaching areas such as Internet searching, bibliographies and note taking. Guided by *Quality Teaching*, we will be reflecting on ways to explicitly teach critical and higher-order thinking and supporting students making judgements about information in these areas.

Taking part in the *Intel* ® *Teach to the Future* course has really helped staff at our school to see the benefits of working collaboratively with the teacher-librarian. I have demonstrated how to make information literacy skills a natural part of the teaching process. It has also given me the confidence to let staff know about the ways in which I can support the curriculum, and it has further improved the collaborative partnerships within the school. ■

References and further reading

Aboriginal Education K–12 resource guide (2003) NSW Department of Education and Training, Ryde

CLI: professional support (2005) Centre for Learning Innovation, NSW Department of Education and Training. Viewed 31 March 2006, http://www.cli.nsw.edu.au/cli/e-learning/ professional_Support/professional_ support.shtm

Handbook for school libraries (1996) NSW Department of School Education, Ryde

Herring, J. (2004) 'Reading for information and note taking: websites', presented at the ASLA conference, Sydney, 22–23 October

Information skills in the school (1999), NSW Department of Education and Training, Ryde

Intel® Teach to the Future (2005) Intel Corporation. Viewed 31 March 2006, http://www.tmd.com.au/education/

Knowing the limits (2005). Viewed 31 March 2006, http://www.copyrightaware. gov.au/resources/Limits_guide.pdf

Teacher-librarians analysing texts with students

Lizzie Chase

is Head Teacher, Teaching and Learning, at Chifley College, Bidwill Campus.

In my work as a secondary literacy consultant, I saw the valuable contribution that teacher-librarians make in building students' reading comprehension while they do assignments. I worked with a group of Stage 4 teachers in designing a powerful sequence of activities to support students in the lead up to an assignment. Students involved in our Stage 4 action research classes showed improvement in their reading comprehension and assignments.

In my experience as a teacher-librarian, I found the activities in the activity *Unpacking the text*, to be particularly suitable when team teaching. With two teachers available, group work strategies such as jigsaw, reciprocal teaching, and seven strips can assist students in understanding challenging factual texts in preparation for their assignment.

These strategies have been found effective as paired work activities, with three important teaching and learning points to be noted:

- each process needs to be modelled, with the teacher-librarian walking the class through the strategy
- each student is required to complete their own worksheet
- call the group together at the end of a lesson to have a class discussion.

Worksheets are collected to monitor students' progress in unpacking the meaning of the texts. This is done as they read in preparation for their assignments. The benefit of using literacy strategies such as reciprocal teaching, jigsaw, and seven strips, is that students learn how to summarise and reword the information, rather than copy it.

FROM READING INTO WRITING – Stage 4 Literacy Programming: a menu of literacy options

1. PRE-READING

TEACHER PREPARATION
- the key concept and content summary for the lesson on the board goes into student books – link to unit focus
- put the key skill for lesson on the board (tracking main ideas, summarising, guessing words in context, note making, reading a table, graph, timeline, map, inferring)
- key vocabulary – cloze, mix & match meanings, mini-glossary – use a maximum of seven unknown words.

MOTIVATE STUDENTS: use one of these strategies
- mini-narrative: teacher gives brief text summary
- visual stimulus: use a picture to build a context
- mind map prior knowledge. Do not brainstorm if topic is unfamiliar to students; explain the topic clearly.

PREVIEW TEXT LAYOUT FOR MAIN IDEAS
- note the title, headings, first paragraph, pictures and captions.

TEACH HOW TO
- read a graph, table, and so on, before or after reading.

READ TEXT TOGETHER
- teacher reads aloud at a fast pace – don't stop!

2. ANALYSING THE TEXT

STUDENT CENTRED ACTIVITIES: for deep knowledge and deep understanding, and for classes which like group work

PARTNER WORK OPTIONS
- Programming and strategies handbook:
  - reciprocal teaching – for difficult texts only
  - jigsaw groups
  - seven strips = seven main ideas
  - think/pair/share the main ideas
  - rewording the text
  - dictagloss
  - summarise in one or two sentences.

TEACHING CYCLE FOR EACH ACTIVITY
- show students the process, practise together, then let them work together
- each student completes a sheet; the teacher collects and monitors progress
- show your own processes in answering a question: including going back to the text, reading on, reading back, guessing the meaning
- teach briefly about text content
- let students work in pairs on a text
- students' work will show their grasp.

3. STUDENT FEEDBACK

HAVE THEY GOT IT?: for classes which appreciate structure and order
- true/false statements
- comprehension questions
- write questions using synonyms, not just key words from text
- multiple choice options
- sequence text chunks
- choose paragraph topic sentence for paragraphs
- choose title or headings
- create flowchart or visual notes
- make a mindmap after reading
- topic cloze
- produce own tables, maps, graphs, timelines, etc
- rank text summary statements in priority order
- 'odd one out' statements.

TEACH NOTE MAKING SKILLS
- keyword note making
- rewording ideas using synonyms.

RESOURCES
- note making scaffolds.
http://www.curriculumsupport.nsw.edu.au/beginningteachers/files/beg_16Note_Making_Scaffolds.doc?CFID=1039732&CFTOKEN=21540489
- thinking skills
http://www.cap.nsw.edu.au/QI/TOOLS/INDEX.HTM

4. WRITING SKILLS

TOWARDS MAJOR ASSESSMENT

ANNOTATING A MODEL TEXT TOGETHER
- the first read through: look at layout, purpose, main ideas, persuasive impact
- the second read through: highlight topic sentences, arrow in and label topics of each paragraph
- the third read through: circle effective language and label technical and descriptive word choices, and text type
- assignment criteria checklist: draw up a checklist with students, after annotating the inspirational text.

THE WRITING PROCESS
- scaffold boxes: paragraphs, topic sentences for each paragraph
- brainstorm sentence starters
- brainstorm technical and descriptive language; make literacy posters
- students complete drafts
- peer editing or self editing
- possible teacher editing suggestions and a re-mark
- option: timed in-class writing
- share and display writing.

5. TRANSFORMING & CRITIQUING

SYNTHESIS OF UNDERSTANDINGS
- point of view tasks – empathy
- web page design
- digital storytelling
- PowerPoint
- role plays
- literature circles
- interviews: hot seat
- debates
- writing opinion paragraphs – offer creative alternatives
- evaluations of ideas
- critical literacy.
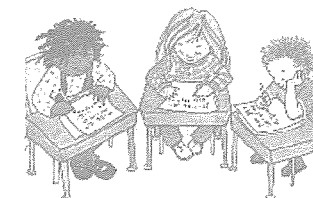
The sequence of lessons will determine if teachers choose student feedback, writing skills or creative and critiquing activities as their major focus.

References and further reading

Literacy: Teaching ideas Curriculum K–12 Directorate, NSW Department of Education and Training, Ryde. Viewed 30 January 2006, http://www.curriculumsupport.nsw.edu.au/literacy/index.cfm?u=2&i=8

New teacher homepage Professional Support and Curriculum Directorate, NSW Department of Education and Training, Ryde. Viewed 30 January 2006, http://www.curriculumsupport.nsw.edu.au/beginningteachers/files/beg_16Note_Making_Scaffolds.doc?CFID=1039732&CFTOKEN=21540489

Programming and strategies handbook: assisting Year 3 and Year 5 students who need additional support in literacy (2000) NSW Department of Education and Training, Ryde. SCIS 999491

Strategies for reading factual texts (1997) Curriculum Directorate, NSW Department of School Education, Ryde. SCIS 913828

Teaching reading: a K–6 framework (1997) Curriculum Directorate, NSW Department of School Education, Ryde.

Teaching literacy in … in Year 7 (1997, 1998, 1999) Curriculum Directorate, NSW Department of School Education, Ryde. (Series has a title for each KLA)

Tools and strategies (2003) Country Areas Program, NSW Department of Education and Training, Sydney. Viewed 30 January 2006, http://www.cap.nsw.edu.au/QI/TOOLS/INDEX.HTM

two 2006

Scan's regular Research columns feature is refereed by Dr Ross J. Todd. Research columns continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher-librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems. This issue features Lyn Hay's research on school libraries as flexible and dynamic learning laboratories.

Students as information and ICT users

Dr Ross J. Todd *is Associate Professor, Director of the Master of Library and Information Science (MLIS) program, Director of Research for the Center of International Scholarship in School Libraries (CISSL), School of Communication, Information and Library Studies at Rutgers University, the State University of New Jersey, USA.*

'Promises, promises, promises', I heard an exasperated teacher say as I entered the conference room. I was recently at the *East Asia Council of Overseas Schools teachers' conference*, held in Manila, Philippines. The conference theme 'Journeys of Vision and Light' focused on opportunity and action, dreams and experiences, and the shaping and leading of learning in 21st century schools. It was clearly evident that central to this journey was the role of information technology, and I sensed a little frustration with this one teacher's experience. On the one hand, there is the promise of integrating and using information technology to enhance learning outcomes. On the other, there is the challenge of rethinking and reshaping pedagogy to enable these outcomes.

I was motivated to explore the promise a little more, and found an early report published by the ACT Department of Education & Training and Children's, Youth & Family Services Bureau in 1996. It presented a concise summary, available at http://learnit.edna.edu.au/, of the potential outcomes of information technology, including to:

- provide the flexibility to meet the individual needs and abilities of each student
- reduce the risk of failure at school
- provide students with immediate access to richer source materials
- present information in new, relevant ways which help students to understand, assimilate and use it more readily
- motivate and stimulate learning
- enhance learning for students with special needs
- motivate students to try out new ideas and to take risks

- encourage analytical and divergent thinking
- encourage teachers to take a fresh look at how they teach and the ways in which students learn
- help students learn when used in well-designed, meaningful tasks and activities
- offer potential for effective group work.

Ten years down the track, it is useful and appropriate that we reflect on how far we have come. What differences can we see today? It would seem that we have learned a great deal about achieving such outcomes. Certainly there is accumulating evidence that information technology impacts on achievement, that it can contribute to the development of self-confidence and self-esteem, and play a role in the development of students as problem solvers and critical thinkers. We have also learned that these important outcomes are not easy to achieve, and that it does not happen simply by making such technology available to teachers and students. We continue to realise that using information technology to enhance learning poses some significant questions that are the foundation of quality teaching and learning. These questions include:

- How do I enable learners to construct deep knowledge and deep understanding rather than passively receiving it?
- How do I ensure that learners are directly involved and engaged in the discovery of new knowledge?
- How do I enable learners to encounter alternative perspectives and conflicting ideas, so that they are able to transform prior knowledge and experience into deep understanding?
- How do I enable learners to transfer new knowledge and skills to new circumstances?
- How do I enable learners to take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills?

These are not new questions, but at their heart are learners who are able to:

- define problems
- frame questions
- explore ideas
- formulate a focus to their inquiry
- investigate
- analyse and synthesise ideas to create their own views
- evaluate solutions and reflect on new understandings
- use technology and information tools to create information products that accurately represent and enable them to share their newly developed understanding.

There is mounting and compelling evidence that school libraries can play a key role in reaching these important information technology learning outcomes. The challenge is taken up by Lyn Hay, lecturer in Teacher Librarianship in the School of Information Studies at Charles Sturt University. Lyn's research and teaching focuses on leadership roles of the teacher-librarian, information technology integration in schools and the enabling of learning through information technology. In her research column Lyn states that 'schools need to make a conscious effort to re-engineer their libraries as dynamic and flexible learning laboratories to support the demands placed on students as information and ICT users, both at school and when they are working independently from home'. The challenge for all teacher-librarians is to make school libraries part of the solution, not part of the problem. ■

School libraries as flexible and dynamic learning laboratories... that's what Aussie kids want

Lyn Hay *is lecturer in Teacher Librarianship in the School of Information Studies at Charles Sturt University*

A dynamic and effective library is essential if high quality teaching and learning is to occur in a school. The teacher-librarian has a leadership role to play in the development of students' information literacy and in the management of learning resources.
Handbook for school libraries (1996, p. 6)

While school libraries have traditionally and consciously tried to service the needs of their community, with the information world becoming increasingly driven by access to a range of information and communication technologies (ICTs) and digital information and services, our students as learners require greater access to an information hub that is flexible, dynamic and responsive in meeting their needs.

The digital demands placed on students is being fuelled by the increasing number of Australian homes going online, and teachers and teacher-librarians need to be mindful of the changing needs and priorities of students as information users, both at school and in the home. Recent studies have shown that students are able to articulate their needs, concerns and expectations of ICT access and use at school (Todd, 2004; OCLC, 2005). The US study, *The digital disconnect* warns educators that we must listen to the:

... large numbers of students [who] say they are changing because of their out-of-school use of the Internet—and their reliance on it. Internet-savvy students are coming to school with different expectations, different skills, and access to different resources... Students are frustrated and increasingly dissatisfied by the digital disconnect they are experiencing at school.
(Levin and Arafeh, 2002, p. v)

A recent study of 46 public schools in Queensland and Victoria by the author (Hay 2004-2005) found that what students view as important about

school library help are significantly different to the views of their teachers and teacher-librarians. Of particular note were the differences between student and staff perceptions of the support the school library provides on information and computer technologies (ICTs), and access to digital resources and provision of information services. This paper presents some key findings of the comparative analysis of student, teacher and teacher-librarian responses from the *Student learning through Australian school libraries* project (Hay 2004-2005), and argues that schools need to make a conscious effort to re-engineer their libraries as dynamic and flexible learning laboratories to support the demands placed on students as information and ICT users, both at school and when they are working independently from home.

Background to the study

The *Student learning through Australian school libraries* project asked Year 5–12 students from 46 metropolitan and regional public schools in Queensland and Victoria to identify how their school library has helped them with their learning. An assumption of this study was that a 'school library program that is adequately staffed, resourced, and funded can lead to higher student achievement regardless of the socioeconomic or educational levels of the community,' (*School libraries work!*, 2004, p. 6). Therefore, the schools selected for this study were required to demonstrate the hallmarks of an effective school library program based on three key areas: support of teaching and learning; effective resourcing of the curriculum; and providing a learning environment. (*Table 1*)

Two web based *Impacts on learning survey* instruments were designed to collect data, one for students and the second for teaching staff. These instruments consisted of Likert responses to 48 statements of helps, based on the Ohio study's 48 statements of helps (Todd, Kuhlthau & OELMA, 2004) and included an open-ended critical

incident question asking students to recount a recent experience when their school library helped them with their learning. The 48 statements were grouped according to seven different blocks of help.

1. How helpful the school library is with getting information you need (GETTING INFORMATION)
2. How helpful the school library is with using the information to complete your school work (USING INFORMATION)
3. How helpful the school library is with your school work in general (KNOWLEDGE)
4. How helpful the school library is with using computers in the library, at school, and at home (COMPUTING)
5. How helpful the school library is to you with your general reading interests (READING)
6. How helpful the school library is to you when you are not at school (INDEPENDENCE)
7. Some general points about the library and your learning (ACADEMIC ACHIEVEMENT)

For each of the 48 statements in the survey, students were asked to select a rating from a five point scale on how much they perceived the school library had helped them with each statement (*Figure 1*). For the purposes of statistical data analysis, the following values were used to code each rating:

4	=	most helpful
3	=	quite helpful
2	=	some help
1	=	a little help
0	=	does not apply

Figure 1.

An additional demographic question was introduced to the Australian version of the student *Impacts on learning survey* instrument. This question asked students to identify whether they did or did not have

access to a computer and Internet at home (Q.02). This additional variable was designed to test for significant differences (if any) between those with physical access to ICTs at home versus those without access to a computer and/or the Internet in the home.

The survey of teaching staff asked teachers and teacher-librarians in these 46 schools to rate how much they believed their school library supports their students' learning across 48 statements of help. Forty-six of the 48 statements of help were common to both groups. Student, teacher and teacher-librarian responses to the 46 common statements form the basis of the comparative analysis in this paper, the results of which are further illustrated by an analysis of student voice responses with regard to ICT access and use.

Demographics

Of the 46 schools in the sample, 53% were secondary schools and 45% primary, with just one school a senior secondary school (Years 11-12 only). The quantitative findings and conclusions are based on a data set of 6,718 valid student responses, and 525 teacher and 51 teacher-librarian responses. Students from schools within large metropolitan centre totalled 59%, and 41% of students attended schools in regional Australia. The majority of the student sample consisted of 11-15 years age range (78.6%), with 13.1% of students 16 years and over, and students aged 9-10 making up 7.8% of the total sample.

The difference between the numbers of students with computer/Internet access at home was significant in that the majority of students (80.3% of the total student sample) had access to both a PC and the Internet at home, whilst a further 11.8% had access to a computer with no Internet connection, and 5.4% of the students had no access to any computer in the home. This demographic confirms that Internet-savvy students are becoming

an increasingly larger client group of the school library, and teacher-librarians need to listen to their voice when developing and maintaining a responsive information service for students as information and ICT users.

Comparative analysis of student, teacher and teacher-librarian responses

Analysis of Variance (ANOVA) tests using SPSS (*Statistical package for the*

social sciences) Version 13.0 for *Windows* were conducted to identify any significant differences between the mean scores for the 46 common statements across all seven blocks of school library help between the

student, teacher and teacher-librarian groups. Comparative analysis of the overall ranking for each of the seven blocks according to the means obtained by students, teachers and teacher-librarians. *Table 2* and *Table 3* highlight a mismatch between the groups' ratings of forms of school library help they see as being *most helpful*.

Of particular note are the results for those statements of school library help involving computer and Internet use (Block 4). While students ranked the school library's contribution as the most important out of all seven blocks in supporting their learning, both the teacher and teacher-librarian groups perceived the school library as being the least helpful in supporting students' learning.

Table 4 presents a summary of key differences between the ratings of students, teachers and teacher-librarians across select statements from Blocks 1, 4, and 6, that relate specifically to ICT access and use. Three of the statements within Block 4 were rated by the students as their top three out of all the 46 common statements of help. In order of most helpful as rated by the students in supporting their learning these ratings included:

1st – Q43. *Computers have helped (me/students) find information inside and outside the school library* (mean = 2.85), compared to a teacher mean of 1.55 (ranked 46th) and teacher-librarian mean of 1.35 (43rd).

2nd – Q41. *Computers in the school library have helped (me/their) do (my/their) school work better* (mean =2.81), compared to a teacher mean of 1.64 (ranked 45th) and teacher-librarian mean of 1.37 (40th).

3rd – Q46. *Computer programs (like PowerPoint, Word,*

Blocks of school library help	Overall student ranking	Overall teacher ranking	Overall teacher-librarian ranking
Block 1 Getting information	2nd (2.48)[1]	1st (3.21)	1st (3.45)
Block 2 Using information	3rd (2.39)	3rd (2.45)	2nd (2.33)
Block 3 Knowledge	6th (2.21)	4th (2.44)	4th (2.07)
Block 4 Computers	1st (2.58)	7th (1.78)	7th (1.36)
Block 5 Reading	5th (2.27)	6th (2.01)	6th (1.53)
Block 6 Working independently	7th (1.99)	2nd (2.63)	3rd (2.16)
Block 7 Overall academic achievement	4th (2.31)	5th (2.21)	5th (1.91)

Table 2: Comparison of means and rankings of groups per block.

[1] Number in brackets represents the mean (to 2 decimal places) for that block
! Shading denotes significant differences between groups
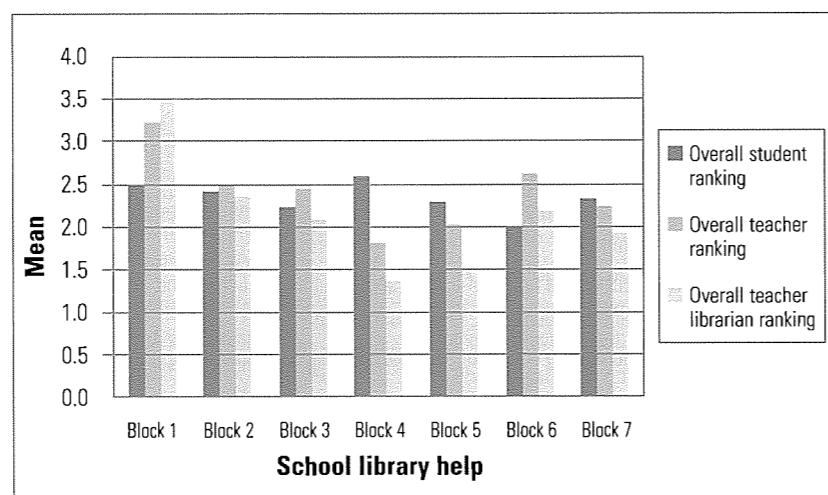
Table 3: Comparison of block means by groups.

Excel) in the school library have helped (me/students) do (my/their) school work (mean=2.72), compared to a teacher mean of 1.90 (ranked 35th) and teacher-librarian mean of 1.34 (44th).

While the students rated the above forms of school library help within the *quite helpful* range, the teachers and teacher-librarians perceived the school library as providing students with only *a little help*. While not as polarised as the above, a comparison of the following additional statements from Block 4 contributes to this emerging pattern of non-alignment between student and teacher/

teacher-librarian perceptions with regard to school library help:

15th – Q44. *The school library has helped (me/students) search the Internet better* (student mean =2.46), compared to a teacher mean of 1.75 (ranked 43rd) and teacher-librarian mean of 1.42 (39th).

17th – Q47. *The school library has helped (me/students) feel better about using computers to do (my/their) school work* (student mean=2.42), compared to a teacher mean of 1.87 (ranked 40th) and teacher-librarian mean of 1.37 (40th).

Common statements of help from blocks 1, 4 & 6	ALL students mean	ALL students ranking	Teachers mean	Teachers ranking	Teacher-librarians mean	Teacher-librarians ranking
Q43. Computers have helped (me/students) find information inside and outside the school library	2.85	1st	1.55	46th	1.35	43rd
Q41. Computers in the school library have helped (me/students) do (my/their) school work better	2.81	2nd	1.64	45th	1.37	40th
Q46. Computer programs (like PowerPoint, Word, Excel) in the school library have helped (me/students) do (my/their) school work	2.72	3rd	1.90	35th	1.34	44th
Q13. The school library has helped (me/students) find different sources of information (such as books, magazines, CDs, websites,videos) for (my/their) topics	2.60	7th	3.48	1st	3.71	1st
Q21. The school library has helped (me/students) know how to use the different kinds of sources (such as books, magazines,CDs, websites, videos)	2.57	11th	3.37	3rd	3.62	3rd
Q44. The school library has helped (me/students) search the internet better	2.46	15th	1.75	43rd	1.42	39th
Q47. The school library has helped (me/students) feel better about using computers to do (my/their) school work	2.42	17th	1.87	40th	1.37	40th
Q14. The school library has helped (me/students) know when (I/they) find good information	2.37	19th	2.99	8th	3.35	7th
Q16. The school library has helped (me/students) feel better about finding information	2.37	19th	3.15	7th	3.43	4th
Q15. The school library has helped (me/students) find different opinions about (my/their) topics	2.26	24th	2.84	11th	3.24	8th
Q64. The school library has helped (me/students) get more organised with (my/their) homework	1.95	44th	2.90	9th	2.65	11th
Q65. The school library has helped (me/students) find information even when (I/they) are not at school	1.85	45th	2.66	17th	2.28	15th
Q67. The school library has helped (me/students) when they have a personal issue or concern	1.52	46th	3.26	5th	2.25	16th

Table 4: Comparison of means and rankings of groups per statement.

(A full comparative table of means and rankings obtained by students, teachers and teacher-librarians across all 46 common statements is available at http://ispg.csu.edu.au/research/slasl/docs/scan/compare_means)

In addition, the overall ratings for Block 1 statements concerning different ways the school library helps students *getting information*, differed significantly between the students and those of their teachers and teacher-librarians. While students did rank these forms of school library assistance as the second most important of

all seven blocks (between *some help* and *quite helpful*, mean=2.48), both teacher and teacher-librarian groups perceived these as being *most helpful* to student learning of all seven blocks, with means of 3.21 and 3.45 respectively. A comparison of means and rankings for the statements Q13, Q14, Q15 and Q16 shows that while

students do value school library assistance with information access and use, their teachers and teacher-librarians perceive the impact of the school library's instructional intervention in resource-based learning tasks as far more important than assistance with ICT use and access. Furthermore, the statements within Block 6 listed in

Table 4 demonstrate the significant difference between student and teacher/teacher-librarian perceptions of the impact of school library help outside school hours. These results suggest that the students' needs, expectations and priorities of school library support regarding information and ICT access and use at school are not as clearly understood by their teachers and teacher-librarians as one would expect. This mismatch raises concerns as to whether the voice of these students is being heard, and whether their needs are being met?

The research raises questions about the awareness of teachers with regard to the information and technology demands experienced by their students as learners. It also raises questions about school libraries' analysis of student needs and the development and evaluation of information services in the light of these needs. An analysis of the student qualitative data collected for this study provides further insight into what school library help students need.

In their own words

Of the 5,474 valid student responses to the open ended critical incident question, just over one-fifth of these explicitly stated how the school library has supported students' access to and use of ICTs and digital information resources and services. Student responses were coded according to access to computers and software programs, Internet access and use, access to printing and file transfer and storage facilities, assistance with searching for web resources, and assistance with the creation of digital products for assignment tasks.

No matter what the ICT task, or hardware, services or assistance provided, a common theme that emerged throughout these student voice responses was that students value highly those forms of school library help that are functional, flexible and responsive at the point-of-need. While the open ended critical incident question was designed to elicit examples of quality school library help, some students also used this as an opportunity to air their frustration and dissatisfaction with regard to ICT access and use within their school. A selection of these are included in the following analysis as a means of illustrating the needs, expectations and priorities of students with regard to ICTs, the Internet and effective information use and creation.

Access to computers and a range of software

Just under half of the student responses regarding ICT use and assistance specifically referred to the importance of having access to computers in the school library to complete a broad range of information seeking, information selection, transfer and storage, knowledge creation and production tasks. Having access to computers which can read and open work saved on a variety of media, whether CD-ROM, USB thumb drive or floppy disk, was identified as essential. Seamless and stress free ICT access and use between home and school is also valued by students with Internet access at home.

I needed to submit an assignment, but couldn't print it out at home because my printer was experiencing problems. So I e-mailed my work to my school e-mail and then used the school library's printer to print out my work which I then submitted. (Yr 10 student)

My printer at home did not work so I transferred the document I needed to print onto a computer and printed it through the library printer. (Yr 11)

Student folders on a school server for data storage and provision of school-based email accounts (or at least allowing access to free web based email accounts) are viewed as critical by students in assisting with the seamless transfer of and access to files. Being able to access a range of software

programs via the school library computers is also valued by students, because in the majority of schools in this study, the library was seen as the only place in the school which employs an open access policy both during and out of class time. As one senior student concludes of library's facilities, 'Always being able to have access to the Internet, and other relevant computer programs has proved essential, especially in grade 12.'

In other words, it is important for school library PCs to provide access to more than information based software programs and databases. Students need access to programs used in PC labs, particularly those programs used for production, such as web authoring, slideshow and hypermedia software. This is also particularly important for students who either do not have a PC at home or whose home computer does not mirror the full suite of software programs of the school's PCs:

At one point in time I didn't have Dreamweaver and I was doing webdesign. The school library had this software and through this I was able to do webdesign out of class until I got Dreamweaver. (Yr 10)

Using the 'Inspiration' program to set out a history essay. (Yr 11)

The school Library has helped me complete most of my assignments, mainly on the computers. Because the computers have many programs that my home computer doesn't, I can spend a lot of time on the Library computers getting my work done. (Yr 8)

Access to the Internet and finding quality information

Over one-third of student responses regarding ICT use and assistance referred to the importance of the school library's provision of Internet access in helping them locate relevant information to complete projects across a number of subject areas.

I had my poetry folio assignment for english and I was having a hard time

on finding the right poems from my topic. The school library helped me by giving me great internet sites. That helped me find great poems which gave me a great start on my assignment. (Yr 10)

I had to do a major research seminar for Modern History and i was able to access the internet at school to get some much needed information that helped me hand in my seminar on time. (Yr 12)

Students also value the school library's support in helping them find quality information on the Internet. Most responses recounting students' recent experiences mentioned the library's leadership in helping students find the right mix of resources, for example:

for my roman project in history and i was really stuck then the librarian showed me a book and a couple of websites that could help. i finished my project and got an A. (Yr 7)

thay helped me find cool web sites fast i was able to finish my progect. (Yr 5)

I was doing a geography project about whales and the library resources helped me find more information in books and in trusted websites. It helped me get a better mark and i understood better. (Yr 8)

The school librarians assisted me, when i was searching for the new cat laws that were introduced into xxxx [name of a town]. They helped me to search on the internet and even called the council to get first hand information. i was able to achieve an A in this english sac because of their assistance. (Yr 12)

Importance of the teacher-librarian's instructional intervention

Student responses also highlighted their appreciation of assistance provided by the teacher-librarian in developing students' search skills, including class based and individual instruction as well as the creation of

web based tutorials and guides on selection and use of search engines.

We were doing our Multi Genre Project and had no idea how to research for it so we were taught some tips for researching like keywords and the appropriate search engines for our topics. thanks to that i found quite a few books and good web pages. (Yr 6)

The internet research facilities at the library are useful for many projects. The search engine facilities allow us to get information on a variety of topics quickly and easily. The books and other resources are also helpful. The library staff are always friendly and ready to help. Overall, the school library is a great place to come for research purposes in a variety of subjects. (Yr 8)

Guidance by way of the school library's website was also valued by students, particularly KLA and topic based gateways to pre-selected web

resources. Some students also noted the convenience of being able to access this kind of support while working from home as well as at school.

I came to the library to do research on geography. it really helped me as the library had a web page set up for us so we didnt have to look for things ourselves, and it saves us lots of time as well because its all here on the page they set up. (Yr 9)

i was doing my project at home and i new that i had used a website at home that was on our school website so i went onto my computer and i went into the website. it was easy to find because i just had to remember what the topic was and i clicked on the picture that [the teacher-librarian] had left there i got the answer and got great marks that i was happy with and so was the teacher. (Yr 6)

The teacher-librarian's assistance with selecting appropriate resources, recording relevant information, and organising students' ideas was also identified as an important form of school library help.

The school library helped me by the librarians teaching us how to take notes better with some of the programs that the library computers have. (Yr 9)

When I needed information about explorers for a project I used the internet in the library and the teachers in the library helped me to search with google and we found some excellent information that [the teacher-librarian] printed out so I could use the highlighter to find keywords. (Yr 6)

…and also have learnt what i need to put on my projects instead of copying something out word for word and i have also found some good sites to search on there is also someone there to help you. (Yr 7)

I was doing an english assignment on deadly diseases and had to take notes as well as construct a powerpoint. I was not clear on how to operate powerpoint properly and the school library helped me to understand. They helped me on how to take notes efficiently and this resulted in me completing my assignment and acheiving an A. (Yr 9)

School library as production facility

Just under 10% of all student voice statements on ICT use and access mentioned school library assistance with the creation of *PowerPoint* presentations. The teacher-librarian's assistance in designing and construct-ing webpages was also valued by students. This demonstrates the significant involvement of teacher-librarians in the organising and presenting phases of the information process.

The library helped me when I learnt how to do power point and then I used it for heaps of other things in and out of school. (Yr 6)

The use of the computers realy helped me with my power point presentations. This resulted in winning first place in the power point presentation competition. (Yr 7)

The school library helped me with making a webpage so now i can make webpages!!!! (Yr 7)

Over 11% of student responses regarding ICT use and access stated the imperative of having access to printing facilities to publish assignment work. With most PC labs off limits out of normal class time, students value the flexibility afforded by the school library.

I had to print out an assignment tht was on a CD and all the computer rooms where full but the library wasn't. (Yr 9)

I had an assignment due one morning, my printer at home wasn't working and the library computers helped me print it out in time. (Yr 9)

I needed to print off a 37-page assignment in colour. The colour printer in the library was much better than my home one. It was good! (Yr 10)

It is also important to note that students without Internet access at home find access to the school library's printer facilities essential, not just when they need to print their final assignments, but also when they locate web resources to support information tasks, as one Year 8 student commented, 'Now I can print information I find on the internet and complete my projects at home.'

Extended access to school library facilities

Students view before and after school access to the library as an important service. Being given the opportunity to access PCs, printers, the Internet and other resources in the morning before the school day officially begins was mentioned more frequently by

students than after-school access. Some students saw these times as the optimum time to gain access to the technology and resources rather than competing for these facilities during more hectic times such as in class or at lunch time. Students without PC and Internet access at home also valued access as these times.

I had to complete my large english assignment, which was due in the next day. Luckily, the library opened after school until 4pm and we were able to use the computer and complete our assignment at a reasonably high standard. The software and programs installed in on the computer really helped do our assignment much quicker, without wasting valuable time. (Yr 9)

I had a power point presentation to hand in. The teacher-librarian let me in after school and showed me how to create a really good one and how to view it. I was really greatful. (Yr 6)

When the school library was open after school. This was helpful as i could get more help with teachers and have more time on the internet because the internet wasn't available to me at home. (Yr 12)

School library helps kids in crisis

Many students recounted times when they had experienced an ICT crisis and the school library became their saviour. Quite often students' crises were due to lack of time or poor time management, however, last minute technical hitches with computers, printers or Internet access can also create stress for students, and students saw the school library as being the place they could count on:

I was desperate for help. I walked up and asked one of the ladies if they could help me. I hadn't done some of my homework and i think it was due the next day. They gave me some resources, internet sites, books, encyclopedias, ect. It actually helped

me a lot! I finished it on time and i got a good mark for it, thanks to some of the ladies that helped me complete it on time. (Yr 7)

i had a power point presentation due that day and i lost the floppy disk and because the library was open in the morning i could make a start. (Yr 7)

School library builds kids confidence

The theme of the school library supporting students' affective demands as information users was also illustrated through a number of student voice state-ments in feelings of confidence, feeling safe in an environment where students felt the school library was dependable, feeling assured that if they have an ICT access problem, or needed assistance with finding or selecting relevant information, or they needed to discuss how they could best present their new learning using a particular software program, the library was viewed as the best place to go to ask for help.

School libraries as learning laboratories

Gone are the days where school libraries can be treated as repositories for cascaded technologies from PC labs, classrooms and staffrooms. The above findings demonstrate an increasing dependence on, and demand for, a school library facility that provides students with access to state of the art technologies, resources and services to support their learning. A recent study of school students' Internet use in the United States highlights the frustrations experienced by students as ICT and information users.

…the most substantial barrier to using the Internet at school is a lack of easy access to it. In many cases, this limited access has to do with a lack of enough Internet connected computers—that are also in working condition—in schools and classrooms.

