

# Scan

<FAQs>

<Hot topics>

<Links>

<Policy and publications>

<Professional learning>

<Regional networks>

<Resource review program>

<Scan>

<SCIS>

<Teaching ideas>

<The School Magazine>



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**HSC: All My Own Work**

**All My Own Work**

Why?

**In this issue**

- integrating ICT, podcasts, Web 2.0 & more
- school libraries into the future
- interactive reading
- assessment and reporting options
- *HSC: all my own work*



# New from ABC Books

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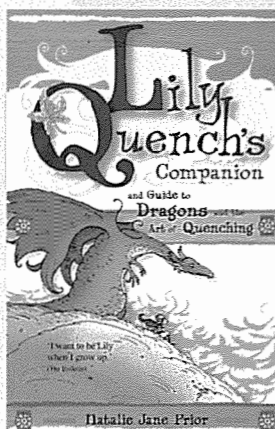
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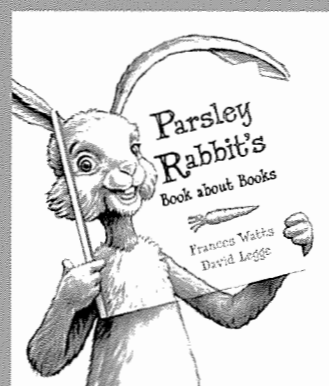
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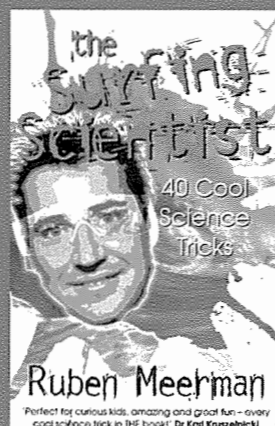


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|  |    |
|--|----|
| From the Editor  | 2  |
| Currents   | 3  |
| <b>Teaching and Learning</b>   |    |
| Developing integrated literacy: the unique contribution of <i>The School Magazine</i> – Suzanne Eggins   | 4  |
| There is more to reading stories to students than meets the eye: a strategic approach to reading to students in order to support literacy development – Helen Webb | 8  |
| From grace space to power place: Library 2.0 in action – Victor Davidson   | 12 |
| Implementing HSC: all my own work. Is it a lot of work? – Anne Lockwood and June Wall  | 15 |
| <b>Research columns</b>  |    |
| Research columns three, 2007: Charting a future for school libraries – Ross Todd   | 20 |
| Shaping our profession: teacher-librarianship into the future – Colleen Foley and Lyn Hay  | 21 |
| <b>Curriculum support</b>  |    |
| Reporting to parents: what role can teacher-librarians play? – Ric Cilona  | 28 |
| Podcasting: teaching tool or distraction – Glen Sawle  | 34 |
| Cultural Understanding Board Endorsed Course – John Gore   | 36 |
| The Macquarie ICT Innovations Centre: professional learning to enhance teaching and learning – Deborah Evans   | 40 |
| Paragraph power – Claire Peters  | 42 |
| <b>Noticeboard</b>   |    |
| What's new in SCIS? – Anne Dowling   | 45 |
| Briefly...   | 45 |
| <b>Resources</b>   |    |
| Reviews of Internet sites  | 46 |
| Professional reading   | 59 |
| Literacy and Numeracy resources  | 63 |
| Picture books  | 65 |
| Fiction for younger readers  | 69 |
| Fiction for older readers  | 72 |
| Information, poetry and drama  | 76 |
| Who reviews?   | 86 |
| Indexes  | 87 |

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# From the Editor



Welcome to Term 3 and the third issue of *Scan* for 2007. *Scan* endeavours to support teaching and learning, and to reflect current

trends in teaching practice and professional thinking, by providing an interesting and informative mix of articles and resource reviews. Please take ten minutes to complete our **Scan survey 2007** online <<http://www.curriculum-support.education.nsw.gov.au/schoollibraries>> to assist us to further improve the quality and relevance of *Scan* in informing and supporting schools and teacher-librarians. You may prefer to complete the enclosed survey flyer, and mail or fax your responses to:

## School Libraries and Information

Literacy Unit  
Private Bag 3  
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Annotations of articles and the database of resource reviews are available at <<http://www.curriculum-support.education.nsw.gov.au/schoollibraries>>. If you have suggestions for future articles, please let us know. You can contact the Editor on (02) 9886 7501 or by email at <[editor.scan@det.nsw.edu.au](mailto:editor.scan@det.nsw.edu.au)>. Cath Keane  
Editor

## Developing integrated literacy: the unique contribution of *The School Magazine*

Do you remember eagerly awaiting each instalment of *The School Magazine* when you were at school? It's provided entertaining reading with an Australian flavour for over 90 years. Suzanne Eggrins shares a variety of strategies for supporting the development of integrated literacy in the classroom. **Page 4**



## There is more to reading stories to students than meets the eye: a strategic approach to reading to students in order to support literacy development

This article, by Helen Webb, provides a wealth of strategies to engage early readers by choosing quality texts, modelling reading and using interactive reading, methods to extend the reading and listening experience through discussion to support meaning and literacy development. **Page 8**

## From grace space to power place: Library 2.0 in action

Victor Davidson's enthusiasm for implementing Web 2.0 in the library is contagious. He shares his experiences using movies and podcasts with Year 7 students and their teachers, and is heartened by the speed with which they have adapted to communicating responses via emails and a homework blog. **Page 12**

## Implementing HSC: all my own work. Is it a lot of work?

Anne Lockwood and June Wall describe the experiences of three Sydney schools who trialed the new HSC: all my own work (AMOW) program in 2006. They raise issues for discussion, stress the need for decision making, and offer ideas to assist you to successfully implement AMOW in your school. **Page 16**

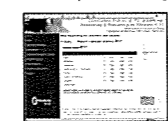


## Research columns: Shaping our profession: teacher librarianship into the future

Colleen Foley and Lyn Hay ask teacher-librarians to reflect on our profession, embrace and respond to changes, and make decisions about professional practice to empower ourselves to shape its future. **Page 22**

## Reporting to parents: what role can teacher-librarians play?

Teacher-librarians can play an active and significant role in the reporting to parents process. Ric Cilona suggests ways that teacher-librarians can report on significant areas



of student achievement using the SBSR software v3.2. Whichever method you choose, make sure that you check the *Library support* comment starters on the website. **Page 30**

## Podcasting: teaching tool or distraction?

Glen Sawle asks teachers to think about how to use this technology effectively in the delivery of quality learning experiences for all students. He introduces a new Science project that allows teachers to explore and share a range of strategies for effective use of podcasts in the classroom. **Page 36**

## Cultural Understanding Board Endorsed Course

John Gore raises our awareness of this new Stage 5 course. It aims for intercultural understanding, where other cultural perspectives are developed, by connecting students to everyday events in our world. The breadth of the course provides options to engage students with its contemporary nature and relevance. **Page 38**

## The Macquarie ICT Innovations Centre: professional learning to enhance teaching and learning

Deborah Evans highlights some of the ways that the Centre supports professional development and innovative teaching and learning using ICT, and introduces teacher-librarian, Claire Peters, who describes her adaptation of a successful written learning sequence to an online environment. **Page 42**

# Currents



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## Web 2.0 and school libraries

The Web 2.0 world, and its challenges for school libraries and teacher-librarians, has provided an impetus for much ongoing discussion in our profession and beyond. These issues have been reflected in a range of recent *Scan* articles, and they remain at the forefront of much professional discourse. What does the expectation of a responsive, integrated teaching and learning environment mean for teacher-librarians, the ways we collaborate, and the nature of our teaching and learning support?

## Collaboration into the future

As a profession, our commitment to collaboration remains strong, and is more important than ever. The NSW Department of Education and Training *Quality Teaching* model, and the social and collaborative nature of current and emerging 2.0 technologies, provide new impetus for creative strategies for collaboration. This is a great opportunity to continue to build on successful collaborations to date, for example in

relation to information literacy. In this issue of *Scan*, we take a renewed look at collaboration in the abstracts and articles in Research columns. Linked to this is a reflection on the future of the teacher-librarian profession. The work of Patricia Montiel-Overall helps inform a focused exploration of the nature, attributes and models of collaboration. Contemporary pedagogy and technology, integrated to this, are key drivers for extending and re-energising our focuses on collaboration, with teaching colleagues and other educators, the educational leadership in our schools, and students, as we recognise ourselves as co-learners, and partners in constructing knowledge in the teaching and learning journey.

## Assessing and reporting issues for teacher-librarians

As teacher-librarians collaborating with teachers, we contribute in integrated ways to the planning, programming, assessing and reporting process. How might you like to see the support provided by the school library reflected in school reports? The article by Ric Cilona in this issue may provide some ideas, and recognition for teacher and teacher-librarian partnerships.

## Information skills, where to now?

The NSW Department's information process model has been republished online at <[http://www.curriculum-support.education.nsw.gov.au/schoollibraries/teachingideas/info\\_skills/index.html](http://www.curriculum-support.education.nsw.gov.au/schoollibraries/teachingideas/info_skills/index.html)> (Figure 1). This will soon be accompanied by a range of support materials, including an information

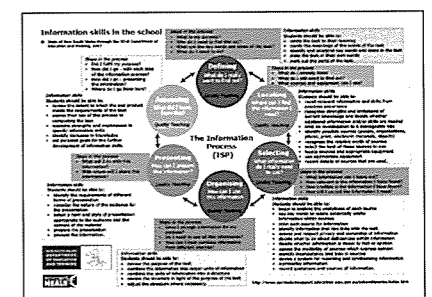
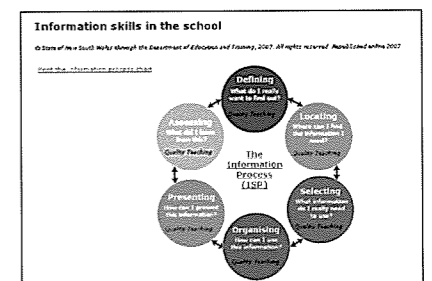


Figure 1 Information skills in the school <[http://www.curriculum-support.education.nsw.gov.au/schoollibraries/teachingideas/info\\_skills/index.html](http://www.curriculum-support.education.nsw.gov.au/schoollibraries/teachingideas/info_skills/index.html)>

process matrix, which reflects the links between information skills, *Quality Teaching*, ICT and the support we can provide for units of work using the information skills framework. Additional, worked samples of the *Progam and planning proforma*, including samples for COGs units, will extend this support. This offers further opportunities for collaboration, and for providing evidence of the contributions we make to teaching and learning in our schools. Current aspects of the matrix nearing completion focus on K-6, and link to some COGs units. Further examples, and a matrix for Years 7-10 will follow. For updates on this, check our School Library and Information Literacy pages at <<http://www.curriculum-support.education.nsw.gov.au/schoollibraries>>. ■

# Developing integrated literacy: the unique contribution of *The School Magazine*

Suzanne Eggins is Editor, *The School Magazine*.

Surrounded as we are by visual media, few would deny that contemporary literacy is multi-modal. Pioneering visual literacy theorists such as Kress and van Leeuwen (1996) have demonstrated multi-modal literacy does not mean that readers simply need to learn to read both verbal and visual texts separately. Instead, readers need an integrated literacy, which is the ability to interpret how the different techniques of meaning-making in verbal and visual texts work together to produce meaning that exceeds the sum of its parts.

...readers need an integrated literacy...

## Supporting the development of integrated literacy

As a literary publication supported by original illustrations, *The School Magazine* is a unique resource for developing integrated literacy. The four titles of *The School Magazine*: *Countdown*, *Blast Off*, *Orbit*, and *Touchdown*, not only apprentice students into the genres and techniques of verbal literary texts;

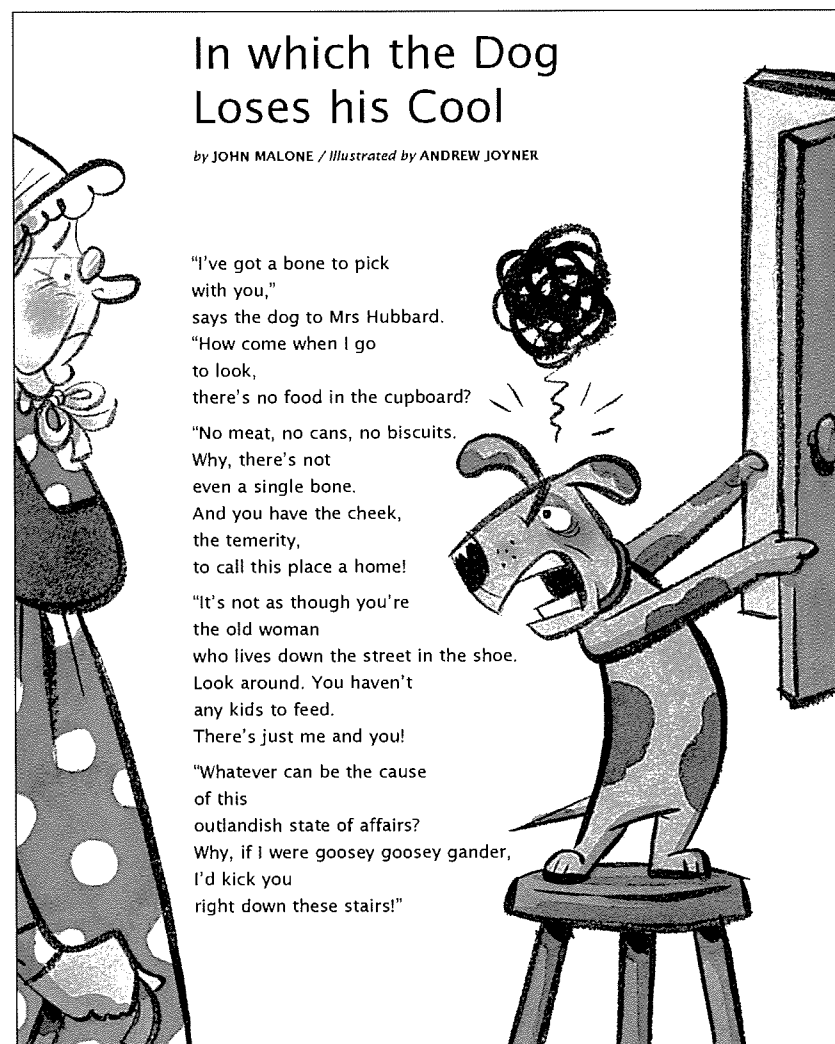


Figure 1 *In which the dog loses his cool*, reproduced from *Countdown* 92(5)

they simultaneously expose readers to the conventions and techniques of visual expression and the role of visuals in expressing the meaning of texts.

To explain how the team at *The School Magazine* seeks to produce a high quality publication that supports integrated literacy, I will refer to the

short poem, *In which the dog loses his cool* by John Malone, and illustrated by Andrew Joyner (Figure 1).

## Verbal texts: the criteria of literary quality

In preparing each issue of *The School Magazine*, we first select verbal texts from a range of genres: poetry, short

stories, nonfiction articles, and plays. Verbal texts are selected with regard to their age appropriacy, topical and thematic interest, and illustrative potential, but primarily for their literary qualities. By literary qualities, we mean that the texts we publish should:

- Represent excellent examples of their genre. We look for texts which use, with skill and perhaps playfulness, the conventions of their genre.
  - Poems should offer a sustained viewpoint, consistent voice, novel perceptions and arresting use of metaphor.
  - Narratives should use plot, suspense, characterisation, dialogue and setting to support a developing theme.

• Offer interpretative gaps. The texts should:

- invite readers to use their imaginations and textual reasoning
- allow readers to make inferences to develop critical and active readers
- make allusions to other texts, through intertextuality, to encourage readers to explore how texts interact with other texts in our rich cultural store
- display a semantic density in the use of language. These texts would include:
  - words chosen for their connotations, sound qualities, grammatical behaviour and figurative value
  - grammatical choices that take account of rhythm and complexity, and patterns of repetition or contrast that contribute to the meaning of the text.

• Promote awareness of the figurative devices of language. Texts should:

- experiment with the many types of metaphor that startle us with the connections and interpretations they offer.

• Develop thematic depth. The texts should:

- have something non-trivial to say in a way that is free from didacticism or moralising.
- be thought provoking and distinctive
- whether humorous or serious, contribute to children's ability to grow up and into a culture that is not of their own making.

## Literary qualities of *In which the dog loses his cool*

We chose to publish *In which the dog loses his cool* (*Dog*) for its many literary qualities. The poem is an interesting example of the genre of nursery rhyme rewriting. It offers a playful satire that depends on intertextuality for its humorous meaning, and which develops through an unusual point of view, and unexpected form and tone.

The poem makes overt mention of Mother Hubbard, triggering readers' recollections of a nursery rhyme with which they may already be familiar. The humour comes, in part, from the writer taking the point of view of a character who is usually silent in the conventional tale. In *Dog* we hear the dog's opinion, and only his.

Structurally, the text is presented as direct speech, as if we are overhearing the dog's conversation. But this is a one-sided dialogue, as we do not hear Mrs Hubbard's response (and readers therefore might like to imagine it). Stylistically, the poet has used an unconventional verse form. There are four stanzas, but there is no set rhythm, and the only rhyme is between the third and sixth lines in each stanza. This loose form allows the poem to sound like authentic dialogue, while still having a crafted, poetic style.

Thematically, the dog's tone and attitude challenge conventional ideas about dogs as adoring and subservient

... old tales can be given fresh perceptions in a way that invites active, intertextual reading.

best friends to their owners. As the title hints, this dog is anything but happy, and he is certainly not subservient. Instead, this is a dog with attitude! By telling off his owner, the dog subverts the usual dependency relationship. The text is meant to be read humorously, and this is signalled in part from the pun in the first line, and from recognition of the other nursery rhymes alluded to by the dog. Overall, the poem is an effective example of an accomplished writer playing with language to show how old tales can be given fresh perceptions in a way that invites active, intertextual reading.

## Visual literacy conventions and techniques

Once we have selected the verbal texts, we then commission artists to illustrate them. Our artists have the creative freedom to interpret the texts and to provide illustrations in the media and styles of their choice. The artwork we publish draws on conventions and techniques of visual communication, which can be made explicit by asking a series of questions about the images.

- Representational techniques:
  - How do the images relate to the actual events, people and objects referred to in the verbal text?
  - Do the illustrations depict key events and characters mentioned in the verbal text, or do the images imagine moments before or after mentioned events?
  - Do the images use colour realistically?
  - Do they use changes in colours to track narrative

developments and to emphasise dramatic moments?

- Interpersonal techniques:
  - Whose viewpoint is the reader invited to take? That of a character or that of an outside observer?
  - How are conventions such as vectors, distance and gaze used to position the reader in relation to characters in the image?
  - How is attitude expressed, through posture, size, and illustrative style? For example, cartoon-style illustrations (with distorted body proportions, sizes and expressions) create humorous tenor, while realistic images convey serious, credible meanings.
- Textual/compositional techniques:
  - How is the image put together as a unified whole?
  - Who is given central place in the image?
  - Who is bled off the sides or omitted?
  - How full or empty is the frame?
  - How active or static is the image? Does it climb around the text on the page or remain within a boxed frame?

Each of these different visual elements may anchor, extend or subvert the meanings of the verbal text, thereby producing illustrations that stand in complex relationships to the verbal text.

**Visual meanings of *In which the dog loses his cool***

In *Dog*, Andrew Joyner provides a delightful cartoon-style that matches the humorous tone and fantasy genre of the verbal text, and emphasises the dog's attitude. Note the illegible speech bubble from the dog. Readers may need help interpreting this conventional symbol of an angry outburst and bad language! The dog's position centre of image, and his stance and elevated posture on the stool, emphasise his dominant

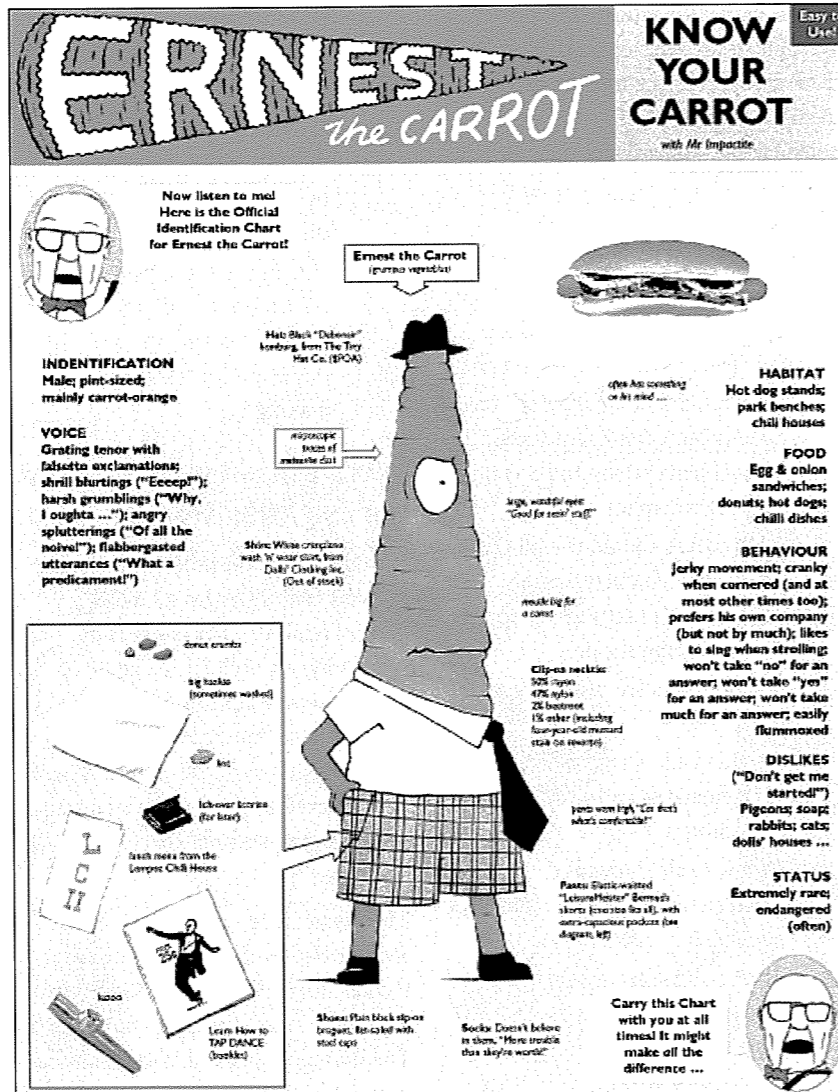


Figure 2 Since 2002, Ernest the Carrot has appeared in each volume of *The School Magazine*

position in relation to the partially visible and silent Mother Hubbard. The dog's gaze, directed at Mother Hubbard, captures the poem's structure as a diatribe directed by the dog at his owner. The dog's dynamically curved body and upraised arms, and the open cupboard are in contrast to the static posture of Mother Hubbard, again reinforcing the subversive inequality in their relationship. Overall, and as we'd expect in a text for the youngest readers, the image amplifies, rather than challenges, the meanings of the verbal text. The image makes the poem's humorous tenor clear, establishes the focus on the dog, and helps readers to grasp the unexpected relationship developed in this mildly subversive text.

**Learning to read visual genres**

In addition to illustrated texts, *The School Magazine* also publishes genres which are fundamentally visual, including single frame cartoons and cartoon (or graphic) narrative serials, such as the very popular *Ernest the Carrot* panel on the back page of each issue (Figure 2). These visual texts introduce readers to the very specific conventions of graphic genres, and teach students to recognise which frame to read next, who is speaking, how thoughts and words are represented differently, and how to read character emotions. With single frame cartoons, readers learn how to recognise the salient elements depicted in the scene in order to fill in the interpretive space between the visual and the concise verbal comment that accompanies it.

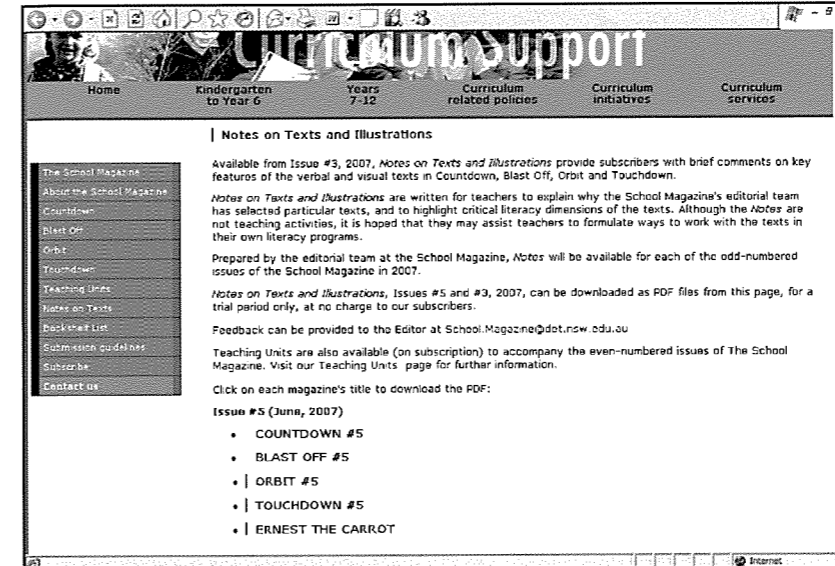


Figure 3 Notes on texts and illustrations from *The School Magazine* website <<http://www.curriculumsupport.education.nsw.gov.au/services/schoolmagazine/notes>>

**New integrated literacy resources for teachers**

In 2007, *The School Magazine* editorial team is producing short *Notes on texts and illustrations* to accompany each of the odd-numbered issues of *Countdown*, *Blast Off*, *Orbit* and *Touchdown*. The notes will assist teachers to appreciate the integrated meanings of the texts, and are currently available as a free PDF download from our website (Figure 3). The notes complement the teaching units, available by subscription with the even-numbered issues, which provide teaching and learning activities based on the texts in each issue of the magazine.

For 91 years *The School Magazine* has supported integrated literacy, introducing young Australians to the ways verbal and visual elements express the meanings of texts. With its strong emphasis on nurturing the enjoyment of literary texts, *The School Magazine* performs a valuable role not filled by any other periodical publication for children in Australia. ■

[Editor's note: For information about the *Teaching units*: visit <<http://www.curriculumsupport.education.nsw.gov.au/services/schoolmagazine/teachingunits>>, or email <[School.Magazine@det.nsw.edu.au](mailto:School.Magazine@det.nsw.edu.au)>.]

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# There is more to reading stories to students than meets the eye: a strategic approach to reading to students in order to support literacy development

*Helen Webb is a Reading Recovery Tutor in South-West Sydney Region.*

## Parents reading to children

The practice of the bedtime story has become a daily ritual for many children, and parents are encouraged to read to their children from a very early age. Whilst these interactions are enjoyed by both participants, they are also viewed as highly valued aspects of the parenting role. These experiences send strong messages to children that reading is important, worthwhile, enjoyable and achievable, and these ideas, in turn, contribute to successful literacy learning in the future.

## Teachers reading to students

Many teachers of young students are becoming aware that the importance of reading stories to students is changing from the more traditional view of reading for enjoyment or entertainment to the educational imperative associated with learning how to read and write. While there is growing evidence that linguistically rich home environments contribute powerfully to children's emerging literacy (Snow et al., 1994), students

... there is growing evidence that linguistically rich home environments contribute powerfully to children's emerging literacy.

who do not have these experiences prior to school may find the acquisition of reading and writing difficult, or may be highly at risk in this area.

## Style, interaction and the talk

Reading to students, in itself, is not sufficient for maximum literacy growth. There is not a best style of reading to students (Brabham, 2002). The style of the reading, the interactions and talk that occur around story reading interactions are the critical factors that influence the gains that may be made in literacy development. Teachers need to be clear about what reading is and how reading can be influenced by hearing written stories. In order to read successfully there needs to be a transfer of meaning from one mind to another through the medium of written language. Students and teachers need to understand that we need to think about the message

right from the beginning (Butler & Clay, 1979). Frank Smith (1978) stated that in reading, what the brain says to the eye matters more than what the eye says to the brain.

## Acting as the voice of the author

Teachers need to help students realise that gaining the meaning the author intended is the goal of reading. When reading stories to students, the teacher acts as the voice of the author by helping students to take on the role of the character, so they can empathise with and accurately comprehend the story.

Teachers should present with as much enthusiasm and commitment as if it was their own story. This enables students to interact with the author's central idea without having to interpret the written symbols. The interpretations subsequently created in each student's mind accords with their existing experience, knowledge and cultural understandings, which together combine to provide a sponge for the new ideas and visions (Mooney, 1988).

## The world of the story

In order to understand the author's message the reader must be able to get into the world of the story and engage in a conversation with the author. The

teacher's role is then to help students participate in this conversation and get into the world of the book themselves.

While reading to students, teachers need to promote engagement by:

- helping students to perceive the emotions of the characters
- adding inferences
- responding to events and emotions such as surprise, sadness, joy
- responding as an adult reader
- using facial expression to convey emotion
- using pitch, stress and juncture to heighten meaning
- using expression when reading dialogue and accentuating the characterisation which will help to carry the plot
- briefly commenting on events such as, 'oh no, don't go ...', 'he looks angry', and 'I wonder what he is going to do?'
- helping students to take on the role of the characters by asking questions such as, 'Would you open the door if you were the little pig?'
- helping students to learn how to empathise with the characters by making comments such as, 'gosh he's lucky'
- showing anticipation by asking, 'I wonder what ...?' at a place where this question is really significant to the narrative
- linking illustrations to the text
- referring to a part of the text if it contains an answer to a student's question by using the language of the text
- checking throughout the reading to ensure that the students are transported with the reader into the world of the book.

## The book collection

A well organised collection of books needs to function like a library by offering a varied, permanent collection of, and a continual introduction to new high quality texts (Figure 1).

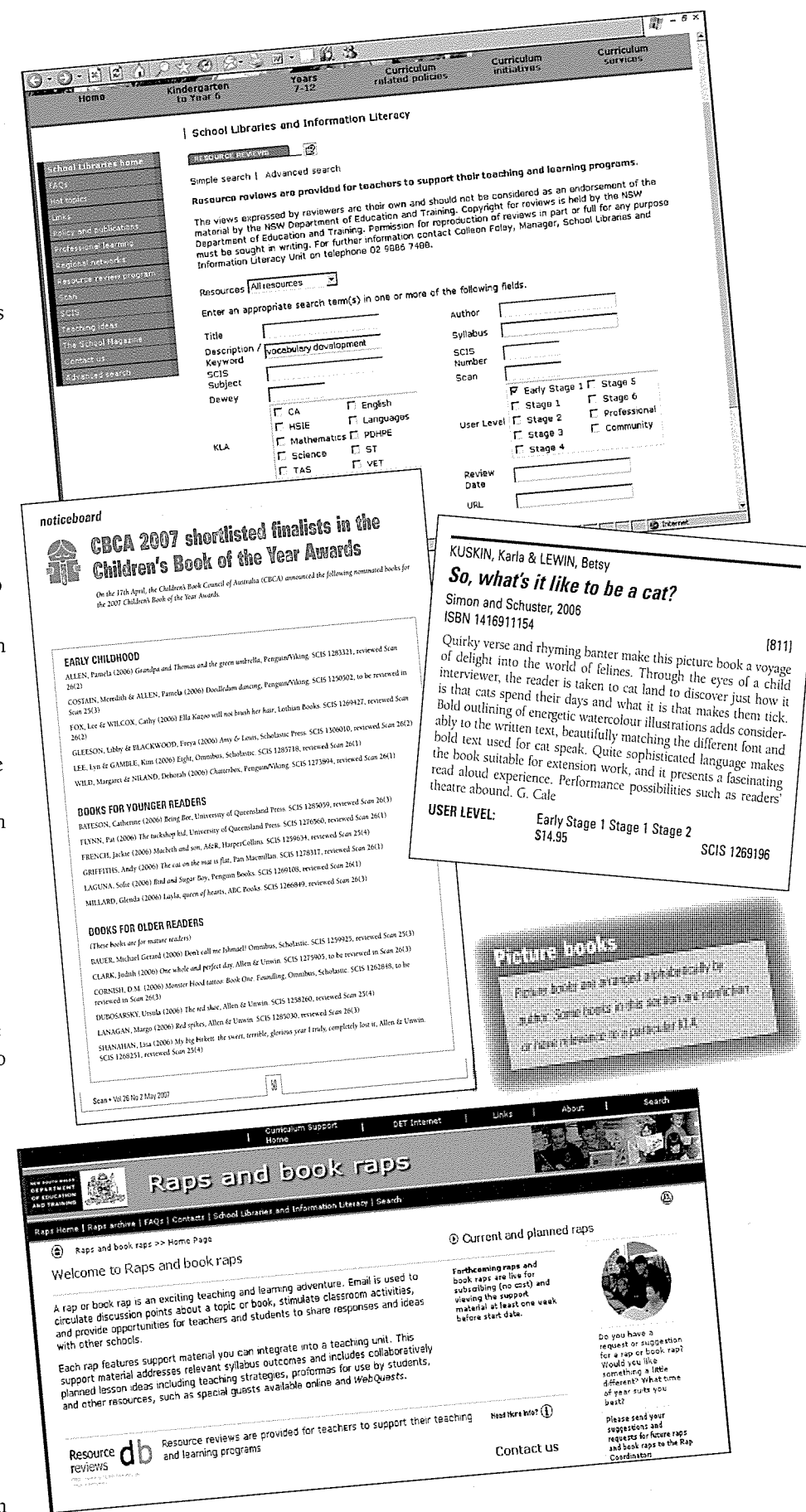


Figure 1 Scan, the online Resource reviews database and Raps provide support for building a collection of high quality texts and strategies for supporting reading.

Students' successful engagement with books is partly influenced by their emerging memories of what they have lived and experienced. It is important that children choose many of the books to be read.

### Vocabulary development

Students benefit from engaging with books that have sophisticated and complex vocabulary and language structures. While an extensive vocabulary may be achieved through discussion of everyday experiences, exposure to the rich and complex language of books may promote the more complex and sophisticated language associated with learning how to read and write.

However, reading aloud is not sufficient for accelerating vocabulary development and comprehension. The way books are shared with students has greater influence on vocabulary acquisition and understandings of the diversity of written language.

### The syntax of book language

Hearing written language helps young children to understand complex syntax. It helps them to develop the ability to understand and use the linguistic structures of different types of texts. Book language includes a wider range of grammatical structures, specialised forms of narratives and text constancy that differ significantly from oral language structures.

Children who are read to often will already know, in some way, that the language of books is different from the language they speak. By being read to they will be developing an ear for bookish or literary forms of language (Clay 1991).

### Rich talk related to the text

Reading and writing is a much easier task for students when they are constantly exposed to listening to stories which are extended by discussion and lexically rich talk. Exposure

to the rich, sophisticated and complex language in books promotes more complex language that students use when learning to read and write continuous text. The vocabulary development, comprehension and story sequencing that result from constant and rich oral reading by teachers are precisely the language skills that relate most strongly to literacy accomplishment (Snow et al. 1994).

### Interactive and dialogic events

The most effective oral reading interactions by teachers are those in which students are actively involved in asking questions, answering questions and making predictions rather than passively listening.

Dialogues such as these are called interactive or dialogic events and can result in significant vocabulary growth. The extent of this growth is related to how frequently students engage in interactive and analytic talk rather than just being invited to talk. The desirable analytic talk involves making predictions or inferences to explain a character's motivation, or connects events from different parts of the story. Teachers prompt students to engage in analytical thinking by making comments that model such thinking as well as asking thoughtful questions.

### Modelling the role of the ideal reader

In reading to students, effective teachers should model the role of the ideal reader. An ideal reader is one who intuitively and unconsciously makes appropriate inferences and predictions and constantly rethinks current events in a story in relation to past events. This is achieved by explicitly talking aloud as they read, making students aware that they are predicting, making inferences or changing their ideas about what is happening in the story.

### Favourite stories

Repeat readings of books are strongly recommended. The first reading of storybooks should ideally include four components: book introduction, vocabulary support techniques, analytical comments, questions and an after-reading why question. These techniques help build a stronger understanding of the story. The use of expression, gestures, dramatic pauses, variation in the pace of reading and plenty of eye contact capture interest and actively support meaning and comprehension (McGee 2007).

### Social interaction and the text

Language and social interaction accompany the words of the book and are the main reason why reading stories has a positive effect on literacy development. Learning from the story reading results from participation in the construction of a complete text that incorporates the language and ideas of the author with comments, questions and discussion about the book from both the reader and the child. It is essential to provide interactions around books on a one to one basis and in small groups (Lennox 1995).

### An interactional style of reading produces the greatest gains in vocabulary development.

### Interactional and performance reading styles

Teachers who use interactional styles of reading simultaneously read and discuss stories with students. An interactional style of reading produces the greatest gains in vocabulary development. Just reading, however, produces the smallest gains in vocabulary acquisition. Performance style teachers

encourage discussion before and after reading but perform the story without interruption. Taking an aesthetic stance, the reader strives to place listeners inside the literature to enable them to live through the experiences described in the text. This style produces gains but it is not as significant as an interactional style of reading (Brabham 2002).

### One way to influence comprehension is to improve students learning of words.

### Comprehension and reading to students

One way to influence comprehension is to improve student learning of words. This can be done by reading to children (McNaughton 2002, 5p.171). In a 1989 study by Warwick Elley, 7 and 8 year old students learned an average of eight words from three reading sessions in a week. This occurred across all children despite differences in their known vocabulary.

David Dickenson's 2001 study showed that the size of children's vocabulary at the end of one year at school was a strong predictor of reading comprehension scores five and eight years later. The quality of children's narratives was also associated with progress in reading at school. In Dickenson and

Tabor's 2001 study, this indicated a significant relationship with reading comprehension at grades 4 and 7 (McNaughton 2002 p. 174).


### Conclusion

Children rely on adults to read stories to them. These reading-to interactions can significantly influence literacy development. Simply reading to

children in a passive way however, will not necessarily bring about significant benefits. The talk that surrounds the reading, the capacity of the reader to take the child into the author's world, the sophistication of the language and the interactional style of the reader is a more strategic way to maximise the benefits to the child's literacy growth. ■

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\*For more information, contacts and resources for the following raps and those that are archived go to the website at <<http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm>>

Term 3, 2007

- **Book Week 2007- READiscover**, featuring short listed books from the *Readiscover* and *Leafy* lists has a focus on literacy and living things with an environmental flavour. Stage 2 English and SoTeen rap supports the 'Local environments' unit in the curriculum planning framework with CD35. See live on viewing and subscribing (no cost) week of 21 July 2007. Rap starts 30 July 2007.

# From grace space to power place: Library 2.0 in action



**Victor Davidson**  
is teacher-librarian  
at Birrong Girls  
High School.

**I**t's Thursday morning 30 May, 2007. *Murder under the microscope* (MUM) is nearing its climax. Year 7 students are crowded around their computers, gathering information that will track down the villain. The Geography teacher and the Science teacher are whipping up an atmosphere where learning is palpable. The students are excited. The teachers are excited. There are multiple opportunities on tap for collaborating with teachers to support teaching and learning outcomes, for value adding to student learning integrated with the Year 7 Literacy program, and for introducing technology that resonates with young students. The teachers agree to a 60 second video and, in the presence of students to whom I will be teaching types of text in the next few weeks, I explain to all the basic structure of narrative.

## Shooting the movie

The Director (me) asks for orientation, complication, sequence and resolution. This translates as 'say who you are, where you are, what you are doing, how is it going, and will it have a happy ending'. The students are listening as attentively as the teacher.

Filming can be an awkward proposition because the subjects often become self conscious with a visual

medium. The more students are engaged in this method of teaching and learning, the less self conscious they become. In this instance, the audio recording allows the narrator to present the introduction, and then let the students' voices speak for themselves, after which there is a wrap up. For this to occur, a laptop is set up near the action, a microphone is plugged in and the recording is made. The video recording takes 45 seconds.

## Transferring the data

There are a number of options for transferring the data, such as:

- burning it to a CD-ROM
- loading it onto a memory stick
- loading it to iTunes.

I chose to load the data to iTunes by converting the files to podcast format (Appendix A). As the iTunes program is already installed on the computer, it is easy to download the data and sync it to an iPod. Within 15 minutes of recording the clip, Year 7 are watching their teacher perform and hearing an MP3 on the iPod. They gather around in a hushed and reverent manner.

*Can you play it again, Sir?*

After two more replays, the files are placed on the student shared drive where students can either replay them in situ or load them onto their memory drives. The students and the teachers have new experiences of the tasks at hand.

The immediacy of the technology allows the activity to be repeated, enabling the students to build on the discussion. The students and teachers are less self conscious and their responses are richer.

## Sharing and extending the experience

After class, I visit the Head Teacher, Science so that he can see what has been happening, and to reinforce the value of MUM and the skills of the teachers. The Principal, unable to visit the library during this project, watches the video and listens to the audio (Figure 1). She is impressed by the dynamic interaction between teachers and students, the engagement of the students, and the value of this teaching and learning experience.

There will be follow on. The next lesson on the blog will explore what has been covered today. Integration and synergy are key goals. Although new dimensions that have been added to the teaching and learning cannot be easily quantified, it is necessary to analyse what has been happening to plan for future lessons and link them to student learning outcomes. To some extent, the experience feels like an *Action research project*, with constant tinkering, observing patterns and monitoring feedback.

## Embracing the vision of Library 2.0

Many years ago, I perceived the rise of IT as having the potential for individualising the content and delivery of information. As a teacher-librarian, I have always enjoyed running a program that could be modified each year in accordance with global school imperatives, and would cater to specific student needs. With Library 2.0, my time has come! Technology plus imagination equals power in the library. Embracing the vision of Library 2.0 has drawn me



Figure 1 Video screen grab of teachers discussing *Murder under the microscope* <<http://www.youtube.com/user/victordavidson>>

Teacher 1: This is 7B participating in *Murder under the microscope*. It's a problem solving exercise where students have to identify victims, villains, crime sites and how the crime happened. Year 7 have been completing this enthusiastically with the help of their Geography teacher, that's me Ms Brun, and their science teacher, Ms Sharma. We've had a great time doing it but we are still a little bit puzzled as to solving the crime. Ms Sharma, how did you find it?

into the realms of videos, MP3s and blogs. I can engage in the evolving discourses that entrance contemporary students, while empowering them to achieve syllabus outcomes such as English Stage 4 outcome 11. I want my students to continually expand their repertoires in information retrieval and knowledge synthesis to achieve deep knowledge and deep understanding for the learning focus.

## Adapting past successes

For many years, I have taught a Year 7 information literacy program, underpinned with narrative discourse, to support the school's literacy priority across key learning areas. This year, I decided to create a set of digital resources to reconfigure my program and increase the tempo of my teaching by loading files simultaneously onto the student shared drive intranet, and onto the Internet. Entering student email addresses into a spreadsheet allowed me to email homework at the press of a send button. I put up a blog that would track the lessons online and allow me to add on multimedia resources.

## Setting up the blog

After observing a number of my peers running blogs, in particular Judy O'Connell, Stu Hasic and Kevin Dudeney, I chose the oldest popular program of *Wordpress.com*. Setting up the blog was simple. I registered for a free site. Then, I explored the possibilities of uploading photographs, videos

and audios, as well as links to favourite websites and other blog sites. Amazingly, coming to terms with seemingly trivial steps made a profound difference, while conversely, apparently monumental decisions turned out to be trivial. Above all, I allowed my sense of play to rise above my frustrations.

## The program goes online

The year began with the establishment of the information literacy blog at <<http://informationliteracybhgs.wordpress.com>> (Figure 2). At the end of each teaching cycle, the outline of the lesson is uploaded with links to the current fairytale and questions relating to it. Following this, there are questions concerned with information literacy that students must respond to before the next cycle.

The first cycle reinforces the importance of following instructions carefully via *Puss in boots*. Students access the school library web page to retrieve information. Included on the blog is a link to a *YouTube* video welcoming students to the library and explaining the roles and functions of the teacher-librarian and the library technician.

As some students do not have access to the Internet at home, I use the contents of the blog to create a *Word* document and email it to all Year 7 students via the school intranet. Students are given the option of completing their answers in the *Word* document or putting up a post on the blog. There are also a limited number of copies of the document in hardcopy.

The video is placed on the shared drive to enable students to access it via a link in the *Word* document.

The observable responses assure me that my program is a success. Students are engaging at many levels, and the evidence is tangible and anecdotal. Email volume is rising, although I have had to spend time changing portal passwords. Comments on the blog are increasing as students gain confidence using this social and public form of communication technology. Students are also learning where to find the student shared drive to print hardcopy of their homework. Above all, nothing gives me more pleasure than the cheer of students when they hear that they have a lesson in the library.

## Online research support

To ensure availability of online searching in the library, I create *Word* documents with hyperlinks to useful sites. These are saved to the *Library and information resources* folder on the student shared drive. When teachers make a booking for the Technology Area in the library, they are asked to indicate the research topic. They are also asked to indicate if students are to use other library resources as well. If they are, then a hyperlink to the library catalogue is inserted. The links to websites are also uploaded to a *del.icio.us* site, which is linked to the information literacy blog (Figure 2).



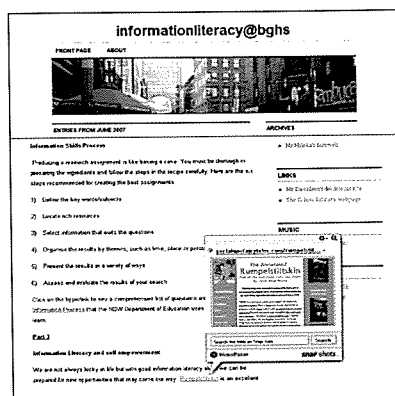


Figure 2 Excerpts from Information literacy at Birrong Girls High School <<http://informationliteracybghs.wordpress.com>>

### Where to now?

In the short term, it will actually be a long haul as I generate the content for the blog.


Finally, a teacher was leaving today. I asked her to record a farewell message for the students and staff. In doing so, she emphasised that gaining knowledge, particularly in the context of reading in the library, was the best way to earn respect in this world. As a result, I can see the concept of respect, as part of our school values, becoming a key element of my next sequence of lessons.

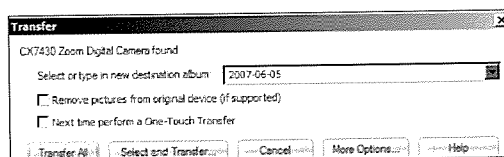
The library is committed to innovation while simultaneously maintaining flexibility. Our willingness to surf the crest of change ensures we will not be relegated to the also rans as we continue making the library a powerful place. ■


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### Appendix A: How to make a movie and load it on a computer and iPod

- You need:
  - a computer with USB port
  - a microphone with USB attachment
  - a digital camera with USB connection
  - an iPod.
- Set the digital camera to the movie icon  and play.
- Plug one end of connection into camera and the other into the USB port on the computer. (Make sure the computer is on.)
- If the software for the digital camera has already been installed on the computer, a *Transfer software* screen should almost instantly appear.



- To *Plug and play*, select **Transfer** to add movie to hard drive file on computer/laptop.
- Open **Transfer event log** in dialogue box.
- Save as movie files or jpegs. Options: put file into picture tray for manipulation or drag onto desktop. It will sit on the desktop as a RealPlayer icon. Open and rename, e.g. MUM.mov .
- Transfer movie to iPod. Open iTunes, then drag movie file from the desktop to the main menu screen and rename.



- Check the SUMMARY for:
    - volume eg 3.8 megabytes
    - bitrate eg 128kb/sec = 16 seconds of usage sequence.
  - Convert selection to iPod (ie not XXX.mov)
  - Update iPod data from hardware to the iPod (portable storage device). Use the provided connections on the default screen – Syncing iPod.
  - Close computer screen when the transfer to iPod completed.
  - Open iPod menu, connect speakers and open videos recently added option.
- Detailed information about downloading movies and music is available at *Getting started: a guide for using iPod and iTunes for teaching and learning* <[http://images.apple.com/education/products/ipod/iPod\\_Getting\\_Started\\_Guide.pdf](http://images.apple.com/education/products/ipod/iPod_Getting_Started_Guide.pdf)>.

Appendix A: How to make a movie and load it on a computer and iPod

# Implementing HSC: all my own work. Is it a lot of work?



**Anne Lockwood**  
is Head of Information Services, Tara Anglican School for Girls.



**June Wall**  
is Executive Librarian, St Ignatius College, Riverview.

- Saint Ignatius College, Riverview, which is an independent Catholic school with an enrolment of over 1500 boys, 1200 in the 7–12 school, situated in Lane Cove.
- Tara Anglican School for Girls, which has an enrolment of 1000 girls, 600 in the 7–12 school, situated at North Parramatta.

### Background

The issues of copyright, plagiarism and the attributes of ethical scholarship have been part of the prevailing educational climate for years. The movement towards a more digital agenda for learning and teaching exacerbated these issues. In 2005, the Board of Studies NSW (the Board) formed a planning group to design a course to inform and reinforce ethical practices in academic work for students. Ailsa Holmes-Walker from ASLA (NSW) Inc. was a member of this group. As the planning group

determined the HSC year as requiring an essential academic rigour, the program developed was planned for completion prior to the HSC year.

In August 2006, ASLA (NSW) Inc. ran an information day, discussing the five modules, to spearhead thinking for teacher-librarians across NSW. The Board launched the *HSC: all my own work* course online (Figure 1) in October 2006 (2006c).

### The Muirfield experience

Ailsa Holmes-Walker from Muirfield High School volunteered to oversee this course in her school. Ailsa identified some issues needing to be addressed as:

- informing the executive about the AMOW program and the mandatory requirements
- ensuring that all the faculties had in place a uniform approach to dealing with identified occurrences of plagiarism in assessment tasks.

In 2006, the Board of Studies NSW advised that a new program, *HSC: all my own work* (AMOW) was under construction and would be released late in the year for implementation by all schools as part of their Higher School Certificate (HSC) program for 2008. In reality, this means that all students sitting one or more exams in the 2008 HSC have to complete this five module course before they are enrolled for the HSC program. This includes all accelerated students from any year undertaking their HSC in specific subjects for 2008.

The implementation process of the AMOW program is determined by individual schools. This article focuses on three Sydney schools, and how they implemented the AMOW program. The three schools are:

- Muirfield High School, which is a co-educational comprehensive high school with an enrolment of 550 students, situated in North Rocks.

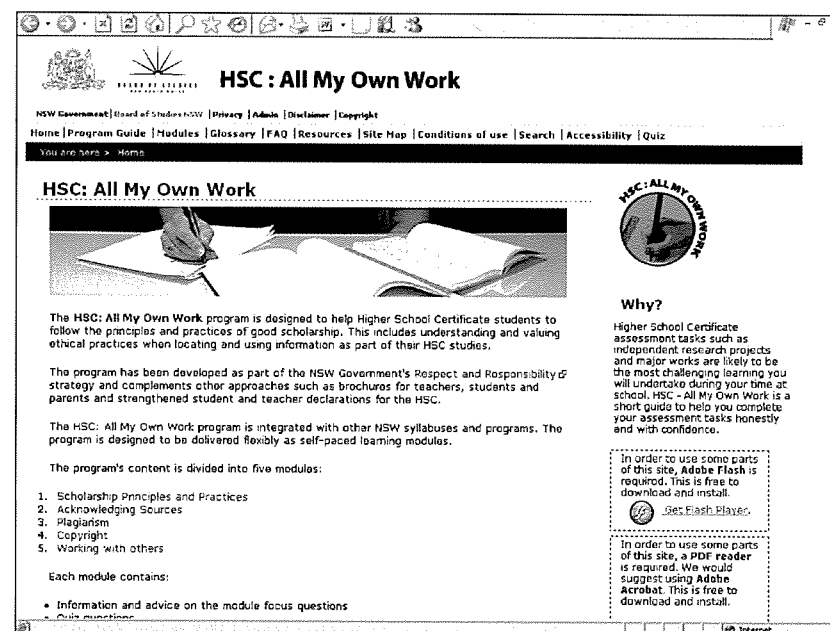


Figure 1 HSC: all my own work online <<http://amow.boardofstudies.nsw.edu.au>>

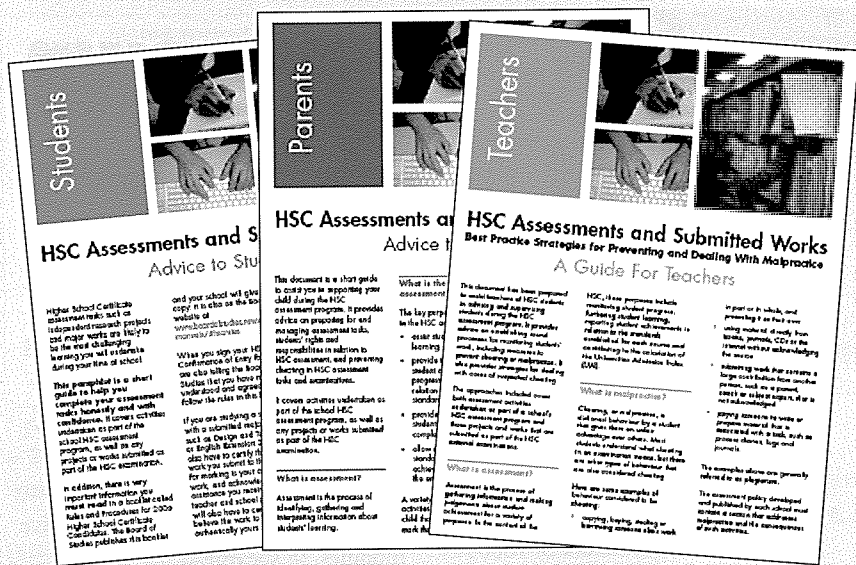


Figure 2 PDF advice pamphlets are available at HSC assessment policies and documents <[http://www.boardofstudies.nsw.edu.au/hsc\\_assessment\\_policies](http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies)>

As a result of these information sessions, it was decided that a whole school policy on ethical scholarship was needed. This *Academic Integrity Policy* considered many factors including:

- the responsibilities of the school
- responsibilities of the students
- procedures for suspected plagiarism and collusion
- penalties
- an appeal process.

The policy became the centralised document for existing policies in the school. The policies were mainly department or faculty based and, although an assessment policy for the senior school existed, the *Academic*

*Integrity Policy* became a mechanism to have a consistent view across the entire school. The draft policy was written by Ailsa and based on the *HSC assessment and submitted works: advice to students, HSC assessment and submitted works: advice to parents and the teachers' guide* provided on the *Board of Studies NSW (BOS)* website. These guides are also available to download in PDF format (Figure 2). The draft was presented to the school executive for ratification and acceptance.

### Implementing AMOW at Muirfield

The decision was made to run the course with the Year 11 students so

that they understood the *Academic Integrity Policy* upon entering their senior years.

Muirfield uses a freeware software program, *Moodle*, which is an open source product. Ailsa, with a cohort of 90 students in Year 11, decided to use *Moodle* to present the course, using the computer lab in the library. The modules from the BOS website were downloaded and cached into *Moodle*. The quizzes were printed in hard copy for later distribution to the classes. Ailsa then addressed the main points of each individual module with class groups, and conducted discussions about the scenarios listed. The students then logged into the school network and completed a module, answering on line and having the answers checked as they worked. On completion of the quiz, the students sent an electronic *Moodle* message signalling their completion, containing a comment detailing one thing learned, and returned to their class space to complete the printed copy of the quiz. Quizzes were marked and compiled as proof of completion. Ailsa then entered the grades gained into the *Moodle* spreadsheet, ensuring that the exported print copy could be sighted and signed by the Principal. One 75 minute lesson was allocated per module of the course and taken from a line of study across the year, commencing with the Society and Culture periods.