(Levin and Arafeh, 2002, p. 18)

Schools need to address this problem, and the school library provides a realistic and logical solution. As this Australian study has shown, students value the flexibility of access provided by the school library, as well as the expertise of the teacher-librarian as an information and technology specialist who can help meet their needs at the point-of-need. The development of digital library collections with remote access to a school's intranet, along with quality online databases and pre-selected, authoritative digital resources are also becoming increasingly important services provided by teacher-librarians. The findings of this study demonstrates the important role the school library plays in the provision of ICTs and digital resources and services to support student achievement. This is supported by findings from a recent study of Illinois schools (Lance, Rodney & Hamilton-Pennell, 2005, p. xiii) which concluded that test scores of students tended to be higher:

- where access to school libraries is more flexibly scheduled
- where school libraries are staffed more fully
- where teacher-librarians spend more time collaborating with classroom teachers,
- where larger collections are available
- where educational technology is more widely available to augment

the local collection and, generally, to extend access to online resources into the classroom

- where school libraries are better funded
- where students use school libraries, both individually and in groups, to learn and practise the information literacy skills they will need to excel on tests and as lifelong learners.

Flexibility in the provision of library facilities, specifically in relation to ICT access and information use, is essential in supporting student learning. Students who participated in the *Student learning through Australian school libraries* project could clearly articulate what forms of school library assistance are critical to their success as information users and learners within the digital age. Schools whose libraries do not fully meet the hallmarks of an effective school library program need to seriously consider how they can re-engineer their school library facilities, staffing, technology and resources to ensure that the school library becomes a fully functional, dynamic and flexible learning laboratory. The library is an information hub that supports the demands placed on students as information and ICT users, both at school and when they are working independently from home. It's what Aussie kids want. ■

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Teaching Aboriginal history in HSIE K-6

*Lianne Singleton is Senior Curriculum Adviser Civics and Citizenship, Project Officer for the Commonwealth History Project in NSW, and Studies of Asia and Australia Adviser for NSW. **Kate Smyth** is a Project Officer for Teaching Aboriginal History in HSIE K–6, and a classroom teacher at Chatswood Public School. **Tiffany Roos** is a Consultant with the Association of Independent Schools of NSW. **Lisa Daley** is Project Officer, Teaching and Learning (Primary) Aboriginal Education and Training Directorate, NSW Department of Education and Training.*

T he Aboriginal history component of the *HSIE K–6 syllabus* has always been a challenge for many primary teachers. Some schools already have partnerships with their local Aboriginal community but many schools are just beginning to realise that to teach the subject matter on Aboriginal history they will need to establish contacts with their local Aboriginal community.

Why teach Aboriginal history?

Aboriginal history is Australia's history and it is expected that, if all of our students (Aboriginal and non-Aboriginal) are to know Australia's history, then Aboriginal history from an Aboriginal perspective must be taught. The Education Act 1990 requires that:

> *children of school age in New South Wales develop an understanding of Aboriginal history and culture.*

... the most important message for teachers is linking with local Aboriginal communities.

The *HSIE K–6 syllabus* clearly sets out the expectations for what is to be taught, but the most important message for teachers is linking with local Aboriginal communities. This reflects the importance of the dimensions of Significance and Quality learning environment when working with Aboriginal students and their communities so that Aboriginal culture and perspectives are valued and recognised. This in no way devalues the necessary and complementary commitment to Intellectual quality. *Quality Teaching* provides an appropriate framework to address issues of equity and racism in a two-way learning approach.

Aboriginal communities need to be consulted throughout the decision making processes involved in strategic planning at a school and regional level

for the success of Aboriginal education programs. Community consultation fosters a sense of ownership and inclusivity, contributing to the capacity of programs to achieve desired outcomes and support implementing the recommendations of the Review of Aboriginal Education.

The following provides a guide to planning and programming Aboriginal history from the *HSIE K–6 syllabus* and includes strategies for localising the curriculum and protocols for effective community consultation.

Aboriginal history in the *HSIE K–6 syllabus*: a process of planning, resourcing and teaching

Step1: Identifying subject matter

Step 2: Consulting local Aboriginal communities

Step 3: Selecting appropriate resources

Step 4: Developing effective and engaging teaching and learning activities.

Step 1: Where is the Aboriginal history in the *HSIE K–6 syllabus*?

Schools are encouraged to refer to the outcomes and corresponding subject matter in the syllabus for each Stage and list the opportunities, both implicit and explicit, for teaching Aboriginal history.

Once the subject matter is identified, appropriate resources can be gathered

and effective and engaging activities can be developed. Teachers can work with their teacher-librarian to identify such resources and plan related teaching and learning activities using the identified criteria.

Information, support and strategies are available to teachers to effectively teach Aboriginal history.

Step 2: Consulting local Aboriginal communities

Teachers should refer to documents which provide information and guidelines on the protocols for contacting their local Aboriginal communities. *Working with Aboriginal communities: a guide to community consultation and protocols* (Board of Studies NSW) was distributed in 2000 to all NSW primary and secondary schools and all district offices. The document provides information and strategies to support schools in observing appropriate protocols when working and consulting with Aboriginal people and Aboriginal communities.

> *To enable teachers and schools to establish a learning partnership with Aboriginal communities, it is vital to be aware of the protocols of community consultation. Aboriginal people are owners and custodians of their knowledge and culture. They have a right to be consulted when aspects of Aboriginal history and culture are being incorporated into the school curriculum.*
>
> Rationale: *Working with Aboriginal communities*

The process of consultation needs to be purposeful and the knowledge gained through consultation should inform the development of culturally appropriate teaching and learning programs.

Strategies to engage Aboriginal communities in decision making processes must be an integral part of any Aboriginal educational program for Aboriginal and non-Aboriginal students. Aboriginal Community Liaison Officers (ACLOs), located in

regional offices, are a useful source of knowledge and support to schools who are seeking to form partnerships with their local Aboriginal communities. The role of the ACLO within the Department is to assist schools to make these links with their local Aboriginal communities.

Schools need to develop a strong dialogue with their Aboriginal community to provide opportunities for school staff to listen and reflect upon the experiences of their Aboriginal community and to recognise and value the knowledge, skills and experiences that are held. The resources and knowledge within the local Aboriginal community should be utilised in the classroom. This is a sustainable way of forming meaningful partnerships and developing curriculum that is engaging and culturally appropriate.

Where schools have access to an Aboriginal Education Assistant (AEA), the role of the AEA can be to facilitate strong relationships between the school and local Aboriginal communities. AEAs often have local knowledge and, in an advisory role, should identify curriculum and program materials that are appropriate and contextually relevant.

The resource guide, distributed to all government schools, outlines selection criteria for the selection of appropriate resources in all formats (print, audio, pictorial, internet, and CD-ROM).

Another helpful document is *Welcome to Country & acknowledgement of Country*, distributed to schools in January 2005, which explains the difference between Welcome to Country and acknowledgment of Country, why these protocols should be followed, and how to use the protocols in schools. The need for schools to use these protocols in

consultation with the local Aboriginal community is reiterated to ensure that local protocols are adhered to.

Step 3: Selecting appropriate resources

A myriad of publications related to Aboriginal history and culture are available. Teachers need to select and use resources which are culturally appropriate and follow the *Aboriginal Education Policy*. Teacher-librarians can work with teachers and the Aboriginal community to select relevant resources and to support planning and implementing resources in units of work.

The *Aboriginal education K–12 resource guide* assists the development of skills in evaluating culturally appropriate materials in order to encourage understanding and critical awareness when using resources.

The resource guide, distributed to all government schools, outlines selection criteria for the selection of appropriate resources in all formats (print, audio, pictorial, internet, and CD-ROM). Appropriate resources must value the diversity of Aboriginal cultures and

teachers must evaluate the material in terms of authenticity and accuracy, balance, participation and support, exclusion and omission and sensitivity. Reference can be also made to the information on selection criteria in the *Handbook for school libraries*.

The teacher-librarian can support selection and teaching related skills, using an information skills approach. This supports higher-order thinking and outcomes related to information use for critical information literacy. These skills are also embedded in the *HSIE K–6 syllabus* and are explicit within the three skills of acquiring information, using the inquiry process, and social and civic participation.

When using resources in the classroom to teach Aboriginal history, teachers need to critically evaluate the resources that are available.

When using resources in the classroom to teach Aboriginal history, teachers need to critically evaluate the resources that are available. The following guidelines are adapted from *Teaching Aboriginal studies*, and the selection criteria and suggestions for use can also be found in *Aboriginal education K–12 resource guide*. The questions can be adapted for use as a class discussion strategy for critical thinking in relation to using resources.

When evaluating resources, teachers should check for:

Authenticity

Before 1990, a lot of materials contained stereotyped and generalised information about Aboriginal people. There are now resources written by, or in consultation with Aboriginal

or Torres Strait Islander people. These resources often contain information about particular groups, thus illustrating the diversity and complexity of Aboriginal groups.

Consider:

• is the material up-to-date
• is the material accurate
• does the material generalise too much
• does the material specify groups
• does the material use appropriate terminology?

Balanced content

Consider:

• does the material show a balance between men and women
• does the material stereotype Aboriginal people or display prejudice
• does the resource exclude some readers by assuming a European background
• does the material value the diversity of Aboriginal cultures?

Exclusion and omission

It is important that resources recognise contemporary Aboriginal and/or Torres Strait Islander input as an indication of the cultural diversity of Aboriginal communities across Australia. Resources should present communities as living, dynamic and changing cultures. Consider:

• whether the author is Aboriginal or Torres Strait Islander. Resources should clearly advise the reader of the author's identity and origin
• whether the resource acknowledges Aboriginal or Torres Strait Islander participation in the research, writing and presentation processes. Look for specific references to Aboriginal groups who have contributed to the material's development.

Accuracy and support

Consider:

• is the material about your local area or state

• has the material been endorsed by local, regional, state or territory Aboriginal consultative groups
• has the material been endorsed by other Aboriginal or Torres Strait Islander groups
• is the material acceptable to the local Aboriginal community?

Sensitivity

Some Aboriginal or Torres Strait Islander people may be upset if a resource includes material of a secret or sacred nature, which is not intended for public knowledge.

Consider:

• whether the material shows or discusses secret or sacred items
• does the publication have pictures, images or names of deceased Aboriginal people?

Relevance to syllabus

Consider:

• the outcomes and subject matter from the syllabus that could be addressed through using this resource
• what additional teaching and learning experiences will you need to provide to support students working towards these outcomes?

Higher-order thinking

Consider:

• what strategies could engage students in thinking at a higher level
• what strategies could help students demonstrate a deep understanding of the concepts
• what might an assessment task look like?

Effective and engaging teaching and learning activities

Rather than providing each teacher with a generic unit of work from which to teach Aboriginal history, it is recommended that teachers use a format. This will assist them by

Syllabus subject matter	Resources	Teaching-learning activities	Community consultation
CCS2.1 • The establishment of a colony – aspects of life, significant people including Arthur Phillip, achievements, events and places. • Aboriginal resistance to the establishment of a British colony – significant people including Pemulwuy, achievements, events and places. • Changes to people and places in the Sydney region as a result of British colonisation. • The contribution of people and groups from other countries to Australian heritage. • The contribution of people and associated places and events to community heritage, including knowledge of original nations and boundaries.	• *The founding of Australia 1788* by Algernon Talmarge, 1937 (p. 27 Discovering Democracy Upper Primary Collection) • *Invasion!* Gordon Syron (Museum of Sydney) • Collaborate with your teacher-librarian for teaching and resource support.	Teacher scaffolds discussion with the students about the two pieces of artwork. Discuss: 1. the mood of the artwork of colour, tone, setting) 2. the way the English are portrayed 3. the way the Aboriginal people are portrayed 4. what messages each artwork gives about British colonisation 5. who is the artist of each work 6. when the pieces were produced 7. why the paintings are so different when they are both depicting the same event 8. what are the real titles of the paintings? Why do you think they are given these titles? Based on what is happening in each piece of artwork give each painting a title. Complete a reflection activity.	Local AECG members or community Elders

Figure 1.

... consulting with the local Aboriginal community and having their involvement in planning and teaching Aboriginal history.

mapping the curriculum, listing appropriate resources, and designing teaching and learning activities that incorporate the fundamental principles outlined for teaching Aboriginal history. For example, consulting with the local Aboriginal community and having their involvement in planning

and teaching Aboriginal history. Involving the teacher-librarian in collaborative teaching to support resource selection and use of resources in teaching and learning would support this process

A proforma such as *Figure 1*, can be utilised to track the planning and teaching process. It can be easily adapted for use in HSIE generally, but it is particularly useful in ensuring that Aboriginal history is identified and resourced.

This example, written for Stage 2, is not complete but demonstrates the process. The outcomes and subject

matter are taken from the *HSIE K–6 syllabus* pp. 54–55.

In conclusion, the formation of partnerships in learning, between schools and their local Aboriginal communities, is one of the most powerful tools we as educators and providers can provide for all students. Educating all students about Aboriginal Australia forms the foundation of Reconciliation between Aboriginal and non-Aboriginal people. ■

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ABSTRACT

Containing approximately 400 reviews of resources related to Aboriginal studies, the resource aims to help teachers choose material which is relevant and culturally appropriate. Reviews cover all media and contain key aspects of the text, with the most appropriate stage and syllabus usage noted. **Easy guide & curriculum links** pages illustrate the cross curricula potential for each text. The resource also includes: notes on the consultation process used in its creation; a **Glossary** of the appropriate terms to use when referring to Aboriginal peoples and their culture; and a list of **Selection criteria** for schools collecting resources for the teaching of Aboriginal Studies, Aboriginal perspectives and the mandatory content components of new Years 7–10 syllabuses. C. Thomas

USER LEVEL: Professional

KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS

Paper $24.00

SCIS 1092008

Connected learning:
action research and engaging girls

Bruno Diodati *is Senior Project Officer Gender, Priority Schools and Equity Coordination Unit. Here, he gives us a brief overview of the 2005 Girls and ICT primary schools project, including some educational research in the area of girls and ICT.*

Research background

Research literature in the area of girls and information communication technology (ICT) clearly demonstrates that girls and young women are significantly underrepresented in ICT related activities and courses in our schools and universities, as well as in ICT related careers. Access to computer technologies in schools and at home are important factors in determining the level of students' basic computer skills.

Real time: computers, change and schooling, a national study of students' information technology skills, clearly highlighted that

the issues of equity and access associated with new technologies can't be solved simply by distributing more equipment and widening network access in our schools.

The way in which ICT skills are being taught in our schools and universities, together with the narrow stereotypes associated with the ICT industry, are impacting negatively on girls' attitudes towards ICT skills learning (Scott 1996). It has been found that a significant number of girls respond better to interactive, meaningful and integrated teaching and learning programs in the area of ICT.

Positive female role models in the home, at school and in the workplace are critical in changing girls' attitudes towards ICT skills learning and the ICT industry. Factors such as low socioeconomic background, isolated rural location, Aboriginality, ethnicity and being a girl, impact significantly on students' lack of access to computers outside of schools. This research, and the need to address girls' underachievement and low participation rates in ICT in our schools, sparked the Girls and ICT primary schools pilot project in 2005.

2005 Girls and ICT primary schools project

The 2005 Girls and ICT primary schools project was aimed at:

- increasing the learning outcomes and participation rates of Stage 3 girls in the area of ICT
- developing effective teaching and classroom management strategies in the area of ICT in targeted schools, consistent with the NSW *Quality Teaching* model and based on research in the area of girls and ICT
- improving teacher knowledge in relation to girls and ICT and girls' and boys' education
- sharing the strategies and learning experiences developed by schools, through this project, across regions and schools in order to help foster and hold the interest of girls in ICT.

Participating schools were chosen according to the percentage of their low socioeconomic background, language background other than English (LBOTE) or Aboriginal student populations, and in consultation with regional Priority School Programs (PSP), ICT and *Quality Teaching* consultants.

Eight schools were targeted from South Western Sydney and Western Regions to participate in this project. Each of these schools nominated one of their Stage 3 teachers as the coordinating teacher, and one other teacher in a supporting role. Teachers in participating schools received limited funding for teacher relief to assist with the development, implementation and evaluation of their school projects. Schools provided some extra teacher relief days in support of their project.

The Girls and ICT primary schools project was developed and implemented as an action research project and was included in each schools' plans. Schools were required to develop an action research question for investigation throughout the project. The action research question was identified based on student learning data and informed by the research in the area of girls and ICT. Schools followed the action research cycle of planning, observing and reflecting, and completed an evaluation based on student learning outcomes and the aims and objectives of the project.

All eight school projects were extremely successful, exceeding all expectations. The school reports and evaluations clearly demonstrated that student learning outcomes in ICT were improved, student participation in ICT related activities was increased, and teachers' ICT skills and understanding of effective pedagogy in the area of girls and ICT were improved.

A case study: Goodooga Central School

One of the project schools was Goodooga Central School. Located in the remote Aboriginal community of Goodooga, 78 km north west of Lightning Ridge, GCS had five Stage 3 girls in 2005. All five students identified as Aboriginal.

The students at Goodooga developed and created websites in the form of digital portfolios. The digital portfolios included personal information as well as student work samples. Throughout the project, students developed ICT skills through the use of specialised webpage design tools. Surveys, student discussion groups and teacher evaluations all demonstrated an increase in student participation in ICT learning as well as more positive attitudes towards the use of ICT in learning.

The students also mentored students from Early Stage One, Stage One and Stage 2, in the use of ICT as a learning tool. The Stage 3 classroom teacher reported improving his own ICT skills and his understanding of effective teaching strategies in the area of girls and ICT. In terms of the broader school community, a community tutor was involved with the project at a classroom level, and parents were encouraged to engage their children in discussions about the project at home. At the end of the project the students presented their individual digital portfolios to their parents.

2006 Girls and ICT primary schools project

In 2006, the project has been extended to 10 primary schools from Western Sydney and Sydney Regions. Each of the selected schools has a high percentage of LBOTE students and each has been chosen in consultation with Regional Equity coordinators and ESL consultants. Teachers from the participating schools met in Term 2 for an induction day. They engaged with the research, consulted the NSW *Quality Teaching* framework, discussed their individual school contexts and developed their action research questions. Participating schools have agreed in 2006 to include an ESL trained teacher from their school as the supporting teacher. Schools will

again receive some teacher relief days. Each school will commit some of their professional learning funds to the professional development of partici- pating teachers.

Supporting data

The percentage of female students enrolled in university ICT courses marginally increased from 23% in 1992 to 25.5% in 2001. Similar low participa- tion rates for female students in secondary ICT related subjects are being experienced in our high schools. The percentage of women employed in the ICT industry has dropped from 39.9% in 1996 to 32% in 2001, and is currently at an average of 30%, (Queensland Department of Education 2003).

Many groups of girls and young women are at risk of becoming part of the information-poor and of being excluded from the new and emerging jobs of the future.

Girls and ICTs framework for action, Queensland Department of Education

The NSW Year 6 computer skills assess- ment data shows that both boys and girls perform equally well on basic computer skills tests. However, although girls are developing basic computing skills in primary school they are falling behind boys in advanced ICT skills. Further, the research shows that where girls do not learn the more advanced computer skills at home, they tend not to acquire those

skills at all, (Commonwealth Department of Education, Training and Youth Affairs, 1999).

What schools can do to better engage girls in the area of ICT

Schools can better engage girls in ICT related activities and subjects through effective pedagogy and quality teaching programs. Schools can:

- develop teaching learning programs that provide girls with opportunities to engage in ICT activities in meaningful ways
- engage girls in activities that require the use of ICT as a means to an end rather than an end in itself. For example, getting students to conduct and present an interview using an audio recorder, digital video camera, digital camera and multimedia computer software
- provide students with positive female role models in the area of ICT
- acknowledge and respect the ways in which many girls interact socially with technology, and use this to motivate girls in ICT related activities
- provide professional development opportunities for teachers that are related to the school curriculum and examination requirements.

Further, computer use in classrooms should:

- motivate and stimulate learners
- encourage problem-solving and analytical, creative thinking
- improve students' understanding, assimilation and creation of new knowledge
- reduce the risk of failure at school.

Where to from here?

The Centre for Learning Innovation (CLI), is currently in the process of developing case studies of three of last year's participating schools. These case studies will be made available to teachers on the TaLe website and will include work samples, surveys, learning activities, teaching and learning strategies, and reporting processes. An evaluation of the 2005 Girls and ICT primary schools project will be available on the PSP website later this year.

Enquiries should be directed to the coordinators of this project, Bruno Diodati and Tracey Kick, Senior Project Officers, Priority Schools and Equity Coordination. Bruno and Tracey can be contacted by telephone on 02 9244 5262.

Teacher-librarians and school libraries have made significant contributions to various projects related to gender equity and girls and ICT. Two examples follow.

Improving ICT outcomes for girls in the primary school

Estelle Southall *is Acting Principal at Homebush West Public School. Previously she was a teacher-librarian and Technology Adviser.*

In 2004 it was observed at HWPS that few female students were self nominating for leadership roles in the area of technology. This was in contrast to the trend of female students self nominating in all other areas of leadership roles, and despite explicit gender equity strategies implemented at the school. Our strategies include non gender uniform, mixed sport teams, equal representation in all roles, and strong female role models in the area of ICT. Student leadership strategies encourage and value

a proactive and inclusive approach to student leadership. All Stage 3 students participate in social skills programs that encourage each of them to be school leaders.

Through a process of focus groups, surveys, skills checklists, and interviews, the majority of female students reported that they:

- had a poor self image as technology users
- felt a lack of confidence with ICT software, hardware and peripheral devices
- were often exposed to attitudes of gender bias in ICT, from males in their networks outside of school
- had few female ICT role models in their personal networks
- often embarrassed to take risks with technology hardware and software in front of male students, for fear of being teased by them, or being seen as foolish.

Despite being aware and proactive in relation to gender equity across the curriculum, staff were not conscious of a gender bias towards male students when seeking help, assistance, or assigning responsibilities, but identified this as a contributing factor to be addressed.

Implementation phase: successful strategies

As a result of our investigation, HWPS developed two questions to guide our research:

- can we improve girls outcomes in ICT through gender grouping?
- can we influence the way girls think and feel about themselves as technology users?

When we looked at our program, which already integrated ICT skill development across the curriculum, we did not have to modify the content of our existing programs to any great extent.

Integrated technology lessons in HSIE, SciTech and English were planned and linked with information skills and support through the library, ensuring the NSW

Figure 1 Girls and ICT student work display.

model of pedagogy was reflected in tasks focusing on *intellectual quality* and a *quality learning environment*. The explicit teaching of ICT in curriculum content was developed sequentially through the year.

In Term 1, students developed publishing skills and created published documents for organising equipment and resources.

In Term 2, students expanded their multimedia skills, and their critical literacy skills, by creating *PowerPoint* presentations to showcase HSIE research. These presentations were used in a public speaking presentation. Students critiqued their own work, and the work of their peers, and identified strengths and weaknesses in the multimedia presentation from their point of view as an audience.

In Term 3, students had the opportunity to develop another multimedia presentation, and publish work. In addition students engaged with an e-learning unit of work in the area of art appreciation, on an interactive website.

In Term 4, students generated spreadsheets and databases, as well as engaging in an email exchange program with a sister school. Each of these tasks was compared and contrasted with the same task generated without ICT, e.g. letter writing, and compiling and accessing data in writing.

Student leadership strategies

At the conclusion of our civics program, Stage 3 students develop a series of statements that describe themselves. In 2005, Stage 3 students described themselves as:

- role models
- mature, independent, problem solvers
- Homebush West *STARS*
- a team, a group, like a family
- loving a challenge
- able to take risks with their learning
- being *On time and On task*
- participants in all school activities
- responsible for our actions
- organised; taking pride in ourselves and in our school.

Beyond the glass ceiling: a study of gender equity in Australian society

Sandra Copeman, *Gender Equity coordinator;* **Daisy Lee**, *teacher-librarian;* **Judy Wright**, *Year 6 teacher; and* **Norma Sides**, *Aboriginal Education Assistant, are the staff involved in this gender equity project at Darlington Public School.*

In investigating the best way to effect change in the opinions and occupational aspirations of girls, we found that a change in the opinions of boys was necessary to facilitate change for girls. It was, therefore, important for the boys to understand the historical struggle for women's equality in the workforce, and the realities of working with women in the workplace, while investigating their own possible career pathways. We developed a cross-curriculum unit of work to meet this need. The unit focused on sequences.

Sequence 1: what influences how we view boys' work and girls' work today?

Sequence 2: what events and influences have changed opinions over time?

Sequence 3: what changes are occurring now, and where will these lead us in the future?

Links with other Key Learning Areas

- Reading activities will be an integral part of the teaching and learning program
- Writing: note taking, expositions, factual recounts
- Talking and listening: reports, debates, discussions, interviews
- Mathematics: time lines, mapping, statistics
- SciTech: Internet searches
- Creative Arts: posters, placards, concept maps, games.

The program's 2005 highlight was the inclusion of a variety of field trips to dynamic workplaces. At these sites, students were given a *finger on the pulse* view of the world of work and they had the opportunity to interview workers.

This was complemented by the involvement of parents who acted as guest speakers.

These included women in business, engineering and industrial design, finance, law, rural areas and women from non Anglo Saxon cultures. The school benefited greatly from their involvement in the development and implementation of this unit, including:

- a greater awareness of the broad issues of gender equity
- an understanding that these concepts need to be taught in a planned way, rather than only being treated incidentally
- healthy discussions and debates regarding gender issues
- ongoing links with professional associations and individuals who can provide unique resources to the school.

Students have developed skills in:

- acquiring information from a variety of sources through locating, accessing, selecting and critically evaluating information
- using an inquiry process when participating in meaningful research related to important social issues. This involves initiating an investigation, gathering, analysing, synthesising, applying information and reflecting on their learning
- social and civic participation that will allow them to accept and fulfil their social responsibilities.

References and further reading

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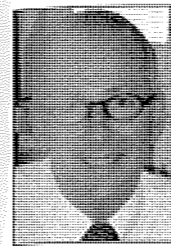
Scott, V. A. (1996) 'Why are girls under represented? Ten years on', *Australian Educational Computing* 11(1), pp.17–21. Viewed 31 March, 2006, **http://www.acce.edu.au/journal/journals/vol11_1.pdf.**

Teaching and Learning exchange (TaLe) (2004) NSW Department of Education and Training. Viewed 31 March, 2006, **http://www.tale.edu.au/home.aspx**

The Centre for Learning Innovation (CLI)

Bill Spence *is Manager, Schools, Centre for Learning Innovation.*

Figure 1 CLI Home.

*T*he Centre for Learning Innovation (CLI) promotes and fosters innovation in teaching and learning and provides leading edge, technology-based educational services, products and facilities to government schools and TAFE colleges throughout NSW. CLI has a key role in supporting teachers and learners in improving the quality and outcomes of learning experiences.

Since establishment in 2004, CLI has begun to embed successfully its products, services and systems into student learning experiences and teaching practice as well as influence the direction and shape of a range of key Departmental ICT processes.

It is a priority for CLI to encourage teachers to use digital learning materials in their teaching programs.

It is a priority for CLI to encourage teachers to use digital learning materials in their teaching programs. To achieve this w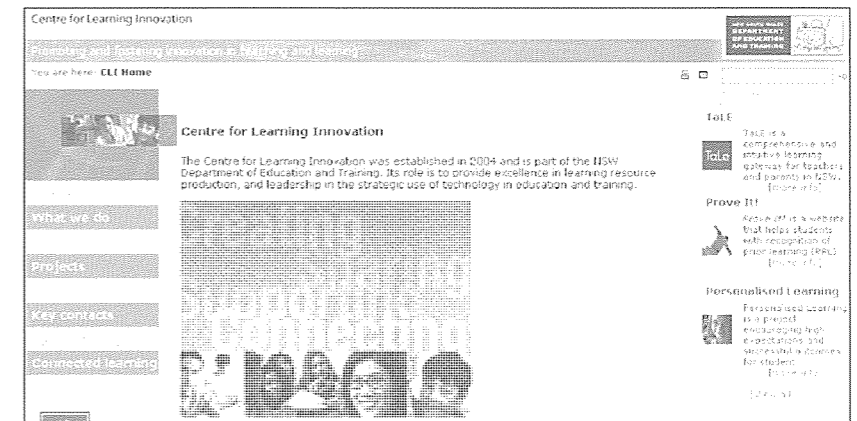e model best practice in our materials development, enhance availability of digital resources on the Teaching and Learning Exchange (TaLE), trial virtual repository networks for teachers to share teaching and learning resources and conduct research into innovative professional learning practices.

To access the resources and services available on TaLE go to http://www.tale.edu.au For more information about CLI go to http://www.cli.nsw.edu.au/cli/index.shtm

The range of materials supporting Connected learning on the CLI website includes Using the Internet, Student Internet projects, WebQuests, and Adaptive technologies.

Further articles about how CLI is supporting teaching and learning will appear in future issues of Scan. For further information contact bill.spence@det.nsw.edu.au
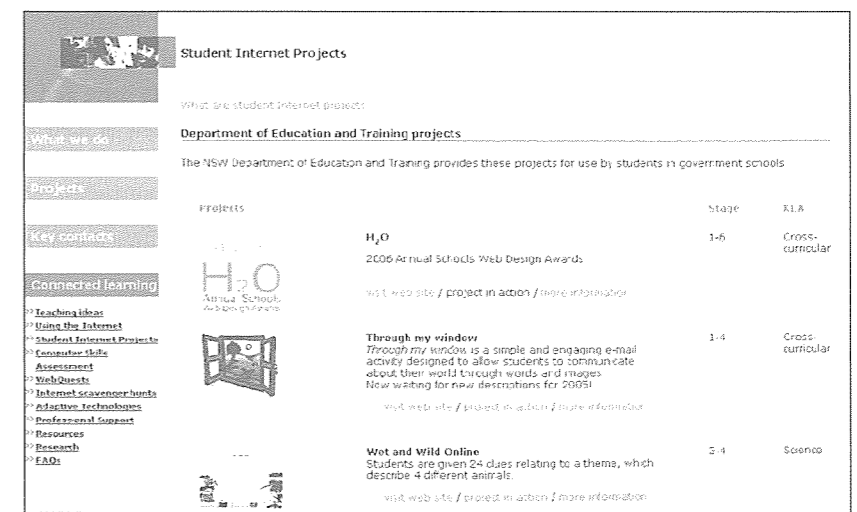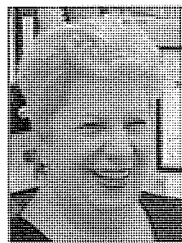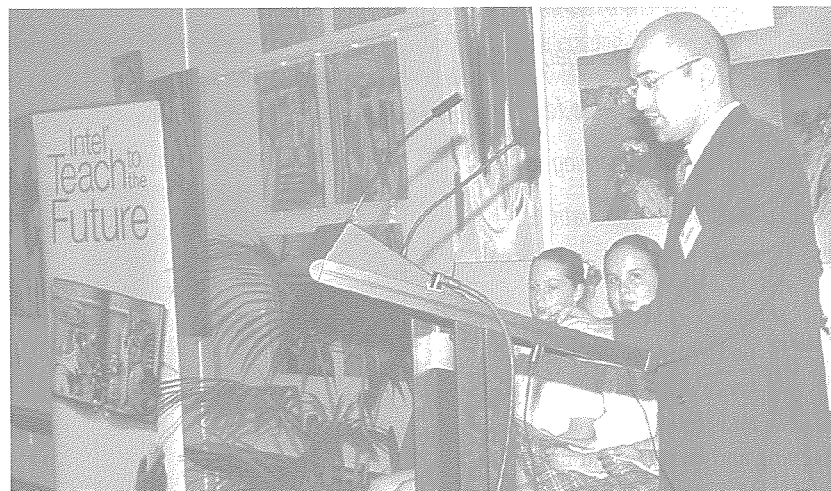

Figure 2 CLI: Connected learning.

Intel® Teach to the Future Essentials Course

Sally Blackwell is Senior Curriculum Advisor, ICT, Centre for Learning Innovation.

Culmination of the Impact survey seminar.

The enthusiasm with which schools are enrolling in the program is a strong endorsement of the *Intel® Teach to the Future Essentials course 2006* and its contribution to the professional development of DET teachers.

I think the Intel® Teach to the Future course was one of the most valuable things that I have done in my career.
Secondary teacher

This year will again see a state wide implementation of the program, which is a joint project between Intel Australia and the NSW Department of Education and Training, managed by the Centre for Learning Innovation.

The *Intel® Teach to the Future Essentials course 2006* is a professional development program on the integrated use of ICT in the classroom. It combines both computer skill development and a focus on pedagogical practice, with Quality Teaching woven throughout the course.

The program opened my eyes to seeing ICT as more than a presentation tool.
Primary teacher

The course involves one or two teachers from a school attending an intensive five day Master Trainer course. On returning to their school each Master Trainer takes ten participant teachers through the same program. The advantages of this program include:

- a focus on the development of units relevant to classroom teaching
- the increasing confidence of teachers in using ICT and integrating it into their teaching
- the encouragement of teachers to work in teams, problem solve and participate in peer review of their units.

I have much more confidence in extending the students using different ICTs in the classroom.
Primary teacher

Since the implementation of the program in 2003, more than 2000 teachers have been trained. The Deakin University *Impact Report* 2005, commissioned by Intel, confirmed the effectiveness of this professional development model, particularly in the areas of change in teaching practice, whole school change, and the sharing of units of work and ideas.

One result of the program has been a significant number of teachers reporting increased use of ICT in teaching and learning.

One result of the program has been a significant number of teachers reporting increased use of ICT in teaching and learning. There has also been a notable shift towards adoption of *Intel® Teach to the Future* at a whole school level as a consequence of the positive changes seen within the classroom, and the program's close alignment to the school curriculum and pedagogical directions.

We had our final day today as a whole school to share our work -

we are really great! The ICT use generated from this program has been amazing in just a short time.
Primary teacher

In November 2005, the Centre for Learning Innovation held an Impact survey seminar to showcase the achievement of the participating schools. Students and teachers from Killarney Heights Public School, Blacktown Girls High School, and Cabramatta West Public School, delighted the audience with their accounts of how the *Intel® Teach to the Future* program has impacted on the school's ability to provide a quality teaching and learning environment. The audience was entertained and informed by *PowerPoint* presentations, and websites developed by students from Years 3 to 9 who spoke confidently and enthusiastically of their classroom experiences.

In 2006, training for the Master Trainers will take place in the Easter vacation in metropolitan regions. Teachers from the north coast, New England, western NSW, the Riverina, the Illawarra, and the south coast, will be trained during the July or September vacations. A number of schools have already indicated interest in participating in the program.