Ailsa found that the discussion times using the scenarios in the modules was invaluable. As students often have a habit of not reading fully what is on their screen, and often rush through answering the question, the face-to-face discussion made them focus on the information provided.

The students successfully completed all modules and will be signed off on the *eBOS Schools Online* website (Figure 3) as having completed the course.

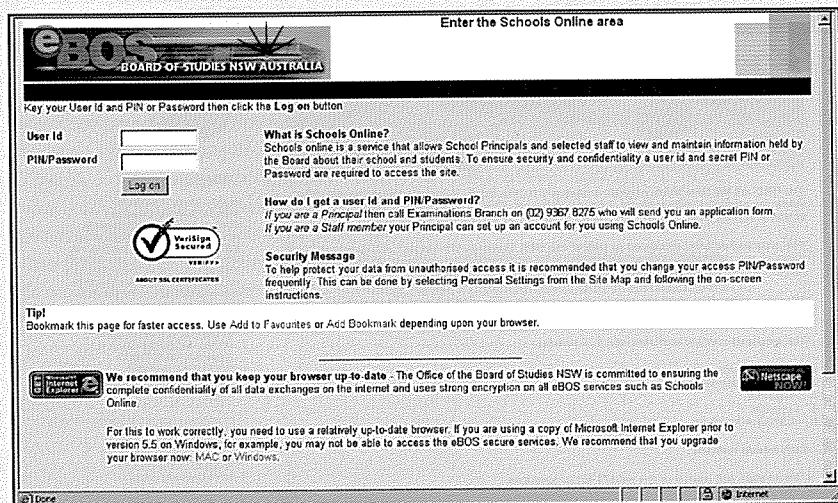


Figure 3 eBOS schools online <<https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html>>

### Changes needed for successful implementation of AMOW at Muirfield in 2007

Issues to be resolved for the next intake:

- Students had forgotten their logins/passwords for the school intranet. This meant that the IT Coordinator needed to be available during the course of the program to assist students in logging into the network.
- A back up procedure is needed to identify those students who were absent or entered the school after the program.

### The Riverview experience

At St Ignatius College, Riverview, June Wall had informed and consulted with the Executive and Heads of Faculties about the implementation of the course. After discussion, two courses of action were agreed upon:

- Integrate the AMOW program with a unit of work.
- Deliver the AMOW program as a standalone course for the 2008 HSC intake. Initially this was programmed for the end of Year 10 during Term 4. However, the first weeks of Term 1 Year 11 were used.

The initial plans were that June would train the Year 11 English teachers during Term 4, 2006. As this did not eventuate owing to other activities in the school, it was decided that June would present the whole program at the beginning of Term 1, 2007. As only three periods could be available from Year 11 English, the AMOW program needed to be synthesised to be delivered over two periods with one period for the assessment or quiz component (Figure 4).

The 12 English classes were divided into three groups of four classes each. The sessions were delivered via a mix of lecture, question time, and discussion, with each session delivered three times to cover the whole year group.

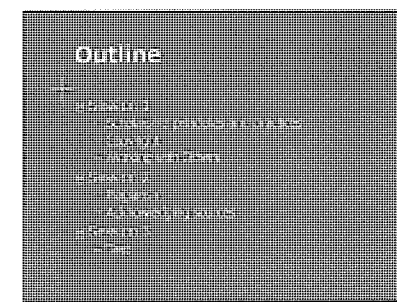


Figure 4 Outline of the AMOW program at Riverview

Riverview also uses *Moodle* as the College intranet, and so the assessment component was achieved through the online quiz with automated marking. This was necessary as with over 230 students and a pass rate established at a mastery level of 80%, some of the boys needed to sit the quiz more than once until they achieved 80%!

Riverview has a small intake in Year 11 and one of the boys, who had already completed the AMOW program at a previous school, was able to verify this by presenting a certificate from the school. Although the BOS schools online website could show this result, it made it easier at the time to have a tangible item as proof.

The five modules were examined for those requiring a more practical

aspect. The modules of *Scholarship principles and practice, Copyright and Working with others* were presented in the first session to give the basis of ethics and legal requirements. The second session covered *Plagiarism and Acknowledging sources*, as both of these require practice and samples. Both sessions had more discussion than was expected, as the students applied the content to their own circumstances and asked questions. The content for each session was developed by June with use of the scenarios from the AMOW site. Links to the AMOW and other websites were used, as were notes and samples of work provided to the boys.

### For most students, plagiarism is unintended.

For most students, plagiarism is unintended. It is the result of poor note taking skills, a lack of background reading and a limited understanding of the topic. The AMOW program was a continuation of some seminars provided on note taking and plagiarism in previous years (Figure 5).

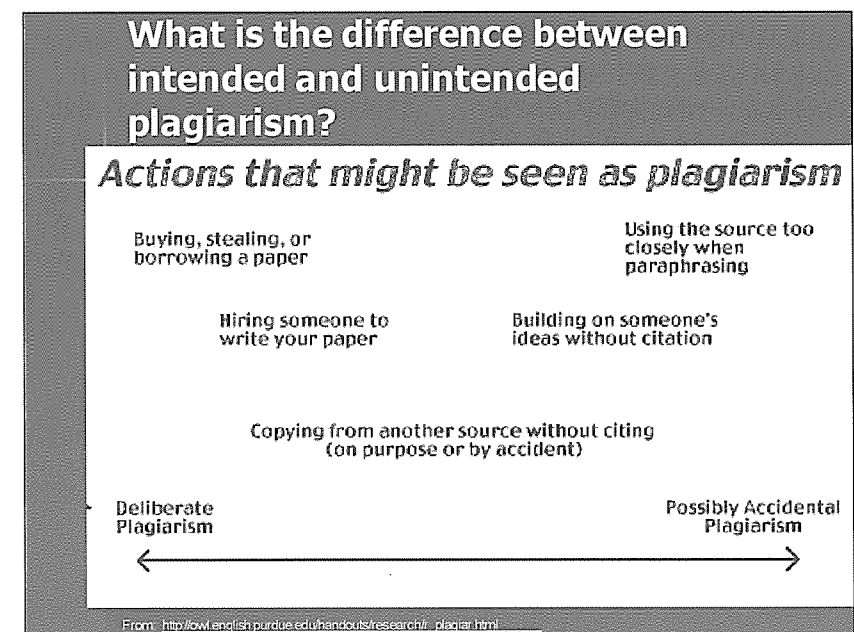


Figure 5 An example of work from a previous seminar on plagiarism which is incorporated in the AMOW program



An interesting comment to hear from the boys was that they did not expect teachers to check for plagiarism on a regular basis, if at all, let alone be able to check online!

On completion of the two seminars, the boys were given one 50 minute English period to complete the online test, logging into the school network and completing this online using Moodle. If they did not gain 80%, they had to resit the test in their own time, until a satisfactory result was gained.

### Changes needed for successful implementation of AMOW at Riverview in 2007

Issues to be resolved for the next intake involve the development of:

- an embedded AMOW program within a Year 10 English unit
- an online program for those students who were absent during the above unit of work or enrolled at the College after Term 3 Year 10
- an online quiz or assessment which includes real school based scenarios.

### The TARA experience

At the end of 2006, 124 girls were enrolled in Year 10 at Tara Anglican School for Girls (TARA). After the Board launched the AMOW site at the beginning of October 2006, Anne Lockwood approached the school's Executive committee and volunteered to administer the AMOW course, through the library. The school had recently rewritten their whole school *Academic Integrity Policy* so that it was an easy step to start working with the new course. After some discussion, a pass mark of 90% was decided upon. A lesser grade was suggested but, as Anne felt strongly about the importance of this course, it was agreed on 90%.

TARA was lucky to have Moodle already in place on the school's server. Although external access was

available, the girls were to complete the quizzes during the school day.

One difference with TARA's approach was that Anne used the information directly from the BOS site. All the quizzes were retyped into notepad for easy uploading into Moodle. The crossword puzzles were converted into more multiple choice questions and incorporated. The only item left unused was the findaword. There are many ways to set up the quiz. Options used included rotating questions and rotating the answers inside the multiple choice questions.

When students use the BOS site to complete their Year 10 Computing Skills examination online, the Board issues details to the school about who had logged in and what mark they received. However, this facility is not available on the HSC: *all my own work* website. If the students complete the tests at the end of the modules, they are told the correct answer question by question, and the school has no record of who has completed the quizzes. What Anne wanted was all of these benefits. What the school required was a list of students with the grades they had received. Moodle can supply all of this with ease.

### The ability to redo the quiz within a set time frame was also useful.

The timing for implementing AMOW at TARA was similar to Riverview. After the School Certificate examination, camps, sporting commitments, and all the extras that occur at the end of Term 4, TARA provides four days of taster subjects for Year 11, and Anne was allocated five periods from this time. The girls were assembled as a year group and, for approximately 30 minutes, a presentation was given using slides and information from the BOS website. The girls then went to the computer labs, logged on and

completed the quiz for that module. They did not have the ability to see other students' grades and their highest score counted. It became a challenge to get the highest possible grades.

The administrator module kept track of who was online, what time they started, and what their result was. The ability to redo the quiz within a set time frame was also useful. It was not uncommon to hear the girls finish a quiz and then groan and restart. A loud, 'Yes!' was common, but setting the pass mark at 90% was a challenge for some. The students found the copyright quiz the most difficult. The administrator observed that 120 girls attempted the quiz 239 times!

One of Anne's favourite features was the analysis report produced on Moodle which showed each question and how many students chose each option. If a question had a large number of students choosing an incorrect answer, she felt that there was a focus area for her next class. It is possible for this to happen, if they only need 90%. That means that they commonly got the same questions wrong. The full results can be exported into a Microsoft® Excel document (Figure 6), making it an easy process to give to the principal for signing off.

### Changes needed for successful implementation of AMOW at TARA in 2007

The same problems ensued at TARA as well. New enrolments in Year 11 in 2007 had missed the lectures last year and there were also several students who for some reason had also missed out. They were shown with the new students. To facilitate their progress, Anne imported her Microsoft® PowerPoint presentations into Moodle, had one lesson with them, and showed them how to access the entire course. She did not feel that this was as satisfactory as they lacked the personal input, but all achieved their

| Student<br>Sort by: Lastname | Scholarship<br>Principles and<br>Practices Quiz |       | Acknowledging<br>Sources Quiz |       | Plagiarism Quiz |        | Copyright Quiz |        | Worked with<br>Others Quiz |        | Total Stats |         |
|------------------------------|---|-------|-------------------------------|-------|-----------------|--------|----------------|--------|----------------------------|--------|-------------|---------|
|                              | 25  | Raw % | 20                            | Raw % | 21              | Raw %  | 45             | Raw %  | 16                         | Raw %  | 137         | Percent |
|                              | 24  | 96%   | 19                            | 95%   | 29              | 93.55% | 41             | 91.11% | 15                         | 93.75% | 128         | 93.43%  |
|                              | 25  | 100%  | 20                            | 100%  | 29              | 93.55% | 42             | 93.33% | 15                         | 93.75% | 131         | 95.62%  |
|                              | 25  | 100%  | 18                            | 90%   | 28              | 90.32% | 42             | 93.33% | 16                         | 100%   | 129         | 94.16%  |
|                              | 22  | 88%   | 18                            | 90%   | 31              | 100%   | 43             | 95.56% | 15                         | 93.75% | 129         | 94.16%  |
|                              | 24  | 96%   | 18                            | 90%   | 29              | 93.55% | 44             | 97.78% | 16                         | 100%   | 131         | 95.62%  |
|                              | 25  | 100%  | 18                            | 90%   | 27              | 87.10% | 41             | 91.11% | 15                         | 93.75% | 126         | 91.97%  |
|                              | 25  | 100%  | 19                            | 95%   | 28              | 90.32% | 41             | 91.11% | 16                         | 100%   | 129         | 94.16%  |
|                              | 23  | 92%   | 19                            | 95%   | 29              | 93.55% | 40             | 88.89% | 15                         | 93.75% | 126         | 91.97%  |
|                              | 25  | 100%  | 18                            | 90%   | 29              | 93.55% | 40             | 88.89% | 14                         | 87.50% | 126         | 91.97%  |
|                              | 23  | 92%   | 18                            | 90%   | 29              | 93.55% | 41             | 91.11% | 16                         | 100%   | 127         | 92.70%  |
|                              | 24  | 96%   | 19                            | 95%   | 28              | 90.32% | 41             | 91.11% | 16                         | 100%   | 128         | 93.43%  |
|                              | 24  | 96%   | 18                            | 90%   | 30              | 96.77% | 44             | 97.78% | 16                         | 100%   | 132         | 96.35%  |
|                              | 25  | 100%  | 20                            | 100%  | 31              | 100%   | 45             | 100%   | 16                         | 100%   | 137         | 100.00% |
|                              | 23  | 92%   | 20                            | 100%  | 30              | 96.77% | 41             | 91.11% | 15                         | 93.75% | 129         | 94.16%  |
|                              | 24  | 96%   | 18                            | 90%   | 29              | 93.55% | 42             | 93.33% | 16                         | 100%   | 129         | 94.16%  |
|                              | 24  | 96%   | 18                            | 90%   | 29              | 93.55% | 41             | 91.11% | 15                         | 93.75% | 127         | 92.70%  |
|                              | 25  | 100%  | 19                            | 95%   | 29              | 93.55% | 41             | 91.11% | 16                         | 100%   | 130         | 94.89%  |
|                              | 25  | 100%  | 20                            | 100%  | 31              | 100%   | 42             | 93.33% | 16                         | 100%   | 134         | 97.81%  |
|                              | 24  | 96%   | 18                            | 90%   | 28              | 90.32% | 42             | 93.33% | 16                         | 100%   | 128         | 93.43%  |

Figure 6 The AMOW analysis report is exported to a Microsoft® Excel document

greater than 90% pass rate. TARA has a group of ESL students who struggled with the language used in the course. Anne went to their ESL classes and worked through the first presentation with them, and then worked on an individual basis with them. They did not have the same time restraints as the other students.

Issues to be resolved for the next intake:

- refine and update procedure for new students to the school
- develop a modified program for ESL students.

### Conclusion

This has shown you a snapshot of three schools' implementation of the HSC: *all my own work* program. Although all have used some online quizzes, all are just a little different to each other.

Before any implementation, it is important that discussion happens and decisions are made about the following issues:

- Academic Integrity Policy/Ethical Scholarship Policy.
  - How does the school ensure consistency in practice?
  - What procedures will be implemented?
  - What will be the consequences?

- When will be the best time to implement AMOW for your school?
  - What year level will be best, Year 10 or Year 11?
  - How will you cater for accelerants (if applicable)?
- Who will be responsible for the implementation?
  - Who will teach the program?
  - How will the program be implemented?
  - Will it be a faculty responsibility, if so, who will train the teachers?
- How will you determine that each student has satisfactorily met the requirements for this program? Please note: principals must sign off for each student that they are satisfied that the student has met the requirements. This is done through the schools online website.
  - How will you teach the program? Will it:
    - be integrated into an existing curriculum unit?
    - be taught as a one off program?
    - combine the modules, or teach each module separately?
  - If you choose an online component, do you have enough facilities to do this concurrently?
    - Do the students know their logins and passwords well enough for this to be logistically possible?
  - If your student population is transient or temporary, do you have a mechanism to ensure the next school knows the student has completed AMOW? For example:
    - produce certificates
    - ensure schools online has been recorded
    - write a letter advising new school.

This article is based on seminars that Anne and June have presented on behalf of ASLA (NSW) Inc, where resources and stories have been shared. It is hoped that this may give you some suggestions for the successful implementation of the new HSC: *all my own work* program in your school. ■

### References and further reading

eBOS schools online, Board of Studies NSW. Viewed 16 July 2006. <<https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html>>.

HSC: *all my own work*, Board of Studies NSW. Viewed 16 July 2006. <<http://amow.boardofstudies.nsw.edu.au>>.

HSC assessment policies and documents, Board of Studies NSW. Viewed 16 July 2006. <[http://www.boardofstudies.nsw.edu.au/hsc\\_assessment\\_policies](http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies)>.

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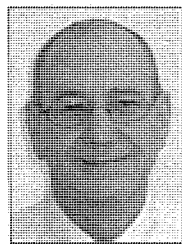
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three **2007**

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 challenges teacher-librarians and teachers to reflect on our profession, the nature of collaboration, and implications for the future.

# Charting a future for school libraries



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**Y**ou construct the road by walking it' has been a principle that has resonated with me for decades. Recently, I was invited to participate in a challenging, day long think tank by the Ontario Library Association in Toronto, Canada. It was an exciting day. The Association has been commissioned by the Ontario Ministry of Education to develop a white-paper document that presents a visionary, learning-centred future for school libraries. The discussion centred on the concept of the school library as a collaborative and intersecting knowledge commons, a

real and virtual information-to-knowledge space where students and teachers are guided to construct their learning spaces and learning objects, as individuals and as groups. We discussed the leading of learning through the school library, how we envision it, and how to make it happen. It is a complex challenge, charting a future for school libraries in a dramatically evolving technological, informational and pedagogical landscape.

How do we strive for best practice in this shifting landscape, working to achieve the highest levels of sustainable infrastructure and professional performance, in order to achieve the highest level of learning outcomes? Too often, and erroneously, we think of best practice as striving to reach some kind of idealistic (often thought of as mythical) standard, and overcoming seemingly insurmountable local obstacles and barriers. As I see it, best practice is both a mindset and action orientation that strives to continuously improve on existing processes as times change, as things evolve, and as research informs. Best practice is a challenge to continuously engage in thinking about and reflecting on effective school library practices, and to translate this thinking into action, to lead learning through school

libraries. This is not the sole domain of the teacher-librarian. School libraries, as intersecting and collaborative information-to-knowledge spaces, challenge us to carefully reflect on the collaborations and intersections that we have in our own schools, and how we, as a community, enable and guide the creation of deep knowledge and deep understanding through our school libraries. The current and forthcoming research columns in *Scan* will ask us to do just that.

The arena of teacher-librarian and classroom teacher collaboration poses some confronting questions, ones that our profession needs to address. Research evidence suggests that teacher-librarian and classroom teacher collaborations are actually low. Why? Do such collaborations actually work? Do they enable students to achieve? What constitutes effective shared teacher-librarian and teacher pedagogy and collaboration? Do collaborations enable students to achieve more than traditional instructional methods that centre on the classroom and the development of curriculum content? Is collaboration the most appropriate mode of instructional intervention? In many respects, our profession has built a practice and pedagogy on the assumption of collaboration. Yet, there has been little artic-

ulation as to what collaboration is, apart from a professional mandate to do it, and little attempt has been made to build a conceptual and theoretical understanding of this complex construct. I want to challenge everyone to read the works by Patricia Montiel-Overall, who is an assistant professor in the School of Information Resources and Library Science in the College of Social and Behavioral Science at the University of Arizona. The works are:

- Montiel-Overall, P. (2006) 'Teacher and teacher-librarian collaboration: moving toward integration', *Teacher Librarian* 34(2), pp.28-33.
- Montiel-Overall, P. (2005) 'A theoretical understanding of teacher and librarian collaboration

(TLC)', *School Libraries Worldwide* 11(2), pp. 24-48.

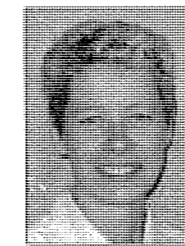
- Montiel-Overall, P. (2005) 'Toward a theory of collaboration for teachers and librarians', *School Library Media Research* 8.

In these papers, Montiel-Overall seeks to develop an explanatory theory of collaboration that goes beyond the superficial definition of some vague notion of working together. She argues that various notions of working together, and other joint efforts such as coordinations and cooperations, have been confused with collaboration. Drawing from a range of disciplines, she provides a range of definitions, and identifies core attributes constructed around the principle of mutuality of intent, shared

thinking, shared planning, and shared creation of integrated instruction, as well as respect, trust and collegiality. She proposes a series of models which help us understand the relational dynamics. These models provide us with an excellent starting point for reflecting on our own practices and building a preferred future for school libraries.

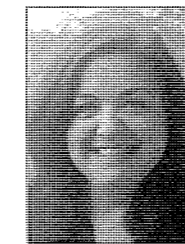
I encourage you all to reflect on and engage in vigorous, sustained, open and honest discussion about actions that will help us all construct the preferred future for school libraries. Our *Research column* in this issue, by Colleen Foley and Lyn Hay, is the prelude to several forthcoming research reports which will take us deeply into this future. ■

# Shaping our profession: teacher librarianship into the future



(SCIS/Scan).

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*In this article, Lyn and Colleen reflect on the future of the teacher-librarian profession and school libraries, and the influences and tools, past and present, that help us proactively shape this future. As they say, it is in our hands.*

**E**ver wondered what the teacher librarianship profession might look in 2020? (This is only in 12 years time!)

Our present is built on the foundation of our predecessors. Think about the leading lights in our profession who have provided us with exemplars and innovations, that we, as a profession, have built on and learnt from, that have informed policy and shaped best practice.

**... the future of the profession is in our hands.**

As history shows, the future of our profession will ultimately be determined by the practice of teacher-librarians today. In other words, the future of the profession is in our hands.

**What do we want our profession to look like in the future?**

A dynamic profession leads by doing. It takes on board challenges of the day and responds creatively into the future. In many ways our profession is at a very important watershed. How we as a profession respond today will determine our profession's future.

Amidst the challenges of an increasingly and rapidly changing technological world, and with the learning needs of the millennials pushing significant cultural change in education, inspiring practice will help us shape our future. Coping with change in itself is something we have been discussing as a society for some time. What strategies for managing change have we as individuals synthesised into our lives?



The Web 2.0 and Library 2.0 world creates an expectation of responsive, information services and integrative, interactive teaching and learning environments. Our millennials expect no less; it's the world they were born into. Our core professional values of collaboration and flexibility mean that we are philosophically committed to meeting these needs, in a reshaped collaborative partnership that includes our students, and recognises even more that we are learners as well as teachers. This will also shape the kinds of teaching interventions we plan and implement. At issue too, is how we integrate ICTs to support the teaching and learning scaffolds. This is not to say that traditional text and information formats no longer have a place. For example, see Unsworth's (2007a, 2007b) ideas for using e-literature and online literary resources to engage students in the full range of reading and writing experiences.

### Building on success

In very real ways we need to harness the 2.0 capacity and philosophy to grow our professional future. School libraries and teacher-librarians have embraced technology and been ICT leaders to date. We have creatively adopted ICTs for information and resource access, teaching support, and management. We need to continue this pact with ourselves. How can we use the immediacy of Web 2.0 to continue to improve such endeavours? More deeply embedding critical information literacy and higher-order thinking, for example, in the skill set we develop in our students and support our teachers with, is imperative. With 2.0 capacity, we can build on other successes and strategies we have had in integrating ICTs to engage students whose preferred 'learning experiences ... are digital, connected, experiential, immediate and social'. (Lomas & Oblinger, 2006).

Yet we must also break the nexus of an, at times, undue concentration only on issues of access, in a time when

**Current inspiring practice can help us see how we can harness our best pedagogical experience to make school libraries the 'flexible and dynamic learning laboratories' they need to be.**

immediacy and personalisation of access is a key user driver and technological perspective. Todd (2007a) affirms 'School libraries are no longer centres of information access... [and] products.' Our professional understandings necessarily inform sound structure and ease of access. Think of the ways teacher-librarians have supported and managed school intranets and information systems to enhance ease of access in such environments. Our understandings of how to use resources to support teaching and learning, and providing clear evidence of how we do this with teachers and students, must inform our engagement with new and emerging technology and tools to benefit student learning outcomes. Many professional articles, including those in *Scan*, report on practical ways teacher-librarians have integrated ICTs into their teaching repertoire.

### Inspiring practice

Current inspiring practice can help us see how we can harness our best pedagogical experience to make school libraries the 'flexible and dynamic learning laboratories' (Hay, 2006) they need to be. Hay's (2006) research highlights the significance, from a student perspective, of qualitative teaching interventions at relevant points in the information process. Fitzgerald's (2007) case study, demonstrating the use of a guided inquiry approach to support the information process, further reiterates the importance of explicit, targeted teaching interventions. This supports students dealing with a range of information

for research in a planned and focused way, to achieve better results.

Such approaches build on the sound pedagogical practices we have had for some time when using the information process to frame quality teaching support for authentic learning tasks, including literacy support. Hawkes (2001; 2002) reports on a range of strategies, such as individual and group interviews with students, at critical points in the information and research process to help students refine their search and synthesise information. Sanders (2005), Sampford (2002), Smith (2006) and Tester (2007) provide ideas about how school intranets and platforms can be organised to support units of work. These might include online elements, such as pathfinders and weblinks. Scheffers (2006), McLean (2004) and Reynolds (2006) offer exciting stories of engagement and achievement when incorporating ICT using WebQuests, raps and integrated online and computer tools supporting literacy and information skills. These are just some examples. We certainly have a rich professional base to build our future on.

O'Connell (2006) provides a range of practical suggestions for working with information literacy and digital fluency, to 'blend and shape our new Library 2.0 future' (2006a, p. 41). Some of the areas O'Connell covers related to technology and teaching implications can be seen in the following table (Figure 1). Have you explored these or similar ideas and activities? In this issue of *Scan*, Davidson (2007) reports on his experimentation with blogs and other tools including social tagging to support information literacy. Todd (2007a, p. 31) reinforces the exciting times we are in, and the potential of our school libraries into the future as 'centres of information experience, as people engage and interact with information in increasingly creative, confronting and provocative formats. Blogger stations, podcasting stations, digitising stations, virtual reference kiosks.'

| ICT integration  | Areas of teaching support  |
|--|--|
| <ul style="list-style-type: none"> <li>blended digital collections (weblinks, PDFs, personal storage space, e-books, digital objects)</li> <li>content enrichment for more online information (author biographies, teacher notes, weblinks)</li> <li>federated searching allowing retrieval of information from a range of online sources including your own and other databases</li> <li>portal entry to other collections and resources</li> <li>single entry point for the local school user to the whole range of such resources.</li> </ul> | <ul style="list-style-type: none"> <li>refined and advanced search skills e.g. when using Google</li> <li>personalisation of the information search process</li> <li>read and write interactivity, including online scaffolds eg for notetaking, synthesising, evaluating and manipulating found information, constructing knowledge from information</li> <li>structuring and managing personal storage spaces</li> <li>online discussion and communication tools eg Moodle, LAMS, wikis, blogs, podcasts, vodcasts.</li> </ul> |

Figure 1 Some aspects of technology for management and teaching (adapted from O'Connell, 2006a)

### What policies, documents and tools are available to the profession to help shape our destiny?

There is a powerful and empowering framework available for us to frame and advocate our profession. The key ones include:

- Library Policy – Schools (NSW Department of Education and Training, 2005 available at <<https://www.det.nsw.edu.au/policies/curriculum/schools/libraries/PD20050221.shtml>>)
- Handbook for school libraries*, 2nd edn. NSW Department of Education and Training, 1996
- Information skills in the school*, NSW Department of Education and Training, 2007 available at <[http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/info\\_skills/index.html](http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/info_skills/index.html)>
- Standards of professional excellence for teacher librarians*, Australian Library and Information Association & Australian School Library Association, 2004 available at <<http://www.asla.org.au/docs/TLstandards.pdf>>
- Quality teaching in NSW public schools: discussion paper*, 2003 NSW Department of Education and Training, available at <<http://www.curriculumsupport.education.nsw.gov.au/qualityteach/resources/phases/index.htm>>

- professional journals, including *Scan*, *Synergy* and *Access*.

### Collaborating into the future

There is considerable synergy between these documents in informing our professional practice. They provide clear, common elements about what is at the heart of teacher librarianship and school libraries. Here we have our brief for a vibrant, collaborative teaching partnership, making a difference to student learning in areas such as literacy and ICT integration, in the context of units of work across the KLAS.

Sound policy and tools are well and good. It is the practice that must move forward to help shape the health and dynamic of the profession into the future. Our quest? To continually build and enhance our contributions to student learning. How can we use policy? Do we use it constructively and passionately? What strategies have you used?

- What about using articles and reviews, for example from *Scan*, for professional development sessions?
- Have you used professional articles, or sections from policy and standards documents, in your own professional learning communities?

- Can they be used to create local online conferences?
- What other ways can you use such tools for rich conversations about our profession?

A core common element in the policies and tools noted above is collaboration. Think about overlaying the information process with the *Quality Teaching* model (Foley, 2007; Reynolds, 2006). This reinforces a commitment to constructivist teaching and learning, including a deep and meaningful engagement with a range of resources. It emphasises aspects such as the social context of learning, and that knowledge, our passion, is socially constructed. This values the learning process for successful learning. Further, *Information skills in the school*, framed by *Quality Teaching*, supports our decisions about explicit, appropriate teaching interventions. A guided inquiry approach offers us a sound framework for making more explicit our professional judgments about appropriate teaching and learning strategies, and acting upon them. All of this hinges on social interactions, communication and collaboration as teachers and learners. In the world of the millennials, the use of technology is essentially social and collaborative. Collaboration, and the nature of it, is more important than ever. Collaboration, then, is a powerful element to frame and inform

our profession as we move into the future. See below for additional discussion of aspects of collaboration.

### How do we contribute to shaping and mapping our profession for the future?

We need to build on the great achievements of our colleagues in the profession, from within the local and state level through to national and international levels. It is important to look beyond our own backyard and see what exemplary practice from around the world may be applicable to our own school context. As a profession, we need to empower ourselves and shift our focus beyond what can sometimes become the daily grind. This can be achieved by regularly tapping into the professional know-how of others beyond our normal sphere of influence, as captured in professional and research journals such as *Scan*, *Synergy*, *Teacher Librarian*, *School Library Journal*, *Library Media Connection*, *Knowledge Quest*, *School Libraries Worldwide* and *School Library Media Research* (see examples of articles below). While it may not be possible for you or your school to subscribe to each of these journal titles, the majority of these are now available in full-text database services such as *INFORMIT Online*, *EBSCOhost* and *ProQuest*.

If you are a resident of New South Wales you can gain access to a range of full-text database services from your home by becoming a member of the State Library of New South Wales (see <<http://www.sl.nsw.gov.au/databases/athome.cfm>> for details on applying for a Readers Card). NSW government teacher-librarians can also gain access to articles through the Education Teaching and Training Information Service (ETIS) library <<http://etis.cli.det.nsw.edu.au/cli/etis/services/services.shtml>>. Anyone currently studying with a tertiary institution is also provided with access to a range of full-text database

services, and it makes sense to maximise your access to the professional literature on offer while enrolled in your course. Informing one's practice based on the successes of colleagues can help us shape ways of making a difference in our schools.

We need to be proactive in continuing our own professional learning journey, whether this involves regular attendance at local and regional network meetings, becoming an active member of a professional association (with an emphasis on active), participating in online forums such as *OZTL\_NET*, attending and presenting at state or national conferences, or formalising part of this learning by upgrading your qualifications at a tertiary institution. Preferably, over time, your learning journey will consist of a mixture of some or all of these.

We also learn by way of reflection. One way of achieving this is by recording our reflections in writing. Over the years, *Scan* has published the writings of teacher-librarians, teachers and principals who have evaluated their learning and teaching experiences. Capturing these reflections in formal publications, such as professional journals, conference papers or book chapters, not only provides each of the writers with an opportunity to share their learning, it provides us with a wealth of evidence, a documented history if you like, of our profession's growth, challenges, changes and future directions.

### Research informing a professional journey

While it is important to map the profession's journey in practice, the development of a strong body of research that is based on Australian practice is also fundamental to the shaping of our future. In 2003, the Lonsdale report concluded that 'Action research in school libraries... is a crucial tool for raising the profile and prestige of library professionals' (p.29). A recent community of

practice initiative developed by ASLA (NSW), *Community of Action Researchers -Teacher Librarians (CAR-TL)* <<http://www.aslansw.org.au/research>>, provides teacher-librarians with a means of professional learning, mentorship and potential research partnerships when planning action research projects. We look forward to seeing output from this group being published in the coming years.

### Providing the evidence

Consider becoming part of this evidence-based movement to demonstrate how your work as teacher-librarian contributes to student learning within your school. Foley (in Todd, 2005) asserts that our 'integrity as a profession is dependent on us providing explicit, school based evidence of the difference we make' (p. 36). Recent articles that provide models and methodologies for evidence-based projects (just to name a few) include:

- Abell, J. (2006) 'Planning and implementing effective professional learning programs using innovation configuration maps', *Access* 20(4), pp. 11-15. \*
- Heil, D. (2005) 'The internet and student research: teaching critical evaluation skills', *Teacher Librarian* 33(2), pp. 26-29. \*\*
- Howard, J. K. & Eckhardt, S. A. (2005) 'Why action research? The leadership role of the library media specialist', *Library Media Connection* 24(2), pp. 32-34. \*\*
- Patten, K. B. & Craig, D. V. (2007) 'Ipods and English-language learners: a great combination', *Teacher Librarian* 34(5), pp. 40-44. \*\*
- Scheffers, J., Bruce, M., & Nix, B. (2006) 'Teachers and teacher-librarians supporting higher order thinking skills', *Scan* 25(1), pp. 26-34. \*
- Schutz, H., Pick, A., & Knox, G. (2006), Building information

literacy : an action research approach', *Scan* 25(4), pp. 24-29. \*

- Twitchett, L. (2004) 'Evidence for the future: action research', *Synergy* 2(1), pp. 13-21. \*

\* Full-text copies of these are available in *INFORMIT Online*.

\*\* Full-text available in *EBSCOhost* or *ProQuest*.

Why not join these teacher-librarians in contributing to the body of evidence of how school libraries support student learning? Using the School Libraries and Information Literacy Unit's planning and *Programming proforma* can help in defining and documenting those aspects of units of work when reporting and evaluating your collaborative teaching experiences. The proforma is available at <<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/assets/docs/progproforma3.doc>>.

### Principal and teacher-librarian partnerships

Building a strong partnership with your principal will not only help shape your future, but the future of the profession. Research has shown the principal is central to the success of the school library program (Oberg 1996; Mosqueda 1999; Kolencik 2001; Henri, Hay & Oberg 2002a; 2002b). Further, the research of Montiel-

Overall (2006) highlights the importance of the principal with regard to successful collaboration in schools. She states that while it is not essential for the principal to be involved directly

*in every aspect of collaboration... the principal must know what collaboration is, how it can be supported, and what results are possible through effective collaboration between the SLMS and teachers.*

Montiel-Overall also highlights the importance for the principal being provided with evidence that teacher-librarian and teacher collaborations have improved student outcomes, because ultimately it is the principal's responsibility to show 'those who allocate resources that collaboration is worth continued funding'. Todd (2007b), in this issue of *Scan*, refers to the significant work of Patricia Montiel-Overall's (2006) research into collaborative practice and principal support.

The above research reinforces the critical nature of one's relationship with the principal. We need to have profound conversations with the educational leadership of our school as well as the broader educational community. Provide your principal with examples of school library innovation and best practice to inform these conversations, particularly articles written by principals!

Chambers' (2006) view of the library as the 'nerve centre of the school' and Morgan and Baker's (2005) shared vision of their school library as the 'pulse of the school', are good starting points for collaboration and flexibility. McGhee's (2005) very personal reflection, as a school administrator, on how she came to understand the importance of the school library and teacher-librarian's role 'as a teacher, collaborator, and leader' is also a must-read for principals.

### Shared visions

Working towards a shared vision of an information literate school community, as prescribed by Henri (2005), will also assist your teacher-librarian and principal partnership in developing a whole school commitment to learning, and celebrating the successful experiences of teacher-librarian and teacher collaboration in your school. One of the challenges faced by teacher-librarians, working in schools that do not reflect an information literate school community, is the need to demonstrate to people what exactly it is they do. Having to unpack the nature of our contribution, and providing evidence of this, has to be accepted by the profession as part of what we do. Be sure to avoid confrontation with stakeholders. Be constructive by focusing on the development of strategies and

| Issue/proposal  | Impact on teaching and learning support<br>(refer also to School Plan link as appropriate) | Strategies/solutions |
|---|--|----------------------|
| For example:  |  |                      |
| <ul style="list-style-type: none"> <li>• Flexible timetabling pilot</li> <li>• Additional resources to support COGs</li> <li>• Stocktake timing</li> <li>•</li> </ul> |  |                      |

Figure 2 Sample planning/discussion record for liaising with principals



solutions to issues or concerns. For example, use a proforma like the one presented in Figure 2, to help map out all aspects of an issue or concern, complete with possible solutions and strategies to address the issue. This process informs and educates our community and, when implemented as such, can strengthen the alignment between the teacher-librarian's and principal's vision of what the school library can offer and achieve.

### Changing perceptions

Shaping positive relationships with teaching staff and students is also fundamental to our profession's success. Our profession's history shows that people's perceptions of the role of the school library and the teacher-librarian can significantly shape the way they are viewed and utilised across different school contexts. We need to be mindful of the impact our actions have on the creation of people's perceptions, as well as changing people's perceptions. Earlier research by Henri and Hay (1997) on teacher librarianship nomenclature confirmed the power of people's perceptions, in this case, principals' and teachers' perceptions, and how these shape the way the teacher-librarian is viewed. In conclusion to the *Scan* readership, we advised:

*At the individual school level it is important, whatever you choose to call yourself, that you demonstrate a professional attitude and expertise. The name is important because it has meaning but more important is the fact that reaction to the name is a reflection of exposure to practice - good, bad or indifferent. Seeking to get the practice right might be more productive than changing the name.*

(Henri & Hay, 1997, p. 52)

In addition, the writing of Gary Hartzell provides our profession with a rich pool of experience and ideas to draw upon, in an effort to affect

change and build influence within our schools. (You will find journal articles by Hartzell published in the full-text databases mentioned earlier). Writing from the perspective of an educational administrator, Hartzell (2003a) stresses the importance of our profession learning to 'speak your principal's language'. In helping shape your future, why not take Hartzell's advice in building influence by:

*...offer[ing] the unexpected. Instead of limiting yourself to the same old things you've always done, create new traditions... people who are role innovators perceive the pivotal behaviors, values, and norms of their positions as the foundation (rather than the limitation) of their opportunities. Use your job description as a springboard; extend your role in ways that are both satisfying to yourself and good for your organization.*

(Hartzell, 2003a)

### We need to populate our profession

We also need to think beyond our own life as a teacher-librarian, and consider what we can do to help build the profession. What happens when you retire? Who will replace you? We need to populate our profession if it is to have a future, and the profession needs your help to do this!

We need to be proactive in recruiting for our profession. Target teachers who you believe would make a good teacher-librarian. For example, who have you mentored lately while trialling a new technology or teaching approach? What teacher have you recently collaborated with who has voiced their enjoyment while working with their class on a resource or inquiry based unit of work? What member of staff do you believe would not just fulfil, but extend the role of the teacher-librarian? Profound conversations with these colleagues, not just about the work you share but about the breadth and depth of

teacher librarianship as a professional pathway, would have an impact.

Or do you work in a school where the library technician or assistant has an undergraduate qualification in librarianship and works well with teachers and students? Has this person considered completing further studies to become a teacher? Already working in the school environment will add value to their study experience, where you provide them with insights into teacher librarianship practice on a daily basis, and provide them with teaching and learning opportunities throughout their coursework and practicum experiences. Again, you are contributing to the shape and future of the profession.

Finally, consider those school leavers who have voiced an interest in a career as a teacher, or in the broader information or IT professions. Why not plant a seed that teacher librarianship could offer a potential and rewarding career path, especially for someone who is interested in working in a profession that creatively combines elements from education, information and technology worlds.

The above conversations and actions provide value for both you as the professional mentor and the teacher, librarian or student mentee. Such leadership and practice helps you become professionally refreshed while supporting and bringing on board new members of the profession. Why not grab hold of the future and help invigorate the profession?

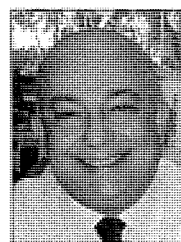
### Conclusion

Where do you stand in terms of shaping our profession? Consider the above questions. What are your answers to these? As teacher-librarians we do much to empower and motivate. We have a wealth of experience to draw on and recreate as we move into the future. Let's move confidently, as leaders and collaborators, into this future. ■

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# Reporting to parents: what role can teacher-librarians play?



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There is a considerable body of research which attests that teacher-librarians and school libraries make a discernable difference to teaching and learning. Teacher-librarians contribute to curriculum programs and school priorities in diverse ways. It is timely to review the possibilities for teacher-librarians in reporting student achievement to parents. This is particularly relevant given that the Department released policy requirements for reporting to parents in December 2005. This policy was supported by professional development opportunities and materials which were distributed to all regions. One significant area of support was the release of software to produce reports meeting the policy requirements. This School Based Student Reporting Software (SBSR v3.2) allows teacher-librarians various opportunities to report student achievement to parents.

So, what role can teacher-librarians play in reporting to parents? How can they access the Department's software to communicate to parents about what students can do, and what they need further assistance with? What are the issues that present themselves when considering the role of teacher-librarians in reporting?

## Teacher-librarians contribute to curriculum programs and school priorities in diverse ways.

Before we look at these questions, it may be pertinent to review the requirements for reporting to parents as outlined in the policy.

### Policy requirements

In December 2005, the Department issued the policy, *Curriculum planning and programming, assessing and reporting to parents K–12*. These policy requirements were for schools to implement in Semester 2, 2006. The new reports build on current quality practice. They will contribute to greater consistency in the way that schools report to parents across the state. The specific requirements are described in the *Policy and Policy standards* at [https://www.det.nsw.edu.au/policies/curriculum/schools/curric\\_plan/PD20050290.shtml](https://www.det.nsw.edu.au/policies/curriculum/schools/curric_plan/PD20050290.shtml).

In summary, twice yearly written reports to parents will:

- use plain language
- provide information on the student's
  - learning in each of the key learning areas or subjects studied
  - attendance at school
  - achievement in relation to school programs that extend, or are additional to, syllabus requirements
  - social development, and commitment to learning

- use the Board of Studies NSW five point achievement scale to report on student achievement, and summarise the level of achievement using A to E grades or the word descriptors: *outstanding, high, sound, basic or limited* achievement
- include teacher comments that identify areas of the student's strength, and areas for further development.

Kindergarten student achievements are not graded using the five point achievement scale, and exceptions also apply to ESL students and to some students with a learning difficulty. The reports for Years 11 and 12 students can use either a numerical score (1–100) or the use of the A–E grade (or equivalent). Information on how a student's performance compares with the school peer group (number of students in the peer group receiving grades A–E or word descriptors) is to be available to parents on request.

### School Based Student Reporting Software (SBSR v3.2)

The Department has supported schools throughout 2006 and in 2007 with the release of software which schools can access to produce policy compliant reports. The use of the software is optional, and schools can continue to use third party software, locally developed software, basic templates and so on, as long as they meet policy requirements. While much of the following discussion focuses on the software and the role teacher-librarians can play in reporting to parents, the discussion about policy

requirements is consistent for all systems for reporting adopted by schools.

The software released to schools by the Department allows for teacher-librarians to access opportunities for reporting to parents at a number of levels. These are best viewed from the perspective of the policy requirements outlined above. The following is not intended as a comprehensive overview of the SBSR v3.2 software, but rather a starting point for investigating possibilities for teacher-librarians in schools who may wish to report student achievement to parents.

### Teacher-librarians: reporting to parents using the SBSR software v3.2

The policy asks schools to report to parents in plain language on subjects studied or on key learning areas. There is a variety of ways that teacher-librarians can contribute to reporting. Student learning achievements from lessons with teacher-librarians collaborating with KLA and subject teachers would be captured in an integral way in the assessment processes for related units of work. There may also be occasions where schools wish to include school libraries in a more explicit way in the reporting process.

On a simple level schools could, if they wished, create a separate area to report on, called for example, Library support. The software allows schools to choose a course, for which they wish to generate reports, in the *Create reporting groups* function (Figure 1).

At this point, schools can choose learning areas they wish to report in for Library support. Some possible reportable learning areas (Figure 2) for Library support are:

- Information literacy
- ICT integration
- Literacy.

The screens in Figure 3 show the reporting template teachers will need

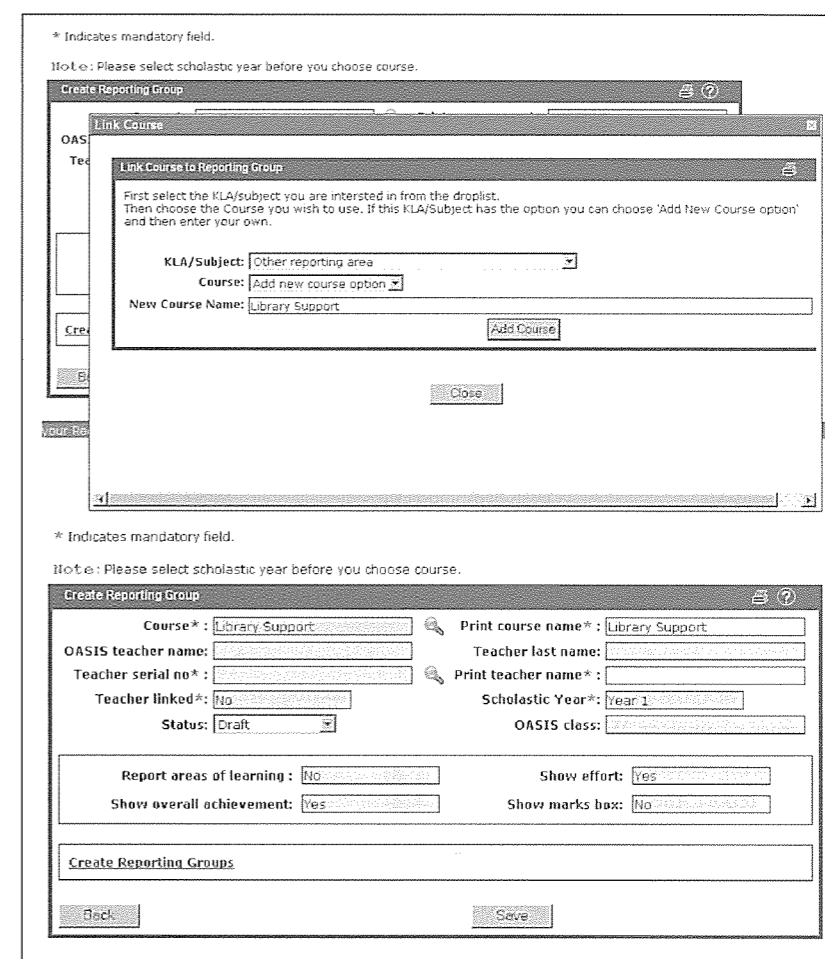


Figure 1 Create reporting group function in SBSR software v3.2

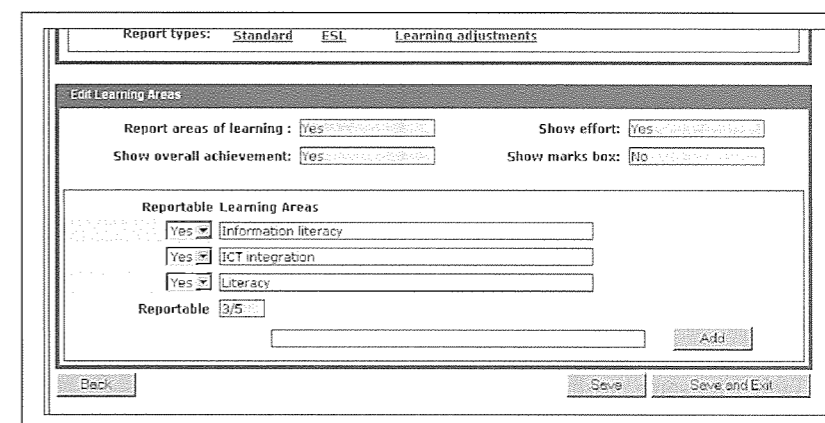


Figure 2 Reportable learning areas

to complete. In this example, the areas of learning are for English. Teacher-librarians could report their own areas of learning such as those previously suggested.

By accessing this option, teacher-librarians will have access to a complete reporting section which includes *Reportable learning areas*, a *Teacher comments* box, and *Commitment to learning* and *Social*

*development* tables. This can be generated for an entire cohort, such as Year 7 students, in a school.

At a school level this may not be practical or viable as an option for many teacher-librarians in terms of reporting achievement for an entire cohort of, say, Year 7 students in a school. So, what other options do teacher-librarians have with the software?



The software allows for teachers to generate comments on written reports to parents. The screen in Figure 4 illustrates this function on *Enter student data*. In this case, the KLA teacher includes comments on what the student can do well, and where the student needs further assistance.

At this level, teacher-librarians can include comments on some students or a student cohort. Thus, a teacher-librarian may choose to include a comment on some aspect of Library support, for one or more students in a year group, in conjunction with a KLA teacher. An example might be a HSIE teacher who has worked collaboratively with the teacher-librarian on one or more units of work around ICT integration or cross curriculum priorities across a semester. When reporting student achievement to parents in the Semester report, the HSIE teacher would comment on some aspects of work covered, while the teacher-librarian would focus on those aspects covered as part of library support for HSIE unit(s). The best way for a teacher-librarian to contribute at this level is to generate comments for one or more students as a word document, and then have these included by the KLA teacher when comments are written.

The *Comment starters* link in the top right corner (Figure 4) provides report comment starters for each KLA which teachers may choose to access when writing their own comments. (See Table 1 for some possible comment starters for areas of Library support.)

The policy requires, and the software allows for, information on reports to parents to include student *Social development* and *Commitment to learning* (Figure 5).

Generated on the *Enter student data* function for Primary schools, or through the KLA reporting page in secondary schools, this area allows teacher-librarians to actively comment on one or more areas of library

| Learning Area         | outstanding           | high                  | sound                 | basic                 | limited               | Not Required          |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Talking and listening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reading               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Writing               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Figure 3 Reporting template for English

Figure 4 Enter student data function

| Commitment to learning                        | usually               | sometimes             | rarely                |
|---|-----------------------|-----------------------|-----------------------|
| Works co-operatively as a member of the group | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Displays independent work habits              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Works steadily at a task and completes work   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is a well organised student                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Completes homework regularly                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Takes pride in presentation of work           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Social development      | usually               | sometimes             | rarely                |
|-------------------------|-----------------------|-----------------------|-----------------------|
| Listens to others       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Follows directions      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is courteous            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exercises self control  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Co-operates with others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Figure 5 Social development and Commitment to learning

support for students in a Year group. The areas chosen are a school decision so, in effect, schools could choose to include areas in which the library is actively involved, and allow for teacher-librarians to comment as appropriate. Possible comments; that a student:

- Actively accesses library to read for pleasure
- Accepts responsibility
- Cooperates with staff
- Uses library resources effectively
- Displays problem solving skills
- Actively accesses library to research.

- Confidently uses a range of resources.

The list is not exhaustive, and appropriate comments can be added by schools and teacher-librarians. This is valuable information for parents in the reporting communication process, and teacher-librarians can contribute at this level in a significant manner. A range of possible examples are available by choosing the *Library support* link in *New reporting for teachers and parents: primary: report comment starters* (Figure 6) and in *New reporting for teachers and parents: secondary: comment starters* (Figure 7).

The same is true of the requirement to report student achievement in areas that extend or are beyond syllabus requirements. Again, teacher-librarians can access SBSRv3.2 functionality to inform parents of those areas in which students are involved. The software allows for the generation of a table which schools use to report significant areas to parents of those programs the students have participated in at school. An example is shown below (Figure 8).

The areas chosen are a school decision, and allow teacher-librarians to report significant areas of student achievement beyond, or that extend, syllabus requirements. As a teacher, I often coordinated the debating club and worked closely with the teacher-librarian in preparing students. The teacher who chaired the Student Representative Council utilised the library resources extensively. These are all areas that schools can report in at this level of the software to meet policy requirements. Again, the list is not exhaustive and schools may include other examples here including Drama Club, Premier's Reading Challenge, Book Club and so on.

One final area of interest for teacher-librarians in reporting student achievement involves the provision in the software program of a *General comments* box (Figure 9). This function provides schools with the

| Key Learning Area               | ES1                   | Stage 1               | Stage 2               | Stage 3               |
|---------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| English                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mathematics                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Creative Arts                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Human Society & its Environment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| PD-PE                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Science and Technology          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Languages                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Library Support                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Figure 6 New reporting for teachers and parents: primary: report comment starters <[http://www.curriculumsupport.education.nsw.gov.au/timetoteach/newreporting/prim\\_commstart\\_table.htm](http://www.curriculumsupport.education.nsw.gov.au/timetoteach/newreporting/prim_commstart_table.htm)>

|                 |                                     |                                     |
|-----------------|-------------------------------------|-------------------------------------|
| Geography       | Geography Mandatory                 | Geography Mandatory                 |
|                 | Geography Elective                  | Geography Elective                  |
| Work Education  | Work Education                      | Work Education                      |
|                 | PD-PE                               | PD-PE                               |
| Science         | Science                             | Science                             |
|                 | Physical Activity and Sports Study  | Physical Activity and Sports Study  |
| Languages       | All Languages                       | All Languages                       |
|                 | Agricultural Technology             | Agricultural Technology             |
| Technology      | Design and Technology               | Design and Technology               |
|                 | Food Technology                     | Food Technology                     |
|                 | Graphic Technology                  | Graphic Technology                  |
|                 | Industrial Technology               | Industrial Technology               |
|                 | Information and Software Technology | Information and Software Technology |
|                 | Textile Technology                  | Textile Technology                  |
| Library Support |                                     |                                     |

Figure 7 New reporting for teachers and parents: secondary: report comment starters <[http://www.curriculumsupport.education.nsw.gov.au/timetoteach/newreporting/comment\\_starter\\_k12\\_page.htm](http://www.curriculumsupport.education.nsw.gov.au/timetoteach/newreporting/comment_starter_k12_page.htm)>

Represented school at swimming

School sports representation

Attended swimming carnival

Student Representative Council

Figure 8 An example of school activities and achievement in areas that extend or are beyond syllabus requirements

option to make a general or summative statement of student achievement.

Typically, in a primary school setting, this option may be used by teachers to summarise overall achievement. In a

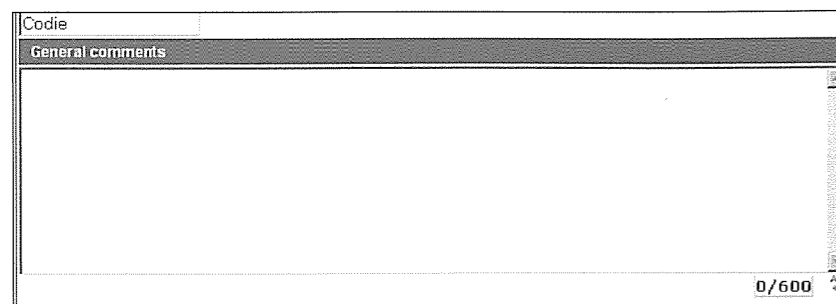


Figure 9 Optional General comments box

| School Based Student Reporting at   |                          | Public School            |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Filter : Teacher <input checked="" type="checkbox"/> Non-Teacher <input checked="" type="checkbox"/> Show Position <input type="checkbox"/> |                          |                          |                          |                          |                          |
| Staff List  | School Coordinator       | Year Coordinator         | Teacher                  | Reviewer                 | Approver                 |
| Jaydene Pearson   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wendy Miles   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mila Lorenc   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barry Hutton  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Annette Kumaran   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Figure 10 An example of the Access Management Utility

high school, it can be used by student advisers to synthesise student information from all KLAs and other school activities. Teacher-librarians can, at this level, use this screen much as they would the KLA specific comment area to make a statement regarding one or more students in the school and their involvement in library activities. The same process around generating information to the staff member responsible for writing this comment would apply.