It is such a wonderful team building program - we laugh and learn and discover new things. I am so glad I had the opportunity to participate.
Secondary teacher

The CLI website has a broad range of information on the program, including case studies of implementation, frequently asked questions, and curriculum objectives for schools contemplating participation in this very successful program. The website can be accessed at http://www.cli.nsw.edu.au/cli/e-learning/Professional_support/professional_support.shtm ▪

Annual Schools Web Design Awards 2006

H₂O.

Experiences provided by these annual awards lead the way in helping students to be active players in the world. Teamwork, collaboration, negotiation, design and technical proficiency skills are a critical part of every student's learning for life.

We have learnt how much goes into putting together a website. The group worked well as a team and we've developed our cooperation skills and how to share ideas with each other. We have developed better research and design skills that we can use in other work.
Student from Abbotsford Public School, 2005 awards

In 2006, students are encouraged to use their developing technology skills to create a website that communicates their thoughts, feelings and ideas on one of our most important resources, H_2O. The value of clean, safe water for individuals, communities, businesses and industries cannot be measured. Every living thing depends on water. Developing awareness, knowledge and skills for sound water use decisions is very important to our society. Topics covering recycling, conservation, desalination and ecological sustainability could be explored.

Registrations are now open. A professional learning community will be established on the TaLE website, at http://www.tale.edu.au in Professional learning.
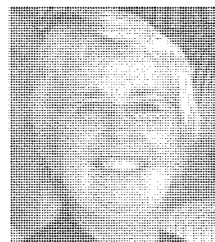
Registrations close **Friday 16 June, 2006**. Entries close Wednesday 28 June, 2006.

Further information and registration forms can be found at http://www.schools.nsw.edu.au/webawards
Contact sally.blackwell@det.nsw.edu.au

Teacher-librarians in the media

ASLA (NSW) awards 2006

Congratulations to Sue Lacey, the ASLA (NSW) nominee for ASLA National Teacher Librarian of the Year, 2005. At the recent ASLA (NSW) *Linking Literacies Conference*, Sue Lacey emphasised that: *this special honour recognises the educational role that teacher-librarians play in making the school library a pivotal point in the school, the professional development we deliver to other teachers, and the positive impact we have on student achievement.*

Sue Lacey
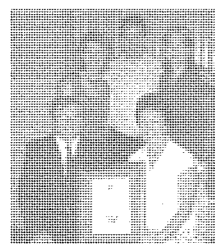
Congratulations to John H. Lee Memorial Award Winners, Debbie Leatheam and the Information Services Team at The King's School, Parramatta. Debbie was previously teacher-librarian at Glenmore Park High School. Debbie leads a team that has worked solidly over the past two years to trial, analyse, and implement a variety of ICT strategies with the sole aim of improving information literacy and media literacy outcomes at The King's School.

The King's School information services team: Debbie Leatheam, Mark Kelly, Adele Falconer, Linda Gibson-Langford, with Dr Ken Dillon, Charles Sturt University.

Briefly...

The Girl$avvy Program run by the Office for Women, NSW Premier's Department, aims to alert young women to the diversity of job options available to them, and to equip them with skills and the confidence to plan for their future, and, to become financially savvy.

The program consists of a one-day workshop in which young women have the opportunity to meet and network with successful women, and to become motivated and empowered to achieve financial independence. For more information go to *Girl$avvy*, at http://www.women.nsw.gov.au/Working/Working_YoungW_girlSavvy.htm

How can you get a Girl$avvy workshop happening in your area?
Contact: Telephone: 02 92283141 Fax 92283571 email: ofw@premiers.nsw.gov.au

Professional learning opportunities in 2006

A range of workshops are being provided by Curriculum K–12 Directorate to support the work of schools and Regions. The professional learning program offers options in primary and secondary KLAs and subjects, and in cross-curriculum areas such as school libraries, gifted and talented, and curriculum planning (COGs). The program for Term 2 is now available. The Semester 2 program will be available soon. For further information about scheduled workshops and to register for events, go to http://www.curriculumsupport.nsw.edu.au/prolearn06/index.htm Teacher-librarians may wish to alert their colleagues to this information.

Other professional learning opportunities in 2006

The 2006 *IASL* conference will be held in Lisbon, Portugal from 3–7 July. The conference theme will be *The multiple faces of literacy: reading, knowing, doing.* For information go to http://www.iasl-slo.org/conference2006.html

Australian literacy educator's association national conference (AATE / ALEA). The conference theme is: 'Voices, Vibes, Visions', 8–11 July 2006, Darwin.

Curriculum corporation 13th annual conference: *The vision splendid: ICT: research, pedagogy, implementation for schools.* 14–15 August 2006, Adelaide. For information go to http://www.curriculum.edu.au/conference/2006

Children's Book Council *Aloud Grant.* Deadline for second round applications 1st August.

Children's Book Week 2006 Theme: *Book Now!* 19–25 August 2006.

Sybasign conference: *Designing for learning: how to make the most of the school library learning environment.* Friday, 8 September 2006, 9.00 am–4.00 pm, Dockside Conference Centre, Cockle Bay Wharf, Sydney. For information go to http://www.sybasigns.com.au

School library association of Queensland conference: 'Moving beyond'. 24–27 September 2006, Mackay, Qld. For information go to http://www.slaq.org.au

ASLA (NSW) *Libraries on the move* October 2006

Australian computers in education conference. 2–4 October, Cairns, Queensland. For information go to http://www.acec2006.info

The Astrid Lindgren Memorial Award

The Astrid Lindgren Memorial Award 2006 has been awarded to the American author Katherine Paterson.

Katherine Paterson is a brilliant psychologist who gets right under the skin of the vulnerable young people she creates, whether in historical or exotic settings, or in the grim reality of the USA today. With a deft aesthetic touch she avoids simple solutions, building instead on the inner strength and courage of her main characters.
The Astrid Lindgren memorial jury

H.R.H. Crown Princess Victoria will present the award at a ceremony in Stockholm on 31 May 2006.

The 2006 Hans Christian Andersen Author Award

The Hans Christian Andersen Jury of the International Board on Books for Young People (IBBY) announces that Margaret Mahy (New Zealand) is the winner of the 2006 Hans Christian Andersen Author Award. In presenting this award, the jury has recognised one of the world's most original re-inventers of language. Mahy's language is rich in poetic imagery, magic, and supernatural elements. Mahy's works are known to children and young adults all over the world.

CBCA 2006 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 2006 Children's Book of the Year Awards:

EARLY CHILDHOOD

BOURKE, Nike & DANALIS, Stella (2005) *What the sky knows*, University of Qld. Press. SCIS 1212305, to be reviewed in *Scan* 25(3)

DUBOSARSKY, Ursula & MACKINTOSH, David (2005) *Rex*, Viking. SCIS 1234535, reviewed in *Scan* 25(2)

MATTHEWS, Cecily & BLACKWOOD, Freya (2005) *Emily's Rapunzel hair*, ABC. SCIS 1209941, to be reviewed in *Scan* 25(3)

NILAND, Deborah (2005) *Annie's chair*, Penguin. SCIS 1239220, to be reviewed in *Scan* 25(3)

SHANNAN, Lisa & QUAY, Emma (2005) *Daddy's having a horse*, Hachette Australia. SCIS 1237133, reviewed *Scan* 24(4)

WATTS, Frances & LEGGE, David (2005) *Kisses for daddy*, Little Hare. SCIS 1229548, to be reviewed *Scan* 25(3)

BOOKS FOR YOUNGER READERS

BATESON, Catherine (2005) *Millie and the night heron*, University of Qld. Press. SCIS 1212382, reviewed *Scan* 24(4)

FENSHAM, Elizabeth (2005) *Helicopter man*, Bloomsbury. SCIS 1218162, reviewed in *Scan* 24(4)

FLYNN, Pat & STEWART, Chantal (2005) *To the light*, University of Qld. Press SCIS 1223506, reviewed *Scan* 25(1)

GLEITZMAN, Morris (2005) *Once*, Puffin. SCIS 1226878, reviewed *Scan* 24(4)

GODWIN, Jane & DRAHOS, Zak (2005) *The true story of Mary: who wanted to stand on her head*, Allen & Unwin. SCIS 1242921, to be reviewed in *Scan* 25(3)

JENNINGS, Paul (2005) *How Hedley Hopkins did a dare, robbed a grave, made a new friend who might not have really been there at all, and while he was at it committed a terrible sin which everyone was doing even though he didn't know it*, Puffin. SCIS 1218802, reviewed *Scan* 24(3)

BOOKS FOR OLDER READERS

(These books are for mature readers)

BURKE, J.C. (2005) *The story of Tom Brennan*, Random. SCIS 1237837, reviewed in *Scan* 25(2)

CASWELL, Brian (2005) *Double exposure*, University of Qld. Press. SCIS 1225711, reviewed in *Scan* 25(1)

CONDON, Bill (2005) *No worries*, University of Qld. Press. SCIS 1204855, reviewed *Scan* 24(4)

CROWLEY, Cath (2005) *Chasing Charlie Duskin*, Pan Macmillan Australia. SCIS 1210688, reviewed *Scan* 24(4)

JONSBERG, Barry (2005) *It's not all about you, Calma!*, Allen & Unwin. SCIS 1233347, reviewed *Scan* 25(2)

MOLONEY, James (2005) *Lost property*, Viking. SCIS 1235061, reviewed *Scan* 25(2)

EVE POWNALL AWARD FOR INFORMATION BOOKS

BRIAN, Janeen (2005) *Hoosh! Camels in Australia*, ABC Books. SCIS 1203634, to be reviewed *Scan* 25(3)

BRIM, Warren & EGLITIS, Anna (2005) *Creatures of the rainforest: two artists explore Djabugay country*, Magabala. SCIS 1253423, to be reviewed *Scan* 25(3)

DAVIDSON, Leon (2005) *Scarecrow army: the ANZACS at Gallipoli*, Black Dog. SCIS 1202970, reviewed *Scan* 24(3)

JAMAL, Nadia & TAGHRED, Chandab (2005) *The glory garage: growing up Lebanese Muslim in Australia*, Allen & Unwin. SCIS 1224102, reviewed *Scan* 25(1)

LONG, John & CHOO, Brian & PISAREVSKY, Segei (2005) *The big picture book: see life on Earth unfolding through time*, Allen & Unwin. SCIS 1207845, to be reviewed in *Scan* 25(3)

STEWART, Robin (2004) *Charles Darwin's big idea: the revolutionary theory of evolution*, Hyland House. SCIS 1239918, to be reviewed *Scan* 25(3)

PICTURE BOOKS

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

CROSSETT, Warren (2005) *The sound of the sea*, Lothian. SCIS 1200188, reviewed in *Scan* 24(3)

DANALIS, Stella (2005) *What the sky knows*, University of Qld. Press. SCIS 1212305, to be reviewed in *Scan* 25(3)

THOMPSON, Colin (2005) *The short and incredibly happy life of Riley*, Lothian. SCIS 1215697, reviewed *Scan* 24(4)

RIDDLE, Tohby (2005) *Irving the magician*, Penguin. SCIS 1235527, reviewed *Scan* 25(1)

SHEEHAN, Peter (2005) *The island*, Scholastic. SCIS 1260376, reviewed *Scan* 25(2)

WINCH, John (2005) *Run, hare, run!: the story of a drawing*, Little Hare. SCIS 1215683, reviewed *Scan* 24(4)

All picture book nominations 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 18th August, 2006. For more information visit the official *Children's Book Council of Australia* website at http://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* website at http://www.schools.nsw.edu.au/schoollibraries/ >Teaching ideas>Book Week> Book Week 2006. Additional reviews will be uploaded to the site as they come to hand.

Book raps update

Term 2, 2006

- **Flytrap** by Boori Pryor and Meme McDonald. Stage 3 and Stage 4 English. Rap live for viewing and registration week of 22 May 2006. Rap starts 29 May 2006. Meme McDonald will join us for this rap.
- **Worst best friends** by Max Dann. A multimedia unit based on books and films from the television series by the author. Stage 2 English. Possible cross KLA unit. Resources available from Australian Children's Television Foundation (ACTF) at **http://www.actf.com.au** Rap live for viewing and registration week of 15 May 2006. Rap starts 22 May 2006.

Term 3, 2006

- **Book Week 2006**. Texts, KLAs and Stages

Term 4, 2006

- **Big rain coming** by Katrina Germein and Bronwyn Bancroft. Multistage unit for Early Stage 1, Stage 1 and Stage 2. Term 4. KLAs to be advised.
- **Egg drop** and **Don't let the pigeon drive the bus** and other texts. Stage 3 English. Addressing themes such as humour and exploring visual literacy through cartoons, including digital cartoons.
- **Subverting fairytales: Who's afraid of the big bad book? and other titles** (including films such as *Shrek* and *Shrek 2*). Stage 4 English.
- **English Stage 6 Journeys: stimulus booklet for the Area of Study** and related materials. Stage 6 English: *Standard*, *Advanced* and *ESL*. Rap content includes teaching ideas prepared by Mark Howie, Head Teacher English Penrith HS and President of the ETA, and Jo-Anne Patterson, ESL teacher, Wyndham College. This rap assists Stage 6 students in the English (*Standard*), English (*Advanced*) and English (*ESL*) courses to explore the concept of *The journey* and selected texts from *English Stage 6 Journeys stimulus booklet for the Area of Study HSC 2004–2007*. The stimulus booklet offers various points of view from which the Area of Study: *The Journey* may be introduced. The texts in the booklet provide different examples of the concept of the journey. These texts are intended as stimulus for responding to and composing a variety of texts relating to the Area of Study.

Term 1, 2007

- **Our stories**. A rap for Stage 5 English, using a compilation of high interest Aboriginal publications e.g. Lucashenko's *Too flash*, extracts from *Koori Mail*, *Deadly Vibes* etc.

Michele Busch is Review Coordinator,

School Libraries and Information Literacy Unit

michele.busch@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 nonfiction 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 website <http://www.schools.nsw.edu.au/schoollibraries>. 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>.

Resource reviews are provided for teachers to support their teaching and learning process. 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

USER LEVELS are given in stages as follows:

Early Stage 1	*(preschool/early childhood)*
Stage 1	*(lower primary)*
Stage 2	*(middle primary)*
Stage 3	*(upper primary)*
Stage 4	*(lower secondary)*
Stage 5	*(middle secondary)*
Stage 6	*(upper secondary)*
Community	*(community/parent/adult)*
Professional	*(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:

CA	*Creative Arts*
English	*English*
HSIE	*Human Society & its Environment*
Languages	*Languages other than English*
Mathematics	*Mathematics*
PDHPE	*Personal Development/Health/Physical Education*
Science	*Science*
SciTech	*Science & Technology*
TAS	*Technology & Applied Studies*
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.

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.

NetSmartzKids

http://www.netsmartzkids.org/indexfl.htm

An outstanding resource where students can learn about Internet safety, this website uses a robot rap artist and swish interactive cartoons to get its message across. Lessons, activities, and games are appealing and very suitable for students, although it is easy to wander when navigating the site's layout and choices. There is plenty of colour, noise, and movement, with lessons presented as comic books and rap videos. Video stories cover Internet privacy, computer viruses, chat rooms, and the appealing lesson on **The boy who loved IM**, which cleverly shows the pitfalls of instant messaging on the computer. In **Tunes**, users can access lyrics and terrific music videos on such topics as digital piracy. Apart from its ICT usefulness and Internet safety messages, the site is an excellent resource for music students, and an intelligent model for those working with digital technologies. The website has no links to outside sources. A. Kokkotas

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	CA; TAS
SYLLABUS:	Creative Arts K–6; Information & Software Technology 7–10; Music 7–10; Music Stage 6; Visual Design 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS:	Child protection; Computers – Safety measures; Computers – Security measures; Internet – Safety measures; Internet – Security measures; Safety education
PUBLISHER:	NetSmartz Workshop, USA
REVIEW DATE:	31/03/06 [004.67] SCIS 1250121

Welcome to the web

http://www.teachingideas.co.uk/welcome/

The fundamental concepts and skills necessary for successful use of the WorldWideWeb are presented in a clear, systematic and easily digestible form in this interactive and engaging website. Definitions, explanations and practical instructions are reinforced through interactive quizzes and worksheets. A general section on **The Internet** explains hyperlinks, image maps and URLs, and is followed by sections on **Web browsers**, **Searching the net** and **Researching on the net**. Stage 3 students will find this site helpful when working towards ICT outcomes in the *English K–6* syllabus and in the *Using technology* strand in the *Science and Technology K–6* syllabus. Users can work through the material at their own pace and monitor their own progress, collecting passwords and building up to the final challenge. S. McLoughlin

USER LEVEL:	Stage 2 Stage 3
KLA:	English; SciTech
SYLLABUS:	English K–6; Science & Technology K–6
SCIS SUBJECTS:	Information skills – Study and teaching; Internet – Study and teaching
PUBLISHER:	Mark Warner, UK
REVIEW DATE:	31/03/06 [004.6707] SCIS 1253563

Pics4learning

http://pics.tech4learning.com/index.php?view=about

A copyright free photographic library collated specifically for schools, this resource is a useful combination of images and creative lessons. Site users can browse by topic, and the fast and efficient advanced search facility has helpful hints for student searching. Images are grouped into topic areas, and the site's strong cross referencing aids the search process. Typing 'Australia' in Search or Advanced search results in 47 images, making the site useful for ICT implementation in presentations. There are many interesting **Lesson plans** which have a distinctly visual and kinaesthetic emphasis, and which make good use of multimedia tools. Examples are **Seeing symmetry around us**, **Introducing Impressionism**, **Egyptian stories**, and **Creating color poems**. The site has a creative editing tool which is linked to lessons and could prove very useful in visual literacy analysis across KLAs. C. Thomas

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA; English; HSIE; Mathematics; SciTech
SYLLABUS:	English K–6; English 7–10; History 7–10; HSIE K–6; Mathematics K–6; Photographic & Digital Media 7–10; Science & Technology K–6
SCIS SUBJECTS:	Pictures; Pictures – Indexes
PUBLISHER:	Tech4Learning, USA
REVIEW DATE:	31/03/06 [011] SCIS 1218857

Dogpile

http://www.dogpile.com/index.gsp

An outstanding meta-search engine, this site allows concurrent research in *Google, Yahoo! search, msn search* and *Ask,* focusing on topics on the Internet, images, audio, and video. This would be beneficial to teachers and students using keywords to access numerous sources of information. The advanced search function provides users with the ability to limit search fields to certain words or phrases, and filter languages, dates and domains. The SearchSpy facility allows teachers to impose limits on sites available for students. This site is easy to download and navigate, with language, concepts, style and format suitable for student and teacher use. A. Frost

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Search engines
PUBLISHER:	Go2Net, Inc, USA
REVIEW DATE:	31/03/06 [025.04] SCIS 1026205

Folger Shakespeare Library: a lively place for learning and the arts

http://www.folger.edu/

A world class research centre on Shakespeare and his historical context, the Folger Library is a brilliant collection of Shakespeare's life and work, and contemporary issues in teaching and learning about Shakespeare. In addition to the thorough biographical and contextual material, site users can research primary source texts and images. For example, for English Stage 6 there is an illustration of the front page of an early map, relevant to *The tempest*. Issues of race and culture are discussed in the lesson plans and study guides. The academic sections of the site are an invaluable mine of information and ideas, and the site has much practical material for online and offline activities in English K–6 in **Shakespeare for kids**. H. Cobban

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10; English Stage 6
SCIS SUBJECTS:	English drama; English poetry; Shakespeare, William
PUBLISHER:	Folger Shakespeare Library, USA
REVIEW DATE:	31/03/06 [026.82233] SCIS 1251449

KYVL Ky Virtual Library: all the information in the known universe!

**http://www.kyvl.org/html/kids/portal.html**

The bright and colourful cartoons on this site will guide students through the information skills needed to successfully conduct and complete research. Students learn a variety of strategies for planning their research, such as searching for and using information, taking notes, and reporting and evaluating their research. A glossary of research concepts facilitates understanding. Links to online dictionaries, encyclopaedias, magazines, and a number of databases assist students in starting their research, although guests have limited access to some databases. **Teacher's toolbox** has a small selection of activities for junior students. The site is easy to navigate, and the links provide more details on each step. This is a fantastic resource for primary and middle school students. A. Frost

USER LEVEL:	Stage 2 Stage 3 Stage 4
SCIS SUBJECTS:	Information skills
PUBLISHER:	Kentucky Virtual Library, USA
REVIEW DATE:	31/03/06 [028.7] SCIS 1255172

Children's Allen and Unwin

http://www.allen-unwin.com.au/childrens/home.asp

Well laid out and easy to navigate, this website contains useful information about resources for **Kids** and **Teachers and parents**. The **Thematic search** allows users to locate books on specific topics or by age. Previews of new books and an archive of books are contained in **Extracts**. **Teacher resources** provides access to a wide array of author profiles, and there are numerous curriculum based activities relating to specific titles. Information on starting and running a **Reading group** is well worth a look by teachers. For students, comprehensive study tips are available in the e **study centre** in **Student resources**, and **Activities** has games. This excellent website is a useful tool for teacher-librarians and English teachers. H. Gardiner
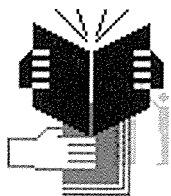
USER LEVEL:	Stage 2 Stage 3 Stage 4 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Books and reading; Literature – Study and teaching; Publishers and publishing; Thematic approach
PUBLISHER:	Allen & Unwin, Australia
REVIEW DATE:	31/03/06 [070.5] SCIS 1259143

Edward R. Murrow: broadcasting history

http://www.npr.org/templates/story/story.php?storyId=1872668

An exciting resource for the study of American history or journalism, this site explains and illustrates the impact of one of the most vibrant media personalities of the 20th century. Biographical information and recordings strongly support the Modern History Options: *USA 1919-1941* and *William Randolph Hearst 1863-1951*, and to a lesser extent, *Conflict in Europe 1935-1945*. Audio reports from the heart of the conflict in WW11 Europe are very interesting, but Murrow's articulate denouncement of Senator McCarthy is an outstanding piece of television history, now available online. Modern History students will gain a fine appreciation of anticommunism and anti-unionism through the site's material, including some contemporary analysis of Murrow's work. Related stories and links offer solid avenues for History students to pursue research. For English Stage 6: *Extension 2* students, the site could inspire a *Major work* on a related topic, such as history and journalism. C. Thomas

USER LEVEL:	Stage 6 Professional
KLA:	English; HSIE
SYLLABUS:	English Stage 6: *Extension 2*; Modern History Stage 6
SCIS SUBJECTS:	Journalists – Biography; Murrow, Edward R.; Radio journalism – History
PUBLISHER:	National Public Radio, USA
REVIEW DATE:	31/03/06 [070.92] SCIS 1242053

Dust echoes: ancient stories, new voices

http://www.abc.net.au/message/dustechoes/

The animated television series *Dust echoes* and this multimedia website were constructed together, with the intention that they complement and support each other. Made in consultation and collaboration with Indigenous artists, musicians and storytellers, the site provides additional background information on the five broadcast animated stories: **Wagalak sisters; Namorrodor; The**

Be; Morning star; and **Frog story**. The origin of each story, information about its location, language and storyteller, and the full text of the story are given. The telling may be heard, and the animation watched, using a media player. **Lesson plans**, three interactive **Games, Goodies** and **Links** are worth investigating on this attractively designed and easily navigated site. W. Smith

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7–10; History 7–10; HSIE K–6
SCIS SUBJECTS:	Aboriginal peoples – Dreaming; Animals – Folklore; Creation – Folklore; Educational games
PUBLISHER:	ABC, Australia
REVIEW DATE:	31/03/06 [298] SCIS 1255478

Paediatric policy: children and the media

http://www.racp.edu.au/hpu/paed/media/

Interesting research topics for the Community and Family Studies syllabus can be found on this site. The site employs minimum visual stimuli and a simple linear layout, with concise information that is often in point form. In the *Table of contents*, the initial policy Recommendations are of limited value, but the section Impact of the media on children highlights both benefits and potential harm. Children with emotional or developmental problems are usually more vulnerable to television and advertising inluences, and **Potential benefits**, **Areas of potential harm**, and **Factors that influence media-related outcomes** discuss this issue in detail. Community and Family Studies students will be able to develop skills in critical analysis in this section of the site. The resource also has particular import for the HSC Core: *Parenting and caring*. R. Cox

USER LEVEL:	Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	Community & Family Studies Stage 6
SCIS SUBJECTS:	Mass media and children
PUBLISHER:	Royal Australasian College of Physicians, Australia
REVIEW DATE:	31/03/06 [302.23] SCIS 1253523

Human Rights and Equal Opportunity Commission

http://www.humanrights.gov.au/

The areas of **Disability rights**, **Human rights**, **Racial discrimination**, and **Sex discrimination** form the main part of this informative site. Very recent events are given prominence on the home page, making the site topical for student researchers. **Information for teachers** provides cross-curriculum modules of work with links to the NSW curriculum. The modules have considered aspects such as *Quality Teaching*, syllabus outcomes, critical literacy, and numeracy skills. Teachers can join the mailing list for updates on student competitions and initiatives such as Harmony Day, order free resources for the classroom, and explore research links regarding human rights. **Information for students** promises replies to any questions emailed to the commission. J. Webber

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English; HSIE
SYLLABUS:	Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Creative Arts K–6; English K–6; HSIE K–6; Legal Studies Stage 6
SCIS SUBJECTS:	Aboriginal peoples; Civil rights; Social justice
PUBLISHER:	Human Rights and Equal Opportunity Commission, Australia
REVIEW DATE:	31/03/06 [305] SCIS 978999

Making multicultural Australia

http://www.multiculturalaustralia.edu.au/

ABSTRACT
Winner of an educational website award in 2005, this resource assists schools to explore Australia's cultural diversity. It provides information on the contributions of cultural groups, and the views towards immigration and multiculturalism which have influenced government policies and programs. Archival footage, audio, articles, and legislation can be found in **A multicultural history of Australia**. Other sections are **Hot words**, an investigation of the emotive language of multiculturalism, **Student activities**, **Lesson ideas**, **Research library**, and an explanation of **e-learning** using this resource. The website brings together resources from the CD-ROM package of the same name, plus new resources and activities to support multiple syllabuses in NSW. Site material is particularly related to HSIE syllabuses.

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
SCIS SUBJECTS:	Australia — Immigration and emigration; Ethnic groups in Australia; Multiculturalism
PUBLISHER:	Board of Studies NSW, Australia
REVIEW DATE:	31/03/06 [305.8] SCIS 1224141

Escape from Knab

http://www.escapefromknab.com/

The skills and understandings presented in the simulations and activities on this practical site will develop financial awareness. Players face the following scenario: you are on the planet Knab and you need to earn and save $10 000 in six months to pay for your ticket back to Earth. The player must first consider job choices, and difficult decisions must be made to cover living expenses and bills. Participants learn how to write personal cheques, fill out forms, and manage credit cards and investments. A monthly financial statement details all financial activity and common financial terms are explained in accessible language. Confident Stage 3 students could use this site to combine outcomes in English and Mathematics, but the real value of this resource is for older students, particularly those studying the Commerce 7–10 Core: *Personal finance*. S. McLoughlin

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	English; HSIE; Mathematics
SYLLABUS:	Commerce 7–10; English K–6; English 7–10; Mathematics K–6; Mathematics 7–10
SCIS SUBJECTS:	Finance, Personal – Simulation methods
PUBLISHER:	U.S. Bancorp, USA
REVIEW DATE:	31/03/06 [332.024] SCIS 1255469

Colonial First State

http://www.colonialfirststate.com.au

In a site bursting with information and practical advice for investors, the free charts of market and economy trends, a step-by-step budget planner, and 70 different investment options give an idea of the range of resource materials available. Users can view **Fund profiles**, current and historical **Unit prices**, and investment **Performance** details. The best of the site's choices is **Steps to investing**, where students can research a financial strategy, investment basics, managed funds, and superannuation. Here, students

can access a great **Budget planner**, and they are helped to define investment goals. **Set a plan and stick to** it is expanded to show how Sally beats Peter in the investment stakes by starting earlier. This comprehensive site is well worth a visit. It lends itself to a teacher directed development of investigation, analysis, and evaluation skills. N. McFayden.

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6
SCIS SUBJECTS:	Australia – Economic conditions – 2000; Companies; Investments
PUBLISHER:	Colonial First State Investments Limited, Australia
REVIEW DATE:	31/03/06 [332.606] SCIS 1253520

Blue Mountains Conservation Society

http://www.bluemountains.org.au/

Updated monthly, this vast site offers a diversity of material related to sustainable living in the **World heritage Blue Mountains**. Featured on a side menu are Bushliving, Bushwalks, Nature, Conservation, and People water place. Users are introduced to issues and campaigns, a selection of stories, personal insights, anecdotes and images conveying descriptions of the area's traditional inhabitants. An explanation of the importance of the region and its resources, whilst suggesting ways of maintaining a sustainable environment, is provided. Classroom, in People water place, examines the sustainability practices of schools through waste management, recycling and catchment management. This site has practical application for the Geography 7–10 Focus Area: *Issues in Australian environments*. A. Fisher

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Earth & Environmental Science Stage 6; Geography 7–10
SCIS SUBJECTS:	Blue Mountains Conservation Society; Blue Mountains (NSW) – Environmental aspects; Nature conservation – Societies
PUBLISHER:	Blue Mountains Conservation Society
REVIEW DATE:	31/03/06 [333.78] SCIS 1251521

Billabong corporate

http://www.billabongcorporate.com

Colourless and lacking innovation, unlike Billabong products, this straightforward site is still worth a visit as the sheer size and scale of operations is sure to impress Business Studies students. Apart from the company's basic facts and history, the most useful and interesting selection is FAQ, which provides important syllabus content for the Business Studies Topics: *Key business functions* and *Nature of business*. Site material regarding the reasons for offshore manufacture, policies with regard to social responsibility, the method used to break into international markets, the latest standards of quality control, human rights and environmental issues, are of great interest. N. McFayden

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6
SCIS SUBJECTS:	Clothing industry – Australia; Companies; Surfing – Equipment
PUBLISHER:	Billabong International Limited, Australia
REVIEW DATE:	31/03/06 [338.7] SCIS 1253565

James Hardie Australia

http://www.ir.jameshardie.com.au/homepage.jsp?xcid=1

James Hardie makes a great case study. It is full of interest to motivate students investigating stakeholder power and acceptance of corporate responsibility for the Business Studies Topic: *Nature of business*. The site details the company's agreement to a $4.5 million deal which has set new compensation standards. Surely no other company better illustrates the power of stakeholders in management. The site seems to hide nothing, presenting all submissions and reports, and even links to the NSW cabinet. Besides this dominating issue, normal business case study information is readily available through the Find it fast alphabetical list. In particular, the company's Dutch legal connections and a well received approach to corporate governance show how lessons have been learned. N. McFayden

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6
SCIS SUBJECTS:	Asbestos as a health hazard; Building industry – Australia; Investments
PUBLISHER:	James Hardie Australia
REVIEW DATE:	31/03/06 [338.7] SCIS 1253547

Family Court reform: how I initiated four parliamentary inquiries into family law & conquered our Family Court

http://www.cyrius.com.au/IanMonk/

The site is a collection of slightly blurred newspaper articles on the actions of Ian Monk and his campaign to get a Senate review of the Family Law Court and an overhaul of the systems for divorce and custody. This is a personal site, but beyond the emotive introduction, the media collection effectively documents and comments on Monk's crusade from 1988 to 2005. Students of the Legal Studies Optional Focus Study: *Family* may find the site useful, particularly regarding the effectiveness of family law and the need for reform. The site clearly demonstrates the actions by a campaigner for reform using a range of legal and non-legal mechanisms of change. In the most recent news article posted, it is reported that Monk's fight for reform ended with the launch of a national network of 65 relationship centres in 2005. P. Sheppard

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Legal Studies Stage 6
SCIS SUBJECTS:	Australia. Family Court; Family – Australia – Law and legislation; Law reform – Australia; Divorce – Law and legislation
PUBLISHER:	Ian Monk, Australia
REVIEW DATE:	31/03/06 [346.9401] SCIS 1257018

Melbourne Water

http://www.melbournewater.com.au

Enormously detailed and professionally arranged in chapters on Water, Sewerage, Rivers and creeks, Drainage and stormwater, and Recycling, the site begins with an overview of Melbourne Water's responsibilities. Current projects in the Port Phillip and Westernport catchment areas are discussed. There is a wealth of information on conservation and resource management, and statistics on water, drainage, and systems in the natural and human

environments to support the Earth and Environmental Science Module: *Caring for the country*. This easily navigated site, particularly Fact sheets in Publications, will support research on themes involving the water cycle, conservation, health, technology and sustainability, and the impact of people on the natural environment. As well as news items and current issues, Our website and Quick links provide a wealth of related material. P. Conroy

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE; Science; TAS
SYLLABUS:	Agriculture 7–10; Earth & Environmental Science Stage 6; Geography 7–10; Geography Stage 6; Science 7–10
SCIS SUBJECTS:	Sewerage; Water conservation; Water pollution; Water supply
PUBLISHER:	Melbourne Water, Australia
REVIEW DATE:	31/03/06 [354.3] SCIS 1248127

Headroom

http://www.headroom.net.au/

Dedicated to Mental health, this South Australian site caters for teachers, teenagers, parents, children and health professionals. The Cubby house, for children 6–12 years, has information on Bullying, Problem solving, and Stress as well as some games. The lounge was written by young people and topics include Trauma, Sex: think about it, Handling conflict, and features a new Indigenous page, Nunga IT. Who's mowing the lawn? gives helpful comments on relevant topics by high profile local figures. The family room contains information on Raising responsible children and Emotional development, with links to excellent parenting leaflets. The kitchen advises GPs on ADHD and teachers on Brain based learning, Bloom's taxonomy and Gardner's multiple intelligences. This is a site well worth visiting. A. Soutter

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K–6; PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS:	Adolescents – Care and health; Child psychology; Children – Care and health; Mental health
PUBLISHER:	Children, Youth and Women's Health Service, Australia
REVIEW DATE:	31/03/06 [362.20425] SCIS 1258623

NSW Commission for Children & Young People

http://www.kids.nsw.gov.au/

Teachers should allow some time to explore this site as it has multiple and valuable applications to several syllabuses. It is a large site with an unhelpful sitemap, and its mix of student and adult resources and information impedes navigation. Teachers will find worthwhile professional information scattered through the site. The site's vague headings and site colour and design are pitched at young people, and students will appreciate the excellent advice and information in Links in Arcade, on a wide range of topics including parental separation, handling conflict, and mobile phone use. Community and Family Studies investigations of youth, single parent families, and caring, will find this section and Kids stats particularly useful and easy to understand. The latter has plenty of information in statistics and reports. Teachers involved in welfare programs will also find this site very helpful. C. Barlow

USER LEVEL:	Stage 6 Community Professional
KLA:	PDHPE

SYLLABUS:	Community & Family Studies Stage 6; Exploring Early Childhood CEC Stage 6
PUBLISHER:	NSW Commission for Children & Young People, Australia
REVIEW DATE:	31/03/06 [362.7] SCIS 1255456

NSW Multicultural Health Communication Service

http://www.mhcs.health.nsw.gov.au/health-public-affairs/mhcs/index.html

Targeting an NESB audience, this site has fact sheets on health issues in many languages. Information is clear and concise, and will benefit PDHPE Stage 6 and Community and Family Studies students who are investigating health matters. Each section is easily found from an alphabetical list on the opening page, and articles on Alcohol, Asthma, and Exercise are examples of the many areas of health covered. Information on Infant health, Maternity, and Parenting have substantial relevance for the CAFS Core: *Parenting and caring*. The site is also very useful for the *Studies in Society Years 7–10 syllabus* Areas of inquiry: *The multicultural society* and *Health and society*. R. Cox

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE; PDHPE
SYLLABUS:	Community & Family Studies Stage 6; PDHPE Stage 6; Studies in Society 7–10
SCIS SUBJECTS:	Ethnic groups in New South Wales – Medical care; Public health in New South Wales
PUBLISHER:	NSW Multicultural Health Communication Service, Australia
REVIEW DATE:	31/03/06 [362.84] SCIS 1253543

Australian Food Safety Centre of Excellence

http://foodsafetycentre.com.au/

A professional resource, this site lends itself well to teacher research. Education program provides current and detailed information on programs of study in food safety. Teachers who are looking for professional development in this area will find it to be a valuable resource. Issues update is suitable for research by students looking into food allergies and avian influenza. Tools includes the Risk ranger, a useful resource to provide Food Technology and Hospitality students with an insight into the areas which must be considered in order to produce safe foods at a commercial and industrial level. The link to the Food Safety Information Council will lead students to more simply expressed information. C. Barlow

USER LEVEL:	Stage 6 Professional
KLA:	TAS; VET
SYLLABUS:	Food Technology Stage 6; Hospitality Curriculum Framework Stage 6
PUBLISHER:	Australian Food Safety Centre of Excellence
REVIEW DATE:	31/03/06 [363.19] SCIS 1255243

Ollie recycles: reduce, re-use, recycle

http://www.ollierecycles.com.au/index.html

The wide range of entertaining and informative articles and activities on this site will help develop student awareness of the importance of recycling and an understanding of the issues involved. Movies has an excellent animation on the problems caused by plastic waste in the world's oceans, and a film about newspaper recycling in Australia.