### A final consideration

Whichever method of reporting student achievement is chosen by teacher-librarians (KLA page, comment only, other school activities, Commitment to learning and Social development, General comments), the school will need to allocate different rights to staff to engage with the software. SBSR v3.2 is roles based;

each user must be assigned a role that authorises a level of access appropriate to the responsibilities they have in the reporting process and the tasks they have to perform. The principal, or delegate in the school, is the only

### For further information and assistance, contact:

|  |  |
|--|--|
| Ric Cilona<br>Senior Assessment Adviser 7-12<br>School Based Assessment and Reporting<br>Telephone: (02) 9886 7498<br>Email: <ric.cilona@det.nsw.edu.au> | Stephen Sergis<br>Senior Adviser School Based Assessment Software<br>Telephone: (02) 9886 7385<br>Email: <stephen.sergis@det.nsw.edu.au> |
|--|--|

|   |
|---|
| <p><b>References and further reading</b></p> <p>Curriculum planning, programming, assessing and reporting to parents K-12, Curriculum K-12 Directorate, NSW Department of Education and Training. Viewed 16 July 2007. &lt;<a href="http://www.curriculumsupport.education.nsw.gov.au/timetoteach">http://www.curriculumsupport.education.nsw.gov.au/timetoteach</a>&gt;.</p> <p>Harrison, I. (2006) 'New school reports for all NSW Public Schools', <i>Scan</i> 25(3), pp. 38-40.</p> <p>'Rolling out new student reports' (2006) <i>Side by Side</i> (2), p. 6.</p> <p>van Westenbrugge, A. (2006) 'Curriculum planning frameworks in practice: making connections for teachers', <i>Scan</i> 25(1), pp. 7-10.</p> |
|---|

person who can assign roles in SBSR v3.2, and this must be done to initiate the reporting process. This is done through the Access Management Utility (AMU). An example of the AMU is shown in Figure 10.

### Where to now?

Reporting student achievement to parents is a core school activity, and a significant aspect of open and ongoing communication with the broader school community. Whatever method schools choose to report to parents within policy guidelines (SBSR v3.2 or a different software package), teacher-librarians can play an active and significant role in the process. The examples provided in this article are indications of the potential input of teacher-librarians in reporting student achievements to parents through the use of the Department software.

Further information regarding the reporting software is available from the *Time to Teach* website <<http://www.curriculumsupport.education.nsw.gov.au/timetoteach/software>>, school reporting coordinators, Regional support teams or State Office. ■

### Report comment starters for Library support

| Stage                         | Information literacy  | ICT integration  | Literacy  |
|-------------------------------|---|--|---|
| ESI                           | <ul style="list-style-type: none"> <li>Retells information gained from texts.</li> </ul>  | <ul style="list-style-type: none"> <li>Contributes to jointly constructed class email messages.</li> </ul>   | <ul style="list-style-type: none"> <li>With encouragement, contributes to class discussions about books being read.</li> </ul>        |
| 1                             | <ul style="list-style-type: none"> <li>Can locate basic information in different parts of class email message.</li> </ul>   | <ul style="list-style-type: none"> <li>Contributes ideas for class rap email message.</li> <li>Understands the purpose of class rap messages about books being read.</li> <li>Shares class selection and reading of rap email messages.</li> <li>Understands basic parts of a class email message.</li> </ul>  | <ul style="list-style-type: none"> <li>Participates enthusiastically in class discussion about books being read.</li> </ul>           |
| 2                             | <ul style="list-style-type: none"> <li>Can plan different types of presentations including slideshows.</li> </ul>   | <ul style="list-style-type: none"> <li>Confidently conducts a basic web search on a topic.</li> </ul>  | <ul style="list-style-type: none"> <li>Reads a variety of books and websites independently in the library.</li> </ul>                 |
| 3                             | <ul style="list-style-type: none"> <li>Summarises information from a variety of sources.</li> <li>Identify and analyse different points of view from a range of sources.</li> <li>Evaluates information found in different sources.</li> </ul>  | <ul style="list-style-type: none"> <li>Helps write and edit class email messages for online book rap activities.</li> <li>Can use appropriate software programs to analyse different points of view.</li> <li>Responds enthusiastically to class messages in an online discussion about a book.</li> </ul>   | <ul style="list-style-type: none"> <li>Critically reads a range of books and websites in the library.</li> </ul>                      |
| 4                             | <ul style="list-style-type: none"> <li>Confidently uses and compares a range of resources for research.</li> </ul>  | <ul style="list-style-type: none"> <li>Chooses appropriate information for the audience and purpose in an email message.</li> </ul>  | <ul style="list-style-type: none"> <li>Extends enjoyment of reading by accessing a wide variety of books and websites.</li> </ul>     |
| 5                             | <ul style="list-style-type: none"> <li>Is able to take effective notes when using a variety of websites and books.</li> </ul>   | <ul style="list-style-type: none"> <li>Uses appropriate software programs to take effective notes from a range of sources.</li> </ul>  | <ul style="list-style-type: none"> <li>Respects copyright and uses information ethically in study and research.</li> </ul>            |
| 6                             | <ul style="list-style-type: none"> <li>Confidently synthesises information to make conclusions on a topic.</li> </ul> <p>A sample comment, which uses some of the comment starters above is:<br/>Kate can plan different types of presentations, including slideshows. She can confidently conduct a basic web search for a topic, and can evaluate and synthesise online information. She will need to further develop her participation in class online discussions about books read.</p>   | <ul style="list-style-type: none"> <li>Confidently evaluates and synthesises information from online sites and databases using relevant software.</li> </ul>   | <ul style="list-style-type: none"> <li>Uses notetaking strategies to assist evaluating and selecting relevant information.</li> </ul> |
| <b>Commitment to learning</b> | <p>Note: These are starting points, and further suggestions will be given in Stages.</p> <p>K-6</p> <ul style="list-style-type: none"> <li>Helpful peer tutor for using computers in the library.</li> <li>Uses the library regularly to read books and websites.</li> <li>Borrows regularly from the library to support reading.</li> <li>Regularly uses resources (books/internet/audio) from/in the library to support research/homework.</li> </ul> <p>7-10</p> <ul style="list-style-type: none"> <li>Capable peer tutor for using computers in the library.</li> <li>Supports other students using the Internet for research.</li> <li>Accesses library for research.</li> <li>Uses library to support wide reading.</li> <li>Uses library to complete homework.</li> </ul> | <p><b>Social development</b></p> <p>K-6</p> <ul style="list-style-type: none"> <li>Shows leadership and initiative as a library monitor.</li> <li>Borrows library books to read for pleasure.</li> </ul> <p>7-10</p> <ul style="list-style-type: none"> <li>Shows leadership as a library monitor.</li> <li>Actively accesses library to read for pleasure.</li> <li>Borrows library books to read widely.</li> <li>Uses library resources responsibly.</li> </ul> |   |

Table 1 Report comment starters for Library support. Note: These are suggestions only, to be adapted as relevant, where teacher-librarians are making contributions to school reports for students they have taught. These could be incorporated in comments being provided to KLA or subject teachers for inclusion in an integrated way. The comment ideas from the different headings may be inter-related as information literacy. All draw from aspects of syllabus related outcomes. If you would like to comment, or add suggestions to share, email <[colleen.foley@det.nsw.edu.au](mailto:colleen.foley@det.nsw.edu.au)>.



# Podcasting: teaching tool or distraction?

Glen Sawle is Manager, Science, Curriculum K-12 Directorate.

The development of MP3 and digital video, along with the proliferation of the technologies to play audio and video recorded in these formats, has resulted in the emergence of a range of new technologies that have the potential to provide rich teaching and learning experiences and opportunities in our classrooms. The growth of podcasts (digitised audio on demand) has extended beyond the delivery of music and digital radio for entertainment, and is rapidly becoming a tool for the delivery of a wide range of educational audio and video materials. The use of sound as a delivery mechanism for information is valued by many students and has the advantage that it accesses a student's auditory memory and promotes learning in a more relaxed way. Most of us can listen to the radio and perform other tasks, yet still understand and learn from the auditory stimulus.

The science show, hosted by Robyn Williams, has been podcasting their interviews with prominent Australian scientists for over 12 months. The primary purpose of *The science show* is entertainment for a niche market of lifelong learners who wish to remain abreast of the latest scientific developments through an audio format. This resource provides teachers and students with access to a wealth of information on current scientific research in Australia and the work of a wide range of Australian and international scientists, often with

... a range of new technologies that have the potential to provide rich teaching and learning experiences and opportunities in our classrooms.

the actual scientist engaged in the exciting and cutting edge work explaining their discoveries. A selection of this audio material potentially provides valuable information for students that relates directly to the Prescribed Focus Areas and knowledge and understanding outcomes of the Years 7-10 and Stage 6 Science syllabuses. ABC Radio National provides transcripts of all interviews conducted on *The*

science show on their website at <<http://www.abc.net.au/rn/scienceshow>> (Figure 1).

This useful resource, with transcripts that are archived for retrieval by topic, is a rich source of authentic science material that can be searched simply. The ABC also podcasts a range of other science related programs as part of their commitment to education. The complete list of these can be found on the ABC online: *podcasting* website at <[http://www.abc.net.au/services/podcasting/subject\\_Science.htm](http://www.abc.net.au/services/podcasting/subject_Science.htm)> (Figure 2).

In recent times, we have seen a wide range of science material, including interviews and lectures produced by universities and the CSIRO, made available as podcasts. Sometimes, the university material is simply the audio files from lectures and seminar programs, which is available to enable

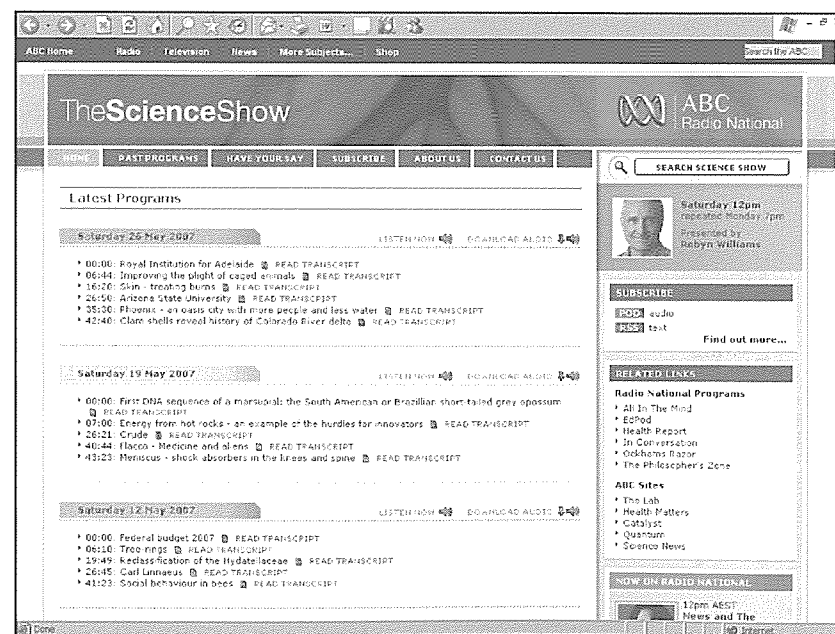


Figure 1 The science show website <<http://www.abc.net.au/rn/scienceshow>>

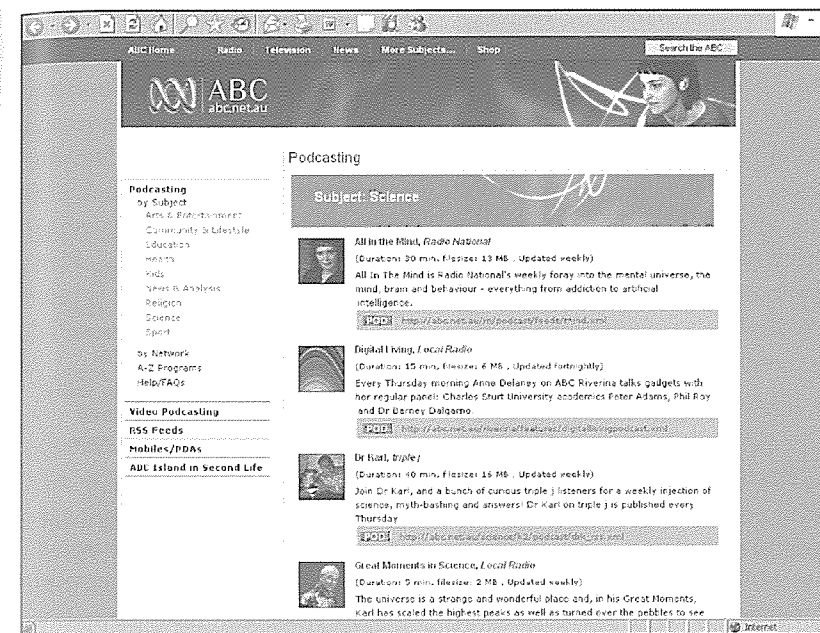


Figure 2 Podcasting: subject: science <[http://www.abc.net.au/services/podcasting/subject\\_Science.htm](http://www.abc.net.au/services/podcasting/subject_Science.htm)>

students who missed the session to access the materials at a later or more convenient time, or to use it for revision. Some institutions are beginning to develop material that addresses specific concepts or areas of learning that students can access to assist them in developing their knowledge and understanding. The development of resources is now extending to podcasting (video on demand) that provides another level of access to information. The amount of video available for downloading from the Internet that has science educational merit is exploding.

Teachers will continue to use audio and video in their classrooms in a variety of ways. The growth of the availability of podcasts and vodcasts, and the range of topics available, does not automatically make these useful or engaging resources that will revolutionise teaching and learning. In some instances, this technology could overwhelm and confuse teachers and students if it is not treated with a level of respect and scepticism. In saying this, I am not suggesting that the material is not a potentially valuable teaching resource. However, the value of this multimedia material is closely related to how it is used by the teacher

in the classroom as supporting material to assist the teaching and learning process. There are obvious situations where podcasts can be used to ensure that students have access to learning opportunities even when they are unable to be in the classroom at the time of delivery of the lesson. Students who are hospitalised, or are away from school for extended periods, could be provided with access to podcasts of the lessons that occurred in the school environment. This would allow them to access most of the material that is available to the other students, and in the same sequence. The ability to access their learning materials through

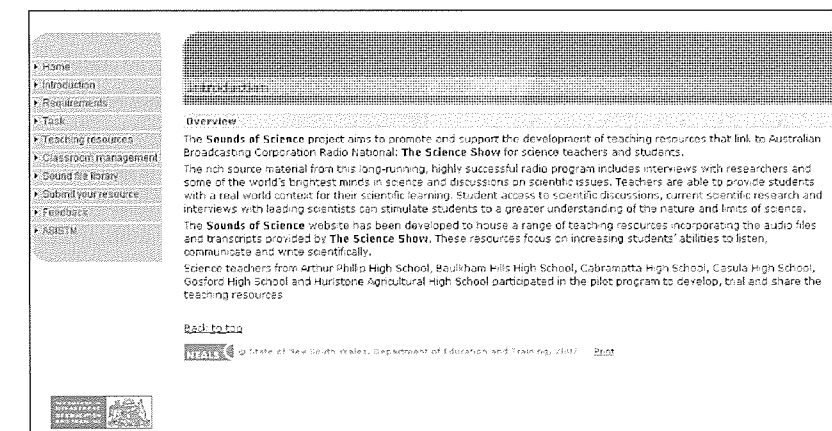


Figure 3 Introduction with overview of the Sounds of Science project will be available online soon

the Internet, helps to address the geographical isolation or physical impacts of some students.

## How can this technology be used effectively in quality teaching experiences?

The key question for teachers is how to use this technology effectively in the regular classroom, and in the delivery of quality learning experiences for all students. Is there any real educational benefit or gain in simply replacing an old technology, the cassette recorder and audio tape, with the new? Is it simply a case of walking in to the classroom with an MP3 player and playing the podcast in the same way as you might play a tape recording or CD with an audio track? If this is the case, then why have we not continued to use the audio cassette as an effective teaching and learning tool? The effectiveness of this technology relies on how an activity is structured and what students are required to do as part of that audio experience. The use of quality resources and activities associated with the audio will enhance the learning for students.

The creative use of podcasts and vodcasts is the focus of an Australian School Innovation in Science, Technology and Mathematics (ASISTM) project currently being undertaken by the NSW Department of Education and Training (Figure 3).

## Curriculum support

The project is examining how different teachers utilise a range of strategies for using podcasts in the classroom, and the effectiveness of these strategies in improving learning for the students. The project not only asks teachers to explore some different uses for podcasts, but it also asks them to explore the modes of delivery of podcasts. Will students engage with the educational material more readily when it is delivered using a personal MP3 player or through a whole class system of delivery? What activities engage students with the material? Is it simply a distraction to their learning?

The *Sounds of Science* (SOS) website can be accessed on the Teaching and Learning exchange *TaLe* website. The SOS website's side menu includes links to *Teaching resources*, which will provide science teachers with a bank of resources based around podcasts. Also on this menu, is the important Submit your resources option that will allow teachers to contribute newly developed resources for sharing.

It will be interesting to look at the reaction of students to the use of podcasts in the classroom setting. Will they see this as an interesting way to engage with science content, and

build their science knowledge and understanding, or will they see it simply as an attempt by their teachers to hijack the technologies that students use for their daily entertainment? ■

### References and further reading

*The science show*, ABC Radio National, Sydney. Viewed 16 July 07. <<http://www.abc.net.au/rn/scienceshow>>. SCIS 1272340

Podcasting: subject: science, ABC, Sydney. Viewed 16 July 2007. <[http://www.abc.net.au/services/podcasting/subject\\_Science.htm](http://www.abc.net.au/services/podcasting/subject_Science.htm)>. SCIS 1323340

*TaLe: teaching and learning exchange*, NSW Department of Education and Training. Viewed 16 July 2007. <<http://www.tale.edu.au>>.

# Cultural Understanding Board Endorsed Course



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Society and Its  
Environment at

Curriculum K-12 Directorate.

Curriculum Support website at <[http://www.curriculumsupport.education.nsw.gov.au/secondary/hsie/culture\\_understand](http://www.curriculumsupport.education.nsw.gov.au/secondary/hsie/culture_understand)> (Figure 1).

### Curriculum fit

The Human Society and Its Environment (HSIE) learning area

comprises four strands in primary schools. Although not named this way in the syllabus document, these strands are History, Geography, cultures and resources. In Years 7-10, History and Geography are mandatory, and Commerce and Work Education are options, but only the optional

**I**n May 2007, some 60 schools chose to send representatives to a two-day conference about a new School Developed Board Endorsed Course in Cultural Understanding for Stage 5. Since that time, other schools have heard about the course and indicated that they would like to apply to the Board of Studies NSW (the Board) to run this course in Stage 5 beginning in 2008. What is this course and why have these schools decided to offer it to students in Years 9 and 10?

The course and an information sheet about it can be found on the

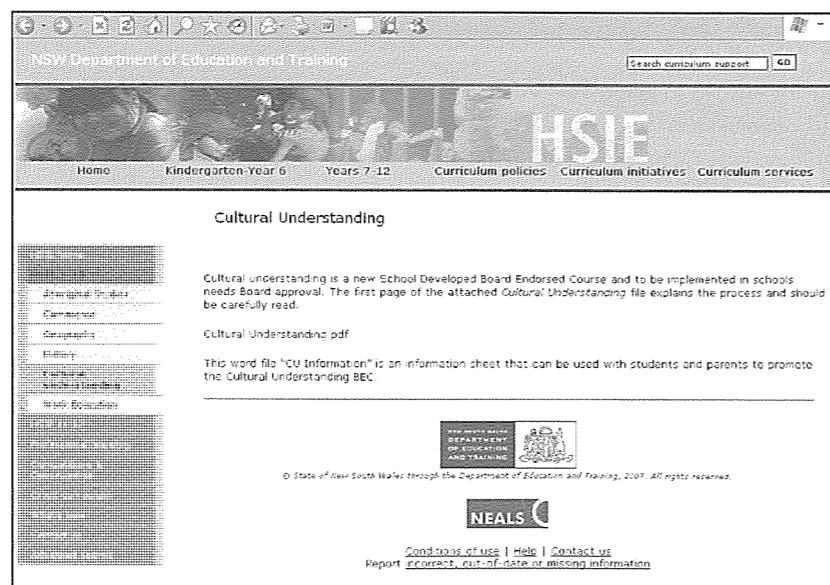


Figure 1 Cultural Understanding <[http://www.curriculumsupport.education.nsw.gov.au/secondary/hsie/culture\\_understand](http://www.curriculumsupport.education.nsw.gov.au/secondary/hsie/culture_understand)>

syllabus of Aboriginal Studies 7-10 is focused on the cultures strand. While aspects of culture are studied within History and Geography, there is a curriculum gap that once was filled by the syllabuses of Studies of Society, Studies of Religion and Asian Social Studies which were deleted in the Board of Studies review of the Years 7-10 curriculum.

Teachers of Asian studies were particularly disappointed about this loss and expressed concerns about the current HSIE syllabuses in Years 7-10 not requiring any studies of Asia. In 2005, all state and territory ministers accepted the new *National statement for engaging young Australians with Asia in Australian schools* (Figure 2). The NSW HSIE Committee members, representing the three school systems, the Board of Studies, universities and professional teachers associations, agreed to work together to produce a course that would be sent to the Board for endorsement as a school based Board Endorsed Course (BEC). Three teachers, one from each system or sector, began the writing task with input from some of the curriculum consultants. Several drafts were created and the final draft was sent to over seventy groups and individuals for consultation. The final product results from this writing and consultation process.

... it is a study about other cultures  
which contributes to intercultural  
understanding.

The need to provide opportunities for studies of Asia is not the only reason to create this *Cultural Understanding Stage 5 BEC* course. As its title suggests, the course is much broader and aims towards intercultural understanding where other cultural perspectives are developed, not simply

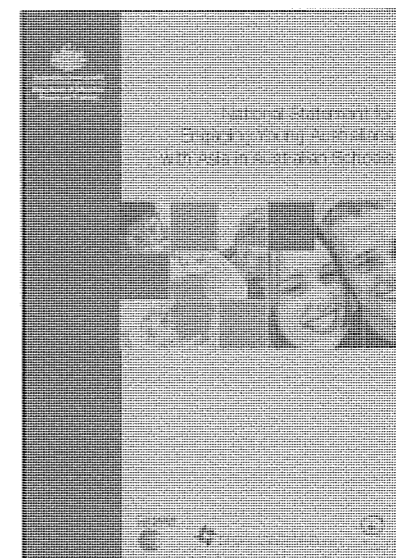


Figure 2 National statement for engaging young Australians with Asia in Australian schools <[http://www.asiaeducation.edu.au/pdf/engaging\\_statement.pdf](http://www.asiaeducation.edu.au/pdf/engaging_statement.pdf)>

viewed. For the most part, and in keeping with the age group for the course, it is a study about other cultures which contributes to intercultural understanding. Why do students need this course?

### 21st century Australia

Since Australia celebrated the Olympics in 2000, the world has changed. The events of September 11, 2001, the Bali bombings and the Asian tsunami have left an indelible impression in the minds of all Australians. These events have emphasised that we live in an increasingly diverse global community and that, although an island continent, we are not immune from the forces of the wider world and share in the international issues around, border protection, immigration, climate change, nuclear proliferation, energy resource depletion and political unrest. In a changing world, the current curriculum struggles to keep up with the issues of the day. The *Cultural Understanding Stage 5 BEC* sets a framework to study and address contemporary issues and consider their implications for Australia's future.

Australia has often been called the lucky country as, time and time again, it survives international crises and moves ahead economically. In the 21st century, Australia has built on its trade with Asian countries to embrace a rapid expansion in economic growth in these countries, particularly China and India. By piggy-backing on this growth, Australians have enjoyed sustained economic growth leading to increased standards of living, greater personal wealth and large government surpluses. Yet, in the midst of this growth, some Australian businesses complain that they cannot find young Australians with the language skills and the cultural understanding skills to assist them to establish or build businesses in Asia, particularly China. Across Australia language enrolments are static and the curriculum has few requirements for studies of Asia, or for building intercultural understanding.

There has been much discussion  
about whether Australia is part  
of Asia.

There has been much discussion about whether Australia is part of Asia. While it is true to say that Australia is being progressively more involved with Asia, through trade, travel, immigration and exchanges, many Australians often have trouble understanding cultural diversity within Australia, let alone the cultures of Asia. Some Australians may want to see Australia considered part of Asia, but there is evidence to suggest that not many Asian countries see Australia as part of Asia. Being part of Asia is more than geographic proximity and engagement through trade and travel. What has Australian culture in common with the countries of Asia? Do we understand the cultures of Asia? Do people in Asian countries understand us? What understanding do Australians have of their own cultural diversity?



**Cultural Understanding  
Stage 5 BEC**

These fundamental questions are raised in the *Cultural Understanding Stage 5 BEC*. It aims for students to:

- know and understand the significance of culture in their own lives
- appreciate the culturally diverse yet interconnected world in which they live
- develop skills and values to view their own and other's cultures from different perspectives.

It is a course designed for every young Australian.

The structure of the course includes a core and options. In the core, students:

*study the concept of culture and its many characteristics and cultural diversity in the contemporary world.*

This study embraces a case study of a contemporary local, national, regional or global issue, event or scenario to illustrate 'What is culture?'. There is a focus on students' own culture and their understanding of cultural diversity through a study of two of: China, India and Indonesia. This core also requires a case study of cultural diversity at a local scale within Australia and elsewhere.

To provide maximum choice, teachers and students can select the remainder of their course from 10 options:

1. Religion and culture.
2. Gender differences.
3. The media: religion, politics and human rights.
4. Culture in work and the workplace.
5. Coming to Australia.
6. Cultural tourism.
7. Cultural expressions.
8. Culture and sport.
9. Culture and family life in China and India.
10. School developed option.

These options provide an exciting breadth of study for boys and girls,

and are of immediate relevance and contemporary in nature. This course will engage students by its connections to the every day events of our world.

**Resources**

The immediacy of the course content will ensure that the news media is the source of articles on contemporary issues, and that analysis of articles will provide a base for understanding such issues. There is an option on the media, and critical literacy skills are important if students are to recognise and address stereotypes. For teachers and students, the Internet provides a rich source of newspaper articles from the English medium newspapers in most Asian

countries. These sources provide different perspectives which will enhance students' appreciation of other cultures.

There is no shortage of books and journal articles for teachers to improve their understanding of the areas of this course. There are no specific text books, nor would they be recommended, as the investigations in this course need to be contemporary. Teacher-librarians, in particular, can assist teachers and students with this course by simply having an understanding of the course in their minds. As teacher-librarians see material in print or electronic form that matches the course content, they can note the references, then periodically pass these to teachers to help them source relevant information. This might, for example, include scanning English newspapers from China and India.

Feature films, television news and documentaries match the topics of this course. They need to be identified and included as resources that can be accessed by teachers when teaching those topics.

**Programs**

Participants at the May 2007 conference embarked on an ambitious project to develop teaching programs for the core and the options so that teachers had a starting document for teaching in 2008. The Curriculum K-12 Directorate is continuing the work done by teachers at the conference. It is expected that programs will be available by the beginning of Term 4, 2007. They will be based on the *Quality Teaching* model used in the Curriculum Directorate programs for the mandatory History and Geography courses. They will provide a small number of large tasks to engage students. The model includes a considerable amount of group work

and reporting and presentations which engage the whole class. The teacher acts as both facilitator and teacher by steering students through the tasks

and ensuring that their knowledge, skills and values are all developed and explored. Assessment is linked by the teacher to one of the tasks, or part of one of the tasks. There is no need for additional assessment tasks.

Curriculum Directorate officers will be working with officers from the Department's Multicultural Education Unit and regional multicultural education consultants to support teachers with additional professional development to help them introduce and teach this course.

**Values and controversial issues**

For teachers in the HSIE learning area, teaching about controversial issues is daily bread and butter. Yet, no matter how experienced, it is good for all teachers to stop every now and then and reflect on the values they are teaching. The core values of NSW public schools, available at *Policy and*

*procedures* <<https://www.det.nsw.edu.au/policies>>, are well embedded in this course. Teachers will have opportunities to be explicit about them throughout the topics, and students will benefit from being asked to reflect on how these values operate in a range of contexts. How might each situation show care, respect and integrity? Who is acting responsibly? Is everyone able to participate? What does excellence look like in this area? How democratic is that decision making process?

There is considerable support for teaching values on the *Supporting students* section (Figure 3) of the Department's website. The support includes a range of practical strategies. This material is well worth reviewing and using, as appropriate. It includes how to make use of cartoons to explore culture and issues raised in the course. The unpacking of cartoons can be a worthy task for students to increase their understanding of their own and other cultures, and their understanding of the values: care, cooperation, democracy, integrity, participation, and respect.

By being explicit about values, students develop the content understanding of these values, and how they might apply in other situations. The *Cultural Understanding Stage 5 BEC* can contribute much to values education for young people. The other great support policy from the Department is the *Controversial issues in schools* policy which provides practical advice for teachers about

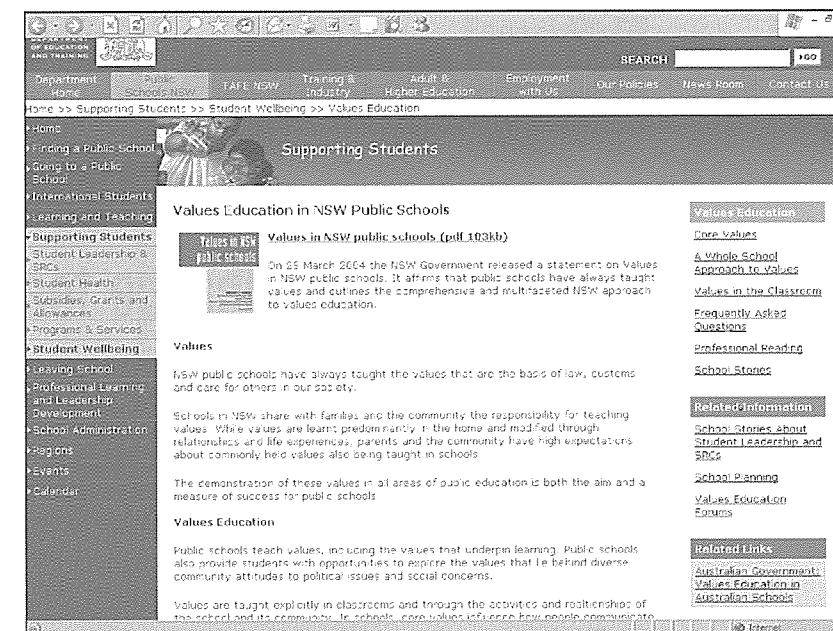


Figure 3 Supporting students: values education in NSW public schools <<http://www.schools.nsw.edu.au/studentsupport/studentwellbeing/values>>

how to handle difficult issues, resources and their own views while teaching the topics of this course. It is recommended reading and is available at <<https://www.det.nsw.edu.au/policies>>.

The *Cultural Understanding Stage 5 BEC* will make an enormous contribution to the education of

young Australians. It will prepare them for a global community in which cultural understanding will be an essential ingredient to understand and connect to the world they live in, for being employed in a global business environment and to find meaning and fulfilment in their lives. ■

**References and further reading**

- Cultural Understanding*, Curriculum K-12 Directorate, NSW Department of Education and Training. Viewed 16 July 2007. <[http://www.curriculumsupport.education.nsw.gov.au/secondary/hsie/culture\\_understand](http://www.curriculumsupport.education.nsw.gov.au/secondary/hsie/culture_understand)>.
- National statement for engaging young Australians with Asia in Australian schools*, Curriculum Corporation, Victoria. Viewed 16 July 2007. <[http://www.asiaeducation.edu.au/pdf/engaging\\_statement.pdf](http://www.asiaeducation.edu.au/pdf/engaging_statement.pdf)>.
- Policy and procedures*, NSW Department of Education and Training. Viewed 16 July 2007. <<https://www.det.nsw.edu.au/policies>>.
- Values in NSW public schools: a ministerial statement by Andrew Refshauge*, (2004), NSW DET policies, PD/2005/0131/V01, NSW Department of Education and Training. SCIS 1191484

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](mailto:editor.scan@det.nsw.edu.au)>

# The Macquarie ICT Innovations Centre: professional learning to enhance teaching and learning

Deborah Evans is Centre Director, Macquarie ICT Innovations Centre.

The Macquarie ICT Innovations Centre, located at Macquarie University in North Ryde, Sydney, is an educational research and development centre exploring the use of information and communication technologies (ICT) in teaching and learning. It has been open since late 2002. Its mission is to develop, implement and evaluate innovative ways of enhancing learning through the application of dynamic and emerging information and communication technologies.

## Background and context

The Macquarie ICT Innovations Centre grew out of a unique commitment to form a strategic partnership between Macquarie University and the New South Wales Department of Education and Training to enhance provision of professional learning in ICT in the public education system, specifically K-12 education and university communities. The centre was originally established with a charter to serve schools in the Ryde and Hornsby districts, but over time its outreach has broadened beyond its immediate locale. The activities of the Macquarie ICT Innovations Centre add value to both organisations.

Over the past four years, the Macquarie ICT Innovations Centre has promoted innovation and the

## The activities of the Macquarie ICT Innovations Centre add value to both organisations.

enhancement of teaching and learning through the flexible and interactive use of ICT on topics that have been difficult to include in the classroom curriculum. The centre has provided unique access to technologies, professional learning, and links to researchers who are leading thinkers in their disciplines for students and teachers.

During the next period of development, the centre will continue to support schools in the effective use of ICT for teaching and learning in an environment which is increasingly characterised by:

- changing technologies: increasing miniaturisation, mobility and wireless access, and decreasing costs of individual components
- increasing availability of open source software such as portals and tools, and a diminishing focus on proprietary solutions such as closed learning management systems
- the convergence of multiple modes of representation within the same digital box (web cams, visual, text, music, and game boxes).

Over the next three years the Macquarie ICT Innovations Centre aims to support quality teaching through leadership in:

- teaching and learning using ICT
- professional preparation and professional learning
- supporting teachers in curriculum development and delivery
- research to enhance teaching, student learning, and innovation with ICT.

## Development of innovative technologies

The centre will continue to research, identify and develop innovative technologies to provide tools to deliver cross-curricular program resources. Where appropriate, these activities will include partnerships with other groups within the university and key Department of Education and Training groups, of which current examples are the Centre for Learning Innovation (CLI) and the Macquarie E-learning Centre of Excellence (MELCOE).

Partnerships will continue to be developed with Macquarie University research groups that have international standing and can contribute to curriculum innovation in schools.

Areas identified for further development include:

- an expanded range of virtual field trips in a wider range of disciplines
- the development of simulation software for use in History, Science and other curriculum areas requiring multiple perspectives around a topic
- exploring the power of alternative software to support problem solving, with tasks like robotics,

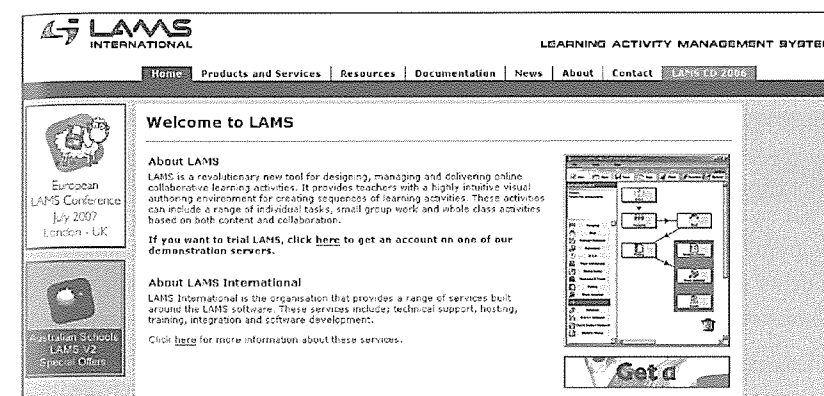


Figure 1 Lams: Learning Activity Management System <<http://www.lamsinternational.com>>

- game design and multi-user virtual environments to motivate learning
- the articulation of the LAMS: Learning Activity Management System across a broader number of schools. This Learning Activity Management System (LAMS), developed by James Dalziel at Macquarie University, has been trialled by teachers deployed to the centre, and has been installed on a server in the centre. This will provide the opportunity for further trials of innovative teaching ideas for interested teachers
- help to develop an ICT strategy for schools which will sustain them into the future using emerging technologies.

## Teachers supporting other teachers for professional learning

The centre will continue to support teachers to attend the centre and develop learning activities, which can then be shared with colleagues in schools. Currently, teachers are creating interactive sequences to be made available to other teachers through a variety of facilities such as the Teaching and Learning Exchange (TaLE).

## Learning Activity Management System (LAMS)

LAMS is a tool for designing, managing and delivering online collaborative learning activities. It provides teachers with a highly intuitive visual

environment for creating sequences of learning activities. These activities can include a range of individual tasks, small group work and whole class activities, based on content and collaboration. LAMS (Figure 1) is open source software, which is freely available.

## Teaching and learning resources

The centre has recently developed a number of initiatives which utilise LAMS to produce innovative and creative teaching and learning resources. This semester, the centre deployed Claire Peters, teacher-librarian at Frenchs Forest Public School, to develop a LAMS sequence, which focuses on improving literacy skills for students in the middle years. Claire's article, *LAMS paragraph power*, which follows this, provides an overview of the project.

Other projects which are being developed at the centre include *Engaging pedagogy* and the use of mobile devices for K-12 classrooms and libraries.

Information about future projects, student programs and teacher professional learning at the centre is available at <<http://www.ictinnovations.mq.edu.au>>, or contact:

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Facsimile: (02) 9850 4311  
Email: <[ictinnovations@mq.edu.au](mailto:ictinnovations@mq.edu.au)>

## Engaging pedagogy

The Centre for Learning Innovation (CLI) and Macquarie ICT Innovations Centre (MICTIC) are conducting the 15 week *Engaging pedagogy* project, during Semester 2 in six schools in the Northern Sydney region, to further enhance the work of school leaders in addressing the integration of ICT into teaching and learning.

Teachers involved in the *Engaging pedagogy* project will be expected to integrate three technologies in their design of learning experiences for students:

- digital resources from TaLe
- interactive whiteboards
- collaborative tools.

This tool set will be utilised to promote high levels of intellectual engagement, through a Quality learning environment where the pedagogy requires the technology for its outcomes, and makes explicit to students the significance of their work. The findings of this valuable research will be made available early in 2008.

## Scientific investigations using mobile devices

Another project, in its early phase of development, will enable students to participate in an inquiry-based study of the use of mobile devices in K-12 classrooms and libraries. It focuses on the increasing miniaturisation, mobility and wireless access of some innovative ICT technologies to effectively engage students in scientific process. ■



# Paragraph power

**Claire Peters** is teacher-librarian at Frenchs Forest Public School

Three aspects of effective practice as teacher-librarians are:

- collaboration (both within school and in the broader education environment)
- promotion of ICT integration across the curriculum
- support of literacy initiatives.

All of these have been exemplified in the creation of *Paragraph power*, which is a learning sequence that is currently in the evaluation stage.

As a teacher-librarian, one of the core strands of business, to borrow a corporate phrase, is involvement in teaching and learning of literacy and literature across the school. Having been heavily involved with the teaching of writing, I feel *Paragraph power* will appeal through its inherent purpose as a teaching and learning sequence intended to help students achieve mastery of simple sentence skills, leading to the creation of powerful paragraphs. Moreover, it is intended that the software integrally supports this purpose in a visually engaging, motivating and interactive manner.

## Origins of the program

*Paragraph power* originated in a pen and paper unit of work, *Paragraph power*, which was created by the learning support team at Christian Brothers' High School, Lewisham. Directed at boys in the middle years of schooling, its intention is to support students who are experiencing basic literacy difficulties arising from learning, behavioural or Language background other than English

(LBOTE) problems. The unit has been in use since 2005 and has brought about quantifiably positive results in students' writing skills and their motivation to achieve.

Collaboration with Northern Sydney Region resulted in LAMS being used on this occasion as the tool to deliver *Paragraph Power* in an online environment.

## Explicit expectations and criteria

The intention of *Paragraph power* is that students attain quality, deep learning of a focused concept: how to write clear powerful paragraphs. This expectation is signalled on the opening screen (Figure 1), and, at each subsequent stage, the sequence explicitly states what learning is being sought.

## LAMS

LAMS is open source free software. Increasingly, it is being adopted in Australia and internationally as a tool

that allows teachers to create learning sequences of great impact and intrinsic interest. It is flexible, allows simple or complex sequences, has a wide variety of tools and, once the basic environment of online learning is established, is really only limited by the creativity of the author.

The clear aim is to enable students to attain mastery over the building blocks of their writing through deeply held knowledge.

## Deep knowledge

The key element of *Paragraph power*, which informed the selection of LAMS as a tool for delivery, is the sequential building of skills, from the basics of being able to avoid run-on sentences, to the creation of vividly descriptive

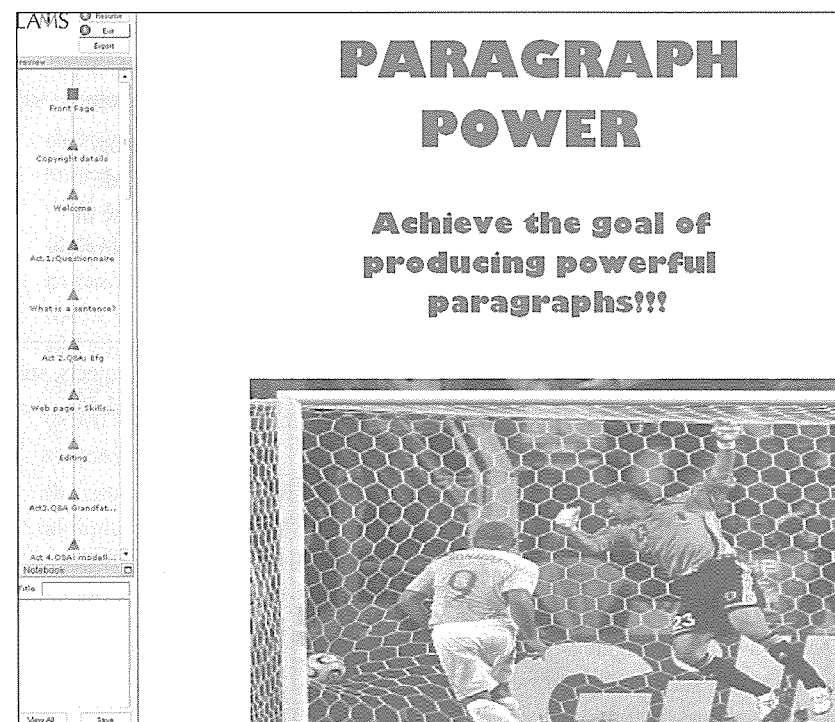


Figure 1 *Paragraph power*: achieve the goal of producing powerful paragraphs!!!

## Syllabus links

The main outcomes to be achieved through completion of *Paragraph power* are:

| English K-6 syllabus Stage 3   | English Years 7-10 syllabus Stage 4   |
|--|---|
| WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features. | Outcome 4: A student uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts. |
| WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing.  | Outcome 5: A student makes informed language choices to shape meaning with accuracy, clarity and coherence.   |
| <i>English K-6 syllabus, (1998). Board of Studies NSW</i>  | <i>English Years 7-10 syllabus, (2003). Board of Studies NSW</i>  |

and grammatically correct paragraphs. The sequence concentrates on key skills. Metalinguage is used to discuss those skills explicitly and to direct repetition, as well as variation on the theme, in practice of those skills. The clear aim is to enable students to attain mastery over the building blocks of their writing through deeply held knowledge.

## Direct teaching

In order to embed their learning, students work through a series of short, sharp activities, interspersed with sessions of online games and quizzes, and the provision of grammatical information. Frequent repetition of the formal, factual content ensures that students can refresh their memories on points that may be hard to retain. In every instance, learners are provided with the theory first, given vivid literary examples as stimuli and, only then, are invited to put the learning into practice themselves.

## Collaborative learning

Another aspect of LAMS is the way learning becomes collaborative. With the Q & A tool, (Figure 2) students write their chosen response in the answer box. Once submitted, they receive feedback provided by the sequence author, but in addition, they see all their peers' answers.

Clearly, this aspect holds two consequences: students will quickly realise that there is little point in submitting frivolous answers but, more importantly, they will have the ability to share and learn from each other's mistakes and successes.

This ability for students to learn collaboratively builds on the interaction the monitoring teacher has with the class as a whole, as well as individually. Before commencing with LAMS, the monitor can and should show the students how their

own screen differs from the learners. One of the real advantages of the software is that the supervising teacher can quickly access the whole group's responses and each individual student's progress through the sequence, at any time (Figure 3). Again, the flexibility and transparency of the medium supports authentic teaching and learning.

## Visual learners

A priority with the online adaptation of *Paragraph power* is to offer visually

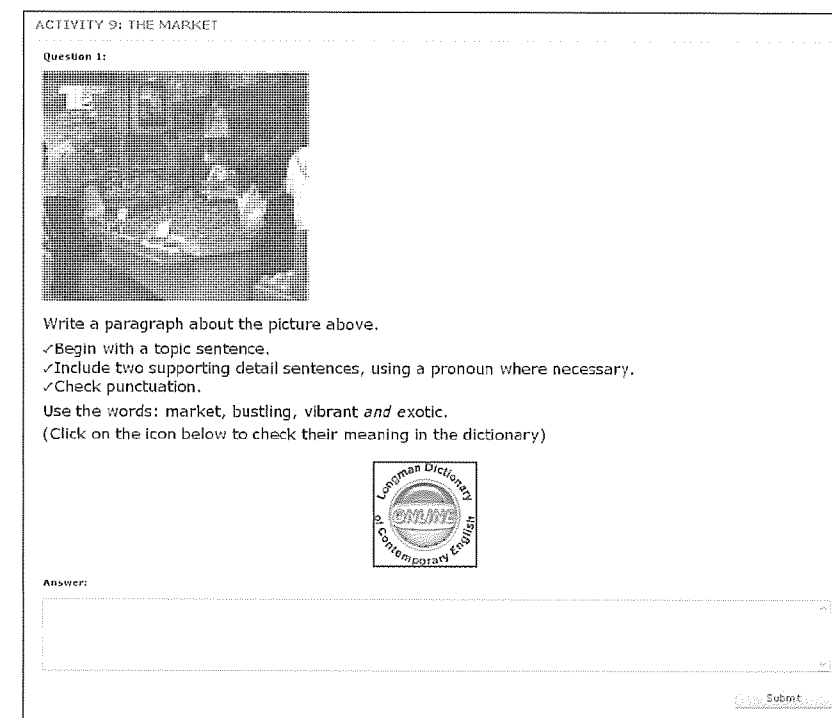


Figure 2 Question and answer tool

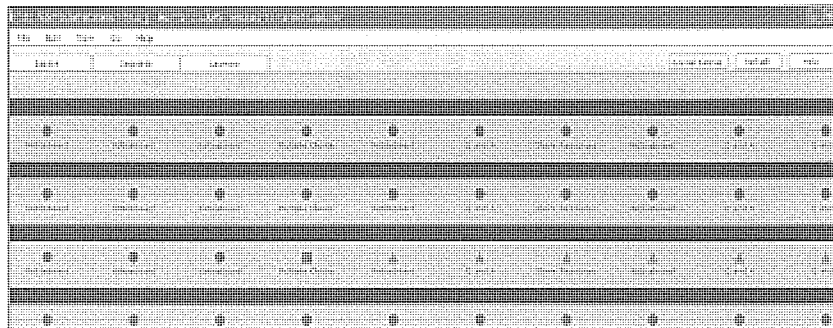


Figure 3 The monitor shows learners' linear progress - ■ = current activity, ● = completed activity, ▲ to be attempted.

appealing screens to motivate the students. Hence, animated gifs are used to brighten information screens, as much textual colour as possible is included (although hopefully not at the cost of standardised formatting and readability), and the images are upgraded and made generically appealing where possible. It is hoped that this technology offers a genuine chance to those challenged by standard classroom auditory interaction and confusion, as all students proceed at their own speed and are directed by their own personal interaction with online text and image.

### Where to now?

*Paragraph power* is to be trialled in Term 3, with three primary and three high schools, in order to resolve any issues with technical support, and to see how the unit actually performs in classroom practice. The Macquarie ICT Innovations Centre will provide the trial schools with access to the program, ICT support and a detailed written teaching guide, which includes support material for teachers and students. Thereafter, we are hopeful that the program will be accessible in the broader educational domain.

In-school support in establishing the program will be available from the centre, as well as ongoing provision of in-service training in LAMS itself. I will certainly be taking the program out to my own school. This has been a fascinating and extremely worthwhile opportunity to be involved in a project of great promise, but really, we have only reached the end of the first stage. How the sequence performs in the reality of the classroom, and how we can assess its effect on students' learning, are goals to be addressed in the next stage of this project. ■

[Editor's note: For further information about *Paragraph power*, contact Margaret Fitzgerald (02) 9850 4321.]

#### References and further reading

- English K-6 syllabus*, (1998). NSW Board of Studies, Sydney. SCIS 933268
- English Years 7-10 syllabus*, (2003). NSW Board of Studies, Sydney. SCIS 1148098
- LAMS: Learning Activity Management System, LAMS International. Viewed 16 July 2007. <<http://www.lamsinternational.com>>. SCIS 1325300
- TaLe: teaching and learning exchange, NSW Department of Education and Training. Viewed 16 July 2007. <<http://www.tale.edu.au>>.

### CSU helps shape our profession

As one of the largest distance education providers in Australia, Charles Sturt University (CSU) utilises the latest technology in course delivery with thousands of students all over the world studying from their home or workplace.

The teacher librarianship team at CSU is committed to the development of teacher-librarians as school based information specialists who are dynamic leaders, successful collaborators, skilful library practitioners, and informed educators.

CSU offers Masters courses for 3 and 4 year trained teachers interested in moving into teacher librarianship as a career. It also offers Graduate Certificate courses in teacher librarianship and information literacy for those wishing to get a taste of teacher librarianship, and a Bachelor of Teaching (Secondary) for qualified librarians wanting to become teachers and work in school libraries. CSU also offers a top-up program for those practitioners currently holding a Graduate Diploma in Education (Teacher Librarianship) qualification who wish to gain their Masters degree.

This issue of *Scan* contains two CSU course brochures. One is designed for practising TLs wishing to upgrade their qualification. Please keep this for your own information, or pass onto a colleague who may be interested in completing further studies in teacher librarianship. Become professionally refreshed!

The second brochure is designed for classroom teachers who may be interested in a professional sea change. Please pass this brochure on to a teacher who you believe would make a great TL and help populate our profession!

## What's new in SCIS?

*Anne Dowling is Cataloguing Coordinator for the New South Wales SCIS (Schools Catalogue Information Service) Agency, School Libraries and Information Literacy Unit.*

**H**ave you ever looked on the shelf for an item and wished you knew what it looked like? With the addition of images of the

book covers to SCIS, you can now see the item before you look for it. Images have been added to the display in the search results, and to the full record display. To see an example, you can search for *Harry Potter*. The covers of the books are shown on the right in the search results and on the left in each full record display.

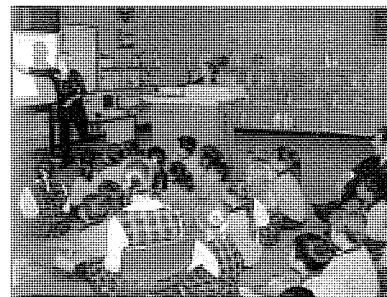
Icons have also been added so that you can tell what type of resource the listed item is. The GMD for each

resource is represented by an icon, which is displayed on the right hand side in the search results. For an example, search for the word *Irving* and you will see icons for sound recordings and sheet music.

Another addition to SCIS is the ability to order records by using the 13 digit ISBN. For more information see the SCIS website at <<http://www1.curriculum.edu.au/scis>>. ■

### The Director-General joins the *Possum magic rap*

On Friday 4 May 2007, Caddies Creek Public school hosted a very special visit by Michael Coutts-Trotter (NSW DET Director-General), Lindsay Wasson (Regional Director) and Dennis MacKenzie (School Education Director). Their morning tour of the school included visits to the Support Unit, a Kindergarten class, a Year 2 class, and the library.



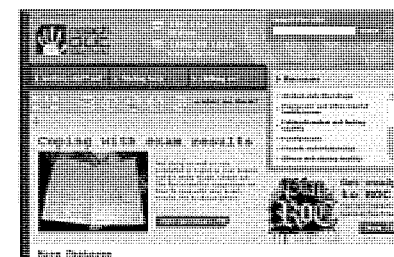
Michael Coutts-Trotter joins Year 2 *Possum magic rappers* at Caddie's Creek Public School

The guests observed and participated in a dynamic Year 2 *Possum magic* book rap lesson in the library. Using the interactive whiteboard, data projector and a laptop computer, Jenny Scheffers, the teacher-librarian, led the students in a reading and discussion of their introductory rap email and that of Clarence Town

### Briefly...

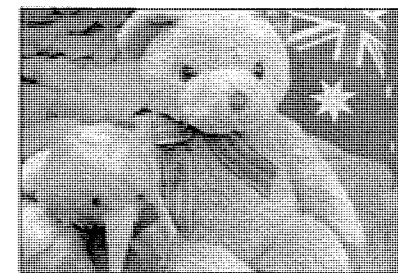
Public School. Working in pairs on the library's bank of computers, students then accessed and read introductory rap emails from other schools.

This visit provided a valuable opportunity to highlight the exciting ways in which schools are integrating technology and literature, and linking with schools across the state and, indeed, across Australia. The visit also showcased the collaborative teaching partnership of classroom teachers and teacher-librarians.



### Reach out!

<<http://www.reachout.com.au/home.asp>> has been updated. Check out the fact sheets and teaching notes for use with PDHPE 7-10; Society & Culture Stage 6. Reviewed in Scan 21(4).



### SMARTer Kids Foundation™: ImagiNations

ImagiNations provides students and teachers with the opportunity to connect with others through a traveling teddy bear. A teddy bear and journal arrives at the participating school along with any other items collected on his prior stops. More information is available at <<http://smarterkids.org/imaginations>>.

### ASLA XX Biennial Conference

The conference will be held at the Adelaide Convention Centre, South Australia from 2nd to 5th October 2007. The conference theme, *Hearts on fire: sharing the passion*, is designed to challenge thinking, encourage reflection on current practice, and ignite the passion of the profession. See <<http://www.asla.org.au/pd/conference>> for details. ■





**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.curriculumsupport.education.nsw.gov.au/schoollibraries/>>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on NSW HSC online at <<http://hsc.csu.edu.au>>.

Resource reviews are provided for teachers to support their teaching and learning programs. The views expressed by reviewers are their own and should not be considered as an endorsement of the material by the NSW 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](mailto:colleen.foley@det.nsw.edu.au)>

USER LEVELS are given in Stages as follows:

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

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

The following symbols indicate the key learning area:

- CA Creative Arts
- English English
- HSIE Human Society & its Environment
- Languages Languages
- 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.