In the Games gallery, users can test their skills at sorting household rubbish for environmentally appropriate disposal; and explore ways to reduce household energy use. There are also word puzzles and greeting cards with a sustainability theme. Ollie's Island, an interactive unit based on 10 short movies, looks like a promising addition in 2006 for older students. This resource supports the *Environments* Strand in HSIE K–6 and the unit: *Environment matters* in Science and Technology K–6. S. McLoughlin

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; SciTech
SYLLABUS:	HSIE K–6; Science & Technology K–6
SCIS SUBJECTS:	Environmental protection; Recycling (Waste, etc); Waste products
PUBLISHER:	Toushea Multimedia, Australia
REVIEW DATE:	31/03/06 [363.72] SCIS 918063

ESL readers

https://detwww.det.nsw.edu.au/lists/directoratesaz/equity/eslreaders/Browser%20ESL%20Readers/esl_readers.htm

ABSTRACT

These three interactive stories, games, and teaching resources are designed for ESL Phase 1 students. *A mysterious meeting, Mandy's bad day,* and *Sick at school* are written as single frame comic books to teach oral and literacy skills. The narrative is spoken and printed in dialogue balloons, and characters are animated. Users can pause the narrative and access vocabulary work. Each title includes Teacher's notes which contain examples of the target language, and strategies for controlled, guided, and independent reading. They also provide instructions for the stories and the skills needed for students to play the associated computer games. The three readers are available in 22 languages; some Languages syllabuses are not included.

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English; Languages
SYLLABUS:	Arabic K–10; Chinese K–10; English K–6; Indonesian K–10; Japanese K–10; Korean K–10; Russian K–10; Spanish K–10; Turkish K–10; Vietnamese K–10
SCIS SUBJECTS:	Educational games; English as a second language – Computer-assisted instruction; English as a second language – Reading materials
PUBLISHER:	NSW Department of Education and Training
REVIEW DATE:	31/03/06 [428] SCIS 1246679

Botanic Gardens Trust

http://www.rbgsyd.nsw.gov.au/community_education/for_students/

An authoritative and useful site, this resource readily supports environmental and Indigenous aspects in several syllabuses. In for student, the comprehensive Indigenous people of Sydney depicts the vegetation that existed prior to the European invasion. A chronology of events from this time until the present is also included. Plants of Sydney provides notes, fact sheets, and photographs on different soils and growing native plants, and this precise information could be useful for outcomes in Agricultural Technology 7–10. Rainforests suits teacher research for topics in HSIE K–6. Superscience has a mix of simple information for primary students, and more detailed material such as the latest research in local ecology and plant systematics. Kids zone has activities such as stories and songs. J. Eade

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5
KLA:	HSIE; Science; SciTech; TAS

SYLLABUS: Agricultural Technology 7–10; HSIE K–6; Science & Technology K–6; Science 7–10
SCIS SUBJECTS: Aboriginal peoples – New South Wales; Sydney (N.S.W.); Science
PUBLISHER: Botanic Gardens Trust, Australia
REVIEW DATE: 31/03/06 [500] SCIS 1255432

BBC schools science clips

http://www.bbc.co.uk/schools/scienceclips/index_flash.shtml

Providing a range of entertaining and educational science activities, this site is valuable for use with all Stages of the Science and Technology syllabus. The activities can be accessed either by age or a list of scientific activities, and the syllabus Strands: *Information and communications*, *Living things*, *Physical phenomena*, and *The Earth and its surroundings* are all covered to some extent. Activities are not only visually appealing and motivating, but are also extremely well done, involving skills such as categorising, hypothesising and testing. **Resources for teachers** contains lesson plans, worksheets, activities and a quiz. This is a thoughtful site which is sure to enthuse students. J. Eade

USER LEVEL: Early Stage 1 Stage1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Science – Study and teaching
PUBLISHER: BBC, UK
REVIEW DATE: 31/03/06 [507] SCIS 1215543

Taronga and Western Plains zoos

http://www.zoo.nsw.gov.au/

A comprehensive overview of the services provided and the attractions available at the Taronga and Western Plains zoos is provided by this convenient and well-presented website. **Wild world** contains fact sheets presenting detailed information on many of the 240 species catered for in the zoos, as well as introducing the full range of plant species in the zoo garden. **Plan your visit** outlines all the important practical details of opening times, admission fees and access by public transport. **Zoo education** will prove useful for planning class excursions, and it hosts a **Chatroom**, allowing interaction with zoo staff. This resource supports the *HSIE K–6 syllabus* Strand: *Environments* and the *Science and Technology K–6 syllabus* Strand: *Living things*. S. McLoughlin

USER LEVEL: Stage 2 Stage 3 Community Professional
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
SCIS SUBJECTS: Animals; Conservation of natural resources; Recycling (Waste, etc); Taronga Zoo (Sydney, N.S.W.); Western Plains Zoo (Dubbo, N.S.W.)
PUBLISHER: Zoological Parks Board of New South Wales, Australia
REVIEW DATE: 31/03/06 [590.73] SCIS 1022387

Australian animals

http://teachit.acreekps.vic.edu.au/animals/default.html

Created by students, these informative web pages, about many different Australian mammals, birds, reptiles, and amphibians, are a great example of the type of website young students can produce. Each page acknowledges the authors and includes drawings, photographs, and fact files. The site is easily navigated and includes a comprehensive bibliography of texts and websites. This would be an excellent way to

show Stage 2 and Stage 3 students what is possible in writing information reports, descriptions, and research assignments. The site is a good source of information for the Science and Technology Strand: *Living things*, and the Unit: *Our Australia*. R. Parnis

USER LEVEL: Stage 2 Stage 3
KLA: English; SciTech
SYLLABUS: English K–6; Science & Technology K–6
SCIS SUBJECTS: Animals – Australia
PUBLISHER: Anderson's Creek Primary School, Australia
REVIEW DATE: 31/03/06 [591.994] SCIS 1259114

North American Bear Center

http://www.bear.org

With its focus on providing facts about a variety of bears, this authoritative site will appeal to many ages and learning styles. **Bear pages**, **Slide shows**, and **Kids' area**, provide engaging images and written text to inform readers about the characteristics of black, grizzly and polar bears. Myths are exposed and instances of interaction with humans are highlighted. Many of the senses are bombarded as users move through the site. The *English K–6 syllabus* is supported by recounted stories, which are a strong feature and provide good models for students. The *Science and Technology K–6 syllabus* would also benefit from the inclusion of this site in the school resource base. G. Cale

USER LEVEL: Stage 2 Stage 3 Professional
KLA: English; SciTech
SYLLABUS: English K–6; Science & Technology K–6
SCIS SUBJECTS: Bears; Wildlife conservation – North America
PUBLISHER: North American Bear Center, USA
REVIEW DATE: 31/03/06 [599.78] SCIS 1257353

American heritage of invention & technology

http://www.inventionandtechnology.com

From the distant and recent past, this is a catalogue of American inventions spanning many areas of human activity including consumer goods, machinery, transportation, ICT, sport and recreation, the environment, medicine and health, food and farming. In **Archives**, there are approximately 20 publications spanning five years that have one or two freely available online articles. From special effects technology used in the **King Kong** movie to the ancient Chinese use of dental floss in **Our daily thread**, an amazing range of articles has well-written, and sometimes technical material, with relevant graphics. Details such as the background to the invention and its associated personalities, its purpose, positives and negatives, including spectacular failures, are noted. P. Conroy

USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE; PDHPE; Science; TAS
SYLLABUS: Agriculture 7–10; Design & Technology 7–10; English 7–10; Geography 7–10; History 7–10; Information & Software Technology 7–10; PDHPE 7–10; Science 7–10
SCIS SUBJECTS: Inventions – History; Technology – History
PUBLISHER: American heritage, USA
REVIEW DATE: 31/03/06 [609.73] SCIS 1248131

Parenting and child health

http://www.cyh.com/subDefault.aspx?p=98

A well-organised site, this resource contains a wealth of information on all areas of health. **Health topics** is the most useful section for teachers and students, and an alphabetical index within categories makes pinpointing information a very simple task. Hundreds of

diverse topics are included, and information is efficiently laid out under headings within each topic. The structure of this site makes it ideal for independent research by students. Health news can be tracked in **Weekly updates**, and **Resources** has a selection of fact sheets. Information particularly relates to the CAFS Option: *Contemporary food issues – Nutrition in Food Technology* the Modules: *Groups in context* and *Parenting and caring* as well as a range of topics in *Exploring Early Childhood*. C. Barlow

USER LEVEL: Stage 6 Professional
KLA: PDHPE; TAS
SYLLABUS: Community & Family Studies Stage 6; Exploring Early Childhood CEC Stage 6; Food Technology Stage 6
PUBLISHER: Children, Youth and Women's Health Service, Australia
REVIEW DATE: 31/03/06 [613] SCIS 1255245

SunSmart

http://www.sunsmart.org.au/

Extensive information, printable posters and helpful advice characterise this useful site. The five main points about skin protection such as **Seek shade between 10am and 3pm** include in-depth explanations, advice and information. Posters and brochures in pdf format can be printed for use and distribution. Information specific to schools is also included. Despite its text dense presentation, this site would support learning in Strand 3 of the *PDHPE Years 7–10 syllabus* and would be invaluable for schools developing or revising policies on sun safety. W. Smith

USER LEVEL: Stage 4 Stage 5 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10
SCIS SUBJECTS: Burns and scalds; Cancer; Health education; Skin – care and health
PUBLISHER: Cancer Council Victoria, Australia
REVIEW DATE: 31/03/06 [613] SCIS 1150745

Cancer Council New South Wales

http://www.cancercouncil.com.au

Informative and well-written, this site is an excellent starting point for students researching cancer for the PDHPE Stage 6 Core: *Health priorities in Australia*. **Cancer answers** and **All about cancer** contain extensive and contemporary data about the various manifestations of cancer, and the latter pages have some very good graphics, for example, on breast cancer. Information depth and style is appropriate for junior students researching smoking and cancer links. **Schools, children and community** has a very useful collection of resources and information for teachers, including how to help students cope with cancer. Community and Family Studies students might find the site's comprehensive material useful for the *Individual research project*. R. Cox

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6; Community & Family Studies Stage 6
SCIS SUBJECTS: Cancer
PUBLISHER: NSW Cancer Council, Australia
REVIEW DATE: 31/03/06 [616.99] SCIS 1031704

Wind with Miller

http://www.windpower.org/en/kids/index.htm

This fascinating website presents a range of learning activities concerning the generation of electricity using wind power. **Crash**

course uses attractive animations and interactive construction activities to teach the fundamentals of how a wind turbine works. Technical terminology is presented and used in a stimulating manner. **Practical activities** includes numerous wind related projects appropriate to Stage 3 and Stage 4 students. **How does it work?** gives a more detailed explanation of the processes involved and the interaction of the various components of a turbine. Students with an interest in technology will enjoy this resource to support outcomes in the *Science and Technology K–6 syllabus* Strands: *Physical phenomena* and *Using technology*. The site will also inform students in Years 7–10 studying energy. S. McLoughlin

USER LEVEL: Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science & Technology K–6; Science 7–10
SCIS SUBJECTS: Electricity – Problems, exercises, etc; Wind power – Problems, exercises, etc
PUBLISHER: Danish Wind Industry Association, Denmark
REVIEW DATE: 31/03/06 [621.31] SCIS 1255554

MixedPower.com: by hybrid owners, for hybrid owners

http://www.mixedpower.com

A website forum with information about vehicles powered by petrol and electricity, this site is loaded with news, graphics, reviews, data, and opinions. A large number of forums, with hundreds of pages about hybrid vehicle technology, allow users to post questions, make comments, or browse information relating to the use, design, and innovation of hybrid vehicles. The website is crowded but easy to navigate thanks to ample headings, a magazine style layout, and the use of a simple palette of crisp blues and whites. The site is particularly suitable for Design and Technology, Engineering Studies Stage 6, and the Focus Area: *Automotive industries* in Industrial Technology Stage 6. It also has application to the study of science technology and current issues in society in the Studies in Society 7–10 syllabus. A. Parnis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology 7–10; Design & Technology Stage 6; Engineering Studies Stage 6; Industrial Technology Stage 6; Studies in Society 7–10
SCIS SUBJECTS: Energy conservation; Motor cars, Electric; Transport – Environmental aspects
PUBLISHER: MixedPower.com, USA
REVIEW DATE: 31/03/06 [629.22] SCIS 1259129

Whitney Farms

http://www.whitneyfarms.com

Agriculture teachers and students will benefit from the information on this commercial site which operates to sell fertilisers for the home gardener. The principles of **Organic gardening** are outlined and there is a straightforward **Gardening guide** with information on topics such as **Vegetable gardening**, **Soil and composting**, **Beneficial microbes**, and **Planning and planting**. The information is based on northern hemisphere seasons, but information such as that on pest control is valid and valuable for NSW students. The **Kid's gardening guide** has some simple pdf worksheets and colouring activities. The site supports the Stage 5 study of horticultural based enterprises in Agricultural Technology, and it could be useful for primary schools building and maintaining a school garden. L. Buttsworth

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	HSIE; TAS
SYLLABUS:	Agricultural Technology 7–10; HSIE K–6
SCIS SUBJECTS:	Organic gardening
PUBLISHER:	Whitney Farms, USA
REVIEW DATE:	31/03/06 [635] SCIS 1259119

Creature features
http://abc.net.au/creaturefeatures/

Complementing and supporting the television show of the same name, this attractive site targets young pet keepers and animal lovers. Seven main sections allow users to: access information about more than 60 pets; read about celebrities and their pets, including the show's presenter and mascot; learn to draw animals in six easy steps; play online games; and follow instructions for over 60 projects, crafts and activities. Interactivity is encouraged and users may submit questions to be answered on the show, or art work for display in the online Gallery. Many of the activities and projects would be suitable for the classroom. Pet facts includes useful, accessible information, and offers models for the writing of information reports. Most pages can be printed for offline use. W. Smith

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	HSIE; SciTech
SYLLABUS:	HSIE K–6; Science & Technology K–6
SCIS SUBJECTS:	Drawing; Educational games; Handicrafts; Pets – Care and health; Pets – Habits and behaviour
PUBLISHER:	ABC, Australia
REVIEW DATE:	31/03/06 [636.088] SCIS 1255439

CIO: Australia's magazine for information executives
http://www.cio.com.au/index.php

An appealing online magazine, this resource focuses on providing businesses with the most up-to-date information to successfully use information technology (IT). Language is suitable for students as essential jargon is used in a semi-formal tone. Students can peruse multiple issues related to e-commerce, and read articles regarding the benefits of technology and how it can make businesses more efficient and profitable. Material is usefully arranged in Topic centres and topics include issues such as Globalisation, Security and privacy, Budgeting, Managing change, and Wireless communications. The site is contemporary and well worth investigating. It has relevance to Commerce 7–10 and Business Studies Stage 6 students investigating the place of IT in business. A. Kokkotas

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6; Commerce 7–10
SCIS SUBJECTS:	Information technology industry – Australia; Information technology – Management; Information technology – Periodicals
PUBLISHER:	IDG Communications, Australia
REVIEW DATE:	31/03/06 [658.4] SCIS 1255582

Ebusiness guide
http://www.cultureandrecreation.gov.au/ebusinessguide/

Designed to help cultural organisations use the Internet as a business tool, this site will help students gain an appreciation of e-business. Information and strategies are provided on the various ways websites can be used to promote a business, put databases online, and operate Online shops and ticket sales. The site examines the process of designing, producing and evaluating a website, and legal and industrial issues are discussed. The simple layout of headings will allow students to find information quickly. This is an excellent resource for the Commerce Years 7–10 Option: E-commerce, and a supporting practical resource for students looking at establishing and developing a business in Business Studies Stage 6. A. Kokkotas

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6; Commerce 7–10
SCIS SUBJECTS:	Arts, Australian – Management; Ecommerce
PUBLISHER:	Dept. of Communications, Information technology and the Arts, Australia
REVIEW DATE:	31/03/06 [706.0994] SCIS 1255568

Off the map: a look into backyard paradises created by visionary artists around the world
http://www.pbs.org/independentlens/offthemap/

These artists and inventors have challenged the ideas of conventional art and society to create their own place in the world. This impressive interactive site offers virtual tours of creative spaces, combining written text, still images, and video. The Travelogue provides a summary of what the site offers, and teachers will be intrigued by its images and content. The site supports students in creating their own virtual work which can be emailed as a postcard or submitted to the site for exhibition. There are suggestions for interesting teaching and learning activities for a wide range of KLAs and topics. Students can investigate such things as the Windmill Park for Industrial Technology 7–10, and the recycled building materials used as sculpture in the Paradise Garden will inspire students in Creative Arts K–6. R. Kirsten

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA; HSIE; TAS
SYLLABUS:	Creative Arts K–6; Design & Technology 7–10; HSIE K–6; Industrial Technology 7–10; Visual Arts 7–10
SCIS SUBJECTS:	Art, Modern – 21st century; Primitivism in art
PUBLISHER:	Interactive Knowledge, USA
REVIEW DATE:	31/03/06 [709.05] SCIS 1253591

Designing for Sustainable Living learning object
http://www.build.qld.gov.au/research/sustainableliving/

This resource provides for a range of learning experiences for students, and supports learning about tools and equipment, materials, and techniques in Design and Technology 7–10. The website provides students with a resource to design houses with a sustainable design through an interactive trial of the learning object. Students may apply technology practice and select materials as part of the decision making process and manage resources and materials to increase the sustainability of the design. Students work through each stage of designing the house and gain a score for their work. There is a helpful teacher's section to aid in planning and using the resource in the classroom. A. Parnis

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology 7–10; Design & Technology Stage 6; Technology (Mandatory) 7–8

SCIS SUBJECTS:	Architecture, Domestic – Environmental aspects; Building – Environmental aspects; Energy conservation; Environment – Economic aspects; Houses – Design and construction – Problems, exercises, etc ; Houses – Design and construction – Study and teaching; Houses – Environmental aspects; Sustainable development
PUBLISHER:	Education Queensland Distance Learning Unit, Australia
REVIEW DATE:	31/03/06 [728.047] SCIS 1238291

Eleven Eleven Sculpture Space: Not the knitting you know
http://eleveneleven.50webs.com/

In this exhibition of sculptural knitting and crochet students can investigate the Artists to view statements about their work and read details of the exhibited works. Most works contain images from multiple viewpoints, giving the viewer a heightened sense of the form. The works range in subject matter from large cocoon-like structures to delicate and unusual objects, with some works being more literal in their interpretation. Some artists have fused a range of materials like bamboo, wool, glass beads and wire, as in Karen Paust's Green spine. Although the site's content is limited, it provides clear images and artist statements, which will be of interest to art students. Textiles Technology students working with textile arts may also appreciate this site. R. Kirsten

USER LEVEL:	Stage 4
KLA:	CA; TAS
SYLLABUS:	Textiles Technology 7–10; Visual Arts 7–10
SCIS SUBJECTS:	Sculptors; Sculpture – Exhibitions
PUBLISHER:	Eleven Eleven, USA
REVIEW DATE:	31/03/06 [730.074] SCIS 1253582

My home library
http://www.myhomelibrary.org

A terrific collection of ideas and activities, this cheerful site encourages students to buy books and read. Book marks can be printed, as can Book plates, an excellent idea whereby famous illustrators and others offer sketches to show ownership of books. Teachers could find book plates a useful incentive for classroom creations and home reading schemes. The Book reviews section comprises annotated lists from notable author Anne Fine, and the opportunity for young readers to offer their own opinions. Tips and tricks gives plenty of practical advice as to how students and adults can access books at a reasonable cost. This is an excellent website with practical reading tools and lots of titles for teacher and parent investigation. S. Taylor

USER LEVEL:	Stage 2 Stage 3 Professional
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	Books – Collectors and collecting; Graphic arts
PUBLISHER:	A. Fine, UK
REVIEW DATE:	31/03/06 [769.5] SCIS 1118611

Chrysalis Publishing: Australian fine art prints
http://www.chrysalis.com.au/

Within a studio and gallery committed to Australian printmaking, Chrysalis displays works online for around 20 artists. Print mediums include lithography, etching, screen prints and woodcuts. Exhibition referenced only the new works in 2005 at the time of review. In Artists however, students can read a biography and view excellent reproductions of artworks. My collection is a particularly beneficial section that enables users to view prints from the site on one page. This is a useful feature for students to develop curatorial skills as they can select works from the site and create an online exhibition. Students can also send prints as an electronic postcard, which teachers could use as a task requiring students to write an invitation or press release regarding their online exhibition. R. Kirsten

USER LEVEL:	Stage 4 Stage 5
KLA:	CA
SYLLABUS:	Visual Arts 7–10
SCIS SUBJECTS:	Artists, Australian; Prints, Australian
PUBLISHER:	Chrysalis, Australia
REVIEW DATE:	31/03/06 [769.994] SCIS 1253587

Digital kids club
http://www.adobe.com/education/digkids/main.html

Students and teachers investigating the creative tools of digital media will gain much from this helpful site. The site focuses on Photoshop Elements 4.0, and the Intro to digital photography and Intro to digital video clearly show the development and advantages of digital media. Digital media tips and Lessons and activities will help students create, edit, and publish digital works. Photographers will appreciate excellent student examples shown in Showcases and gallery, and Portraits of learning winners. Educators can gain confidence in this technology from the site's material and its straightforward approach. Creating multimedia projects in the classroom, and the short video tutorials, are useful for teaching one skill at a time. The website is an invaluable resource for any teacher looking at incorporating a digital ICT project into their program. A. Kokkotas
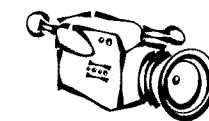
USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English; TAS
SYLLABUS:	Creative Arts K–6; English 7–10; Graphics Technology 7–10; Information & Software Technology 7–10; Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6; Technology (Mandatory) 7–8; Visual Design 7–10
SCIS SUBJECTS:	Adobe Photoshop (Computer program); Digital cameras; Digital photography; Digital video recording and reproducing
PUBLISHER:	Adobe Systems, USA
REVIEW DATE:	31/03/06 [778] SCIS 1250108

Filmsound.org
http://www.filmsound.org

A comprehensive resource compiled by a media teacher, this vibrant site explores a wide range of topics and events in film sound design, from Mel Blanc to interactive music. Specific mention is made of many films, including the underwater sounds of Finding Nemo and the light saber sounds of Star wars. This enthusiastic site is loaded with contemporary and historical information, and effectively cross references material to Internet links and printed resources. The site map will aid navigation and the search facility is fast and efficient. Animation sound, Film sound terminology, Film music, Home theatre sound, and Sound design of sci-fi films, will be especially helpful to students and teachers in several KLAs. Multiple articles on the art and

technology of film sound, and interviews with sound experts, are fine resources to explore the creative complexities of sound engineering. C. Thomas

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; English; TAS; VET
SYLLABUS:	English 7–10; Entertainment Industry Curriculum Framework Stage 6; Information Processes & Technology Stage 6; Information & Software Technology 7–10; Music 7–10; Music Stage 6
SCIS SUBJECTS:	Film making; Film music; Sound recording and reproducing; Sound effects
PUBLISHER:	S.E. Carlsson, Sweden
REVIEW DATE:	31/03/06 [778.5344] SCIS 1206879

Musical mysteries

http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/index.shtml

User friendly and interactive, this entertaining site explores sound and music through activities in organising sound and discriminating between various rhythms, moods and beats. The interactive tasks in Sound, Rhythm, Mood and Orchestra, meet various musical outcomes through a combination of storytelling, listening and composing. Students develop understanding of sound and dynamics, and are introduced to the concept of orchestra and conductor. They can also listen to some orchestral instruments as they help Robbie and his dog, Curly, find Grandpa's lost notes. A Quiz provides interesting activities, while reinforcing and checking students' knowledge and understanding. Colourful graphics and clear instructions make this an appealing and relevant resource for exploring sound, composition and the elements of music. The Teachers' guide includes Lesson plans which could be easily adapted to suit the NSW classroom. M. Bradley

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3
KLA:	CA
SYLLABUS:	Creative Arts K–6; Music 7–10
SCIS SUBJECTS:	Composition (Music); Musical instruments; Musical metre and rhythm; Music appreciation; Sounds
PUBLISHER:	BBC, UK
REVIEW DATE:	31/03/06 [780] SCIS 1250076

Mozart 2006: 250th anniversary

http://www.mozart2006.net/eng/index.html

Celebrating the 250th anniversary of the birth of Mozart, this is an interesting website for Music students. Happy birthday includes a promotional video for a movie. Life and works includes Mozart's biography, retold in texts and photographs, which portray major works, events and performances in each stage of his life. The work of a genius includes a list of his compositions, categorised by genre, information about his life and work in Salzburg, the city of his birth, and Vienna. In Mozart's footsteps contains descriptions of buildings, monuments and churches in each of the cities that were significant in his lifetime, and information on special exhibitions and events to be held in each city during the anniversary year. A. Wisdom

USER LEVEL:	Stage 4 Stage 5
KLA:	CA
SYLLABUS:	Music 7–10
SCIS SUBJECTS:	Composers, Austrian – Biography
PUBLISHER:	Mozart 2006, Austria
REVIEW DATE:	31/03/06 [780.92] SCIS 1257097

Huapala: Hawaiian music and hula archives

http://www.huapala.org/

If you are searching for lyrics, MIDI files and dance steps for Hawaiian music, then this site has it all. Dedicated to the preservation of Hawaiian culture, it contains images, anecdotes, a history of songs and compositions. The lyrics are in English and Hawaiian, and a number of the songs also have audio files in mp3 format which can be accessed by clicking on the music note icon. There are links to Hula instruments, Hula steps and Chants, as well as Christmas/religious music and the music of specific islands. All songs are also categorised alphabetically, and new songs are added regularly. This is an interesting resource for the study of the topic: Music of a culture in music 7–10. A. Wisdom

USER LEVEL:	Stage 2 Stage 3 Stage 5
KLA:	CA
SYLLABUS:	Music K–6; Music 7–10
SCIS SUBJECTS:	Dancing – United States; Music, Hawaiian; Polynesians – Dance; Songs, Hawaiian
PUBLISHER:	Kaiulani Kanoa Martin, USA
REVIEW DATE:	31/03/06 [781.62] SCIS 1257092

RootsWorld

http://www.rootsworld.com/rw/

Students can Listen to traditional, folk and world music from across the globe on this site. Discuss the music, and voice an opinion in Letters, discussion and news. Find out What's new? or find artist Interviews from an archive covering the past ten years. Read Reviews from the comprehensive list on the front page, listen to Roots radio or subscribe to The juke box. Access a plethora of information and links to many countries and areas in Africa, Europe, Asia, The Americas, and The Pacific via the Regional menus. Listen to learn about Accordians and Bagpipes in the Special interests section. This is a wonderful resource for Music 7–10 students, especially those studying Topic: Music of a culture. A. Wisdom

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Music 7–10, Music Stage 6
SCIS SUBJECTS:	Folk music; Music – Reviews; Musicians; World music
PUBLISHER:	Cliff Furnald/FNI Multimedia, USA
REVIEW DATE:	31/03/06 [781.62] SCIS 1257012

Latin percussion: play like a pro

http://www.lpmusic.com/Play_Like_A_Pro/index.html

By selecting Play like a pro, then Lessons from the pros, it is possible to access an impressive selection of tutorials in Latin percussion on this site. For example, How to play son has a lesson from Victor Rendon's book, The art of playing timbales, which describes playing techniques and contains notation charts with accompanying audio examples with which to play along. Conga basics, Conga warm up patterns and How to play the guiro in Tech support contain rhythm patterns, audio tracks, images and instructions. Online video lessons include the excellent Basics of Latin music by Rebeca Mauleon which identifies the Clave as the heartbeat of the rhythms. Video performances allow the user to watch and listen to Latin American percussion players as they jam. A. Wisdom
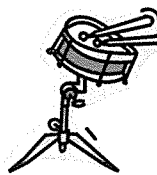
USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Music 7–10; Music Stage 6
SCIS SUBJECTS:	Music, Latin American; Percussion instruments; Percussion instruments – Study and teaching; Percussion music; Percussion music – Study and teaching
PUBLISHER:	Latin Percussion, USA
REVIEW DATE:	31/03/06 [786.8] SCIS 1257057

Dancedrummer.com

http://www.dancedrummer.com/

On this site drummer Kevin O'Sullivan presents a series of performances, recordings and instruction sessions resulting from his study of the Atsia dance and music of Ewe speaking people in Ghana. The site is a series of interactive segments which contain Drumset recreations, tuition on types of rhythms, The kogiri (a traditional xylophone from Ghana which can be played by clicking on each bar with the cursor), Performance gallery with videos of live performances, and musicological information on functional music. An interesting African day name generator is found in Anlo-Ewe culture. In Traditional rhythms, clicking on each instrument results in the particularly useful combination of video footage with audio, plus traditional notation at the bottom of the screen, with real time scrolling during playback. A. Wisdom

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Music 7–10; Music Stage 6
SCIS SUBJECTS:	Dancing; Drum music; Drums; Ewe (African people); Folk music
PUBLISHER:	Kevin O'Sullivan, USA
REVIEW DATE:	31/03/06 [786.9] SCIS 1257046

Noah & Saskia

http://abc.net.au/noahandsaskia

A visually enticing and clever resource for students, this site supports the television comedy drama series. The site reinforces the themes and issues of the series, especially teenage identity and the high interest potential of technology. It is a well constructed and strongly interactive site which provides entertainment and education. Students can view Behind the scenes for information on episodes and characters, listen to Saskia's music, read Max Hammer comics, create a comic strip, and design a chatroom. The site's resources make the most of technology, and they are comprehensive and engaging. Education resources takes users to the Australian Children's Television Foundation website which has excellent teaching and learning material for Noah & Saskia. J. Webber

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA; English
SYLLABUS:	Drama 7–10; English K–6; English 7–10; Visual Arts 7–10
SCIS SUBJECTS:	Australian drama – History and criticism; Noah & Saskia (Television program); Television – Production and direction
PUBLISHER:	ABC, Australia
REVIEW DATE:	31/03/06 [791.45] SCIS 1251882

The Exploratorium's science of cycling

http://www.exploratorium.edu/cycling/introduction.html

The second in a series of three planned sports science resources,

this is a large website, with over 20 pages in six main sections. It has 20 audio and video clips, interactive javascripts, and lots of images. Easy to navigate, the website provides a detailed look at Drives and gears, the design and mechanics behind Frames and materials, Braking and steering development and design, and Aerodynamics and Human power. This website provides an interesting and informative look at the specific design of a product and its development over time. A. Parnis

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; Science; TAS
SYLLABUS:	Design & Technology 7–10; Design & Technology Stage 6; Engineering Studies Stage 6; Science 7–10; Visual Design 7–10
SCIS SUBJECTS:	Bicycles and cycling
PUBLISHER:	Exploratorium, USA
REVIEW DATE:	31/03/06 [796.6015] SCIS 1248439

Charlotte's web

http://www2.lhric.org/pocantico/charlotte/index.htm

Developed to complement the popular novel, this easily navigated site was created by American students and teachers. Use of child authored graphics gives the intended audience a sense of ownership to this site, and could inspire students to learn about using computer software to insert graphics and illustrations to enhance text meaning. ABC's of Charlotte's web and Chapter summaries are examples of several literature based activities. Spiders offers a plethora of ideas to support the achievement of outcomes in the Science and Technology Strand: Living things. Although some links in Teachers resources are inactive, there are many ideas for planning worthwhile teaching and learning activities. The use of child authored poetry and the subtle use of quotations are great incidental teaching strategies within the site. G. Cale

USER LEVEL:	Stage 1 Stage 2 Professional
KLA:	English; SciTech
SYLLABUS:	English K–6; Science & Technology K–6
SCIS SUBJECTS:	English literature – Study and teaching; Spiders – Study and teaching
PUBLISHER:	Pocantico Hills School, USA
REVIEW DATE:	31/03/06 [813] SCIS 1257348