Images for Internet sites are from Microsoft clip art and media <<http://office.microsoft.com/en-us/clipart/default.aspx?lc=en-us>>.

## 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 website 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.

### CyberQuoll: Internet safety education for primary schools

<http://www.cyberquoll.com.au/hub.htm>

A computer based Internet safety program for primary school students, this resource teaches students about the risks of using the Internet and provides advice on managing and minimising those risks. The site uses a narrative of visiting cousins, who arrive at the same time as a new computer. The six episodes each address a different safety issue. The site has many interactive features that allow students to make choices regarding safe Internet practices, and then to view the consequences of those choices. Issues include safe chat, email and uploading procedures, appropriate searching strategies, dealing with unwanted material, and distinguishing between legitimate offers and scams. A Glossary is included to help decipher metalanguage. This website is a valuable teaching tool for alerting students to the potential dangers of Internet use, and arming them with appropriate safety knowledge. L. Doyle

**USER LEVEL:** Stage 2 Stage 3  
**SCIS SUBJECTS:** Internet; Internet – Problems, exercises, etc; Internet – Safety measures; Safety; Safety education  
**PUBLISHER:** NetAlert Ltd, Australia  
**REVIEW DATE:** 16/07/07 [004.67] SCIS 1305625

### Surfswell Island: adventures in Internet safety

<http://disney.go.com/surfswell/index.html>

Using familiar Disney characters, this site offers students an engaging way to learn about Internet safety. Users must listen to initial instructions, and then follow the game structure, answering a series of questions at each level in order to collect a jewel and to progress to the next level. Privacy Falls emphasises the need for personal privacy on the Internet; Virus Cave gives instruction about online viruses, their dangers and avoidance; Temple of Tact teaches basic Internet etiquette for use in email and online chat; and Challenge of Doom requires users to answer random questions from the previous three sections to progress to Treasure Palace and gain the reward. Useful notes for teachers and parents are included, with suggestions for classroom activities. The site has significant potential for students new to the Internet, and will reinforce learning for more experienced users. W. Smith



**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**SCIS SUBJECTS:** Educational games; Internet – Safety measures; Internet – Security measures  
**PUBLISHER:** Disney, USA  
**DATE REVIEWED:** 16/07/07 [004.67] SCIS 1303434

### Netty's world

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

Developed by the Australian Internet Safety Advisory Body, this site aims to provide young students with the skills to navigate the Internet with some degree of safety, and to make good decisions. The main character, Netty, who appears from space and proceeds to learn about the Internet, taking site users along, will appeal to students. The visual and sound effects are vibrant and exciting, utilising written and spoken text onscreen. The topic quizzes do provide some very good topics for whole class investigations. The site includes a small number of standard games for students, along with a colour and paint section. Safety messages are not always age appropriate, however, and the site will not work with a large group, as the lesson topics increase in complexity and much adult input and discussion is required at each stage. M. Whitfield

**USER LEVEL:** Early Stage 1 Stage 1  
**SCIS SUBJECTS:** Internet – Safety measures; Safety education  
**PUBLISHER:** NetAlert Ltd, Australia  
**REVIEW DATE:** 16/07/07 [004.78] SCIS 1179852

### Eastgate

<http://www.eastgate.com>

With the advent of new technologies, the nature of texts is changing dramatically. This useful site provides a forum for hypertext writers as well as a place to purchase software. Subscriptions for TEKKA magazine are available and the free demonstrations of Storyspace and Tinderbox, a personal content manager, will pique interest. These online tools provide hypertext graphic structures and a means of organising notes, ideas and

plans. Tools for information farming and Hypertext resources provide useful material for students. English Stage 6 students may find this easily navigable site to be a valuable springboard for their own processes of composing imaginative texts. H. Gardiner

**USER LEVEL:** Stage 6 Professional  
**KLA:** English; TAS  
**SYLLABUS:** English Stage 6: *Extension 2*; Information Processes & Technology Stage 6  
**SCIS SUBJECTS:** Computers in education; Databases; Interactive media; Literature; Writing (Authorship)  
**PUBLISHER:** Eastgate Systems, USA  
**REVIEW DATE:** 16/07/07 [005.75] SCIS 1304133

### Web monkey for kids: the fun way to build web sites

<http://www.webmonkey.com/kids/>

The student friendly language and presentation throughout the site will facilitate student interest and ability in creating websites. The Planning guide provides assistance to teachers to formulate Lessons about basic information concerning the web, HTML and design components. There is a progression through topics such as Using templates, Dealing with images, and Messing with your text. Projects like Self portrait, which initially appears simplistic, will actively involve students in thinking, planning and integrating ICT skills through the use of digital cameras and other devices. Tools includes links to useful software downloads, HTML sheets including colour codes and other related websites. These multimedia skills may be incorporated across KLAs as a valid form of presentation for research projects. This site will be very useful to any members of the school community wishing to improve their web design skills. A. Beedles

**USER LEVEL:** Stage 3 Stage 4 Community Professional  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6  
**SCIS SUBJECTS:** Websites – Design and construction; Websites – Problems, exercises, etc.  
**PUBLISHER:** Lycos, USA  
**REVIEW DATE:** 16/07/07 [006.7] SCIS 1316008

### J-Learning: your how to site for community journalism

<http://j-learning.org/>

A proactive site for the creation of community websites, this resource will help students plan, build, present and promote such a website. It will help individuals and groups with media projects, specifically the design and construction of web technology. Layout is teacher friendly, and junior students would benefit from being directed to certain aspects of the site rather than going straight to the home page. The explicit subheadings are very useful. A list of topics is clearly displayed in the Site map, thus helping teachers identify aspects of the site that are most relevant to their students. The article on Using a database is one example. Information includes such topics as preparing photographs and images for the website, audio, video, animation and blogs. J. Webber

**USER LEVEL:** Stage 5 Stage 6 Community Professional  
**KLA:** CA; English; TAS  
**SYLLABUS:** English 7–10; English Stage 6: *Extension 2*; Information & Software Technology 7–10; Visual Design 7–10  
**SCIS SUBJECTS:** Electronic publishing; Journalism – Computer-assisted instruction

**PUBLISHER:** Philip Merrill College of Journalism, USA  
**REVIEW DATE:** 16/07/07 [070.5028] SCIS 1306128

### **The Baha'i Faith: the official website of the Baha'is of the United States**

<http://www.bahai.us/being-bahai>

A rapidly growing and widespread faith, Baha'i promotes strong belief in the equality of the sexes, the value of education, and the importance of social justice. The site is a clear articulation of these values and would be a fine resource for students and teachers of the syllabuses, Studies of Religion, and Society and Culture. It is easily navigated and provides excellent information on Baha'i core beliefs, history, symbols, holy places, and sacred writings. Within Children & youth, older students can access study tools and resources in Elearning. There is a link to the website of the Baha'i House of Worship in Sydney. E. Searle

**USER LEVEL:** Stage 3 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6; Society & Culture Stage 6; Studies of Religion 7-10; Studies of Religion Stage 6 Bahai Faith  
**SCIS SUBJECTS:** National Spiritual Assembly of the Baha'is of the United States  
**PUBLISHER:** National Spiritual Assembly of the Baha'is of the United States  
**REVIEW DATE:** 16/07/07 [297.9] SCIS 1304084

### **Dollars and sense: making sense of your money**

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

Straightforward information to support students in developing sound financial skills is provided here in a user friendly format. A host of money management topics are outlined on this site, including saving, budgeting, borrowing, credit, employment, taxation, contracts, entitlements, superannuation, HECS, mobile phone bills, bank accounts, investment, insurance, and consumer rights. **Running your own business** will help students develop a business plan as part of their Business Studies activities. The **Ask an expert** link is invaluable and provides questions and answers from young and successful experts. Dream generator provides clear strategies to help students plan their financial goals. A **Glossary** facilitates understanding of key financial terminology. Teachers can register for free classroom resources. This excellent resource will generate interest for those studying *Personal finance* in Commerce 7-10, and *Financial mathematics* in General Mathematics Stage 6. A. Frost



**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE; Mathematics  
**SYLLABUS:** Business Studies Stage 6; Commerce 7-10; Economics Stage 6; General Mathematics Stage 6; Work Education 7-10  
**SCIS SUBJECTS:** Finance, Personal  
**PUBLISHER:** Commonwealth Bank of Australia  
**REVIEW DATE:** 16/07/07 [332.024] SCIS 1101543

### **Quest Atlantis**

<http://atlantis.crlt.indiana.edu/start/mission.html>

The intriguing legend of Atlantis forms the basis of this engaging activity for upper primary students. Using a virtual place with 11 worlds, such as Eco world, students investigate earth related problems of environment, culture, and ecology, and communicate their answers to online characters. These are curriculum based

investigations which require a substantial commitment of time and application, preferably in a team teaching partnership. Teachers should read the **Welcome** to gain an overview of the resource. Students can learn about the plight of Atlantis by watching a movie which defines their specific mission of inquiry. Online professional learning courses equip teachers with the expertise to conduct such online gaming quests. Administrator's rights are required to download the software. D. Johnston

**USER LEVEL:** Stage 3 Stage 4 Professional  
**KLA:** English; HSIE; SciTech  
**SYLLABUS:** English K-6; English 7-10; Geography 7-10; HSIE K-6; Science & Technology K-6  
**SCIS SUBJECTS:** Atlantis; Environmental protection; Human ecology; Webquests  
**PUBLISHER:** Indiana University, USA  
**REVIEW DATE:** 16/07/07 [333.7] SCIS 1313080

### **National Hydrogen Institute of Australia**

<http://www.hydrogen.asn.au>

Alternative and renewable energy sources are examined on this detailed website. Each page is enhanced with numerous colour images and photographs. Chemistry students completing the Topic: *Production of materials*, about assessing the potential of ethanol as an alternative fuel and on hydrogen fuel cells as an alternative battery, will benefit from using this site. The information on the greenhouse effect and renewable energy is valuable for Science 7-10. Secondary students' use of this site would need to be fairly structured as some sections could lose less focused students in the detail provided. This site could be used as extension material for those with an active interest in current Australian applications of alternative energy sources. I. Mavin

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Chemistry Stage 6; Science 7-10  
**SCIS SUBJECTS:** Alternative technologies; Hydrogen; Renewable energy  
**PUBLISHER:** Solar Hydrogen Research, Australia  
**REVIEW DATE:** 16/07/07 [333.79] SCIS 1303609

### **WaterCare: it's in your hands**

<http://www.watercare.sa.gov.au/index.php>

A South Australian initiative, this site raises awareness of water issues and promotes sustainable use and management of water resources. **About water** details water conservation, use, management, environments and the water cycle. **Students** has project information and puzzles. The site is probably strongest for NSW education in its comprehensive collection of links, including **Teacher**, which has a valuable annotated list of online resources and government water programs. The links to **River Murray urban users** and **Coast and marine education** are particularly useful. Information on the Murray River would be useful for the Stage 3 Connected Outcomes Group (COGs) (A): *Living land*. R. Parnis

**USER LEVEL:** Stage 3 Stage 4 Community Professional  
**KLA:** HSIE; Science  
**SYLLABUS:** HSIE K-6; Marine & Aquaculture Technology 7-10  
**SCIS SUBJECTS:** Water conservation; Water pollution; Water supply  
**PUBLISHER:** Patawalonga and Torrens Catchment Management Boards, Australia  
**REVIEW DATE:** 16/07/07 [333.91] SCIS 1037434

### **Aged & Community Services Australia**

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

Students of Community and Family Studies who are studying the aged in the Module: **Groups in context** will find this site to be very useful. Most of the essential information needed for this topic is on this website. Teachers will need to direct students specifically to **Fact sheets and resources**, as the language and length of articles and information provided in other areas is better suited to professional reading. The fact sheets are succinct, with very relevant information on areas such as **An ageing Australia**, **Residential aged care** and **Carers**. Links to a wide range of government and non-government organisations specifically relate to issues of ageing and provide an excellent gateway for student researchers. Teachers will find this site useful for updating knowledge on this area of the course. C. Barlow

**USER LEVEL:** Stage 6 Professional  
**KLA:** PDHPE  
**SYLLABUS:** Community & Family Studies Stage 6  
**SCIS SUBJECT:** Aged, Services to the; Ageing; Australia - Social conditions; Social welfare - Australia  
**PUBLISHER:** Aged and Community Services Australia  
**REVIEW DATE:** 16/07/07 [362.6] SCIS 1309526

### **Swim and survive**

<http://www.royallifesaving.com.au/www/html/453-what-is-swim-and-survive.asp>

Colourful and easily navigated, the sections in this website cover games, competitions, water safety and teacher information. Navigation links on each page make it simple to move around. **Games** includes **Gamezone**, **Computer colouring**, **Test yourself quiz** and **Story machine**. Free teacher resources in PDF format are able to be downloaded and printed. Outcomes for NSW, lesson plans, activity sheets, case studies and water safety posters are available. Lists of water safety tips and simple quizzes for use in lessons can be printed. Online safety games could be used to reinforce concepts learnt in water safety lessons in the PDHPE K-6 Strand: *Safe living*. R. Parnis

**USER LEVEL:** Stage 1 Stage 2  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
**SCIS SUBJECTS:** Swimming - safety measures; Water safety  
**PUBLISHER:** Royal Life Saving Society (Australia)  
**REVIEW DATE:** 16/07/07 [363.14] SCIS 1303391

### **Classrooms**

<http://www.coxhoe.durham.sch.uk/Classrooms/CLASSROOM.HTM>

A compilation of ICT skill activities through the grades, demonstrating an appropriate progression of skills K-6 is provided on this website. It is set out in class years, and is overflowing with a variety of online ICT activities and practical learning experiences across KLAs. Most of the activities can be used by a student online or in a group interactive whiteboard session. Material has been selected from the BBC, teacher constructed **PowerPoint** slideshows and uploaded worksheets. The award winning **Racing frogs** with email feedback in **Fun stuff** engages students to name, train, feed and motivate an online pet frog over a period of time. Many of the lessons have basic online worksheets but may not involve higher-order thinking skills. D. Johnston

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3  
**SCIS SUBJECTS:** Educational technology; Information technology; Teaching - Aids and devices

**PUBLISHER:** Coxhoe Primary School, UK  
**REVIEW DATE:** 16/07/07 [371.33] SCIS 1311514

### **Kimono, kimono fabric & Japanese clothing**

<http://www.japanesekimono.com/index.htm>

Filled with beautiful photographs, this site is a pleasure to browse. It has information on all aspects of the Japanese kimono, including making and wearing, kimono fabrics and accessories. The site also deals with other clothing items in a culturally significant style that could support the teaching of Japanese. Textiles Technology students could use this site when describing how different cultures use textiles as an expressive and functional medium in their Area of Study: *Textiles and society*. Stage 6 students will find this site useful when studying the *Influence of culture on design*. In particular, they may discover significant and historical influences to apply to their design inspiration for the Major textile project. K. Lissa

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** Languages; TAS  
**SYLLABUS:** Japanese K-10; Textiles & Design Stage 6; Textiles Technology 7-10  
**SCIS SUBJECTS:** Japan - Social life and customs; Kimonos  
**PUBLISHER:** JapaneseKimono.com, USA  
**REVIEW DATE:** 16/07/07 [391.0095] SCIS 1291393

### **Australia Day: celebrate what's great**

<http://www.australiaday.gov.au/pages/index.asp>

This informative and comprehensive celebrations site for teachers and students with easy to navigate links is aimed at a diverse audience. Teachers guides users to a large assortment of resources, such as books and songs, while following **Kids** leads students to games, trivia and additional Australian activities. The site also features a **Photo gallery** containing photographs of all things Australian, a link to the **Australian of the year awards** and a **Search** toolbar which allows users to search for specific information within the site. Teachers could use **About Australia day** and **National symbols** as a source of information during a HSIE celebrations unit. This outstanding website supports the Stage 2 Connected Outcomes Group (COGs) (B): *Being Australian*. K. McCorkell

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
**SCIS SUBJECTS:** Australia - Biography; Australia Day  
**PUBLISHER:** National Australia Day Council  
**REVIEW DATE:** 16/07/07 [394.269] SCIS 1037386

### **Starfall: where children have fun learning to read**

<http://www.starfall.com/n/level-b/index/play.htm?f>

The third step of a four part phonics based reading program, this site aims to extend and develop literacy skills through interactivity, games and jokes. Every sound, word and sentence is offered in written and spoken form. Topics are of interest to students, with user engagement and response determining progress through the activities. **All about me** enables users to select personal features, to describe their pet and rooms in their home. Each customised page can be printed out, with space for the student's own writing. **Art gallery** shows works by six well known artists, with a word list, brief biography, on screen and printable activities and a phonics lesson. Other sections include **Music**, **Poetry**, **Tongue twisters** and **Riddles**. The site has great potential for classroom use to reinforce and practise phonic awareness and skills. W. Smith



## resources

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** CA; English  
**SYLLABUS:** Creative Arts K-6; English K-6  
**SCIS SUBJECTS:** Reading materials  
**PUBLISHER:** Boulder Interactive Learning Group, USA  
**DATE REVIEWED:** 16/07/07 [428.4] SCIS 1137319

### Science news for kids

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

A very extensive website, this resource is rich with useful materials for schools. **GameZone** and **PuzzleZone** participants are encouraged to engage in interactive games and puzzles requiring logic and strategic planning. **Article archive** presents issues based articles, many accompanied by printable question sheets that are cross-referenced through **TeacherZone**. Topics include: **Food and nutrition**; **The human body**; **Environment**; and **Mathematics**, which will be of particular interest to gifted and talented students. **Behaviour** has some especially thought provoking articles, such as **Video game violence**, which provide excellent stimuli for classroom discussion. **LabZone** contains easily adaptable weekly activities and experiments. Students' attention will be captured and sustained by the entertaining style of writing, scope of content and age appropriate use of terminology. A. Beedles

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** Mathematics; Science; SciTech  
**SYLLABUS:** Mathematics K-6; Science 7-10; Science & Technology K-6  
**SCIS SUBJECTS:** Science; Scientific recreations  
**PUBLISHER:** Science Service, USA  
**REVIEW DATE:** 16/07/07 [500] SCIS 1257317

### StarChild: a learning center for young astronomers

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

Created by teachers, StarChild is a comprehensive site which caters for middle years students. There are two levels of difficulty which provide information on the **Solar system**, the **Universe** and **Space** in general. The information in **Level 1** consists of simple sentences and minimal text with entertaining graphics. It is suitable for primary school children and links to the Stage 3 Connected Outcomes Group (COGs) (E): *Global and social issues*. **Level 2** supports the Stage 4 Science outcome 4.9. Each level contains a series of sub links which further dissect the topic and a **Glossary** of terms in alphabetical order to clarify concepts. This engaging website could be used as a source of information to create a **PowerPoint** presentation or as the basis of an information report. K. McCorkell

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** Science; SciTech  
**SYLLABUS:** Science 7-10; Science & Technology K-6  
**SCIS SUBJECTS:** Astronomy; Space flight  
**PUBLISHER:** High Energy Astrophysics Science Archive Research Center, USA  
**REVIEW DATE:** 16/07/07 [523] SCIS 1024420

### Lunar eclipses for beginners

<http://www.mreclipse.com/Special/LEprimer.html>

Science students completing outcomes on describing the relative movements of the planets, moon and sun will find this to be a very useful resource. Clearly laid out and well-written information is supported by diagrams and photographs. The focus is on eclipses,

but the site also has a simple explanation of the moon and explanations of lunar jargon. Beyond the homepage, information increases in degrees of comprehension difficulty, but, overall, the language is appropriate for students in Years 7-10. Precise instructions for a variety of photographic techniques can be found in **Lunar eclipse photography**, with excellent models in the two galleries. A table of dates of future lunar eclipses will be appreciated by photographic students, and those with a keen interest in astronomy. I. Mavin



**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA; Science  
**SYLLABUS:** Photographic & Digital Media 7-10; Photography, Video & Digital Imaging CEC Stage 6; Science 7-10  
**SCIS SUBJECTS:** Eclipses; Moon  
**PUBLISHER:** Mr Eclipse, USA  
**REVIEW DATE:** 16/07/07 [523.3] SCIS 1311534

### Organic chemistry help!

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

Written specifically for undergraduate chemistry students, this site is most useful as a teacher resource due to the complexity of the language and the level of the information included. Content supporting the Stage 6 Chemistry syllabus is limited, but it does provide useful material on fractional distillation and alkane naming which is applicable to the Chemistry Topic: *Energy*. Appropriate information is also provided on the topic of electro-negativity for the Topic: *Metals*. Relevant explanations of buckyballs and polymers are available. Appropriate diagrams and a glossary section which often enhances understanding of the material are presented. The message board section could be a useful tool for teachers requiring clarification on an organic chemistry issue. Despite being an interesting site, it has fairly limited classroom use. I. Mavin

**USER LEVEL:** Stage 6 Professional  
**KLA:** Science  
**SYLLABUS:** Chemistry Stage 6  
**SCIS SUBJECTS:** Chemistry, Organic  
**PUBLISHER:** www.chemhelper.com, USA  
**REVIEW DATE:** 16/07/07 [547] SCIS 1303595

### Learn about volcanoes

<http://vulcan.wr.usgs.gov/Outreach/AboutVolcanoes/framework.html>

Stunning images, concise text and simple language combine to make this a visually attractive and useful site. Each page answers commonly asked questions for students learning about volcanoes, with a strong emphasis on American volcanoes. Subject specific terms are often hypertext linked to definitions or alternative websites. Science 7-10 students completing outcome 5.9.4e on the relationships between plate boundaries and volcanoes will find this information very useful. Earth and Environmental Science students completing the Topic: *Tectonic impacts* will find much of the material presented, particularly on ash flows and lahars, both practical and relevant. Overall, this site is a fine classroom teaching asset and could easily be adapted into either student or teacher centred computer lessons. I. Mavin

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Earth & Environmental Science Stage 6; Science 7-10  
**SCIS SUBJECTS:** Volcanoes

**PUBLISHER:** Cascades Volcano Observatory, USA  
**REVIEW DATE:** 16/07/07 [551.21] SCIS 1303602

### OZ fossils

<http://www.abc.net.au/science/ozfossil/>

Visually stimulating, with plenty of images and videos, this website contains much information about Australian dinosaurs. The site presents material in reptile ages in sections of **The Northern-Oz dinosaurs**, **The Eromanga sea-monsters**, **Polar dinosaurs**, and **The megafauna**. Colourful representations of Australian landscapes and the plants and dinosaurs that dwelt within each period enhance the site. Interactive scenes on animals and plants found in each era are included. Content includes flora, fauna, climate, continental drift, and the work of paleontologists. In the **Pitfall game**, students can be a virtual palaeontologist and gain some experience in the process of unearthing the past. R. Parnis

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** Science; SciTech  
**SYLLABUS:** Science & Technology K-6; Science 7-10  
**SCIS SUBJECTS:** Dinosaurs; Extinct animals; Fossils  
**PUBLISHER:** ABC, Australia  
**REVIEW DATE:** 16/07/07 [560] SCIS 1104021

### Bird flu: the pandemic clock is ticking

<http://www.science.org.au/nova/090/090box01.htm>

Providing relevant and practical information on bird flu and viruses in general, this site would be of great use to students completing a unit of work on diseases. It would be particularly useful for Science 7-10 students completing outcome 5.8.4b on infectious diseases. The site is also useful for the Biology Stage 6 Topic: *The search for better health*. Information is presented in five concise sections, using scientifically appropriate language, thus making it relevant and accessible for most students. Although the site lacks pictures or stimulus material, it is enriched with a useful **Glossary**, key terms and a **Further Reading** section. An **Activities** section provides links to sites that could be adapted into appropriate lessons. I. Mavin

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science 7-10  
**SCIS SUBJECTS:** Animal-human relationships; Bird flu; Communicable diseases; Epidemics  
**PUBLISHER:** Australian Academy of Science  
**REVIEW DATE:** 16/07/07 [571.9] SCIS 1251871

### Smithsonian National Zoological Park

<http://nationalzoo.si.edu/>

Packed with information and online activities, this site has wide educational appeal. In **Animals**, students can **Take a virtual world tour**. For information about domestic farm animals, such as how they are cared for, access **Kids farm**. It takes some navigation skills, but educates students about animals and the food chain, providing information about the food we eat. The **pizza garden** gives information on ingredients and how they are grown. **Education** contains animal fact sheets on a huge variety of ecosystems and animals, with zoo images and conservation information. Older students will find that studies of ecosystems in **Conservation and science** will have application to Science and Geography syllabuses. D. Croker



**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE; Science  
**SYLLABUS:** Biology Stage 6; Geography 7-10; Geography Stage 6; Science 7-10  
**SCIS SUBJECTS:** National Zoological Park (U.S.); Zoos - United States  
**PUBLISHER:** Smithsonian Institute, USA  
**REVIEW DATE:** 16/07/07 [590.73] SCIS 1304226

### Planet ocean

<http://school.discovery.com/schooladventures/planetocean>

Based on the fact that 99% of the earth is ocean, the content dives beneath the surface to educate teachers and students about its many creatures, from krill to whales. Bright and colourful with plenty of photographs, the site is dedicated to showing us how these animals survive in the harsh conditions of the ocean. **Blue whale**, **Barracuda**, and **Tube worm** allow the user to find succinct information and interesting facts easily. **Marine megastars** is directly applicable to the Stage 3 Connected Outcomes Group (COGs) (C): *Interconnecting growth and change* and details the significant characteristics of a variety of aquatic animals and simple explanations of the adaptations each has made to suit their environment. **Teacher tips** and a variety of other **Resources** associated with the ocean will be useful. K. McCorkell

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K-6  
**SCIS SUBJECTS:** Marine animals; Ocean  
**PUBLISHER:** Discovery Education, USA  
**REVIEW DATE:** 16/07/07 [591.77] SCIS 1307415

### The nervous system

<http://www.acm.uiuc.edu/sigbio/project/nervous/index.html>

Detailed information provided on the **Central nervous system**, the **Peripheral nervous system** and **Micro anatomy** (cell types) will be relevant to Biology Stage 6 students completing the Option: *Communication*. Although the site goes into scientific detail beyond the requirements of the syllabus, with teacher direction students may benefit from exposure to the descriptive jargon and scientific style of writing. Users should also note that, to access the information, clicking on the folder icons opens the virtual book. Coloured and labelled graphics enhance the appearance of some pages. The site may be useful as extension material for keen Biology students as much of the material covered is at university level. I. Mavin

**USER LEVEL:** Stage 6 Professional  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6  
**SCIS SUBJECTS:** Nervous system  
**PUBLISHER:** SigBio, USA  
**REVIEW DATE:** 16/07/07 [612.8] SCIS 1311529

### Five senses

<http://www.sedl.org/scimath/pasopartners/senses/>

Using selected children's books as a starting point, this instructional program provides a range of online lesson plans integrating science, mathematics and the Spanish language. Traditional in appearance, the format includes lesson guides, practical activities and related games. Activities include collecting and graphing data. To assist in organisation, preparation materials are listed for each component. Each lesson plan includes **Organising the idea**, **Applying the idea** and **Closure and assessment**. The **Objective**

## resources

grid allows teachers to assess student understanding gained in the subject areas. In *Grade 1 lessons*, *The human body* will enhance teaching and support for the Stage 1 Connected Outcomes Group (C): *Growing and changing*. D. Johnston

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** Languages; Mathematics; SciTech  
**SYLLABUS:** Mathematics K-6; Science & Technology K-6; Spanish K-10  
**SCIS SUBJECTS:** English language – Study and teaching; Mathematics – Study and teaching; Science – Study and teaching; Senses and sensation – Study and teaching; Thematic approach  
**PUBLISHER:** Southwest Educational Development Laboratory, USA  
**REVIEW DATE:** 16/07/07 [612.8071] SCIS 1317104