O'Brien: the author speaks

http://www.obrien.ie/allinterviews.cfm?author=1

An informative resource showcasing Irish authors of children's fiction, this publisher's website features student input and observations. Authors are interviewed by students, and fans of Eoin Colfer will enjoy his interview and the background information presented. Other authors featured are less well-known but equally engaging. There is a bibliography for each author, with images of front covers, and brief synopses. The readers speak has interesting student comments and reviews, and teachers will find some useful reflections on how novels work for young readers in classrooms. Oisin McGann's section includes work samples from a collaborative writing project in a Dublin primary school. This resource strongly supports students learning about the writing process, and outcomes related to text structure and language features in the English K–6 syllabus. S. McLoughlin

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	Authors, Irish
PUBLISHER:	O'Brien Press, Ireland
REVIEW DATE:	31/03/06 [820.8] SCIS 1253573

Absolute Shakepeare

http://absoluteshakespeare.com/

An extensive site, this resource has information on the life and works of Shakespeare. It is print dominant with plenty of information, and includes the complete Plays and Poems, an annotated Timeline, Quotes in text order, a history of the Globe Theatre, links to Films, trivia, study guides, and Pictures. The latter is an interesting collection of paintings of performances, with the text that inspired the work. Summaries, character analyses, and commentaries on the plays are useful, particularly for students who may be struggling with Elizabethan language. The e-texts are invaluable for finding elusive quotations, and older students and teachers may find this method of text searching to be a time saving tool. Ideal to introduce an English Stage 4 research task, the site has clearly presented information that is easy to understand, and a friendly tone and appearance. H. Cobban

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS SUBJECTS:	English drama; English poetry; Shakespeare, William
PUBLISHER:	AbsoluteShakespeare.com, USA
REVIEW DATE:	31/03/06 [822.3] SCIS 1251511

Bell Shakespeare

http://www.bellshakespeare.com.au/education2006/

Designed to promote a love of Shakespeare, this excellent resource includes descriptions of modernised performances and plenty of visual material. In Resources, teachers can find a short Synopsis of selected plays, a Photo gallery, useful director's input in Programme notes, and Reviews. The website is well laid out with valuable evaluative information and visual imagery to help students interpret the plays. The site will usefully support Drama syllabuses due to its emphasis on performance. A highlight of the site is an entertaining presentation of student work in visually interpreting a Shakespearean phrase. Performances in 2006 include *The tempest*, *Romeo and Juliet*, and *The merchant of Venice*. Educational resources for these and other plays were not online at time of review. F. Campbell

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English
SYLLABUS:	Drama 7–10; Drama Stage 6; English 7–10; English Stage 6
SCIS SUBJECTS:	English drama – Study and teaching; Shakespeare, William – Merchant of Venice; Shakespeare, William – Romeo and Juliet; Shakespeare, William – Tempest; Theatre – Australia
PUBLISHER:	Bell Shakespeare Company, Australia
REVIEW DATE:	31/03/06 [822.3] SCIS 1251527

Hamlet and Macbeth

http://www.rsc.org.uk/learning/hamletandmacbeth/

The Royal Shakespeare Company's 2004 productions of the tragedies of *Macbeth* and *Hamlet* are vibrantly presented on this exceptional website. Material focuses on explaining performance processes, and Staging choices offers performance footage, interviews, and production ideas. Line delivery and different historical contexts are explored in Language and themes. In rehearsal examines the staging of specific scenes, while specific characters can be examined in Characters and relationships. For teachers contains many engaging teaching activities. This dynamic website supports the study of transformations in English, and it is a terrific resource for Drama teachers and students. H. Gardiner

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English
SYLLABUS:	Drama 7–10; English 7–10; English Stage 6: *Advanced*
SCIS SUBJECTS:	English drama – History and criticism; Royal Shakespeare Company; Shakespeare, William – Hamlet; Shakespeare, William – Macbeth; Theatre – Production and design; Wright, Mandie
REVIEW DATE:	31/03/06 [822.3] SCIS 1259149

Jane Austen Society of Australia: study guide: Emma becomes Clueless

http://www.jasa.net.au/study/ferriss.htm

While there is a plethora of material available for the English Stage 6 Elective: *Transformations* regarding the texts *Emma* and *Clueless*, this is a very useful site for teachers and students. Basically an essay, the site explains how the 19th century text has been made relevant to a contemporary audience, discussing the major issues in a concise and accessible manner. It also looks at the different forms of film and prose fiction, and gives quotations and references to support each point made. It is a clear summary of this elective. There are links to the syllabus, ideas on the concept of transformations and a *Clueless* overview. The site is word rich with limited illustrations, but it is an excellent resource for developing students' understanding of both texts. There is also some information on *Pride and prejudice*, specifically for the English Stage 6: *Extension 1* Elective: *The individual and society*. H. Cobban

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	English Stage 6: *Advanced; Extension 1*
SCIS SUBJECTS:	Clueless (Motion picture); English fiction – History and criticism; Films, American – History and criticism
PUBLISHER:	JASA, Australia
REVIEW DATE:	31/03/06 [823] SCIS 1251539

Young Commonwealth

http://www.youngcommonwealth.org

Well-designed, informative and entertaining, this website provides information about being a young person in the 53 countries of the Commonwealth. It is an excellent vehicle to carry out research on countries, and The Commonwealth Games is a contemporary section for student use. All information is highly relevant for primary aged students, and it is presented in an engaging fashion with the inclusion of music from around the world and plenty of opportunity for colourful interaction. Students will enjoy the animated Quiz and the inclusion of photographs of young children from each nation is excellent. Students and teachers will enjoy learning together on this website. S. Taylor

USER LEVEL:	Stage 2 Stage 3
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
SCIS SUBJECTS:	Commonwealth of Nations
PUBLISHER:	Commonwealth Secretariat, UK
REVIEW DATE:	31/03/06 [909] SCIS 1251869

Maggie's Earth adventures

http://www.missmaggie.org

An environmental multimedia resource, this site uses colourful graphics, audio, interactive games and cartoons to describe Maggie's animated adventures. The stories are found in the Teachers lounge, and a visit here, as well as to About us, will help users get their bearings on the site. The practical guide to using the site in the classroom is also a must. The adventures are theme units, with related lessons, proformas and news articles about teaching issues. There is valuable reference made to a range of associated works, such as novels which deal with a particular environmental issue. The resource works across KLAs, and is especially useful for the Mathematics Strand: *Number*, grammar, and the Science and Technology Unit: *A look inside*. The site's material is also available in Spanish. R. Parnis

USER LEVEL:	Stage 1 Stage 2
KLA:	English; HSIE; Mathematics; SciTech
SYLLABUS:	English K–6; Mathematics K–6; Science & Technology K–6; Spanish K–10
SCIS SUBJECTS:	English language – Problems, exercises, etc; English language – Study and teaching; Geography – Problems, exercises, etc; Geography – Study and teaching; Mathematics – Problems, exercises, etc; Mathematics – Study and teaching
PUBLISHER:	Maggie's Earth Adventures, USA
REVIEW DATE:	31/03/06 [910.7] SCIS 1259103

South Seas: voyaging accounts

http://southseas.nla.gov.au/index_voyaging.html

The online edition of Cook's journals for the period of 1768 to 1771 can be compared with journal entries by Joseph Banks on this engrossing site. Further comparisons are possible with Parkinson's journal of a voyage to the South Seas in 1773, John Hawkesworth's official account of Cook's first voyage, as well as authorised versions of the journals kept by John Byron, Philip Carteret and Samuel Wallis during their Pacific voyages. This fascinating website includes Voyaging maps, Cultural atlases, Indigenous histories, and European reactions, and could be used to support the History 7–10 Topics: *Investigating history* and *Aboriginal and Indigenous peoples, colonisation and contact history*, plus the Elective: *Constructing history*. E. Searle
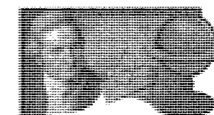
USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	History 7–10
SCIS SUBJECTS:	Voyages and travels
PUBLISHER:	National Library of Australia
REVIEW DATE:	31/03/06 [910.92] SCIS 1251372

Virtual Canberra

http://www.virtualcanberra.gov.au

An interactive 3D map of Canberra, a scrolling panoramic viewer for important sites, and a Showcase of informative notes on each of the main attractions, make this site an indispensable resource for any class planning a visit to the national capital. Although slow to load, the photographs and maps are clear and detailed, and the interactive features will maintain the interest of students who have some familiarity with the content. This resource will support students working on the *Social systems and structures* Strand of the HSIE K–6 syllabus. It would be especially useful for previewing important sites prior to a visit to Canberra, or for reflecting on experiences and consolidating learning after a visit. S. McLoughlin

USER LEVEL:	Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K–6
SCIS SUBJECTS:	Canberra (A.C.T.) – Maps
PUBLISHER:	National Capital Authority, Australia
REVIEW DATE:	31/03/06 [919.47] SCIS 1252460

Egypt's golden empire

http://www.pbs.org/empires/egypt/#

Based on New Kingdom Egypt, this well-made site is a companion to the PBS series of the same name. Students will enjoy using the resource, especially its interactive maps of important sites, which are found in Special features. The site explores important figures of this time, and life in ancient Egypt through the eyes of women, pharaohs, and workers. This site includes lesson plans, based on the video, with activities and links that would have to be assessed for curriculum relevance. Stage 4 History students investigating Egypt would find this a useful and appealing resource. Ancient History students studying the Egyptian personalities of Akhenaten, Hatshepsut, and Ramesses II, or the New Kingdom options, could use this in a limited way, as archaeological resources are not extensively employed. B. Hull

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History 7–10
SCIS SUBJECTS:	Egypt – History – To 332 B.C.; Egypt – Social life and customs – To 332 B.C.; Pharaohs
PUBLISHER:	PBS, USA
REVIEW DATE:	31/03/06 [932] SCIS 1248152

Gallipoli 1915: the drama of the Dardanelles

http://www.iwm.org.uk/upload/package/2/gallipoli/navigate.htm

Applicable to the study of Stage 5 History and Stage 6 Modern History, this website provides fine written and visual resources on the Conditions, the War at sea and The air war at Gallipoli. A useful summary of each selection aids navigation for first time users of the site. Each topic includes a general history, a primary written source, maps, and images, while some topics have video and audio material. Maps, and contemporary and modern photographs are well presented and very useful. This is a good intuitive site for junior students who are researching the topic or exploring Gallipoli as a virtual site. For Stage 6 students, the site will consolidate prior knowledge and provide valuable extra source material. E. Searle

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	History 7–10; Modern History Stage 6
SCIS SUBJECTS:	Gallipoli Campaign, 1915–1916
PUBLISHER:	Imperial War Museum, UK
REVIEW DATE:	31/03/06 [940.4] SCIS 1160032

Hore's drawings: the watercolours and drawings of Major Leslie Fraser Standish Hore

http://www.anzacsite.gov.au/5environment/hore/hore.html

Part of a magnificent research site for Stage 5 History and Stage 6 Modern History, these clearly reproduced primary source images are a visual record of the Gallipoli landscape and military

movements during WW1. The sketches of Major Hore are, along with contemporary photographs, the basis for our visual understanding of the Gallipoli Campaign. These 25 images, shown here in a clever and appropriate slide show format, depict our imaginative understanding of the ANZAC legend. The artworks have detailed captions, with precise data about time and place and context. Some are supported by quotations, and each is an expressive personal record of one man's experience at Gallipoli. E. Searle

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	History 7–10; Modern History Stage 6
SCIS SUBJECTS:	Gallipoli Campaign, 1915–1916 in art; Gallipoli Campaign, 1915–1916 – Pictorial works; Gallipoli (Turkey) – Pictorial works; Hore, Leslie Fraser Standish
PUBLISHER:	Board of Studies NSW, Australia
REVIEW DATE:	31/03/06 [940.4] SCIS 1251379

The state archives: State Records NSW
http://www.records.nsw.gov.au/archives/the_state_archives_945.asp

Teachers and students of history will find this site of particular worth as it offers access to a vast collection of written records, documentation and historical information on Australia's past from 1788. School teachers & students features Archives in brief, Digital gallery, Indexes online, and Photo investigator for a diversity of themes and subject matter. Of particular interest are convict records, state records relating to Aboriginal people, histories of the Opera House and the Sydney Harbour Bridge, migration records, Tracing your family history, Ned Kelly, Sydney's Rocks area, Federation, the bubonic plague and our sporting heritage. It offers a wealth of source material to promote further investigation, discussion and analysis and has particular relevance for Modern History students undertaking a *Historical investigation*, through the development of investigative, research and presentation skills. A. Fisher

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	History Stage 6: *Extension*; Modern History Stage 6
SCIS SUBJECTS:	Australian History
PUBLISHER:	State Records NSW, Australian
REVIEW DATE:	31/03/06 [994.4] SCIS 1251501

Atmitchell.com
http://www.atmitchell.com/

While sections of this site are under construction, those sections in operation provide a wealth of primary sources on aspects of the History of our nation, Social studies, and the Arts in Australia. Stage 4 History students completing the Topic: *Australia 1788–1900: the nature and impact of colonisation and contact*, will find this an invaluable resource. Historical analysis exercises can be undertaken on journals, albums, drawings and field sketches. In the arts, the architecture of Australia and Harry Seidler feature and material strongly supports the study of the built environment in the *Technology (Mandatory) Years 7–8* syllabus. Visual Arts students could use this site in terms of *Cultural*, *Structural*, and *Postmodern* frames. HSC students can also access NSW State Library services and links through the option, *Navigator*. B. Hull

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; HSIE; TAS

SYLLABUS:	History 7–10; Technology (Mandatory) 7–8; Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS:	Australia – History
PUBLISHER:	State Library of NSW, Australia
REVIEW DATE:	31/03/06 [994] SCIS 1248155

European discovery and the colonisation of Australia
http://www.cultureandrecreation.gov.au/articles/australianhistory/

This site offers a potted history of first contact with European mariners from 1606 onwards. Cook's voyages, the First Fleet and Instructions to establish the first British colony, *Contacts and colonisation*, The establishment of NSW criminal and civil courts, the *Establishment of other British colonies* and *Recognition of Australia*, which describes the naming of Australia and Australia Day, all provide students with a chronological, big picture overview of Australian history and keywords for research activities. Aboriginal heritage and Ned Kelly are examples of many related stories with detailed information on individuals, documents, art, and secondary sources. This site would be a useful adjunct to the Australian history outcomes in the HSIE syllabuses. E. Searle

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
SCIS SUBJECTS:	Australia – History
PUBLISHER:	Culture and Recreation Portal, Department of Communications, Information Technology and the Arts, Australia
REVIEW DATE:	31/03/06 [994] SCIS 1251391

National Capital Authority education portal
http://www.education.nationalcapital.gov.au

The National Capital Exhibition is popular for Canberra excursions, and this website provides teachers with relevant education resources. Primary and secondary school units of work are linked through curriculum guidelines to state outcomes. Teachers' overviews and student worksheets are provided for each unit. Four primary and five secondary Unit themes investigate Canberra: before 1913; at Federation; design and development; and its role as a capital and tourist attraction. While primary units focus on interpretation, visual arts, design and science, the secondary units emphasise research, written assignments, reports and some creative activities. The uncluttered layout and side bars make navigation easy, but the lack of visuals is surprising. Selectively used, the site will assist excursion preparation or review, as well as providing classroom and research activities, especially for group work. G. Spindler

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	Geography 7–10; History 7–10; HSIE K–6
SCIS SUBJECTS:	Town planning – Australian Capital Territory
PUBLISHER:	National Capital Authority, Australia
REVIEW DATE:	31/03/06 [994.7] SCIS 1253016

Reflections of Canberra
http://www.library.act.gov.au/heritagelibrary/reflectionscd/reflect/main.htm

Covering a plethora of topics relating to the changing nature of Australia's capital city, this website is informative but dry in presentation. Students completing a research project and teachers briefing their students prior to an excursion will find the site's information

to be very thorough. Emphasis is placed on historical change with photographic images dominating. Time & place shows a series of city maps depicting growth, decade by decade. Themes and Library include some wonderful photographs of colourful events, and Activities includes crosswords and treasure hunts for students. This is a site best suited to serious researchers and those looking with intent. S. Taylor

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
SCIS SUBJECTS:	Canberra (A.C.T.) – History; Canberra (A.C.T.) – Pictorial works
PUBLISHER:	Information Planning and Services, ACT Government
REVIEW DATE:	31/03/06 [994.7] SCIS 1251880

Professional resources

Resources are in Dewey order.

Sing online
http://www.abc.net.au/learn/sing/browse.htm

Song titles from every *Sing* book from 1975 to 2005 are easily accessed on this online database. Use the drop down Quick nav menu, browse by Song title listing and First line of song, or undertake a search for a particular song with Search index of songs 1975 – 2006. Teachers may be interested in About which includes *A brief history of Sing* since the late 50s and *Sing and copyright laws*. Users can provide suggestions and feedback about the resource by completing the Survey, as well as access resources from the ABC shop. As performing is a focal part of musical development and includes all of the musical concepts, *Sing* resources can play an important role in teaching and learning. This database is a welcome resource for time challenged teachers, searching for that special song from the *Sing* series. M. Bradley

USER LEVEL:	Professional
KLA:	CA
SYLLABUS:	Creative Arts K–6; Music 7–10
SCIS SUBJECTS:	Songs – Indexes
PUBLISHER:	Sing Committee, ABC Books, Australia
REVIEW DATE:	31/03/06 [016.782] SCIS 1154043

CAHILL, Helen

Literature for life. Secondary program: enhancing social and emotional literacy through the English curriculum

Good Grief, 2006
ISBN 0958622884 [155]

It is important for students to learn that change and loss are part of life, and that they do have the capacity to cope. This excellent resource enhances coping skills by using English lessons and themes of change, loss, and challenge. The programs will help classes or targeted students understand grief, using literacy strate-

gies, language, and literature in engaging and often kinaesthetic lessons. Packaged in a folder, the resource comprises a teachers' manual and a very good CD-ROM with teacher notes, student workbooks, and work samples. The CD-ROM makes particular use of images and picture books, and it focuses on the expression of feelings in writing. A similar resource for primary students has the same structure and a reading circle component with a choice of five texts. A. Soutter

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
	$77.00 SCIS 1247839

Other reviewed title:
Literature for life. Senior primary program: enhancing social and emotional literacy through the English curriculum SCIS 1247836

Young minds
http://www.youngminds.org.uk/

Designed to assist parents and professionals improve the mental health of children and young people, this website has interesting features. Some of the site information is specific to the UK but much is widely applicable. The Info centre has downloadable leaflets on mental health issues for young people including Alcohol, Drugs and gambling, Anxiety and obsessions, Behavioural problems, Bullying, Eating Problems, and Divorce and Separation. There is a bimonthly magazine with selected articles available online and What we do leads to the Looked after children learning network with an email group designed to facilitate the sharing of good practice. Info for young people answers such questions as How psychosis can affect you and Helping yourself. Site membership is available, but expensive. Some good resources make this a worthwhile site. A. Soutter

USER LEVEL:	Community Professional
SCIS SUBJECTS:	Child psychology; Children–Care and health; Mental health
PUBLISHER:	Young Minds Trust, UK
REVIEW DATE:	31/03/06 [362.20425] SCIS 1253381

Cultural exchange program in schools
http://www.culturalexchange.nsw.edu.au

ABSTRACT
Constructed to facilitate links between NSW schools wishing to conduct a cultural exchange program, this site allows schools to register their interest and Find a partner. Teachers can browse the schools' database to make contact and investigate what other schools are doing in this area. Cultural exchange programs are defined as structured educational experiences which develop student values, skills, and knowledge. Programs aim to build relationships that sustain civic inclusion and community harmony. Why exchange? explains that cultural exchange programs aim to develop in students a greater understanding of Australia's cultural and ethno-religious diversity.

USER LEVEL:	Professional
SCIS SUBJECTS:	Cultural relations; School and community; School students – Social aspects
PUBLISHER:	NSW Department of Education and Training – Multicultural Programs Unit
REVIEW DATE:	31/03/06 [370.117] SCIS 1246682

All prices in the availability statement include GST.

HAYES, D. & MILLS, M. & CHRISTIE, P. & LINGARD, B.

Teachers & schooling: making a difference: productive pedagogies, assessment and performance

Allen & Unwin, 2006
ISBN 1741145716 [371.1]

The assertion permeating this book is that schools and the quality of teacher instruction can make a difference to student achievement. The authors demonstrate how forms of teaching that are respectful and sensitive to individual differences and democratic values can develop creative, innovative and intellectual thinking. Models of authentic assessment are discussed in detail, connecting the theory to practice in the schools used for research. The four dimensions of productive pedagogies, **Intellectual quality, Connectedness, Supportive classroom environment,** and **Working with and valuing difference,** are discussed in detail. The authors show that the quality of teacher instruction can be enhanced by addressing these dimensions. The text also provides some thought provoking discussion about the inequalities of schooling. F. Plummer

USER LEVEL:	Professional
	Paper $37.95

SCIS 1234993
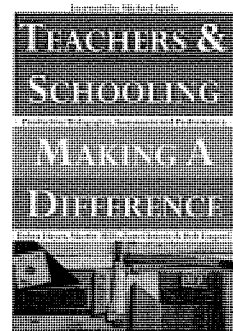
McCOURT, Frank

Teacher man: a memoir

Fourth Estate, 2005
ISBN 0007173989 [371.10092]

McCourt's friendly and colloquial style is used to great effect in this very readable biographical journey in education. Describing his many years teaching in tough and not so tough New York schools, McCourt's descriptions of people and events have a candour that will make English teachers smile. Anecdotes and personalities feature, and McCourt talks primarily and positively about teaching. There is much reference to his Irish childhood, and passing reference to his life as a writer. He uses classroom lessons in writing, literature, and poetry to explain how he learnt about these things along with his students. Several interesting lessons are explained in detail, and we can see there was much experimentation and humour in McCourt's classrooms. C. Thomas

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
	$49.95

SCIS 1249651

Ranting teacher

http://www.rantingteacher.co.uk/
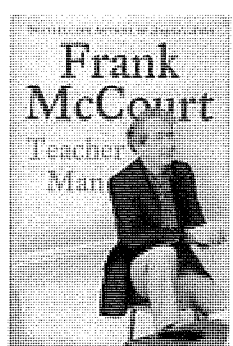
An anonymous UK teacher posts illustrated short observations and opinions about many aspects of teaching on this site. The writer is witty, articulate, perceptive, and humorous, and many teachers will identify with the experiences described. Those who read between the lines will find ideas for their own practice, although this is not a help site. To assess the site's content, read about swearing in **Mind your language,** types of parents in **Meet the parents,** teacher satire in **Goodbye, Mr Chips,** the danger of teachers' blogs in **Teachers in webspace,** and the limited educational value of **Reports.** The nature of the site's humour is wonderfully expressed in **Things you lose when you are a teacher, A novel approach,** and the **Quick quiz.** The author's **Disclaimer** explains the site's rationale. C. Thomas

USER LEVEL:	Professional
SCIS SUBJECTS:	Teachers – Humour; Teaching; Teaching – Humour
PUBLISHER:	Ranting Teacher, UK
REVIEW DATE:	31/03/06 [371.102]

SCIS 1242066

Excellence and enjoyment: social and emotional aspects of learning (SEAL)

http://www.bandapilot.org.uk/pages/seal/index.html

The English government developed the SEAL resource to provide a framework for explicitly promoting social, emotional and behavioural skills, for each year of primary school. All the materials are downloadable from the website, including a booklet of activities for each grade, 44 colour **Photocards** of emotions, resources for **Assemblies,** for families and for staff meetings, and small group activities for students who need extra help. Accessed by **Assemblies,** the seven resourced themes are: **New beginnings; Getting on and falling out; Say no to bullying; Going for goals; Good to be me; Relationships;** and **Changes.** There are ideas for follow up work across the curriculum and exemplary lessons that are designed to promote the SEAL objectives in a range of subject areas. This is the best set of freely available social skills resources on the Internet. A. Soutter

USER LEVEL:	Community Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K–6
SCIS SUBJECTS:	Educational resources; Education, Primary; Emotions – Study and teaching; Social skills – Study and teaching; Values education
PUBLISHER:	Department for Education and Skills, UK
REVIEW DATE:	31/03/06 [372.01]

SCIS 1252854

UNSWORTH, L. & THOMAS, A. & SIMPSON, A. & ASHA, J.

Children's literature and computer based teaching

Open University Press, 2005
ISBN 0335216366 [372.64]

How can English teachers integrate the demands of information and communications technology (ICT) into their teaching programs? This densely packed book gives some practical answers based on research into how children's literature is being electronically repackaged, how children manage electronic communications, and how narrative structures have changed in response to developments in multimedia. It is a thoughtful response to the demands of new syllabuses. In addition to more well-known ways of using computers, such as book raps and electronic texts, the authors give case studies on how students can use interactive learning to develop their understanding of narrative. They outline specific teaching programs and the resources needed for these to work. There is a very useful reference list and a CD-ROM is included. H. Cobban

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English 7–10
	Paper $54.95

SCIS 1239564

SHALE, Erin

How's school?: helping your teenager get the most out of high school

Allen & Unwin, 2005
ISBN 1741146690 [373.18]

Most parents wish that they could do more to help their high school child, but many are at a loss about how to give effective support. This is a useful book to dip into for good ideas. It does not assume that all Australian teenagers are the same, so there are strategies for conservative young people, and for those who are more adventurous. There is a chapter on problem areas of schooling such as bullying, wanting to leave early, and where to find help for the tough times. Comments by experts in the field, parents, teachers, and students offer helpful ideas for overcoming problems. The book offers advice about combining work and school, and it usefully goes beyond the senior years. A. Soutter

USER LEVEL:	Community Professional
	Paper $24.95

SCIS 1225135

Teaching middle years: rethinking curriculum, pedagogy and assessment

/ edited by D. Pendergast & N. Bahr. Allen & Unwin, 2005
ISBN 1741146739 [373.236]

The authors draw on recent research findings and contemporary ideas to stimulate the reader's thinking about productive learning. Curriculum, pedagogy and assessment are integral components of the book and it is reassuring to see the effort to integrate these important elements of education to inform the reading learning process. Some of the complex issues for middle years are addressed with chapters on producing resilient learners, integrating and negotiating the curriculum, learning collaboratively, **higher-order thinking** and managing adolescent behaviour. The links to *Quality Teaching* are explicit, particularly in student-teacher relationships, and there is a balance between research and practical examples. Each chapter concludes with a set of questions to prompt reflection and discussion with colleagues. F. Plummer

USER LEVEL:	Professional
	Paper $45.00

SCIS 1229246

BROWN, T. Pascal

Authentic spoken workplace texts in the classroom

National Centre for English Language Teaching and Research, 2005
ISBN 1741381169 [428.2]

Teachers of ESL will find this book very useful in preparing students for the workplace. Each of the seven chapters focuses on one aspect of real people talking at work. Transcribed texts are the working models used. Every chapter presents a summary of research findings on the topic and suggestions for classroom activities which have been offered by practising teachers. The chapters are well set out and lead the reader through concepts, such as the differences between scripted and authentic texts. The make-up of authentic workplace dialogues is clearly explained. English, ESL and careers teachers should find this resource useful. K. Rushton

USER LEVEL:	Community Professional
KLA:	English; HSIE
SYLLABUS:	English 7–10; Work Studies CEC Stage 6
	Paper $14.95

SCIS 1242324

FEASEY, Rosemary

Creative science: achieving the WOW factor with 5-11 year olds

David Fulton, 2005
ISBN 1843123053 [507]

With an emphasis on student engagement in meaningful activities involving creativity, problem solving, collaboration and discussion, this approach to teaching science requires energy and commitment from the teacher, while promising significant and measurable high quality outcomes for students. The approach shows how Science and English may successfully be integrated, and emphasises the use of ICT in creative and stimulating ways. Some sample lesson plans are included, and each is examined and deconstructed to demonstrate how it encourages creativity. Student work samples and comments illustrate the method in action. The method could be adapted to other KLAs, and it fits well with the NSW *Quality Teaching* framework. Teachers seeking new and exciting ways to improve student outcomes will appreciate this resource. W. Smith

USER LEVEL:	Professional
KLA:	English; SciTech
SYLLABUS:	English K–6; Science & Technology K–6
	Paper $59.95

SCIS 1240769

O'SHEA, Pat

Sensational science: easy experiments with everyday objects

Curriculum Corp., 2005
ISBN 1863667903 [507.8]

ABSTRACT
There are 34 topics and over 50 experiments in this book, including **Bouncing balls, Optical illusions, Rainbows** and **Seed growth,** offered in a reproducible format. Aims, materials needed, background information, safety advice and instructions are provided for each experiment, and an icon suggests whether the experiment should be completed individually, by a group of students, or as a class. The required equipment is readily available or easily purchased, and each step in the experiment is explained, often with a black and white graphic or diagram support. The focus of each experiment is for students to design, test, observe and evaluate. Questions are posed throughout each experiment and space is provided for students' written responses.

USER LEVEL:	Professional
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
	Paper $34.95

SCIS 1227181

All prices in the availability statement include GST.

Language arts: advertising awareness
http://www.teachingonline.org/ADVERTISING.html

A succinct and creative advertising unit, this resource looks at the language, processes and social aspects of advertising. The unit is in five discrete parts. It uses a simple linear layout with one colour and minimal pop-ups. Multiple headings describe practical lesson ideas and activities which are certain to engage students. Lessons are thoughtful, realistic and more attuned to the realities of the classroom than online lessons tend to be. These ideas are workable and worth doing, with a strong focus on developing student awareness. In particular, they examine types of media, targeting an audience, purpose, and getting students to discern such things as the difference between fact and opinion. The final part involves creating an advertising campaign for a locality, and this could be useful for a joint History/English site study in Year 7. C. Thomas

USER LEVEL:	Professional
KLA:	English; HSIE
SYLLABUS:	English K–6; English 7–10; History 7–10
SCIS SUBJECTS:	Advertising – Study and teaching; Classroom activities; Marketing – Study and teaching
PUBLISHER:	S&S Publishing, NZ
REVIEW DATE:	31/03/06 [659.107] SCIS 1254493

Art & learning to think and feel: a growing online book of ideas, innovation and inspiration for teachers and parents
http://www.goshen.edu/art/ed/art-ed-links.html

Attention all primary teachers wanting support in teaching art, this site is for you! There are clearly organised sections, from designed learning activities for older students based around specific materials like Ink wash drawings: developing, through to developing preschool based activities such as Scribbling on the wall and Kids and clay, which touch on child development and psychology. Working safely with art materials, Thinking with clay, and Teaching drawing to children, are examples of the wide choices available. The activities would be a great start for teachers who feel intimidated by the practical nature of this subject, with some tasks offering references to specific artists and artworks which could be viewed in conjunction with the practical task. How to plan art lessons is an excellent springboard for developing teaching and learning ideas to achieve outcomes in the Creative Arts K–6 syllabus. N. French

USER LEVEL:	Community Professional
KLA:	CA
SYLLABUS:	Creative Arts K–6
SCIS SUBJECTS:	Art – Study and Teaching; Thought and thinking – Study and teaching
PUBLISHER:	Goshen College, USA
REVIEW DATE:	31/03/06 [707] SCIS 1250936

Film Education
http://www.filmeducation.org

A valuable and up-to-date resource for teachers of film and media, this site provides study guides and worksheets for primary and secondary classrooms. Access the Film library to find many comprehensive pdf guides on films such as Whale rider, Finding Nemo, and Wallace and Grommit. These are excellent guides with thoughtful material and interesting visuals. Generic study guides, in Free resources, are also useful, and these look at film topics

beyond the study of a single film. Topics include animation, an introduction to genre, Shakespeare, and Hitchcock. The resources and concepts of this site mainly, but not solely, relate to the teaching of English. Mathematics teachers for example, may find the study guide for Cinema and maths to be useful. J. Webber

USER LEVEL:	Professional
KLA:	English; Mathematics
SYLLABUS:	English K–6; English 7–10; English Stage 6; Mathematics K–6
SCIS SUBJECTS:	Film making – Study and teaching; Films – Study and teaching
PUBLISHER:	Film Education, UK
REVIEW DATE:	31/03/06 [791.4302] SCIS 1217911

HEFFERNAN, John
Heads for tales: a creative writing kit

Scholastic, 2005
ISBN 1865049050   [808]

After introducing himself, John Heffernan sets out to encourage young writers to use the power of words to reveal their imaginative worlds. Teachers are given a series of exercises to nurture the author's abilities of storytelling and writing, generating ideas, planning a story, developing characters, authentic dialogue and description, developing the ability to ask questions, flesh out an outline, and developing an empathy and understanding of their characters. Heffernan's introduction, three examples of his writing and his thoughts about each piece are included in the book and on the CD. The CD gives the activity a personal touch and offers teachers a useful tool to stimulate and expose their students to the author's ideas. N. Chaffey

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6
	$25.95 SCIS 1237618

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TUNICA, Mandy
A passion for poetry: practical approaches to using poetry in the classroom

Primary English Teaching Association, 2005
ISBN 1875622616   [808.107]

Aptly named, this resource caters for all teachers of poetry, whether in primary or secondary school environments, and offers a refreshing and creative approach to both the teaching and learning of poetry. Each of the six chapters explores an aspect of poetry including the value of teaching poetry, the language of poetry, the demystification of poetry, types of poems, and the reading and writing of poetry. As well as fabulous teaching activities, the book is also filled with poems, frames for creating individual poems and suggestions for follow-up work. This resource will inspire both teachers and students alike to enjoy poetry from the
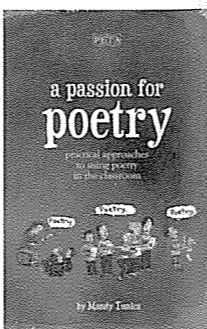
point of view of a reader and a writer, and is well worth having in a professional collection. J. Adnum

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10; English Stage 6 Paper $32.00 (non-members), $22.00 (members) SCIS 1240775

Literacy and Numeracy resources

The NSW Literacy and Numeracy Plans underpin 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 Plans.

Recipes for success in literacy [series]

Curriculum Corporation, 2005

ABSTRACT
Fairytales & picture storybooks has a one page version of each fairytale. The book is organised into themes: heroes and villains; being alone; under a spell; and lost and found. The picture books are Custard the dragon, Old Ridley, The river, and Verdi. In Values and days of recognition, values such as confidence and zest are presented on activity sheets. Days of recognition include NAIDOC week, Clean up Australia Day, and the Melbourne Cup. For both texts, resource sheets provide background information. Activities usually involve group work with an increasing complexity. Tasks include viewing, writing, speaking and listening, reading, language conventions and ICT. Student self-evaluation and teacher overviews are built into each chapter.

USER LEVEL:	Stage 1 Stage 2
	$36.95 each

Reviewed titles in this series:
Fairytales and picture storybooks   SCIS 1178370
Values and days of recognition   SCIS 1178378

Spelling with the Spellits
http://www.bbc.co.uk/schools/spellits/

Based on a BBC TV series, using Flash and sound, Spelling with the Spellits offers spelling challenges embedded in a narrative. Users collect clues to solve a narrative problem. The activity includes sections on visual and phonological skills, seeing little words in big words, word families, syllables, and using mnemonics. Spelling with the Spellits offers strategies that support the spelling approach espoused by Focus on literacy: spelling and the English K–6 syllabus. Although there are some disconcerting aspects such as the patronising tone, the accents and the occasional laborious approach, these are counterbalanced by instant approval of correct answers, segments for parents and teachers and strategies offered to students. As an adjunct to developing spelling strategies, it is worth consideration. M. Davis

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	English language; Spelling
PUBLISHER:	BBC, UK
REVIEW DATE:	31/03/06 [428.1] SCIS 1251468

Australian Mathematics Trust
http://www.amt.canberra.edu.au/

A succinct and user friendly resource, this website will advise users seeking information on challenge events for students in Years 5–10 in Mathematics, Science, and computing. There is a generous provision of quality challenging resources, including warm-up tests, question downloads, a training site, criteria, and sample problems. Site resources are very suitable for gifted and talented students, and extension work. Details and criteria are provided for the Westpac, Olympiad, and Informatics competitions. In Activity, students' programming skills can be identified in Informatics, and this is useful for international team representation. Excellent links include computer programming tasks for students, mathematic and academic links with discussion papers, and a downloadable publications catalogue of books on mathematical enrichment, pedagogy, tests and solutions. M. Gary

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Mathematics; Science; SciTech
SYLLABUS:	Information & Software Technology 7–10; Mathematics K–6; Mathematics 7–10; Science & Technology K–6; Science 7–10
SCIS SUBJECTS:	Computer programs – Problems, exercises, etc; International Mathematical Olympiad; Mathematics
PUBLISHER:	Australian Mathematics Trust
REVIEW DATE:	31/03/06 [510] SCIS 1253924

Numeracy in the news: overview of site
http://ink.news.com.au/mercury/mathguys/mercury.htm

Using 300 newspaper articles, this site provides a meaningful basis for student investigation and classroom discussion of numeracy and hence, Quality Teaching. Teachers will find it well worth their while to read the site's excellent introduction. Articles have a range of basic and advanced numeracy questions which will stimulate discussion and provide a resource pool of questioning techniques for teachers. Articles are accessed by publication date and topics such as social issues, gender, health, and diet. Questions lead students to think about such things as fractions, ratios, and unit conversions. A teacher spreadsheet maps hyperlinked articles to

strands, topics and Years for efficient teacher planning, and the middle school teaching suggestions are especially useful. Topics are usefully cross-referenced beyond the Mathematics curriculum, making the resource useful for joint units of Year 7 acclimatisation classes. M. Gary
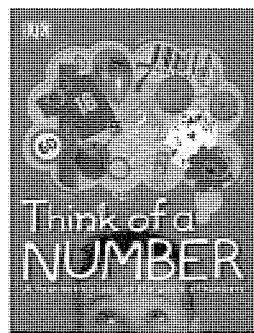
USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Mathematics
SYLLABUS:	Mathematics K–6; Mathematics 7–10
SCIS SUBJECTS:	Numeracy – Study and teaching
PUBLISHER:	News Limited, Australia
REVIEW DATE:	31/03/06 [513.07] SCIS 1253899

BALL, Johnny

Think of a number

Dorling Kindersley, 2005
ISBN 1740334655   [793.74]

Logical organisation and clear presentation are features of this interesting book, which emphasises the impact of numeracy and mathematical language on everyday life. Visually appealing, its colourful, glossy pages complement some fascinating facts about numbers to keep the reader interested. Mathematics has had a role to play from tribal life and counting, through the ancient civilisations and systems for writing and measurement, up to chaos theory. Topics covered include the Fibonacci sequence, golden ratio, pi, infinity, googol, Pascal's triangle, Euler's rule, puzzles, chance, fractals, logic, illusion, symmetry, and 2D shapes. Including a **Who's who?** of famous mathematicians, and **Top tips** for mental computation shortcuts, this resource offers excellent explanations of some difficult concepts. S. Hinton

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	HSIE; Mathematics
SYLLABUS:	HSIE K–6; History 7–10; Mathematics K–6; Mathematics 7–10
	$29.95 SCIS 1235504

COLLIS, Katy

All you need to teach [series]

Macmillan Education Australia, 2005

Teaching tips, text models, assessment rubrics, student checklists, joint construction activities, and worksheets for primary classrooms can be found in this series. Student checklists are an excellent way for learners to make sure that they have included the necessary criteria expected of a particular style of writing. A feature of these books is the exploration of structural elements and language. Students read a model and then identify the particular features of that text before they begin to write. At each stage of this process, excellent worksheets, which are visually stimulating and suitable for students at the targetted Stage, are available. The text recognises but does not work with the reality that most texts are combinations of these pure text models. J. Adnum

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K–6
	Paper $32.95 each

Reviewed titles in this series:
All you need to teach nonfiction text types. Ages 5-8: discover, explore and write nonfiction   SCIS 1242315
All you need to teach nonfiction text types. Ages 8-10: discover, explore and write nonfiction   SCIS 1242314
All you need to teach nonfiction text types. Ages 10+: discover, explore and write nonfiction   SCIS 1242312

Let's read fantasy

Curriculum Corporation, 2005 (Wizard ideas)
ISBN 1863667970   [808.3]

ABSTRACT
Written to capitalise on the interest aroused by Harry Potter, this book provides a wide reading program for exploring fantasy. There are eight units: children who seem ordinary but are extraordinary; good vs. evil; magic; other worlds; tiny creatures; girl power; animal adventures; and fantasy. Each unit contains a graded reading list, teaching strategies, and three reproducible worksheets. The resource provides ideas for reading aloud, independent reading, contracts, things to do after reading, and activities to encourage thought, with an emphasis on character. It provides synopses to assist students in choosing a book to read. Blackline masters include a character web, a film review, designing a home page for an author, and researching mythical creatures.
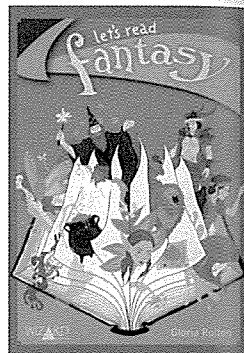
USER LEVEL:	Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–6; English 7–10
	Paper $34.95 SCIS 1215242

Zigzag [series]

Evans, 2005

Frequently used sightwords follow a repeated structure of simple sentences to engage emergent readers in this series, and colourful illustrations support meaning in *The cat in the coat*. Providing practise for sound recognition, the format allows for the use of meaning and structural and visual cueing strategies, to achieve reading success. *The disappearing cheese* and *Terry the flying turtle* introduce more difficult vocabulary and varied sentence structures. With only one or two sentences per page, and extensive picture support, these books encourage the use of a variety of decoding and predicting strategies, without overwhelming the early reader. Each book includes dialogue and quirky scenarios, with an interest level and attractive presentation to appeal to students learning to read. C. Keane

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

Reviewed titles in this series:
The cat in the coat   SCIS 1226568
The disappearing cheese   SCIS 1226572
Terry the flying turtle   SCIS 1226569

Picture books

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

ALLEN, Pamela

Where's the gold?

Viking, 2005
ISBN 0670028444

Another winner for Allen fans, this is a jolly little story about pirates seeking gold down a dark, damp, dirty hole only to find that gold, as in sunshine, is already abundantly available to them above ground. In traditional Allen style, the narrative unfolds in poetic language with an abundance of prepositions, alliteration, onomatopoeia, rhyme, rhythm, repetition and opportunity for prediction and interaction, all of which make for a rich and entertaining sharing experience. Included in the lively illustrations are a couple of small peep holes to add to reader anticipation of what might be found on the next page. What more can be asked of a picture book for the very young? B. Richardson

USER LEVEL:	Early Stage 1 Stage 1
	$24.95 SCIS 1234538
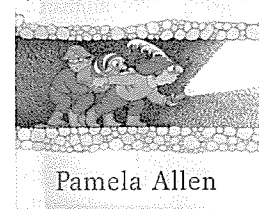
ARGENT, Kerry

India the showstopper

Allen & Unwin, 2005
ISBN 1865085960

India is the star of the circus until Oswaldo the Magnificent comes along to help the management increase audience numbers. This beautifully illustrated, large format picture book looks at friendship, humility and the acceptance of change in a funny and entertaining way. Students will enjoy the humour and relate to the colourfully drawn characters. This resource would be a useful supplement for PDHPE activities based around interpersonal relationships. The vibrant illustrations will support a modelled reading session, ensuring audience engagement with the text, and will also provide an excellent base for the explicit teaching of features of narrative texts. R. Parnis

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English; PDHPE
SYLLABUS:	English K–6; PDHPE K–6
	$24.95 SCIS 1238043

BLAND, Nicholas

A monster wrote me a letter

Scholastic Australia, 2005
ISBN 1865046019

A misdirected letter sets the scene for an unusual meeting between a monster and a young boy. The rhyming text tells the delightful story of their preparations for a day of play at the boy's house, and their concerns about making the right impression. Captivating illustrations enhance the written text, and each full page black and white picture includes a splash of primary colour. Ideal for reading aloud, the narrative beckons a young audience to supply the rhyming word to complete each couplet. The story could be used to promote discussion about catering for the needs of others and people's similarities and differences. The unexpected ending provides more humour in this refreshingly different picture book. C. Keane

USER LEVEL:	Early Stage 1 Stage 1
	$19.95 SCIS 1233768

BROEKSTRA, Lorette

Hugo the life saving sailor

Allen & Unwin, 2005
ISBN 1741146143

Bright, labelled endpaper maps welcome readers to this lovely picture book. Differences between the front and back page endpapers provide a stimulus for discussion. Enjoyable plays on words also appear in the names of some animal characters, for example Mr Rhinehart the rhinoceros and the Monkmans, a family of monkeys. Hugo, a stylised elephant, is sailing in his little boat when a storm erupts. After the storm has settled, a small penguin is stranded offshore. Hugo scours the horizon in all directions (compass points are featured), and is then able to perform a rescue. Innovative formatting of text and lively language combine to make this a story that youngsters and adults will enjoy. A. Beedles

| USER LEVEL:	Early Stage 1 Stage 1
	$24.95 SCIS 1222912
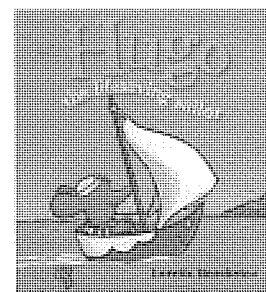
CHRISTIAN, Chardi & BLACKWOOD, Freya

The selkie and the fisherman

Hachette Livre, 2005
ISBN 0733617336

The ancient classic tale of the fisherman who steals a selkie's skin so that he can keep her with him, is beautifully retold in this impressive picture book. Hauntingly realistic illustrations are readily complemented by the simple, at times repetitive, text. The young fisherman has to learn a lesson about love and freedom and, with some gentle guidance from his wise mother, he eventually realises that to truly experience love it must be freely given. Finally giving the selkie back her seal skin, which allows her to return to the sea, he is ultimately rewarded when she returns to him of her own free will. This is a delightful tale, which will appeal to readers who enjoy bright, colourful and imaginative stories. J. Eade

| USER LEVEL:	Early Stage I Stage 1 Stage 2
	$27.95 SCIS 1233271
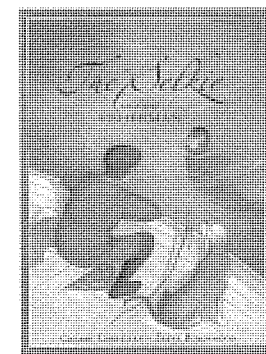
CLEMENT, Rod

Louisa May Pickett: the most boring person in the class

HarperCollins, 2005
ISBN 0207200297

Moving schools changes the dynamics and identity with which we are familiar. This scenario allows the reader to explore the effects of competition and peer pressure within the classroom, while having fun with the daily show and tell session. In her own words, amidst the attention seeking extremes students go to to outdo each other, the diary entry format of this picture book poignantly charts the changes in our heroine's self perception. Ultimately, slowing down and being comfortable with oneself is best, in a world where pseudo is best the imposed stress of accumulated goods and experiences. This resource has value for activities requiring a diary text type, and for mental health and values awareness. N. Chaffey
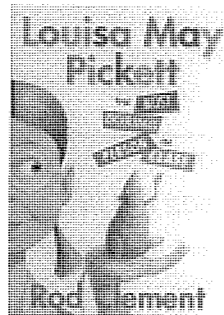
USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English; PDHPE
SYLLABUS:	English K–6; PDHPE K–6
	$24.95	SCIS 1237691

CREW, Gary

The mystery of Eilean Mor

Lothian, 2005
ISBN 0734407955

Pitched at older readers, this picture book tells the story of a haunted lighthouse on the Outer Hebrides isle of Eilean Mor. Enhanced by the sombre illustrations of Jeremy Geddes, the enigmatic tale becomes more and more chilling. Why did the light go out and what happened to the lighthouse keepers? A close reading of both print and visual texts may lead to the development of a theory to help resolve the disturbing mystery. Realistic illustrations drift into nightmarish images as the narrative transgresses the rational realm. The lighthouse looms ghostlike throughout much of the visual story, and an eerie, white light illuminates predominantly dark scenes. An excellent choice for teaching visual literacy in senior classes, this is sure to promote a depth of thoughtful analysis and discussion. C. Sly

| USER LEVEL: | Stage 4 Stage 5 Stage 6 |
| | $27.95 | SCIS 1233299 |

CRIMI, Carolyn & MANDERS, John

Henry & the buccaneer bunnies

Candlewick, 2005
ISBN 0763624497

Henry, the son of a tough pirate, lives on a pirate ship. The only problem is that Henry likes to read books instead of undertaking all the swashbuckling duties the other pirates want him to do. In true hero fashion, Henry's reading saves the day when a terrible storm wrecks the pirate ship. This large format picture book will have great appeal to young students. It has bright, humorous illustrations of pirate life and oddly dressed buccaneer bunnies. Pirate sayings are interspersed throughout the simple narrative text. The message of the value of reading and gaining of knowledge is one well worth passing on. R. Parnis

| USER LEVEL: | Early Stage 1 Stage 1 |
| | $27.95 | SCIS 1231894 |

DUBOSARSKY, Ursula & MACKINTOSH, David

Rex

Viking, 2005
ISBN 0670042269

Bold, cartoon style illustrations featuring lively, animated characters, complement and imaginatively extend the deceptively simple yet carefully honed written text in this appealing, child-centred picture book. Every day, someone in the class gets to take Rex, the pet chameleon, home. Accounts of what happens to Rex during each visit, both in reality and in the children's imaginations as implied through the illustrations, provide highly amusing and entertaining reading. This is an ideal book for sharing and stimulating creative and imaginative responses. Children will love anticipating and interacting, chortling and commenting on all of Rex's real and imagined adventures, and they will be keen to respond to the narrator's query of what they would do if Rex visited them. B. Richardson
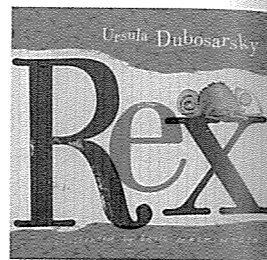
| USER LEVEL: | Stage 1 Stage 2 |
| | $24.95 | SCIS 1234535 |

GRANT, Joan & CURTIS, Neil

Cat and fish go to see

Lothian, 2005
ISBN 0734407718

Close companions, Cat and Fish, decide to discover where waves go, but they are swept away in a storm. Twelve wise owls and a sea eagle give them advice that leads Cat and Fish to discover what makes their friendship so unique and complementary. In this impressively illustrated sequel to Cat and fish, illustrator Neil Curtis uses a variety of intricate black and white techniques, reminiscent of the printed engravings of a hygone era. He has created bold shapes, patterned backgrounds, half tones and negative spaces that are as interesting as his renditions of the picture book's main characters. A delightful gatefold page and appealing book design add to the total package. I. McLean

| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 |
| | $27.95 | SCIS 1237819 |

GRAVETT, Emily

Wolves

Macmillan Children's, 2005
ISBN 1405050829

This gem of a picture book is not to be missed. Join rabbit as he delves into his library book on wolves. Anticipation becomes consternation as awareness grows that Rabbit is being drawn right into the pages and into real danger as wolf facts about dinner choices become, for him, a fictional reality. Fortunately there is an alternate ending for the squeamish. Creatively packaged, this original, wittily clever book combines fiction with fact, providing an engaging, and informative read from its tantalising title page to amusing last page, complete with a library overdue notice. Space, colour and perspective are used optimally in superb illustrations, which feature drawing, painting, collage, and pull-out items. They provide a sophisticated foil for the spare text. B. Richardson
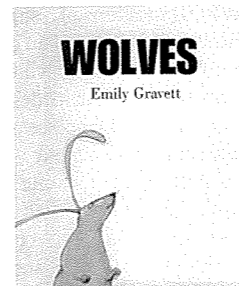
| USER LEVEL: | Stage 2 Stage 3 |
| | $26.95 | SCIS 1236713 |

HAWKINS, Tracey & STEWART, Chantal

Max meets a monster

New Frontier, 2005
ISBN 1921042362

Clever and colourful illustrations will grab the attention of young readers as they share Max's night time adventure, searching for the cause of the scary sounds he hears at his grandfather's house. At every turn another object comes to life, as the illustrator cleverly arranges everyday objects to give an illusion of a face. The first ever sleepover for a child can be frightening. This book would be useful to read to those about to embark on their first school camp. The punctuation provides a good model for writers, as does the use of onomatopoeia. This entertaining picture book will provide a great deal of joy when read aloud to a young class. A. Arnott

| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 |
| | $24.95 | SCIS 123769 |

HEFFERNAN, John & SHEEHAN, Peter

The island

Scholastic, 2005
ISBN 1865048135

Messages about humans, their preoccupation with work and business concerns, along with their often unappreciative attitude to the joys and beauties of their environment and the happiness to be derived from it, are strongly implied in this sophisticated picture book. The blind urchin, who sleeps under the stars, is in tune with nature and, for a short while, he enables the people of the island to share his enjoyment of a magnificent sea monster. Without thinking about the consequences of their actions, the people capture the creature in the hope of keeping it forever. In response, the boy helps it escape, which leaves the people unhappy once again. Colourfully expressive illustrations and a simple narrative combine in a story that would be useful for initiating discussions on human society, happiness, environmental awareness and conservation. B. Richardson

| USER LEVEL: | Stage 2 Stage 3 |
| | $27.95 | SCIS 1233297 |

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HORNSEY, Chris & PERKINS, Gwyn

Why do I have to eat off the floor?

Little Hare, 2005
ISBN 1921049022

Dog lovers will be amused by the antics of a small but precocious dog that is determined to be treated as a human. Understated text and softly coloured black line sketches are cleverly aligned in a question and answer format, which exaggerates the misdeeds of the dog and highlights the patience of its owner, a young girl. Each question is presented in italicised font to represent the dog's desires, while the opposite page showcases its implausible daredevil stunts in a colourful full page spread. The girl's controlled responses are reminiscent of those uttered by patient, loving parents responding to a persistent child. The climax satisfies and the coda revisits sensible rules for a peaceful life. This whimsical picture book will delight newly confident readers. C. Keane
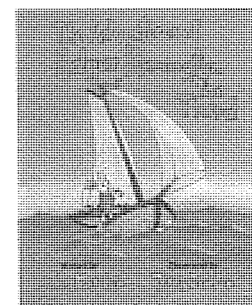
| USER LEVEL: | Stage 1 |
| | $29.95 | SCIS 1237699 |

MORETON, John & DENTON, Terry

The adventures of Edgar Remington the Third

Working Title, 2005
ISBN 1876288639

Edgar the white rabbit sets off on a voyage of discovery to find a new home on the other side of the world. In his eagerness, Edgar realises he has set sail without a compass, making his journey a perilous one. During his adventure, Edgar meets Sunshine the zebra, and they brave a terrifying storm together. The text is imaginative and descriptive, and would make an excellent read aloud narrative. Denton's illustrations beautifully support Moreton's story, adding an empathetic dimension overall. The picture book concentrates on the power of friendships, and specifically supports the PDHPE K–6 Strand: Interpersonal relationships. D. Croker

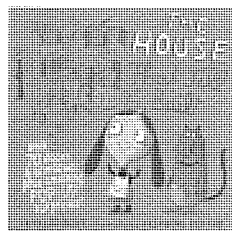| USER LEVEL: | Stage 1 Stage 2 |
KLA:	English; PDHPE
SYLLABUS:	English K–6; PDHPE K–6
	$26.95	SCIS 1220689

ROOT, Phyllis & DURAND, Delphine

The house that Jack built

Walker, 2005
ISBN 0744573254

Jill's house, originally built for herself and her cat, expands at an alarming rate as she finds herself inundated with visitors like Little Jack Horner, Old Mother Hubbard, Little Bo Peep and more, all of whom request special rooms with corners and cupboards and extra space. Finally, Jill has had enough and builds herself a new house.

The appeal of this picture book extends beyond its probable targeted audience of pre-schoolers. While the subject matter is derived from well-known nursery rhymes and stories, the inventive approach, and brightly hued illustrations invite close inspection. Delightful characters, sly humour and surprises, hidden behind a host of opening flaps and in pop-up pages, will ensure that older readers are also captivated. B. Richardson
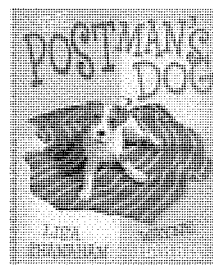
USER LEVEL: Early Stage 1 Stage 1
$27.95
SCIS 1235524

SHANAHAN, Lisa & HARRIS, Wayne

The postman's dog

Allen & Unwin, 2005
ISBN 1741142520

Charlie is a cheerful postman whose life is enriched by daily encounters with an array of Australian multicultural friends and their dogs. He shares his experiences with his wife, until she suddenly dies, and the bright summer days of friendship turn into autumn days of sadness. These wonderful illustrations would be useful for a visual literacy study, and using the story's apt descriptive language, there is a wonderful use of adjectives from which to build understanding and perhaps a word bank. Blue skies begin to return when Charlie gets a dog as a companion, and some lovely bonding moments are depicted. The dog presents a problem though, and the complication is solved in a positive resolution. D. Johnston

USER LEVEL: Stage 1 Stage 2
$29.95
SCIS 1235281

THOMPSON, Colin & MOULD, Chris

Gilbert goes outside

Lothian, 2005
ISBN 034408765

Like its predecessor, this latest instalment in the adventures of a fat, ginger cat contains the author's familiar sly humour and word play. The single human character is almost kept out of sight, as the picture book's focus is Gilbert. Energetic and idiosyncratic illustrations by Chris Mould convey the cat's reluctance and confusion, elaborating and extending the mood and feeling. The surprise ending will confound expectations on first reading. Light-hearted as it is, the book offers an opportunity for discussion about personal fears and security, bullying, and personal strategies for coping in new and potentially frightening situations. Readers will enjoy sharing Gilbert's adventures in the unfamiliar outdoors. W. Smith

USER LEVEL: Early Stage 1 Stage 1 Stage 2
$27.95
SCIS 1233300

WILD, Margaret & BENTLEY, Jonathon

The little crooked house

ABC, 2005
ISBN 073315828

In a colourful rendition of the traditional nursery rhyme, this picture book follows the adventures of the house as it leaves the unsettling locations of a shaky railway, windy sand dunes, and an overflowing river. Young readers will enjoy the onomatopoeia which describes the transitions from place to place. Exuberant watercolour caricatures lead from one chaotic scene to another, until the crooked little house comes to rest in the comfort and security of a safe and friendly suburban neighbourhood. Suitable for modelled and guided reading for younger readers, this rhyming text could be read as a sequel to the basic nursery rhyme, and it could stimulate creative work with other nursery rhymes. D. Johnston
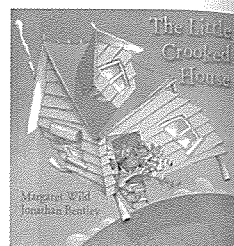
USER LEVEL: Early Stage 1 Stage 1
$27.95
SCIS 1235518

WILLEMS, Mo

Knuffle bunny: a cautionary tale

Walker, 2005
ISBN 1844280594
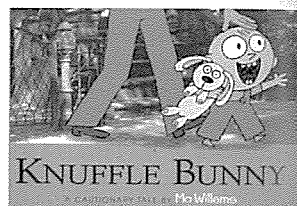
In this unique picture book, we are confronted with a tale about young Trixie, her dad and her favourite toy, Knuffle Bunny. The combination of expressive, colourful cartoon drawings against a background of black and white photographs of Brooklyn, greatly enhances the appeal of this cleverly written, amusing story. On the way home from the laundromat, Trixie suddenly realises that something is wrong. Although she tries valiantly to tell her father the problem, all of her words are expressed in baby language. Only when they finally return home to mum is the mystery solved, and Trixie utters her first words. This captivating story is so realistic that it is easy to quickly become comfortable with it. J. Eade

USER LEVEL: Early Stage 1 Stage 1
Paper $14.95
SCIS 1229815

Fiction for younger readers

Resources are arranged alphabetically by author.

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

ADAM, Margit

Ellie and Tess and the lost letter

Penguin Books Australia, 2005 (Puffin)
ISBN 014330173X

Ellie and Tess return from China to their outback home where a variety of typical farm chores and experiences await them, including playing in the chook pen, dressing up in mum's bedroom, and rescuing a baby magpie near the creek. When a friend from China comes to visit there are many humorous incidents and games. The book has the styling and language of an old fashioned girl's own adventure story, with Chinese style drawings illustrating a rich variety of Chinese traditions. The book will provide enjoyment for young independent readers, and could be useful cultural and linguistic support for the *Chinese Years K–10 syllabus*. D. Johnston

USER LEVEL: Stage 2
KLA: English; HSIE
SYLLABUS: Chinese K–10; English K–6
Paper $14.95
SCIS 1222891

BRAZEL, Janette

Hector the protector

Limelight, 2005 (Little stirrers)
ISBN 0975708007

Young Hector has just declared himself a superhero and has created a rather bizarre, embarrassing costume to reflect his dubious new super powers, which include dog taming, spewing, producing girl repellant body odour and superior mud flinging abilities. Only one thing can stop him: deodorant! Heroic, resilient, and supremely confident, Hector must take on Iggy Crud and the notorious juvenile bullies of Drain Place, who have captured Crackle the dog. Although there is an overabundance of scatological jokes and smelly bodily functions in this story, it is quite engaging and often very funny. Sections of the narrative would lend themselves to a readers' theatre style of presentation. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper $9.95
SCIS 1226015

CAISLEY, Raewyn

Top marks

Lothian, 2005
ISBN 0734407912

Jack is the star player in his AFL team. His brother Tom has already made the big time, playing professionally for Collingwood. Jack's grandfather steps in as the team's coach, and this creates many problems for Jack, especially when he finds himself sitting on the bench for a great deal of the season. For lovers of sport, this straightforward novel will satisfy as an enjoyable reading experience, while it imparts values such as honesty, trust, and community spirit. The narrative strongly promotes the positive aspects of being part of a team. A glossary explains AFL sporting terms. K. McCulloch

USER LEVEL: Stage 3 Stage 4
Paper $14.95
SCIS 1229602

CLARK, Margaret

The worst nurse

Penguin Books Australia, 2005 (Puffin) (Aussie bites)
ISBN 0143302094

Set during medieval times, this quirky story will capture the attention of readers who revel in tales of early inventions and old fashioned lifestyles. Beth is the niece of Old Hetty, a respected medieval healer. The secret art of healing had been passed down through generations and, when Hetty is injured, Beth, who would rather heal animals, is fearful of handling her aunt's gruesome remedies. An unexpected solution provides an entertaining staging of events, and the resolution will satisfy readers. The author successfully refers to modern inventions to highlight differences in lifestyles and inject humour into the story, while at the same time imparting some knowledge. Illustrations also add a touch of humour. The importance of writing, and clear communication, are themes which are explored in this engaging text. A. Arnott

USER LEVEL: Stage 2
Paper $11.95
SCIS 1230463

EDWARDS, Hazel

Muscles

Lothian, 2005
ISBN 0734406983
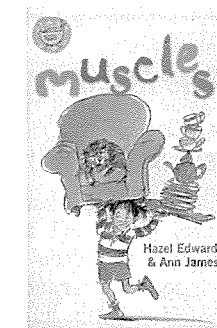
Each of the 26 children in a sporty family is named after a different letter of the alphabet, which provides the framework in this hilarious story in which the weightlifting heroine, Zoe, is the youngest. When Zoe's brothers and sisters write to say they are now coming home after travelling the world, her parents despair as to where they will all fit. However, their problem is quickly solved when they are left an old guesthouse with over 100 bedrooms, or so they thought! With the help of her weightlifting and thinking skills, and her ability to train the house cat, Muscles, Zoe eventually helps to save the day. Sports mad readers will thoroughly enjoy this story. J. Eade

USER LEVEL: Stage 2 Stage 3
Paper $10.95
SCIS 1233468

GWYNNE, Phillip

Born to bake

Penguin Books Australia, 2005 (Puffin) (Aussie bites)
ISBN 0143302264

Rick Bickworth thinks he is average at school, until he discovers his talent for baking. Rick's mother thinks that his first solo baking effort is only fit for the chooks, as he has adjusted the recipe. Rick's classmate and playground enemy, Sumo, eats the cake instead, declaring it the best cake he has ever eaten. So begin Rick's problems, as he struggles to satisfy his need to bake while not upsetting his mother. There is a lovely familial resolution. The book has a lively, descriptive text and a humorous plot which would be suitable for a range of reader abilities and guided reading activities. The text also suits reading aloud as a serial. D. Croker

USER LEVEL: Stage 3
Paper $11.95
SCIS 1235057

HELIDONIOTIS, Kathy
Horse mad summer
Otford, 2005
ISBN 1876928182

Here is a refreshingly Australian horse story, which also involves the value of true friendship. Ashleigh now lives in the country where she belongs to the Shady Creek Riding Club, which allows her to indulge her passion for horse riding. Anticipating wonderful shared experiences when her friend, Jenna, arrives from the city, Ashleigh struggles to unite her two best friends, and numerous adventures have to be dealt with before the story finally reaches a satisfactory conclusion. These include lost horses, bushfires, an unpleasant group and the Cross Country Riding Championships. As extremely well written book, it is sure to be enjoyed by readers interested in this genre. J. Eade

USER LEVEL:	Stage 2 Stage 3	
	Paper $14.95	SCIS 1217706

KATZ, Danny
Little lunch
Black Dog, 2005
ISBN 1876372842

Three short stories featuring ordinary kids being themselves in the school playground and experiencing everyday routines and exaggerated incidents are the focus of this book. The peer group hangs out together and helps each other at school, while trying to make sense of the little things that matter in life among friends. The characters reflect the demographic of contemporary Australia, particularly that of larger urban communities, and, although the setting and routine are familiar, the storyline develops twists that spice up the story and resolve the complications with attitude and flair. Entertaining and amusing, the stories have all the elements required to interest readers needing support, including Mitch Vane's black and white, cartoon style illustrations. N. Chaffey

USER LEVEL:	Stage 2 Stage 3	
	Paper $9.95	SCIS 1237574

MACLEOD, Doug
Leon Stumble's book of stupid fairytales
Working Title, 2005
ISBN 1876288663

Do not be misled by the title, this collection of fractured fairytales is sure to be a favourite with students and adults. Whacky interpretations of traditional fairytales, with hilarious twists on the originals and some innocent toilet humour, form the content of this entertaining book. *Cinderolla* is the robot daughter of scientists, and needless to say, at the prince's ball, one of her wheels falls off at midnight. With other offbeat variations, such as *The princess and the peg* and *The sappy prince*, this deadpan humour will especially be appreciated by gifted and talented students. The stories are enhanced by an entertaining smattering of quirky illustrations. D. Johnston

USER LEVEL:	Stage 3 Stage 4 Stage 5	
	$14.95	SCIS 1237762

McCARTNEY, Paul & DUNBAR, Geoff & ARDAGH, Philip
High in the clouds
Faber, 2005
ISBN 0571225012

Paul McCartney has embedded his love of animals and nature into this visually appealing book. Animals are forced to leave their woodland home owing to its destruction by wicked Gretsch and her dreadful factories. They move to Megatropolis, but really yearn to find the animal utopia, Animalia. Soft and misty endpaper sketches are contrasted by colourful cartoon cell graphics, which support the written text and could stimulate interesting discussions on visual literacy with older students. Friendship, cooperation and hope drive the main characters to rescue the enslaved animals from Grestch's clutches and reach Animalia. The combination of action and adventure, humour, good versus evil, conservation issues, and engaging illustrations ensure a wide appeal. A. Beedles

USER LEVEL:	Stage 2 Stage 3 Stage 4	
	$29.95	SCIS 1240470
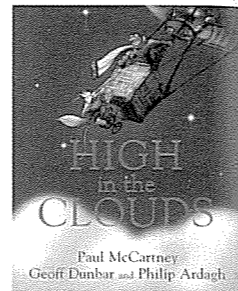
Meg & Mog [series]
Ladybird, 2005
ISBN 1844225496

A smaller, hardcover version of the well-known paperback, this series is based on TV episodes. It has a traditional format with bright, colourful backgrounds and large, accessible font. The stories are delightful, and the central characters of Meg, Mog and Owl are represented as simplistic cartoon characters. *Meg's fancy dress* features an episode where Meg is off to a fancy dress party and every outfit she tries leads to disaster when fierce creatures appear. A twist at the end reveals who these creatures really were. In *Mog in charge*, strange, magical events occur when Mog decides that he would like to be in charge. Throughout all of their adventures the central theme of friendship is evident, making this an excellent series for young students. J. Eade

USER LEVEL:	Early Stage 1 Stage 1 Stage 2	
	$5.20 each	

Reviewed titles in this series:
Meg's fancy dress	SCIS 1218187
Mog in charge	SCIS 1218186

MONKFISH, Rowley
Nicholas and the chronoporter
Penguin Books Australia, 2005 (Puffin) (Aussie chomps)
ISBN 0143302000

A wonderful introduction to the complex and tempting science fiction theme of time travel, this fast paced story focuses on Nicholas who comes to realise the sinister reasons for his science teacher continuing to fail him on his inventive projects. Nicholas unexpectedly meets several versions of himself, and learns that he has invented a functioning time travel device, which his teacher and father both covet, for very

different reasons. The story features a warm relationship between father and son, who have become much closer since the death of Nicholas's mother. This is a very enjoyable and challenging book in the *Aussie chomps* series. I. McLean

USER LEVEL:	Stage 2 Stage 3	
	Paper $16.95	SCIS 1226902

NILSSON, Eleanor
The naughty magpie
Penguin Books Australia, 2005 (Puffin) (Aussie Nibbles)
ISBN 0143301802

Hospitalised with a broken leg, Hannah finds it difficult to be cheerful and positive. She cannot be bothered with anything, not her friends, nor her drawing, until Grandma tells her about the visit of a lame magpie and its greedy, conniving mates who cleverly pretend that they too are disabled, thus ensuring that they share in the feeding session. This child-centred story is broken into nine short chapters, and unfolds in simple, well chosen language which is readily accessible to newly independent readers. Realistic black and white illustrations are plentiful, and are well placed so that children do not feel threatened by large slabs of print. B. Richardson

USER LEVEL:	Stage 1 Stage 2	
	Paper $10.95	SCIS 1230470

OVEREND, Jenni & RIPPIN, Sally
Barking
Lothian, 2005 (Start-ups)
ISBN 073440803X

It is easy for a 10 year old to be embarrassed by his parents, and Alex's mum plays the role to perfection in this entertaining novella. Alex's mum has a baby obsession which becomes a dressing-up the pet dog obsession, and to her son's horror, she volunteers to run a club at his school. However, what begins as an embarrassing parent incident, ends up being the source of growing popularity. Nine chapters of well constructed narrative, humorously supported by cartoon style illustrations, will engage confident readers. The length and conversational tone of this narrative make it suitable as a discussion starter to be read to a class. A. Arnott

USER LEVEL:	Stage 2	
	Paper $10.95	SCIS 1233452

PANCKRIDGE, Michael
Toby Jones and the mystery of the time-travel tour: it's not just a game, it's time travel!
Angus & Robertson, 2005
ISBN 0207199981

Toby's love of cricket is continued in this new novel of time travel adventure. Over a time frame of 11 days Toby needs to rescue a friend abandoned in 1930, and deal with the dangerous and ruthless team manager of a rival team who is offering time travel to unsuspecting rich cricket fans. The novel will have special appeal

for young male cricketers as the story has a strong and positive main character, and cricket statistics are intermingled with the narrative. There is a factual and useful cricketing guide, and Brett Lee's cricketing tips at the end of the story outline the key cricket positions. K. McCulloch

USER LEVEL:	Stage 3 Stage 4	
	Paper $14.95	SCIS 1238729

RODDA, Emily
Squeak Street series [series]
Working Title, 2005

Illustrated by Andrew McLean, these charming books feature loveable characters with a warm sense of community. The residents of Squeak Street are, quite understandably, small mice, and each easily read tale involves friends working together to solve a problem. Often there are unexpected turns of events which will entertain and amuse young readers, such as the trail of ants which brings Pink Paw's painting of a town scene to life when the road she has drawn is accidentally smeared with green berry jam. Well-formatted text and straightforward plots will also make this series useful to teachers when demonstrating narrative. A. Beedles

USER LEVEL:	Early Stage 1 Stage 1	
	Paper $9.95	

Reviewed titles in this series:
Fee-Fee's holiday	SCIS 1234990
Lucky Clive	SCIS 1238391
Old Bun and the burglar	SCIS 1234961
One-Shoe's wishes	SCIS 1234997
Pink Paw's painting	SCIS 1235008
Quick-sticks' magic	SCIS 1243600
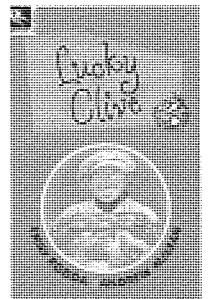
The perfect princess & the bog monster
/ edited by Jody Lee. ABC Books, 2005
ISBN 0733316883

Collated to contribute to Hans Christian Andersen's bicentennial, this excellent compilation of modern fairytales contains a selection of 20 stories from an Australian competition. Written by students aged 7–14, and very suitable for students in Stage 3, these very readable and engaging tales will be a useful tool for encouraging creative writing. Each of these tales comes with a prelude from its young author outlining their background and inspiration for the story. Mitch Vane's humorous illustrations use the page space very well and work independently as visual design elements. D. Johnston

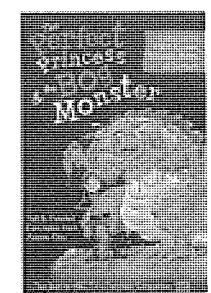| USER LEVEL:	Stage 2 Stage 3	
	Paper $9.95	SCIS 1239258

THOMPSON, Colin
Neighbours
Random House, 2005 (The Floods)
ISBN 1741660734

In the first of a projected new series, the author challenges readers' perceptions of what is normal, good or acceptable behaviour. For all

their monstrous eccentricities and bizarre and startling behaviour, the Floods are shown to be more moral than the seemingly normal Dents next door. Thompson satirises the Dents so much that they lack all human dignity. The Floods are shown to be performing a public service in disposing of them, demonstrated by collusion with the police. Lively monochrome illustrations by the author reinforce his ideas. Young readers will find much to relish in this lively novel, which also offers opportunities for discussion. W. Smith

USER LEVEL: Stage 2 Stage 3
Paper $14.95   SCIS 1239204

WARREN, Johnny & ABELA, Deborah

The striker

Random House Australia, 2005 (Jasper Zammit soccer legend)
ISBN 1741660866

For students already keen on soccer, this novel will be a source of interest. New students from Afghanistan and Pakistan find their feet at Jasper Zammit's school, and the book's simple plot of soccer games and competitions is enhanced by these multicultural elements. Short chapters, a straightforward style, and sporting tips will entertain soccer enthusiasts. Each chapter begins with a football tip, often regarding fair play and the overall need for enjoyment of the game, and there is an extensive soccer glossary. The book lacks graphics, but it combines sport and relatively easy reading into an enjoyable package. R. Cox

USER LEVEL: Stage 3 Stage 4
KLA: English; PDHPE
SYLLABUS: English K–6; English 7–10; PDHPE K–6; PDHPE 7–10
Paper $14.95   SCIS 1239177

Fiction for older readers

Resources are arranged alphabetically by author.

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

BERNARD, Patricia

The mask

Scholastic Australia, 2005
ISBN 1865047902

Vivid descriptions of elaborate costumes and masks enhance the mystery and magic of Venice's Carnevale and aid in the creation of a sumptuous setting for a thrilling adventure. Fourteen year old Rob Vian has travelled with his father from Australia to Italy to stay with relatives in Venice. Soon after their arrival, Rob finds himself being pursued by a tall, thin man in a Spirit of Death mask. With his Italian cousin acting as a guide, Rob learns a great deal about Venice and eventually about the sinister figure who is stalking him. This compelling narrative oozes with antiquity and watery magic as Rob learns to embrace the excitement and terror of being in a foreign city. This tale conveys the spirit of Venice and engages the reader from beginning to end. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper $16.95   SCIS 1235547

Text copyright © Patricia Bernard 2005. Cover copyright © Scholastic Australia 2005 Cover design by Antart, Sydney. Cover images courtesy of Simon Rattray and Russell Thomson.

BROOKSBANK, Anne

Mother's day

Penguin Books Australia, 2005 (Puffin)
ISBN 0143302159

Twelve year old Molly lives with her father, stepmother and the baby half-brother she loves, in a seaside town near Sydney. She misses her mother, Ro, and when Ro comes into her life again, Molly must choose who she will live with. This is a moving and personal narrative of a young girl caught between the two worlds of her parents' new lives. In this visual novel, many images become metaphors for Molly's dilemma. In her personal journey of love, confusion, and resolution, Molly decides for herself what choices she will make. There are some realistic child protection issues regarding custody battles, and young adults may identify with the struggles of living in divided households. F. Campbell

USER LEVEL: Stage 4
Paper $16.95   SCIS 1222869

BURKE, J. C.

The story of Tom Brennan

Random, 2005
ISBN 1741660920

Contemporary youth themes of excessive drinking, drink driving, lack of responsibility and family fragmentation are addressed in this compellingly suspenseful book. When Tom Brennan's brother, Daniel, drink drives and is involved in a car accident, their cousin is paralysed and two people die. Daniel is convicted and gaoled, and the Brennans are forced to leave town. Tom and his sister have to adjust to a new life, his mother remains in bed, and his father struggles with their new situation, and the debt of his paralysed nephew. There are no easy answers as Tom and his family search and work towards solutions. This fast paced, mutlilayered story avoids confusing realism with pessimism, and while very dark at some points, demonstrates hope for the present and future. A. Frost

USER LEVEL: Stage 5 Stage 6
Paper $16.95   SCIS 1237837

CATRAN, Ken

Black ships ablaze

Lothian, 2005
ISBN 0734408315

The Greek siege of Troy is the setting for this novel, and the usual heroes and protagonists, Patroclus and Paris, provide a context for the stories of two slaves, Dana, a Trojan maid, and Bren, servant of Achilles. From different backgrounds, they are brought together by chance, through the intrigues of Helen and Odysseus. Catran's storytelling encourages the reader to empathise with both Dana and Bren, as their fortunes waiver with the battle. The novel encompasses the themes of loyalty, courage, and friendship. The ending may be too contrived for some readers, but the book would appeal to those students who have an interest in Greek history, and those who enjoy adventure stories. B. Hull

USER LEVEL: Stage 4
Paper $14.95   SCIS 1230532

COLLINS, Paul

Dragonsight

Penguin Books Australia, 2005 (Jelindel chronicles)
ISBN 0143003283

In the third book of this series, Countess Jelindel dek Mediesar and Daretor are enjoying their life together. Asked to rescue Yuledan, a town under siege, for a substantial amount of money, they join a caravan but are attacked and taken prisoner by King Amida. Accused of stealing the ancient jade talisman, the Dragonsight, they race across paraworlds in search of the jewel. The king has injected them with a slow-acting poison, and will only provide them with an antidote on the return of the jewel. Time is running out. These enchanting and vivid characters, and a mutlilayered story of love and loss, will enrapture readers. A. Frost
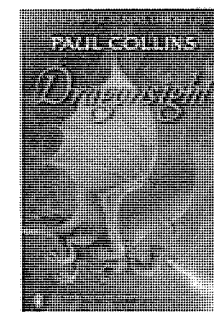
USER LEVEL: Stage 5 Stage 6
Paper $22.95   SCIS 1224114

CREW, Gary

Quest

Hachette Children's, 2005
ISBN 0733617808

Sam Silverthorne has a thirst for adventure. His father roams the world seeking rare birds, while Sam's life in Victorian London is more mundane. He must spend his time in the care of his overbearing, brutal Aunt Bertha and her evil servant, Quint. After an unsavoury incident, Sam finds an opportunity to escape his cruel existence and embark on a dangerous journey to find his father. This action packed plot, with its undercurrent of menace, will engage young readers, although some may feel squeamish at the descriptions of cannibalism and violence. This latest offering will not disappoint fans of Crew's previous work. H. Gardiner

USER LEVEL: Stage 5
Paper $16.95   SCIS 1234110

D'ATH, Justin

Extreme adventures [series]

Penguin Books Australia, 2005 (Puffin)

Our fourteen year old hero is a thoughtful, responsible, and caring fellow at heart, doing the ordinary things boys and families do everyday. In this fast paced narrative however, some days have a habit of becoming quite extraordinary. Whisked from situation to situation, with not a moment to procrastinate or spare, a series of potentially fatal, heart stopping, adrenalin pumping events unfold until, exhausted but safe, our young friend is washed back onto the shores of normality. Readers with a liking for adventure and thrills will find the eye catching covers an entrée to an action main course that will not disappoint them. N. Chaffey

USER LEVEL: Stage 3 Stage 4
Paper $14.95 each

Reviewed titles in this series:
Bushfire rescue   SCIS 1230648
Crocodile attack   SCIS 1230632
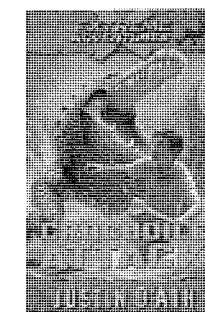
HADDON, Mark

Agent Z and the penguin from Mars

Red Fox, 2005
ISBN 0099712911

Full of humour with easily identifiable characters with whom students will relate, this story will generate plenty of interest from its targeted audience. The plot borders on the insane, but in a manner which the reader finds believable. Told in the first person, common issues of friendship, family relationships, strength in the collective, injustice and revenge, are incorporated. Agent Z is an initiative of three mischievous boys, known as the Crane Grove Gang. The irreverent nature of their efforts and the inclusion of everyday situations make this a highly suitable text for classroom activities. A range of supplementary activities could be developed around this title, including debating, reader's theatre, media studies and film making. B. Kervin

USER LEVEL: Stage 4
Paper $12.95   SCIS 1225789

Other reviewed title:
Agent Z and the killer bananas   SCIS 1225802

HILL, David

Running hot

Mallinson Rendel, 2005
ISBN 0908783949

Set in a forestry plantation in New Zealand, this narrative involves four teenagers on a tree pruning job to raise money for a school trip. When the friends meet two riders on quad bikes racing through the forest, an accident occurs and fire spreads through the forest. The friends and one of the quad bike riders are now in a desperate race to flee the raging flames. Each time the reader believes that the group is safe, a new predicament, such as a change in wind direction, sends the group into further danger. This is an environmental adventure that uses the setting and situation to full effect. It will keep readers engaged right up until the climactic end. K. McCulloch

USER LEVEL: Stage 4
Paper $16.95   SCIS 1222638

HIRSCH, Odo
The book of changing things and other oddibosities

Allen & Unwin, 2005
ISBN 1741143551

A wild and strange journey through a young boy's imagination is the basis for this novel. Nathan sits daydreaming at a school assembly, looking at the shapes in the clouds, when suddenly they speak to him and invite him to join them. He meets many strange creatures, reminiscent of the odd characters Alice meets in Wonderland. Well-written, this tale will appeal to older students as it requires at least a Stage 3 literacy level to understand the language used and the themes in the story. Smatterings of surreal black and white illustrations by Inari Kiuri add meaning to this unusual book. R. Parnis

USER LEVEL: Stage 3 Stage 4 Stage 5
                $24.95   SCIS 1239555

JONSBERG, Jon
It's not all about you, Calma!

Allen & Unwin, 2005
ISBN 1741144841

The fast paced, humorous misadventures of Calma Harrison, an unreliable narrator, will engage readers in this outstanding stand alone sequel to The whole business with Kiffo and the pitbull. Calma continues to correspond with her mother via notes on the fridge. She actively discourages her father's attempts to re-establish contact, gets herself a job and boyfriend, and continues to do well in English at school. Calma is often arrogant and sarcastic, with few friends. Letters and poems provide chapter interludes and reveal Calma's inner feelings. Even Vanessa, one of the few people to put up with her, becomes annoyed. Jonsberg's novel will engage middle and senior students, as he has captured the funny side of being a teenager, and the twist brings seriousness to the novel. A. Frost
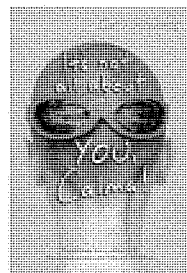
USER LEVEL: Stage 4 Stage 5 Stage 6
                Paper $16.95   SCIS 1233347

MAHY, Margaret
Kaitangata twitch

Allen & Unwin, 2005
ISBN 174114485X

Mahy entwines environmental issues and myth in this supernatural story, which is set in a beautiful coastal area of New Zealand. Meredith is determined to save isolated Kaitangata Island from the clutches of an unscrupulous local developer, a man with a past. The island also has a past, and only Meredith is in tune with its ancient rhythms, and its desire for human blood, and the reader is effectively drawn into the mystery. In a series of disturbing nightmares and sleepwalking experiences as Meredith comes to understand the island, she resists being its victim and watches the developer meet his fate. Although the story is absorbing, there are some disparate elements highlighted by a lingering doubt about the character's integrity and the plot resolution. H. Cobban

USER LEVEL: Stage 4 Stage 5
                Paper $15.95   SCIS 1233364

McROBBIE, David
Mad arm of the Y

Penguin Books Australia, 2005
ISBN 0143003100

Brian Worthington is five when he is left at an institution, his mother unable to care for him. He meets Harry Gentle and Teresa, a politician's daughter, and later begins to move in criminal circles. This is a well-written story about choices and the repercussions of the choices we make. The novel alternates between the characters' personal journeys and the implications of the decisions made at each stage of their lives, culminating in the final and compelling ending of what happens when their lives and lies collide. Themes such as institutions, crime, pregnancy, and deception are explored. K. McCulloch

USER LEVEL: Stage 5 Stage 6
                Paper $19.95   SCIS 1217604
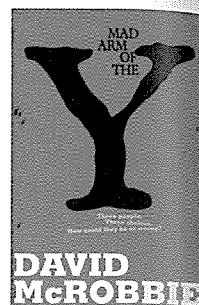
MOLONEY, James
Lost property

Viking, 2005
ISBN 0670029432

Well-drawn and realistic characters, interesting themes, and controlled dialogue feature in this readable novel. Josh is a likeable hero whose summer job in the Sydney railways' lost property office causes him to ponder the mysteries of people's lives. His boss is an older man with much depth, who makes Josh think about people and loss. Religion, music, and girlfriend issues form a supporting background to these thoughts. Moloney adroitly leads us into Josh's troubled family as Josh discovers a clue to the whereabouts of his missing older brother, Michael. He heads off to Mackay to find Michael, an intriguing and complex prodigal son. This is a thoughtful, crafted novel; light on action, but with plenty for readers to think about, and an upbeat ending. C. Thomas

USER LEVEL: Stage 5 Stage 6
                Paper $19.95   SCIS 1235061

MURRAY, Kirsty
A prayer for Blue Delaney

Allen & Unwin, 2005 (Children of the wind)
ISBN 186508736X

Third in the series, this is an entertaining and occasionally heart wrenching story of Colm, a British orphan sent to work in Western Australia in the 1950s. The horror and brutality of the orphanage is contrasted by detailed descriptions of his voyage, subsequent experiences, and the freedom and beauty of life on the land. After meeting an older man, who becomes his grandfather figure, Colm begins his new life, finds a family and, eventually, has his love reciprocated. Young Colm's character is engaging and will compel reader empathy. He desires to know who he is and to find his way in a harsh, forbidding environment, both physical and emotional. Thankfully the ending is not as bleak as the rest of the novel. H. Cobban

USER LEVEL: Stage 4 Stage 5
                Paper $15.95   SCIS 1233319

MURRAY, Martine
The slightly bruised glory of Cedar B. Hartley, who can't help flying high and falling deep

Allen & Unwin, 2005
ISBN 1741147115

An engaging and innovative narrative, this is the second book about the wonderful character called Cedar B. Hartley, a teenage girl who planned to live an unusual life. Cedar is an inquisitive and witty girl who is both frustratingly naïve and compellingly refreshing. Cedar has an energy that drags the reader along to meet her friends and family both old and new. Many issues are incorporated into the plot such as refugees, single mothers, moving home, young love and family dynamics. These are all handled by the author with appealing dignity and finesse. Cedar's intuitive thoughts are depicted in symbolic form with small, humorous sketches dotted throughout and worthy of close examination. This is a fantastic book. A. Playford

USER LEVEL: Stage 3 Stage 4 Stage 5
                Paper $15.95   SCIS 1235304

NEWTON, Robert
Runner

Penguin Books Australia, 2005
ISBN 0143302078

Living in abject poverty in the Melbourne suburb of Richmond in 1919, Charlie Feehan takes up running through the night's deserted streets, in order to make himself warm in winter. His developing skill as a runner leads him into questionable employment with the notorious Squizzy Taylor. Charlie finds it disturbing to be running messages for criminals in the sleazy, dangerous underworld, but since his father's death, he has become the man of the house. Under the guidance of a kind neighbour, Charlie trains to enter the Ballarat Mile, a race that could win him substantial prize money. This well written historical narrative is a very endearing tale that exposes the privations of poverty and the tenacity of a young man who uses his talent to overcome adversity. C. Sly

USER LEVEL: Stage 4 Stage 5
                Paper $17.95   SCIS 1217573

ROXBOROGH, Tania
Third degree

Longacre, 2005
ISBN 1877361100

In first person and present tense, Ruth relates how, as a child, she spent a month in hospital with burns. Switching between then and the present, Ruth, now 19, describes hospital cruelties and friendships, farm life at home, and her unhappy relationship with her mother. The story develops when Ruth discovers that she and others were subject to experimentation in the hospital, and issues with her mother begin to be resolved. This is a well-written and thoughtful narrative, especially when Ruth meditates on memory. Present time events are dependant on how she is still dealing with the accident and its scars, and the novel ends positively on all counts. C. Thomas

USER LEVEL: Stage 5 Stage 6
                Paper $18.95   SCIS 1220824

SACHAR, Louis
Small steps

Bloomsbury, 2006
ISBN 0747580308

Another engaging novel from Sachar, this book has links to Holes as Armpit is again the main character. As this young man takes small steps to rejuvenate his life, X-Ray complicates matters with a ticket scalping racket, and Armpit becomes involved with a teenage music star, Kaira. The novel flows very well, using a parallel narrative to successfully build tension. Armpit is a positive and likeable character and his caring for a disabled neighbour shows some thoughtful character development. There are cleverly designed character connections, and an interesting range of characters, including Kaira's stepfather, who commits fraud, infidelity, and attempted murder. A weakness is the Armpit-Kaira relationship, which seems forced, but, overall, the novel is a very satisfying reading experience. C. Thomas

USER LEVEL: Stage 4 Stage 5
                $26.95   SCIS 1251633

Storywizards

/ edited by Sandra Bernhardt. Macmillan Education Australia, 2005
ISBN 0732992672

Contemporary Australian writers Libby Gleeson, Gary Crew, Lyndall Hough, Gina Dillon, Allan Ballie, and Jacqueline Kent showcase their ideas in this small collection of their work. A short biography and photograph of each writer is accompanied by a colloquially written piece about their writing process in general, and the process of writing the stories published here. The focus and strength of the book is in depicting the creative process and the writers' insights into these particular stories. Stories, two or three for each writer, are well written and suit classroom or independent use. They are followed by a set of fairly ordinary questions and activities which, with teacher input, may help develop the skills of student writers. C. Thomas

USER LEVEL: Stage 4 Stage 5
                Paper $19.95   SCIS 1226004

ZUSAK, Markus
The book thief

Pan Macmillan Australia, 2005
ISBN 0330364263

A benevolent Death narrates this poetic tale with a modern and powerful voice. The novel is about death in wartime, the Holocaust, and the Hitler Youth. Amid this upheaval, it superbly tells the story of a young girl who loses two families, and who becomes a lover, stealer, and later, a writer, of books. Leisel is nine when the war begins, and Death describes her life in a poor Munich neighbourhood, with a foster father teaching her to read, and a young Jewish man hiding in the basement. An excellent book for mature English students, this beautifully crafted narrative has an approachable structure, offering strong support for the Postmodern elective in English Stage 6: Extension 1. C. Thomas

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6: Extension 1
                Paper $32.95   SCIS 1236202

Information, poetry and drama

HUNTER, Rebecca
Librarian
Cherrytree, 2005
ISBN 1842343017   [023]

At last, information about the role of the librarian is easily accessible to students working on the Stage 1 HSIE K–6 Unit: *Workers in the community*. The Contents page, Glossary and Index are clearly set out for students to develop locating skills when gathering information for report writing. Featuring a day in the life of a public librarian in Belfast, the simple, yet precise, written text is well supported by coloured photographs, and would be an excellent model for studying recounts. Concepts of numerical and alphabetical order are succinctly described and *The reading gang* section expands the idea of book clubs and reading circles. This excellent resource about libraries would be useful for supplementing the introductory lessons that are taught by teacher-librarians at the beginning of the school year. F. Moore

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
	$29.95 SCIS 1226516

ROBERTS, Meg
Research skills
Heinemann Harcourt Education, 2005 (The Heinemann English project)
ISBN 1740814614   [028.707]

Acknowledging Gwen Gawith's *Action learning framework*, the six steps in the information process described in this book are called *Deciding, Finding, Using, Recording, Presenting,* and *Evaluating*. Although this book claims that the process is a new way of researching, the steps match those in *Information skills in the school*, published in New South Wales in 1989. The book also suggests the use of a questioning toolkit, urging students to ask Who? What? When? Where? and Why? for each topic. Although designed as a textbook for junior secondary students, the book may have limited use for primary teacher-librarians looking for activities to assist students developing independent learning skills. W. Smith

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
	Paper $15.40 SCIS 1218308

FINKEL, Elizabeth
Stem cells: controversy at the frontiers of science
ABC Books, 2005
ISBN 0733312489   [174.2]

Although there is no specific reference to stem cell research in the Science syllabuses, this book is a solid resource for readers looking for issues related to the nature and practice of science. The author, a biochemist, has done an excellent job in presenting the facts, in evaluating claims and describing the nature of the debate about stem cell usage in Australia. Explanations are clearly given and no specialist knowledge is required to follow the debate. Finkel discusses ethics, morals, legal issues, researchers' work, and the role of the media. The book is very helpful for scientists and lay readers who wish to understand this controversial issue. It has particular relevance to the Community and Family Studies syllabus, particularly the Option: *Social impact of technology*. R. Dircks

USER LEVEL:	Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Biology Stage 6; Community & Family Studies Stage 6; Science 7–10
	Paper $27.95 SCIS 1221890

WILKS, Liz
Shark alert
BlueCat, 2005 (Brave kids)
ISBN 0957842287   [179]

Using a description of an incident in Western Australia in 1969 as its starting point, this short book combines high interest content with easily read text. A fictionalised narrative combines with nonfiction news reports and short factual statements, and copious line drawings to provide accessible, clear information about sharks and shark attacks in Australia and New Zealand over the last hundred years. Traditional Indigenous beliefs and relationships with sharks are included, along with western prejudices and beliefs, and how these are changing. While the accounts are not comprehensive, they are representative enough for readers to develop knowledge and understanding of the topic. W. Smith

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	HSIE K–6; History 7–10
	Paper $12.95 SCIS 1237759

BULLER, Laura
A faith like mine
Dorling Kindersley, 2005
ISBN 1405310189   [200]

Beginning with general information on the definition of faith, traditional beliefs and a colour-coded map depicting the locations of religious followers around the world, this unique book effectively expresses these beliefs through the eyes of children. The most popular faiths of Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism are explored in detail. Various special festivals, important books and places of worship are investigated, as well as other forms of faith such as Bahai, Shintoism and Taoism.

The information is clearly set out and complemented by large colourful photographs. A two page glossary at the end of the book is essential for clarifying meanings and concepts. This would be an invaluable resource in support of the Cultures Strand of the *HSIE K–6 syllabus*. J. Eade

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K–6
	$29.95 SCIS 1238609

COSTAIN, Meredith
The really big beliefs project
Curriculum Corp., 2005 (Access Asia)
ISBN 1863665986   [200]

ABSTRACT
An interview format is used to present findings about the religious beliefs and practices of people in a local community. Two fictional Year 6 students, Tom and Emma, collaborate to write about people's beliefs for their class project. Combining written text with photographs and illustrations, the book recounts Tom and Emma's learning experiences from brainstorming a topic to presenting their findings. Several pages are devoted to each religion, and the information is organised as recounts of interviews and field trips, diary entries and teacher's comments. A two page glossary is linked to difficult words, and these are highlighted throughout the text. Christianity, Judaism, Islam, Buddhism, Taoism and Shintoism, and Hinduism are included, as is an introduction with a brief mention of atheism. Online support at http://www.asiaeducation.edu.au/bigbeliefsbook includes a teacher's guide with downloadable Classroom activities and Professional learning.

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K–6
	$39.95 SCIS 1215259

O'BRIEN, Anne
God's willing workers: women and religion in Australia
UNSW, 2005
ISBN 0868405752   [230.082]

An interesting and comprehensive study of the relationship between women and religion in Australia from 1788–2004, this academic text will be suitable for students pursuing a dedicated line of research. The book is a reference work for multiple topics in Studies of Religion Stage 6, particularly those concerning religious tradition and feminist theology. It provides case studies, mainly from NSW, rather than a generalisation of women's experiences across Australia, making it useful for Studies of Religion teachers. The book generally supports the *Society and Culture Stage 6 syllabus*, and it has direct relevance to the History Stage 6: *Extension* Option: *Women convicts in New South Wales*. I. Summers

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	History Stage 6: *Extension*; Society & Culture Stage 6; Studies of Religion Stage 6
	Paper $49.95 SCIS 1236272

Australian social attitudes: the first report
/ edited by Shaun Wilson. University of New South Wales Press, 2005
ISBN 0868406716   [303.3]

The results of the inaugural *Australian Survey of Social Attitudes* are presented in this outstanding resource. Over 4000 Australian adults were surveyed, and the results provide an interesting insight into the social dynamics of contemporary Australia. Covering topics such as the Australian family, Australians and their work, voluntary associations, political participation, welfare, trust, crime, economic reform, immigration, multiculturalism, national identity, mass media, globalisation, and genes, this in depth analysis would be a useful reference when teaching and studying a plethora of syllabuses. Clearly organised written information and commentary is supplemented with data, graphs and figures. A. Frost

USER LEVEL:	Stage 6
KLA:	HSIE; TAS
SYLLABUS:	Business Studies Stage 6; Economics Stage 6; Family & Community Studies Stage 6; Geography Stage 6; Legal Studies Stage 6; Society & Culture Stage 6
	Paper $59.95 SCIS 1240933

HAMILTON, Clive & DENNISS, Richard
Affluenza: when too much is never enough
Allen & Unwin, 2005   [303.4]
ISBN 1741146712

Hamilton and Denniss, directors of the Australia Institute, present the results of research and analysis on the link between the relentless pursuit of material possessions and unhappiness in this thought provoking book. The study explores the phenomenon that rates of depression, obesity and stress are increasing despite material improvements. It also explains how marketing has become a dominant feature of modern culture and how it is a process through which our desire for more is perpetuated. Through reference to examples drawn from Australian life, this insightful book will assist teachers to explore ideas of motivation and human psychology, while supporting students endeavouring to make sense of the commercial world. The authors demonstrate convincingly that, above a certain threshold, more income does not mean more happiness. P. Sheppard

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Commerce 7–10; Economics Stage 6
	Paper $24.95 SCIS 1223529

TORNEY, Kim
Babes in the bush: the making of an Australian image
Fremantle Arts Centre Press, 2005
ISBN 1920731350   [305.8]

A recurring and emotive literary and artistic theme in Australia is that of the lost child in the bush. Torney examines incidents, such as the disappearance of the Duff children in Victoria in 1864, and the more recent case of *Little boy lost*, Stephen Wells, in 1960, which give interesting insights into Australian attitudes and relationships. Children surviving these incidents have been celebrated as heroes, while fatal or unresolved outcomes became the focus of fear and sentimentality. Overseas stories fed the lost child image in Australia developing it as a potent symbol of the

sacrifices of pioneering settlers struggling against a dangerous landscape and the threat of Indigenous attacks. This interrelationship highlights a contemporary attitude that is grounded in our colonial heritage. G. Spindler

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Aboriginal Studies Stage 6; Modern History Stage 6
	Paper $35.00 SCIS 1232825

Cambridge student career guides [series]

Cambridge University Press, 2005

Adhering to Holland's RIASEC interest codes and Myers-Briggs personality-career matching theories, the authors give overviews of traditional career categories in this series. The facts are presented in short paragraphs with extensive use of dot points. Each job is shown via an Australian worker's profile, with photograph and biography, a description of a typical day, and the best and worst aspects of that job. Students will be drawn into these working lives and perhaps have their eyes opened to opportunity. Recent Australian research argues that career choice is a chaotic process, so the authors' advice on transferable skills and the five rules of curiosity, persistence, flexibility, optimism, and risk taking, is relevant for Australian students. Over 200 jobs are explained, and the series supports work related content in all senior syllabuses. E. Kesby

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE; VET
SYLLABUS:	Work Education 7–10; Work Studies CEC Stage 6
	Paper $14.95 each

Reviewed titles in this series:
Business and administrative careers	SCIS 1221817
Choosing the right career	SCIS 1221851
Creative and artistic careers	SCIS 1221823
Helping and advising careers	SCIS 1221820
Nature and recreational careers	SCIS 1221825
Practical and mechanical careers	SCIS 1221841
Scientific and analytical careers	SCIS 1221844

SACHS, Jeffrey

The end of poverty: how we can make it happen in our lifetime

Penguin, 2005
ISBN 0141018666   [339.4]

Sachs, a well-credentialed author, makes a compelling case on how to successfully end extreme poverty by 2025. He focuses on a number of world economies from Asia, Africa and Eastern Europe, to present a range of practical solutions based on statistical evidence, past approaches, and current economic and social needs. Information on issues such as distribution of wealth, global equity, our post 9/11 world and UN action, is clearly presented in this resource, which is highly relevant to students studying HSC Economics. Senior students will find this an essential companion tool in their study of Topic 1: *The global economy* and Topic 4: *Economic policies and management*. Information is well structured and supported by supplementary notes and a comprehensive index, allowing users to target information quickly. B. Kervin

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Economics Stage 6
	Paper $24.95 SCIS 1225670

FAIRFIELD, Peter

Easy guide to Australian law

New Holland, 2005
ISBN 1741102456   [349.94]

The guide is written in a straightforward manner and will be a handy reference tool for educators involved in teaching young adolescents the basics of the legal system. **Children and young people, Motor vehicles** and **Employment** are particularly useful for the *Commerce Years 7–10 syllabus*. Business Studies students will find information on company structures, starting a business, intellectual property, and bankruptcy to be especially relevant. Variations in laws between the states are explained succinctly, and contact details are included for those seeking information particular to their state. The **Index** is comprehensive, and complements the accessible information in this easy guide for those needing to know the basics of Australian law. P. Sheppard

USER LEVEL:	Stage 4 Stage 5 Stage 6 Community Professional
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6; Commerce 7–10; Legal Studies Stage 6
	Paper $19.95 SCIS 1219073

ELGIN, Kathy

Shakespeare's world [series]

Cherrytree, 2005

Students will get a strong sense of time and place through these texts. Elizabethan England is clearly and energetically depicted in image and word, and the texts, although not tightly written, have plenty of historical detail. Shakespeare's environment, rather than the man, is the focus of the books, and his plays are cleverly used to illuminate the historical context in large boxed quotations. There is extensive information in the written and visual material, timelines, **Glossary**, and **Index**. Visual material is not sourced, but the quotations are well chosen and are excellent references. The books strongly support the study of this period in the *History Years 7–10 syllabus* Topic: *Thematic studies*. C. Thomas

USER LEVEL:	Stage 4 Stage 5
KLA:	English; HSIE
SYLLABUS:	English 7–10; History 7–10
	$33.95 each

Reviewed titles in this series:
Crime & punishment	SCIS 1224965
Health & disease	SCIS 1224975
Theatre & entertainment	SCIS 1224972

The text book: resources for English. 5 standard

/ edited by Helen Sykes. Cambridge University Press, 2005
ISBN 0521615437   [428.0076]

Written for Year 11 students of English, this excellent resource provides ample teaching ideas for a broad range of texts. Each module is centred on a theme or text: documentaries; the *Papunya school book of country and history*; the appropriation of the *Pygmalion* myth; *Shelf life*; *Lantana*; masculinity in *Australian Rules* and *Our boys*; *Bill and Mary*; and the *Australian*
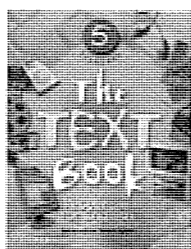
image and Judith Wright. Suggestions for supplementary texts are included, as are discussion points, explanatory notes and assessment opportunities. Extension activities are outlined. This easy to read text uses a traditional textbook layout and the language of the *English Stage 6 syllabus*, adding to the appeal. English teachers will find this worthy resource invaluable. H. Gardiner

USER LEVEL:	Stage 6 Professional
KLA:	English
SYLLABUS:	English Stage 6: *Standard*
	Paper $20.95 SCIS 1229640

SPILSBURY, Louise & SPILSBURY, Richard

Sweeping tsunamis

Heinemann, 2005 (Heinemann infosearch) (Awesome forces of nature)
ISBN 0431178682   [551.46]

An eye-catching cover invites curious readers to discover and understand the causes, mechanics, likely sites, frequency, telltale signs and after-effects of a tsunami. Clear explanations are enhanced by the visually appealing diagrams and photographs, and the **Tsunami timeline** and suggested websites are worthy of attention. Information outlines the procedures undertaken globally, and within communities, to educate people to deal with the occurrence and the aftermath of a tsunami. Revised and updated, this British publication contains case studies of the three major tsunamis that have occurred since the early 1990s. Tsunami fact boxes add historical and social perspectives for the reader to consider. N. Chaffey

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	Geography 7–10; HSIE K–6
	$35.95 SCIS 1226459

GIFFORD, Clive

Flooding and drought

Evans, 2005 (Looking at landscapes)
ISBN 0237527456   [551.57]

The balanced depth of content and technical language featured in this resource is suitable for Stage 4 students who are embarking on research tasks. **Water on the move** deals with the water cycle and includes an explanation of factors which influence climate. This is one example of how the resource links the opposing, and potentially devastating, natural hazards of floods and droughts. Labelled diagrams are simple and effective, while colour photographs are used to illustrate boxed information on particular examples of droughts and floods, including the 2004 Asian tsunami. The extensive **Glossary**, a page of suggestions for further reading, and a comprehensive **Index** support the development of information skills. These, and the Q&A format used to present information, make this a useful and accessible book. P. Sheppard

USER LEVEL:	Stage 4
KLA:	HSIE; Science
SYLLABUS:	Geography 7–10; Science 7–10
	$38.50 SCIS 1226577

PYERS, Greg

Classifying animals [series]

Raintree, 2006 (Raintree perspectives)

Classification of animals is the theme of these well-constructed books, which would be of use for students studying the Science and Technology K–6 Strand: *Living things*, especially the Units: *What's*

alive? and *Cycles in our world*. Each book introduces its featured animal with a classification table, followed by attractive pages of well organised and accessible text. An instructive tick symbol next to key basic facts assists in the skill of skimming and scanning for information, and allows the book to be used by students of different abilities. Subheadings, colourful photographs and fast fact boxes feature, along with a table, which is an excellent model of another type of format showing students how to present information. F. Moore

USER LEVEL:	Stage 1 Stage 2
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
	$29.95 each

Reviewed titles in this series:
Why am I an amphibian?	SCIS 1232605
Why am I a bird?	SCIS 1232615
Why am I a fish?	SCIS 1232607
Why am I an insect?	SCIS 1232611
Why am I a mammal?	SCIS 1232608
Why am I a reptile?	SCIS 1232612

WOODFORD, Chris [and others]

How cool stuff works

Dorling Kindersley, 2005
ISBN 1405308370   [600]

From aerogel to web cams, this publication lifts the lid off some of the most technologically advanced items in the world today. The collage style layout groups common items together, with sensational graphics and easy to understand explanations. Students will be able to bolster technical research assignments with facts and figures, assisted by an extensive **Reference** chapter. Science students will be able to use this publication when investigating ICT in society, while TAS and Visual Design students may be extended when analysing, designing, and developing ideas for projects. This is not simply another cutaway book, it is a detailed micro and macro look at technology within our society. B. Maher

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; Science; TAS
SYLLABUS:	Design & Technology 7–10; Industrial Technology Stage 6; Information & Software Technology Stage 6; Science 7–10;Technology (Mandatory) 7–8; Visual Design 7–10
	$49.95 SCIS 1234992

HOPKINS, John

Hi! [series]

Temple House, 2005

The functions and value of the brain, heart, breath and skin are explained in this series. These small format texts come in a boxed set containing one of each of the four titles. Humour is used to detail each organ's role in the body and its importance. The language used is simple and direct with some mild bad language appearing in the book explaining breath. These books would be useful when exploring body parts and systems as part of PDHPE programs, and in the Science and Technology K–6 Unit: *A look inside*. Questioning and simple interactive activities are included in each book. Simply drawn, coloured illustrations, three informative sentences per page, and a format that is small enough to fit in your hand make this an appealing series. R. Parnis

| USER LEVEL: | Stage 1 Stage 2 |
| KLA: | PDHPE; SciTech |

SYLLABUS: PDHPE K–6; Science & Technology K–6
$19.95 set of four

Reviewed titles in this series:

|	
Hi! I'm your brain	SCIS 1238056
Hi! I'm your breath	SCIS 1238050
Hi! I'm your heart	SCIS 1238052
Hi! I'm your skin	SCIS 1238049

PAUL, Anthea

Real girls eat

Allen & Unwin, 2005 (Girlosophy)
ISBN 1741141427 [613.20835]

Each page of this appealing and motivating resource is creative in design and eye-catching in format. Designed to take the stress out of making healthy food choices, it targets young women from various walks of life, including athletes, students, workers and young mothers. Information is abundant and covers such topics as nutrition, dieting, meal planning, food labelling, factors affecting food choices, and hygiene. Recipes, designed by young women, are written in a format that is easy to follow, and are suited to practical class situations. Additional resources are provided at the back of the book. This is a useful supplementary resource for researching topics on food, nutrition and body image. K. Lissa
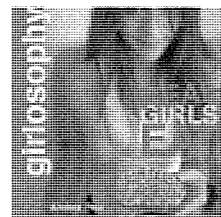
USER LEVEL: Stage 5 Stage 6
KLA: PDHPE; TAS
SYLLABUS: Food Technology 7–10; Food Technology Stage 6; PDHPE 7–10; PDHPE Stage 6
Paper $35.00 SCIS 1239562

HIBBERT, Adam

Obesity and health

Franklin Watts, 2005 (In the news)
ISBN 0749662980 [616.3]

A simplistic snapshot of obesity and health, this resource uses the standard two page spread with lots of photographs, large headings, tables, and fact boxes to relay information. The text loosely defines obesity and outlines medical opinions, a history of obesity, social pressure, the role of the media, cultural influences, and global trends. Many celebrities receive a mention and an image, making the book visually appealing to teenagers. Further information references list useful websites. The book is an ideal resource to introduce current opinion about this issue in the PDHPE Strand: *Individual and community health*. K. McCulloch

USER LEVEL: Stage 4
KLA: PDHPE
SYLLABUS: PDHPE 7–10
$35.95 SCIS 1231577

DURIE, Jamie

Outdoor kids: a practical guide for kids in the garden

Jamie Durie Publishing, 2005
ISBN 0975735500 [635.083]

The celebrity gardener, catchy title and glossy presentation instantly attract attention, and upon closer inspection, will maintain high reader interest. **Let's** go outside, **Seasons, Dig** and **Nurture** are the titles of the four broad organisational categories. Nurture includes environmentally friendly pest control, recycling, encouraging backyard creatures and **Composting.** Delightful colour photographs and bold headings accompany each practical activity and explicit procedure, and focus on encouraging children to get outside and enjoy the garden. Also included are plant guides, safety tips and useful websites. The book's philosophy and practical ideas have links to the NSW *Environmental Education Policy* and the *Living things* Strand of the *Science and Technology K–6* syllabus. C. Keane
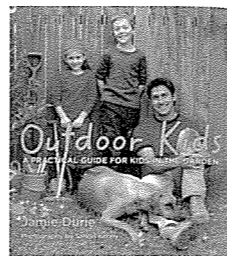
USER LEVEL: Stage 2 Stage 3 Community
KLA: SciTech
SYLLABUS: Science & Technology K–6
Paper $29.95 SCIS 1239285

CREW, Gary

Me and my dog

Lothian, 2005 (Takeaways)
ISBN 073440798X [636.7]

In short, illustrated chapters, Crew recounts engaging anecdotes and unusual stories about dogs in this well written book. Some chapters are about particular dogs, such as the Welsh canine hero Gelert, and Pavlov's dogs, and others are about generic dogs, such as the dogs of Pompeii and police dogs. Crew varies his narrative voice to suit the context, and he incorporates texts such as a speech, epitaphs, eyewitness accounts, and a poem into the tales. He vividly evokes historical events and human nature as he relates stories of dogs in war and revolution, medicine, fossil hunting, forensic science, and space travel. There is loyalty, bravery, sadness, and much humour in these tales. Students will love the book and it suits reading aloud. C. Thomas
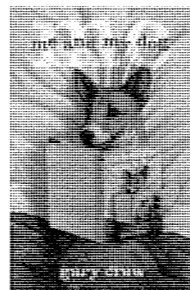
USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K–6; English 7–10; History 7–10
Paper $14.95 SCIS 1233968

A complete guide to basic woodworking: skills and projects every woodworker needs

Creative Publishing, 2005 (Weekend woodworker)
ISBN 2004027147 [684]

Clear photographs and descriptions show how to plan, construct and finish simple projects in this book. The easy to follow instructions show the basic elements of a safe workshop, including examples of equipment set-up and maintenance. There is a great section on workshop operations that shows the uses of power tools, such as routers and drills, to produce edgings and cabinet joints. Choosing the best timber for a project is a strong section which describes timber species and how they are cut into timber stock. The book has 15 projects that students can use for coursework, or as a basis to produce their *Major project.* Cutting lists and exploded views of projects will help students create folios of a high standard. B. Maher

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USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS; VET
SYLLABUS: Construction Curriculum Framework Stage 6; Design & Technology 7–10; Design & Technology Stage 6; Industrial Technology 7–10; Industrial Technology Stage 6
Paper $55.00 SCIS 1240909

BHASKARAN, Lakshmi

Designs of the times: using key movements and styles for contemporary design

RotoVision, 2005
ISBN 2880468167 [745.209]

The changing world of 20th century design is beautifully laid out in this visually striking book. The design history is structured around **Movements and styles,** such as Dadaism and Deconstructivism, and each period is defined by a brief outline of key concepts, the main facts, and characteristics. The prominent figures in each movement are clearly placed in time and context, but there is little analysis of these personalities. Each chapter does highlight the work of contemporary artists, and students will recognise many of the modern day objects photographed here. The choice of images and image quality are excellent. The book is easy to use for the checking of facts, and the images will inspire students of art and design. N. French

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Design 7–10; Visual Design CEC Stage 6
$60.00 SCIS 1237623

BUCKINGHAM, Alan

Digital photography

Dorling Kindersley, 2005
ISBN 1405307110 [775]

Expertly written for a young audience, this text uses appropriate language and terrific images in explaining how to take and digitally manipulate photographs. The text assumes no photographic knowledge, and its information on subject matter and composition are also pertinent for novice film photographers. Detailed photographs support each point made, with engaging visuals illustrating techniques and the creative potential of digital cameras. Half the book comprises general photography tips, and half is solely on digital cameras. This is primarily an ideas book which excels at showing students what they can do with photography. The book comes with a CD-ROM trial of *Adobe Photoshop 3.0* and 50 clip art images, which can be used to practise the techniques presented. R. Kirsten

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K–6; Photographic & Digital Media 7–10
$29.95 SCIS 1240483

MARSALIS, Wynton

Jazz A-B-Z/ Wynton Marsalis and Paul Rogers; with biographical sketches by Phil Schaap

Walker, 2005
ISBN 0744557992 [781.65]

A stimulating and innovative resource, this book uses rhyming text and vibrant images to engage the audience. A selection of jazz greats is introduced through a series of poems and portraits listed in alphabetical order, providing a wealth of stimulus for teachers across several KLAs. Marsalis has responded to Rogers' individualised portraits, using words in a variety of poetic forms. Marsalis writes as a musician with clever examples of alliteration and assonance throughout. The text and images provide accessible biographical material for the Topic: *Jazz* in the *Music Years 7–10* syllabus, and the musicology Topic: *Music 1945 to music 25 years ago* for Music Stage 6. This is a colourful and unique introduction to the world of well-known jazz musicians, through a creative combination of posters and poems. M. Bradley
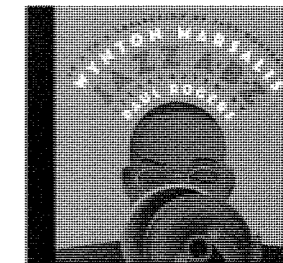
USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: English 7–10; Music 7–10; Music Stage 6; Visual Arts 7–10
$39.95 SCIS 1242463

BROWN, Monica

One people one land: music book

Emmaus Productions, 2001
ISBN 0646419765 [782.42]

Inspired by the centenary of Federation, this book is a collection of twelve songs including *Waltzing Matilda* and *Advance Australia fair*, with sheet music and user friendly lyric sheets. The accompanying CD includes all songs and backing tracks for learning and performing. Attractive hymn-like melodies and catchy lyrics make these songs easily accessible to a variety of students. Singing activities are useful for *Performing* in the *Creative Arts K–6* syllabus, and other activities that include *Listening* and *Organising sound* can be developed with these songs as a starting point. This material also relates to the compulsory Topic: *Australian music* in the *Music Years 7–10* syllabus. This is a practical resource providing additional repertoire related to Australian themes of identity. M. Bradley

USER LEVEL: Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K–6; Music 7–10
Paper $18.00 CD $28.00 SCIS 1066878

CALDWELL, Thomas

Film analysis handbook

Insight Publications, 2005
ISBN 1920693777 [791.43]

A conventional and solid guide to understanding and analysing film, this well written textbook discusses technical aspects, film terminology, cinematography, editing, sound, narrative, genre,

intertextuality, and adaptations. Features include detailed commentary to explain film terminology, with examples from a wide range of contemporary and older films. A long and useful chapter clearly explains how to write about film. Fresh and interesting photographs illustrate the written text and there are practical activity sheets to explore aspects of film making and analysis. Clearly and sequentially set out, the book's generous layout makes it a pleasure to use and will certainly aid student understanding. C. Koop

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English
SYLLABUS:	English 7–10; English Stage 6; Photographic & Digital Media 7–10; Photography, Video and Digital Imaging CEC Stage 6

RICHARDS, Andrea
Girl director: how-to guide for the first-time flat-broke film maker (and video maker)
Girl Press, 2005
ISBN 1580086756   [791.43023]

This upbeat text uses colloquial language and a colourful and quirky layout to place a critical spin on women as film makers. There are plenty of personalities, quotations, graphics, and hints. Visually, the book resembles *Dolly* magazine, but its indepth content is detailed and sound. Richards traces the ways pioneer American and Australian directors have used film to depict attitudes and promote social change. The text covers discussions about film styles, including documentary, television and animation, the equipment needed to get started on making a low budget film, the terminology used on set, and writing scripts. This is an accessible text for girls wanting to become film makers or for those studying the history of women and film direction. C. Koop

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; English; HSIE
SYLLABUS:	English 7–10; English Stage 6; Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6; Work Studies CEC Stage 6
	Paper $29.95 SCIS 1225139

Cinema year by year, 1894-2005
Dorling Kindersley, 2005
ISBN 1405311606   [791.4309]

An exceptional photographic album and record of the last one hundred years of cinema, this solid reference is much more than a Hollywood tribute. Information about international films, personalities, and cinema news, are creatively styled to read like newspaper reports. In chronological order and present tense, these items record the news from the privileged position of hindsight. The technique works very well, and the reports are entertaining and detailed. Reports are linked to world events and social history, and those which critically analyse films do so precisely and honestly. This extensive record, including full page film posters, and extended pieces on special effects, music, cameras, and independent films, will impress all teachers who use film in the classroom. C. Thomas

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; English; HSIE
SYLLABUS:	Drama 7–10; English 7–10; English Stage 6; History 7–10; Modern History Stage 6; Photography, Video & Digital Imaging CEC Stage 6
	$79.95 SCIS 1237518

PRAMAGGIORE, Maria & WALLIS, Tom
Film: a critical introduction
Laurence King, 2005
ISBN 1856694429   [791.4309]

This exceptional resource is a must for English and Creative Arts faculties. It succeeds in giving film students the tools for interpretative arguments and analysis, and its academic approach will encourage and inform thought and discussions in classrooms. The weighty text comprehensively explains film analysis and production in many areas, such as cinematography, ideology, culture, optics, narrative structure, and marketing. The approach is broad, the explanations intensive, and clear, concise language is used throughout. Some chapters include essays that exemplify the focus areas. Photographs, drawn from a wide array of films, have been carefully chosen to precisely illustrate filmic techniques and elements. A detailed **Glossary** and **Bibliography** are useful reference tools. H. Gardiner

USER LEVEL:	Stage 6 Professional
KLA:	CA; English
SYLLABUS:	English 7–10; English Stage 6; Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6
	$75.00 SCIS 1240938

BURTON, Bruce
Making drama
Pearson Education Australia, 2005
ISBN 0733971415   [792.02]

Revised to reflect current syllabus requirements across Australia, this text has three units which relate to the NSW Drama content of playbuilding: **Making a character, Making the elements of drama,** and **Making a play.** Outcomes and key content included for each chapter are appropriate to NSW content. Definitions for technical vocabulary are included, as well as suggestions for practical activities. Suggestions for technology integration are also given, and although some of these are not detailed enough for students to follow independently, they could provide starting points for teachers to build upon. A variety of assessment forms are included as both samples and proformas, with space for teachers to insert the appropriate outcomes for their syllabus. R. Kirsten

USER LEVEL:	Stage 4
KLA:	CA
SYLLABUS:	Drama 7–10
	$36.55 SCIS 1236749

CHUBBUCK, Ivana
The power of the actor: the Chubbuck technique
Currency, 2005
ISBN 0868197793   [792.02]

In a similar vein to Stanislavski's acting method, a new methodology devised by an eminent contemporary American acting coach is the subject of this book. Presented as a 12-step technique, the practical course draws on an actor's

personal experiences by centring on individual emotions, needs and desires, in order to create convincing characterisation. Each step of the technique is clearly outlined with examples and activities to engage actors in the development of dynamic characters through script analysis. It focuses on objectives, action, inner monologue and creative risk taking. A useful reference for teachers and senior Drama students, this publication has a great deal to offer budding actors. C. Sly

USER LEVEL:	Stage 6 Professional
KLA:	CA
SYLLABUS:	Drama Stage 6
	Paper $29.95 SCIS 1240787

WALLIS, Lyn
In good company: a manual for producing independent theatre
Currency, 2005
ISBN 086819753X   [792.02]

Aimed at providing ideas and resources for theatrical performances, this manual gives many practical tips on the topic. Written in second voice and with a personal style, it relates some experiences of past productions, and ideas to avoid pitfalls. Topics include: scheduling, marketing, publicity, raising funds, contract information, insurance and legal issues, along with sample production cost charts, and sample rehearsal and marketing schedules. Although the manual looks at the business side of producing theatre, there is much incidental information about the roles of people involved in theatre, and this could prove useful as a support to the study of performance spaces, the conventions of theatre, and technical aspects of production. F. Campbell

USER LEVEL:	Stage 4 Stage 5
KLA:	CA
SYLLABUS:	Drama 7–10
	Paper $32.95 SCIS 1240911

HANLON, Thomas W.
Absolute beginner's guide to coaching youth soccer
Que, 2005 (Absolute beginner's guide to)
ISBN 0789733595   [796.334]

Deceptively titled, this book's high quality information will be of benefit to all teachers seeking to improve their generalist knowledge of soccer. It is well set out in short paragraphs with ample use of headings and dot points, plus abundant coaching tips, photographs and drawings throughout. Aimed mainly at coaches of primary aged students, two thirds of the book is **Coaching basics** and one third is **Skills and tactics,** with very good and easily conducted practise drills. Little space is given to skills development on a personal basis; this is definitely a book for adult coaches. However, it is a handy and easily accessible guide, and senior PDHPE students could use elements for assessment tasks on coaching. R. Cox

USER LEVEL:	Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K–6; PDHPE Stage 6; Sport, Lifestyle & Recreation CEC Stage 6
	Paper $29.95 SCIS 1232832

Run strong
/ edited by Kevin Beck. Human Kinetics, 2005
ISBN 073605362X   [796.42]

A very comprehensive coverage of running, from sprints to long distance, this book will help serious athletes learn much about becoming faster and stronger, as well as the development of cardiovascular efficiency. The manual uses complex terminology and few illustrations in giving **deep knowledge** on training programs, strength, flexibility, and diet. Teachers will find it of value for the Stage 6 PDHPE Core: *Factors affecting performance*, and the Option: *Improving performance*. The book would be a good starting point for many assessment tasks in these topics. Teachers of athletics and the new Physical Activity and Sports Studies syllabus will also find this a valuable resource, as it fills in gaps left by the more common texts, and thus supplies greater background for group discussions. R. Cox

USER LEVEL:	Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE Stage 6; Physical Activity & Sports Studies 7–10
	Paper $29.05 SCIS 1233012

BRAY-MOFFATT, Naia
Gymnastics school
Dorling Kindersley, 2005
ISBN 1405308532   [796.44]

Clear, instructional photographs are a prime feature of this attractive resource. Girls and boys are included in the exercises, from hopping races to cartwheels and somersaults. Many activities are covered, both with and without equipment. Warming up and cooling off are mentioned, as are safety concerns addressed to children and their supervisors. Accurate terminology is used and a sensible attitude to competition is conveyed. The **Contents, Glossary** and **Index** would be useful for introducing and reinforcing information skills. The range of abilities demonstrated by the young gymnasts through the use of photographic sequencing could encourage less skilled students to have a go. Whilst many of the activities in the resource are beyond the K–6 PDHPE syllabus expectations, teachers may find this book useful for background information when planning gymnastics activities for their class. A. Beedles
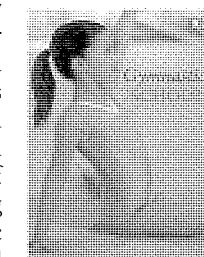
USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	PDHPE
SYLLABUS:	PDHPE K–6
	$24.95 SCIS 1231628

The Faber book of monologues for men
/ edited by Jane Edwardes. Faber and Faber, 2005
ISBN 0571217648   [822]

As finding a good monologue is often a difficult task, this collection will be particularly useful for the individual performance component of the Drama course. The 25 monologues are for male characters who span the age range of 25 to 65 years, come from different countries, and speak, in the main, for a few minutes only. Each monologue has a detailed introduction, which provides information about the playwright, the character and the context of the speech. Covering a variety of themes and literary

genres, the speeches often reflect humanity and hope in relationships. Although this book is a valuable addition to any serious drama collection, teachers need to be aware that some monologues deal with homosexuality, adultery, child abuse and sexual acts, and some contain coarse language. F. Campbell and H. Cobban

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6: *Standard*; *Advanced*
Paper $24.95 SCIS 1213292

Other reviewed title:
The Faber book of monologues for women SCIS 1213294

CRYSTAL, David & CRYSTAL, Ben
The Shakespeare miscellany
Penguin, 2005
ISBN 0140515550 [822.3]

Entertaining, humorous, and informative, this collection is a fine teaching tool to help students become aware of and interested in Shakespeare and his works. The book presents well in format and layout, and it has satisfying detail in material, analysis and insight, maps, and timeline. Solidly supporting the teaching of Shakespeare's plays, the book is especially strong on modern linguistics and Shakespeare's language, listing, for example, more than 1000 words that the playwright invented. As it is organised like a true miscellany, the book's detailed index nicely complements the authors' idiosyncratic headings. Useful for English teachers and students researching the man and his works, the text also supports History teachers, as the book includes many primary sources of social history records and descriptions of the period. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English 7–10; English Stage 6; Modern History Stage 6
$24.95 SCIS 1233026

THOMPSON, Katherine
Harbour
Currency, 2005
ISBN 0868197564 [A822.3]

Winner of the 2005 NSW Premier's Literary Award, this drama presents a gruelling family conflict set against a backdrop of a fierce industrial dispute. The 1998 clash between the Federal Government and the Maritime Union of Australia is dramatised as a carefully orchestrated attempt to smash trade unionism on the waterfront. Sandy, an ex-wharfie and dedicated trade unionist, has returned to Sydney after six years in Darwin, hoping to reconcile past schisms and reunite his family. Domestic and industrial conflicts intertwine, adding to the mounting tension. This powerful, cathartic play is worthy of study both for its perspective on the 1998 dispute and its sensitive expression of entrenched family discord. Teachers need to be aware that there is some coarse language. C. Sly

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Drama 7–10; Drama Stage 6
Paper $21.95 SCIS 1234985

ROSEN, Michael & INGPEN, Robert
Dickens: his work and his world
Walker, 2005
ISBN 0744586402 [823]

Ingpen's evocative drawings and Rosen's personal interpretations characterise this biography. Chapters include Dickens's dramatic performances, 19th century London, his life up to his first successes, the plots of three novels, and a lengthy timeline paralleling the author's life with historical events. An extended analysis of *Great expectations* is very well done and this is the book's strength. Rosen's style is controlled to the point of lacking drama, and although the book is primarily written for a young audience, the author does not draw them in. Rosen's direct appeals for this audience to think about events in Dickens's life are undercut by his measured descriptions, which tend to read like authorial intrusion. C. Thomas
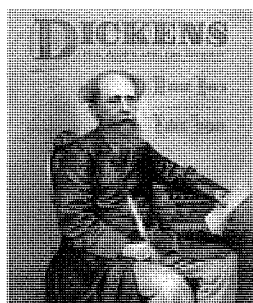
USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
$29.95 SCIS 1229816

HANSON, Donna Maree
Australian speculative fiction: a genre overview
Aust Speculative Fiction, 2005
ISBN 0975721704 [A823]

A broad interpretation of the nature of speculative fiction and the term 'Australian' adds to the value of this lively book. It is a fine guide to contemporary writers in children's and YA fiction, and a solid reference of recent works. Concentrating on interview style biographies and colour graphics of the genre's art, the book will be useful for English students as the authors offer observations about research and their writing process. The book describes the genre's short fiction and magazines, with valuable content lists of past issues and anthologies, and an extensive set of useful web site references. Satisfyingly illustrated, this is a terrific book for speculative fiction research, such as for cover art or a *Major work* in Stage 6 English: *Extension 2*. C. Thomas
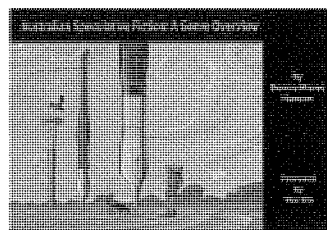
USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: English 7–10; English Stage 6: *Extension 2*; Visual Arts 7–10; Visual Design 7–10
Paper $45.00 SCIS 1260076

OVERY, Richard
The Collins atlas of 20th century history
Collins, 2005
ISBN 0007201702 [911]

The changing nature of life on Earth over the course of the 20th century is presented here in a clear and detailed pictorial format. All the major developments, including the decline of colonial world empires, global conflicts and the emergence of new orders, are clearly summarised in visual format and well-supported by written information. Information is succinct and detailed, allowing for easy comparisons and interpretations of events. What lifts this resource above similar texts is the inclusion of an additional thematic approach. Themes on the development of population, social, industrial, technological and religious conflicts, including terrorism, are explored in terms of their effect on human development. History students will find this well-constructed resource, which includes a range of support tools and Internet links, very useful in supporting their research needs. The book also supports the Legal Studies Option: *World order.* B. Kervin

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Legal Studies Stage 6; Modern History Stage 6
Paper $32.95 SCIS 1232987

SIMPKIN, Richard
Australian legends: people whose story we should know
New Holland, 2005
ISBN 1741103088 [920.094]

Eighty famous Australians are profiled here, using a format of one large written page and one photograph each. Predominantly male artists, entertainers, inventors, sportspeople, and philosophers are included. Standard biographical data and an outline of the subject's major achievements form the written text. The author provides an interesting comment about meeting each subject. The book's real strength is in the photographic portraits. Simpkin, a professional photographer, has nailed his subjects, and the images are excellent models for photography students. The text would be a valuable reference for a school library, with information supporting HSIE students researching Australian identities, and English students writing biographies. F. Campbell

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English K–6; English 7–10; History 7–10; HSIE K–6; Photographic & Digital Media 7–10
$34.95 SCIS 1234095

NARDO, Don
Ancient Pompeii
Thomson Gale, 2005 (A travel guide to)
ISBN 2004014886 [937]

Written in an entertaining travel guide style in present tense, this book gives a brief history and geography of the region, and information on food, entertainment, shopping, lodgings, and day trips from Pompeii. The easy to read text is complemented by colour plates and many black and white drawings of archaeological sources and dramatic interpretations, plus very clear maps. There is an annotated **Bibliography** and source notes. This book supports elements of the three *Elective* topics in History 7–10, and it will certainly increase the enjoyment and understanding of Ancient History students completing the Core Study: *Cities of Vesuvius – Pompeii and Herculaneum*. B. Hull

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7–10
$37.00 SCIS 1219369

McANDREW, Mark & THOMAS, David & CUMMINS, Philip
The great war 1914-1919
Cambridge, 2005
ISBN 0521672597 [940.3076]

This resource is well tailored for a historical inquiry to meet the requirements of the source-based core study of World War I in Modern History. The main focus is the Western Front and there is a balance between detailed information on trench warfare, plans and tactics, and a survey or summary approach for the broader picture. Comprehensive and well-written content is provided on the background to the war, the war itself, its social impact and immediate outcome. Extensive source materials, including maps, charts, diagrams, illustrations, personal accounts, quotations and extracts are integrated into the main content. Each chapter concludes with source-based questions on thinking and working historically, which support student learning. Major personalities are profiled and there is an excellent introductory section with approaches to using sources, as well as an extensive **Glossary**. G. Spindler
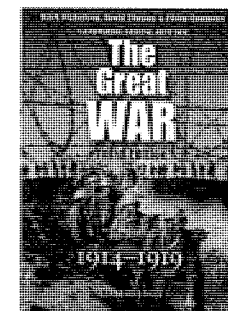
USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
Paper $39.95 SCIS 1238721

MASON, Antony
China: the new superpower?; a look at the way the world is today
Franklin Watts, 2005 (World issues)
ISBN 0749662662 [951]

A readable overview of the superpower concept, using China as a case study, this book provides a brief history of the country, with communism, economics, change, manufacturing, and international relations as focus areas. Information includes such topics as Tiananmen Square 1989, the space program, and Taiwan, and thoughtful questions are posed, such as **Can Japan and China bury the hatchet?**. Well-written and illustrated, this solid text is topical, referring to government censoring of the Internet, and it could introduce the Modern History Case Study: *The Chinese government and Tiananmen Square*. It is an accessible resource for Geography 7–10 students looking at Australia and China. The book's content, chronology, and **Index**, are more comprehensive than similarly styled texts. B. Hull

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography 7–10; Modern History Stage 6
$35.95 SCIS 1237278

resources

SHEPPARD, Barrie

Timeline Australia [series]

Echidna, 2005

The extensive brief of this series allows an overview of human activity in Australia that is interesting both in its content and format. Highlighted are some of the more popular and iconic aspects of Australia and Australian life, though the selection, or omission, of certain events, personalities, achievements and details over others could be challenged. Each volume begins with an overview of the time period it addresses, while each page has a colour-coded timeline cross-referencing Australian events with key world events. The series is commendably aware and politically correct throughout in all references to the Indigenous peoples of Australia. N. Chaffey
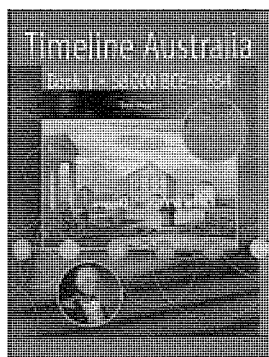
USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
	$29.95 each

Reviewed titles in this series:

58 000 BCE-1854	SCIS 1232581
1855-1911	SCIS 1232578
1912-1964	SCIS 1232577
1965-2005	SCIS 1232575

FRENCH, Jackie

Grim crims & convicts, 1788-1820

Scholastic, 2005 (Fair dinkum histories)
ISBN 1865048712   [994.02]

The author's narrative skill and humour, combined with lively, amusing line drawings by Paul Sheehan, bring vitality, energy and immediacy to familiar material, ensuring that history can be relevant, entertaining and populated with lively and interesting characters. The narrative is punctuated with fact boxes, illustrated procedures and brief biographies. Indigenous issues are treated respectfully. Some teacher intermediation will be needed to make the material accessible to Stage 2 users, and reading it aloud for class discussion would be beneficial. The book is recommended to all, including adults, especially those who believe that they know what happened or that nothing much happened and that Australian history is not interesting. W. Smith
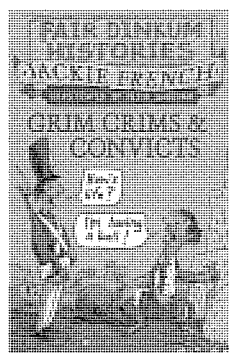
USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
	Paper $14.95 SCIS 1235568

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Reviewers for Scan and the DET web site are selected from teachers and teacher-librarians across the state.

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Colleen Barlow, Erina HS
Aveen Beedles, teacher-librarian
Margaret Bradley, teacher
Lynda Buttsworth, Jamison HS
Gayle Cale, teacher
Francie Campbell, teacher-librarian
Nell Chaffey, Tamworth PS
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Fiona Moore, Beaumont Hills PS
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Rhonda Parnis, Sherwood Grange PS
Andrew Playford, Ballina HS
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Beverley Richardson, teacher-librarian
Kathy Rushton, teacher
Elaine Searle, teacher
Pauline Sheppard, teacher
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Wendy Smith, Tamworth PS
Alison Soutter, Student Services and Equity
Graham Spindler, NSW Parliament
Irene Summers, North Sydney GHS
Susan Taylor, teacher
Carol Thomas, School Libraries and Information Literacy
Jodie Webber, Gosford HS
Anne Wisdom, teacher

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