### CLIMATE Schools

<http://www.climateschools.tv/>

Teachers and school counsellors will find these online health education courses ideal for middle school students. Teachers register to select courses and activities for their students. Students can access them online after being provided with a password. For example, the first course is *Coping with stress* and topics include recognising stress, helpful and unhelpful ways of coping, problem solving, facing fears, and lifestyle habits that support positive mental health. Courses consist of lessons and activities which meet PDHPE syllabus outcomes. They use a narrative which follows the adventures of one or more characters. Courses are evidence based, originating from the UNSW and the Clinical Research Unit for Anxiety and Depression at St Vincent's Hospital, Sydney. A. Soutter

**USER LEVEL:** Stage 3 Stage 4 Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6; PDHPE 7-10  
**SCIS SUBJECTS:** Adolescents – Care and health; Alcohol and adolescents; Alcohol – Physiological effects; Stress (Biology) – Management  
**PUBLISHER:** CLIMATE Schools, Australia  
**REVIEW DATE:** 16/07/07 [613] SCIS 1304113

### TeensHealth

<http://kidshealth.org/teen/>

Comprehensive and objective, this resource uses age-appropriate language to provide facts and articles about an extensive range of adolescent social and health issues. Topics include *Your body*, *Sexual health*, *Drugs & alcohol*, and *Diseases & conditions*. Each section includes articles, as well as the option to view related resources. As a number of sensitive issues are dealt with, teacher discretion may be necessary to determine the appropriateness of this website for classroom use. Material is colourful and cleverly set out for adolescent use, with sections and questions which will immediately seize the user's attention. This resource would be suited for use within the PDHPE 7-10 Strands: *Self and relationships* and *Individual and community health*. L. Doyle

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE 7-10  
**SCIS SUBJECTS:** Adolescents – Care and health; Drug abuse; Exercise; Health education; Nutrition; Physical fitness; Sex education  
**PUBLISHER:** Nemours Foundation, USA  
**REVIEW DATE:** 16/07/07 [613] SCIS 1106285

### Dole 5 a day: nutrition education for kids, teachers and parents

<http://www.dole5aday.com/>

The visually exciting, easily navigated inclusion of a comprehensive range of information and activities aims to encourage children to eat 5 - 9 servings of fruits and vegetables every day. There is plenty of educational amusement to be had through *Music and games* which incorporates children's songs, online games and music clips and offers an extensive range of engaging interactive projects, movie clips and sound files. *Kids' cookbook* provides simple recipes that will promote student involvement and interest in healthy eating. The *Reference center* offers detailed information about foodstuffs and interactive charts related to nutrition. Whilst some information will not be relevant to Australian standards, there is much to support the teaching of nutritional guidelines with primary school students, particularly within the *Personal health choices* Strand of the PDHPE syllabus. A. Beedles

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
**SCIS SUBJECTS:** Educational games; Fruit; Nutrition; Vegetables  
**PUBLISHER:** Dole Food Company, USA  
**REVIEW DATE:** 16/07/07 [613.2] SCIS 1022071

### Just a little bit: practical nutrition education resource

[http://www.justalittlebit.com.au/index\\_frame.htm](http://www.justalittlebit.com.au/index_frame.htm)

That good nutrition and physical activity equals happiness is the message in this resource. Site material deals with topics such as the food groups, food for healthy teeth, bones and bodies, and nutrition facts and figures. The resource encourages children to be enthusiastic about establishing and maintaining positive eating habits, and to understand the positive benefits of this goal. It incorporates information with interactive entertainment in the form of quizzes, riddles and other online activities. The site is both teacher and student friendly, as well as being curriculum appropriate and comprehensive. It is an ideal resource for supporting the PDHPE Strand: *Personal health choices*, specifically the Units: *Daily decisions* and *Considered choices*. L. Doyle

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
**SCIS SUBJECTS:** Health education; Nutrition – Study and teaching  
**PUBLISHER:** Australian Dairy Corporation  
**REVIEW DATE:** 16/07/07 [613.2071] SCIS 1162911

### KidsHealth: for kids

<http://kidshealth.org/kid>

A great site, this resource features age appropriate articles written by health experts on issues such as asthma and food allergies, and on social issues, such as not wanting to play team sports. It is easy to navigate the site, with clear topic headings and focus issues colourfully presented. *Word!* a glossary of medical terms gives good explanations and links to appropriate articles about the topic. Recipes are categorised into useful groups, such as food for diabetics, lactose intolerant students, and vegetarians. A highlight of the site is *How the body works* video clips showing the workings of the human body. The activity pages and quizzes are ideal for classroom

use, while the experiments page provides entertaining and stimulating activities for a range of learning abilities. M. Whitfield

**USER LEVEL:** Stage 2 Stage 3 Community Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
**SCIS SUBJECTS:** Child development; Children – Care and health; Health education; Nutrition  
**PUBLISHER:** Nemours Foundation, USA  
**REVIEW DATE:** 16/07/07 [613.2083] SCIS 1156652

### The Fitness files

<http://tms.ecol.net/fitness/>

The site contains a wealth of information regarding fitness and healthy lifestyle choices. Information is clearly organised under five general topic links. *Pick a sport* is a database of fitness activities in alphabetical order, and *Fitness fundamentals* deals with frequently asked questions, reasons why students need to get fit and how to go about it safely. *Get active* includes advice on how to choose a fitness activity, club or home workout routine. The *injurenet* provides excellent advice and links to information on safe computer use at work, sport and work related first aid and procedures to prevent injury, with clear links to OH&S issues. *Fuel for fitness* contains fantastic information and links regarding the food pyramid, reading food labels and facts about fats. This US based site is easy to navigate and use and offers particular support for the Strands: *Individual and community health* and *Lifelong physical Activity* in PDHPE 7-10. D. Croker

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6; PDHPE 7-10  
**SCIS SUBJECTS:** Physical fitness  
**PUBLISHER:** Tribune Media Services, USA  
**REVIEW DATE:** 16/07/07 [613.7] SCIS 1021150

### The healthy fridge

<http://www.healthyfridge.org/healthy.html>

Heart health is the major focus of this site, developed by health professionals to educate the American public. The site is simple and easy to navigate, requiring minimal teacher instruction. *Just for kids* has the most value for students, with useful information on healthy eating and heart disease as well as some interactive activities. Although teachers may be hesitant in using the American content, the information is accurate and most students will be familiar with the food references. It may prove to be a valuable cultural learning experience to discuss the similarities and differences across countries. The level of literacy required to comprehend the written information makes the site most suitable for Stage 5, but the word activities could be used by younger students. C. Barlow

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** PDHPE; TAS  
**SYLLABUS:** Food Technology 7-10; PDHPE K-6; PDHPE 7-10  
**SCIS SUBJECTS:** Food preservation; Heart – Care and health; Nutrition  
**PUBLISHER:** Open the Door to a Healthy Heart, USA  
**REVIEW DATE:** 16/07/07 [616.1] SCIS 1309627

### ASEE Engineering K12 Center: where to go for K-12 engineering education

<http://engineeringk12.org/students>

It is great to see a site that demonstrates the diversity of study and practice options in engineering. Careers are explained in *The*

*engineering alphabet*. Careers advisors can benefit from the site as it has downloadable pamphlets on the various fields of engineering and possible career paths. Students will be able to determine whether engineering studies are right for them by taking a series of online quizzes which ask questions about the way they think and learn. Teachers can access a large library of lesson activities and web resources to produce lessons that promote problem solving and teamwork in pairs or large groups. B. Maher

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Design & Technology 7-10; Engineering Studies Stage 6; Industrial Technology Stage 6; Technology (Mandatory) 7-8  
**SCIS SUBJECTS:** Engineering; Engineering – Study and teaching  
**PUBLISHER:** American Society for Engineering Education  
**REVIEW DATE:** 16/07/07 [620.007] SCIS 1212844

### NEEDS: a digital library for engineering education

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

Engineering students and teachers will appreciate this digital library of online learning materials. The site is a useful portal for a comprehensive collection of resources in engineering and related areas of science and mathematics. *Search* allows for easy navigation through the index and a comprehensive search page includes drop down menus to help refine the desired criteria. *About NEEDS* has some relevant *Publications* and an interesting section in *Current projects* on *Gender equity*. Teachers will find information here on encouraging girls into the field of engineering. Many areas in computing, science and engineering education are covered by the articles linked to this site. A. Parnis

**USER LEVEL:** Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Design & Technology Stage 6; Engineering Studies Stage 6  
**SCIS SUBJECTS:** Engineering – Education  
**PUBLISHER:** NEEDS, USA  
**REVIEW DATE:** 16/07/07 [620.007] SCIS 1308349

### Fuel Cell Institute of Australia Pty Limited

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

With environmental issues becoming increasingly important in our society, this resource about alternative fuel cells provides very contemporary information for schools. The somewhat irregular layout and vast amounts of content may require clear teacher direction for effective use within lessons. The material is very relevant for Chemistry students studying batteries within material production. Science 7-10 students exploring alternative energy sources could also use this site as a source of extension material. Various diagrams are used throughout to sustain student interest and increase understanding. *Primary schools and High schools (NSW-Australia)* have helpful and practical information about schools currently participating in trials of these fuel cells. Details of competitions and activities may further engage students. I. Mavin

**USER LEVEL:** Stage 2 Stage 3 Stage 5 Stage 6 Professional  
**KLA:** Science; SciTech  
**SYLLABUS:** Chemistry Stage 6; Science 7-10; Science & Technology K-6  
**SCIS SUBJECTS:** Fuel – Environmental aspects



## resources

**PUBLISHER:** Fuel Cell Institute of Australia  
**REVIEW DATE:** 16/07/07 [621.31] SCIS 1311532

### Hydromechanics

<http://www.dt.navy.mil/hyd/index.html>

The site contains detailed information about materials used in designing ship and submarine hulls, as well as results of the testing reports. This navy laboratory website has data on the research, testing and evaluation of ships, submarines and other naval technologies. The **Multimedia project gallery** contains video clips, photographs, and detailed program histories of various experiments and projects, grouped by ship or project type. The facilities of the testing centre are explained in detail, including the various types of machinery and how they are used to test naval equipment and ships. Although the language is very technical, this site would be particularly useful for Engineering Studies students looking at marine vessels and naval structures. A. Parnis

**USER LEVEL:** Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Engineering Studies Stage 6  
**SCIS SUBJECTS:** Marine engineering; Naval architecture  
**PUBLISHER:** Naval Surface Warfare Center, USA  
**REVIEW DATE:** 16/07/07 [623.8] SCIS 1308364

### What is a satellite?: satellite technology for young people

<http://www.boeing.com/defense-space/space/bss/sat101.html>

Using straightforward language, diagrams and photographs, this worthy site provides easy to understand descriptions of the role and function of satellites. In a linear Q&A format, the site explains how satellites are placed in space, who owns them and what is actually found inside a satellite. The section on geostationary earth orbiting satellites is very relevant for Senior Science students completing the Module: *Information systems*. Stage 4 Science students completing outcome 4.9 on the relative movements of the planets, sun and moon will also find this site relevant and useful. Overall, this fine website has some potential for Science teachers, including the use of information as extension material for students with an interest in astronomy. I. Mavin

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Science 7–10; Senior Science Stage 6  
**SCIS SUBJECTS:** Satellites  
**PUBLISHER:** Boeing Satellite Systems Public Relations, USA  
**REVIEW DATE:** 16/07/07 [629.43] SCIS 1311531

### Space-age living: building the International Space Station

<http://school.discovery.com/schooladventures/spacestation/>

The site looks at questions about the space station in Mission basics, such as who built it and why. Various facts about each aspect of the project are explored, although objects now built are still described in the future tense on the site. A *Flash* presentation shows the creation of the station over time, with an accompanying timeline explaining the function of each piece and the year it was added. **Teacher tips** gives an overview of the website and the space station, and is a good place to investigate the worth of this resource. The information could be useful for the study of built environments in the Stage 3 Connected Outcomes Group (COGs) (A): *Living land*. R. Parnis

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** Science; SciTech  
**SYLLABUS:** Science 7–10; Science & Technology K–6  
**SCIS SUBJECTS:** Astronauts; Extraterrestrial bases; International Space Station; Space stations  
**PUBLISHER:** Discovery Education, USA  
**REVIEW DATE:** 16/07/07 [629.44] SCIS 1314818

### Weeds, the real alien invaders

<http://www.science.org.au/nova/099/099key.htm>

Current material about weeds in Australia including the identification of weeds as opposed to plants, the cost of weeds, and information about how they can be tackled is clearly presented and explained. The success story of combating **Prickly pear** is described. **Activities** has a range of science based tasks, including Internet use and an interactive game. Some activities are suitable for Stage 3 with teacher adaptation. This site offers a **Glossary**, further reading, and an abundance of useful sites for student researchers. Easy to navigate it is written in straightforward language. The information is of an appropriate level and content for Agriculture students. Stage 6 students will find the information relevant when studying plant based units. L. Buttsworth

**USER LEVEL:** Stage 3 Stage 5 Stage 6 Professional  
**KLA:** SciTech; TAS  
**SYLLABUS:** Agriculture 7–10; Agriculture Stage 6; Science & Technology K–6  
**SCIS SUBJECTS:** Weeds – Australia  
**PUBLISHER:** Australian Academy of Science  
**REVIEW DATE:** 16/07/07 [632] SCIS 1306833

### PetNet: promoting socially responsible pet ownership

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

Colourful and inviting, the aim of this website is to inform all levels of the community on issues relating to the responsible care of pets. **PetLovers** includes **Selectapet** and links to pages that outline health, feeding and other care issues. **Schools** has information on running a pet show and addresses to help locate information on pets. Statistics included in the **Journalists** and **Government** sections would be useful for students researching pet care in society and those needing pet care leaflets. Statistics could be used to create a graph in a Mathematics lesson. This site could be used to look at different pets, or with Stage 2 and Stage 3 students when discussing local government and social issues relating to the rights of pets in the HSIE Strand: *Social systems and structures*. R. Parnis

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE; Mathematics  
**SYLLABUS:** HSIE K–6; Mathematics K–6  
**SCIS SUBJECTS:** Pets – Care and health; Pets – Treatment  
**PUBLISHER:** Petcare Information and Advisory Service, Australia  
**REVIEW DATE:** 16/07/07 [636.0887] SCIS 1303399

### The science of cooking

<http://www.exploratorium.edu/cooking/index.html>

Colourful, exciting and interactive, this site provides recipes, activities and webcasts designed to enhance student understanding of the science behind food and cooking. Recipes have an emphasis on health choices, but the site is more about investigative kitchen work than cooking per se. In **Seasoning**, for example, the site has

Salt sculpture and a **Spice map**. The **Share and discuss** forum provides interesting information related to the food being reviewed on the site. The **Science of cooking** delves into the chemical and physical changes which are brought about in the preparation and cooking of food. **Ask the inquisitive cooks** provides the opportunity to discover the answers to a multitude of problems. **Webcasts** cater for the visual learner with the use of video clips to show a variety of food situations, such as the science of bread and cheese. The site would be an interesting consideration for combined TAS and Science Year 7 lessons. K. Lissa



**USER LEVEL:** Stage 4 Stage 5 Professional  
**KLA:** Science; TAS  
**SYLLABUS:** Food Technology 7–10; Science 7–10  
**SCIS SUBJECTS:** Chemical reactions; Cookery; Food; Food preservation  
**PUBLISHER:** Exploratorium, USA  
**REVIEW DATE:** 16/07/07 [641.3] SCIS 1228212

### The world's healthiest foods: whfoods.org

<http://www.whfoods.com/foodstoc.php>

Anyone with an interest in food and nutrition will find value on this site. Whether it is to find a recipe for a practical lesson, to read about a health condition or to find out about the history, nutritional value and general information of a food, details can be readily found here. Advanced students with inquisitive minds will find most of the articles on the site provide comprehensive information on the topics. **Community** provides an overview and links to using the site. **Eating healthy** provides a detailed database of healthy foods. **Feeling great** covers healthy lifestyle and popular diets. **Cooking healthy** has an extensive recipe database and hints for menu planning. Although content may be different to Australian standards, the site successfully provides generic information which is definitely useful to Australian students. K. Lissa

**USER LEVEL:** Stage 5 Stage 6 Community  
**KLA:** TAS  
**SYLLABUS:** Food Technology 7–10; Food Technology Stage 6  
**SCIS SUBJECTS:** Cookery with natural foods; Diets; Natural foods  
**PUBLISHER:** George Mateljian Foundation, USA  
**REVIEW DATE:** 16/07/07 [641.3] SCIS 1310435

### BabyCentre Australia

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

Comprehensive information on conception, pregnancy and early childhood is easily accessible on this site, and is well supported with illustrations. **Getting pregnant**, **Pregnancy, 0–12 months**, and **24–36 months** lead to informative, easy to read articles. **Pregnancy**, for example, includes details of week by week development, possible complications, and hints for working while pregnant. A **Search** function links the user to a wide array of relevant topics. An **A–Z organisations** feature that can be searched under specific headings such as **Baby health**, **Dads**, and **Immunisation**, links the user to related organisations and will be useful for student research. Although sponsored by Johnson & Johnson, information is provided by medical experts, mainly originating from the UK. Students of Exploring Early Childhood will find this a very useful site, as will students of Community and Family Studies for the Core Unit: *Parenting and Caring*. C. Barlow

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** PDHPE

**SYLLABUS:** Community & Family Studies Stage 6; Exploring Early Childhood CEC Stage 6  
**SCIS SUBJECTS:** Child development; Infants – Growth; Pregnancy  
**PUBLISHER:** BabyCenter, USA  
**REVIEW DATE:** 16/07/07 [649] SCIS 1316003

### Parenting SA

<http://www.parenting.sa.gov.au>

Easy to read information sheets on a full range of child development topics from birth to adolescence and aspects of parenting are provided through the **Parenting easy guides** (PEGs) listings. These can be searched under broad headings of **Aboriginal PEGs**, **General parenting PEGs**, and **Multicultural PEGs**, thus making them useful for some cultural studies of families. Topics as diverse as **Aboriginal – storytelling**, **Sibling rivalry**, **Grandparenting** and **Teenage parties** are clearly presented. The **Web links** section has a wide array of potentially useful links, such as the **Children, youth and women's health service** which contains some excellent information. The site offers extensive information on parenting support services. Students will be able to use this site to easily locate required and valid information for assessment tasks related to children or family. C. Barlow

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** PDHPE  
**SYLLABUS:** Community & Family Studies Stage 6; Exploring Early Childhood CEC Stage 6  
**SCIS SUBJECTS:** Parent and child  
**PUBLISHER:** Children, Youth and Women's Health Service, Australia  
**REVIEW DATE:** 16/07/07 [649.0942] SCIS 1316006

### Food

<http://www.csiro.com.au/csiro/channel/ichi.html>

Easily accessible and up-to-date information about food products, nutrition, and concerns for many aspects of Food Technology Stage 6 is provided here. Data on current research includes: **Developing and marketing food products**; **Food quality and safety**; and **Food processing**. Although most information is written in a format appropriate to the level of a professional, capable students will benefit from exposure to this style of content with teacher guidance. **Watch and listen** provides podcasts about current food interests and issues, such as nutrition and soy products, that could be monitored and used as enrichment material for lessons. **Publications** provides access to useful **Brochures** and **fact sheets** that round out the value of this site for students. C. Barlow

**USER LEVEL:** Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Food Technology Stage 6  
**SCIS SUBJECTS:** Food industry; Food – Research  
**PUBLISHER:** CSIRO, Australia  
**REVIEW DATE:** 16/07/07 [664] SCIS 1048181

### Vatican Museums

[http://mv.vatican.va/3\\_EN/pages/MV\\_Home.html](http://mv.vatican.va/3_EN/pages/MV_Home.html)

Virtual tours allow site users to explore the Holy See's art collections. These online tours take site users into each area, such as the **Gregorian Egyptian Museum** and the **Sistine Chapel**, showing the important artworks in situ, with a full 360 degree view of the room. Students can stop and zoom into areas of interest for particular artworks. These include sculptures,



frescoes, tapestries, mosaics, paintings, and antiquities. Information is precise and incorporates specific artistic and historic language. Detailed notes make reference to the Bible verses on which the artwork is based. This is a fantastic interactive site for Creative Arts students, and it effectively illustrates related aspects of literature, history and religion in other KLAS. N. French

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Visual Arts 7–10; Visual Arts Stage 6  
**SCIS SUBJECTS:** Vatican City – Galleries and museums  
**PUBLISHER:** Vatican Museums, Vatican City  
**REVIEW DATE:** 16/07/07 [708.56] SCIS 1307352

### MCA: Museum of Contemporary Art

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

Art education is a strong focus of the gallery, and the Education component of the MCA website has many downloadable resources. Users can listen to the samples in the *Artists voice* and order a free DVD about the artist. An overview can be obtained of past, current and future exhibitions at the gallery. The written text is precise, and would allow teachers to gauge syllabus relevance before taking students to view a particular exhibition. Age specific educational activity sheets for exhibitions are available for downloading, and an array of programs run at the gallery meet syllabus requirements for both primary and secondary students. This is a worthwhile site for older students and teachers to explore. N. French

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Visual Arts 7–10; Visual Arts Stage 6  
**SCIS SUBJECTS:** Art, Australian – Exhibitions; Art, Modern – 20th century – Collections; Sydney (N.S.W.) – Galleries and museums  
**PUBLISHER:** MCA, Australia  
**REVIEW DATE:** 16/07/07 [708.9944] SCIS 1254715

### ARTages: art through the ages

<http://www.artfaces.com/artkids/ages.htm>

A summarised history of the world's art, architecture and sculpture can be found on this useful site. Clearly written, the straightforward text is user friendly for students to read and comprehend. There is more written information than imagery, with one artwork, usually a major work, being used to illustrate each period. All of the recognised periods in art are here, from Prehistoric works to Post modern art. The inclusion of comprehensive information on art from such places as China and Africa will broaden student understanding of worldwide art. This is a good site for students to explore and recognise characteristics of key movements in art history. N. French

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** CA  
**SYLLABUS:** Creative Arts K–6; Visual Arts 7–10  
**SCIS SUBJECTS:** Architecture; Art – History; Sculpture  
**PUBLISHER:** Sparksites, USA  
**REVIEW DATE:** 16/07/07 [709] SCIS 1303184

### Discover: Te kohinga taonga

<http://discover.natlib.govt.nz/index.shtml>

Students can investigate the Visual Arts and Music of New Zealand, including traditional Maori culture, within this multimedia collection. Distinct themes and headings aid navigation. Each key area, such as 20th century art and the practice of drawing,

Choral, and Photography, includes a short essay detailing specific information on the topic. Images and artworks support each topic area, but little specific analysis is given on these resources. Some topics within Music have audio clips, and users can listen to older musical arrangements, including yodelling, chants, and the haka. There are no video clips. This site would be particularly useful when studying the music or visual arts of a different culture. N. French

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** CA  
**SYLLABUS:** Music 7–10; Visual Arts 7–10  
**SCIS SUBJECTS:** Arts, New Zealand; Arts – Study and teaching; Music, New Zealand; Music – Study and teaching  
**PUBLISHER:** National Library of New Zealand  
**REVIEW DATE:** 16/07/07 [709.93] SCIS 1175965

### Tux paint: open source drawing software for children

<http://www.tuxpaint.org>

Clearly described and easily used features, tools and commands are significant aspects of this free painting and drawing software. With little or no instruction, students can begin using its useful and attractive features, which include 28 brush styles in *Paint*, over 360 individual pictorial *Stamps* (downloaded separately), a palette of 17 *Colours*, 14 geometric *Shapes*, 16 *Fonts* and 18 tool effects in *Magic*. The software has significant potential use for students. A mouse or any input device can be used, making it suitable for special needs students. *Screenshots* is a visual tutorial demonstrating the use of tools, backgrounds, shapes, stamps, text and effects. The program is a useful and affordable alternative to commercial drawing and painting programs. W. Smith

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4  
**KLA:** CA  
**SYLLABUS:** Creative Arts K–6; Visual Arts 7–10  
**SCIS SUBJECTS:** Computer graphics; Drawing – Computer-assisted instruction  
**PUBLISHER:** New Breed Software, USA  
**REVIEW DATE:** 16/07/07 [743.0285] SCIS 1303427

### Impressionism

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

The revolution of the Impressionists' approach is explored through this visually interesting site. Students can Experience Impressionism on an entertaining guided tour into the French salons where the art movement was defined and developed. Written in straightforward paragraphs, the tour effectively engages students before moving into more detailed information on techniques. Large images and written text appear in stages on each page and will help to assure that students read the given text. Comical illustrations and artworks are interesting to view and also aid the reading process. In *Teach Impressionism*, teachers can download lessons and overhead transparencies. These provide more detailed information on works and artists and are accompanied by useful student activities based around specific artworks and could help link information across disciplines. N. French

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** CA  
**SYLLABUS:** Creative Arts K–6; Visual Arts 7–10  
**SCIS SUBJECTS:** Art – Study and teaching; Impressionism (Art) – Exhibitions  
**PUBLISHER:** Denver Art Museum, USA  
**REVIEW DATE:** 16/07/07 [759.05] SCIS 1314999

### M. C. Escher: the official website

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

Escher is one of the world's most recognised graphic artists. A large cross-section of his artworks is featured in the site's *Picture gallery*, and chronological ordering assists in locating particular images. A wide array of symmetry drawings is included, and these always capture student interest and amazement. *Downloads* has an interactive puzzle. In *M.C. Escher at work*, students can watch and listen to Escher giving insight into his artistic practice. This is a very student friendly site, with the focus on Escher's imagery rather than information. The *Biography* is limited, yet concise and straightforward to read. This is a wonderful site for students to explore. N. French

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** CA  
**SYLLABUS:** Creative Arts K–6; Visual Arts 7–10; Visual Design 7–10  
**SCIS SUBJECTS:** Prints, Dutch  
**PUBLISHER:** M. C. Escher Company, Netherlands  
**REVIEW DATE:** 16/07/07 [769.92] SCIS 1307350

### Legends online: Jerry N. Uelsmann

<http://www.pdngallery.com/legends/uelsmann/>

Uelsmann is a master of photographic manipulation. His practice shows the pinpoint precision he uses to incorporate multiple negatives into surrealist black and white photographs. In the *darkroom* interactively gives step by step commentary on the photographer's darkroom processes and his use of multiple enlargers to change the image. The in-depth written interview in *Q&A* includes some audio tracks, and the *Video clips* give further insight into his intentions and artistic practice. The site has great images, which should sustain student interest and provoke discussion. Teacher developed case studies and practical darkroom activities could easily be adapted from this website. N. French



**USER LEVEL:** Stage 5 Stage 6  
**KLA:** CA  
**SYLLABUS:** Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6  
**SCIS SUBJECTS:** Photographers – Biography; Photography, Artistic  
**PUBLISHER:** PDN, USA  
**REVIEW DATE:** 16/07/07 [770.92] SCIS 1303191

### Gettyimages

<http://creative.gettyimages.com/source/home/home.aspx>

A photographic library with multiple uses for schools, this site gathers images from sources such as Dorling Kindersley, and groups them under *Creative*, *Editorial*, and *Film* headings. Material is well organised, but time is needed to become familiar with how the site operates. Its sheer size compromises the efficiency and speed of research. By exploring the detailed search facility, students and teachers could turn up some gems in still and video images. The ability to search by concept will be useful. The site has some interesting images, for example, photographs of the new Globe Theatre in London and a 17th century drawing of the original. Some images are usefully annotated. See *Rights managed* and *Royalty free* for quick access to the collections. C. Thomas

**USER LEVEL:** Stage 5 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; Visual Arts 7–10  
**SCIS SUBJECTS:** Computer graphics; Photographs – Collections; Pictures  
**PUBLISHER:** Getty Images, USA  
**REVIEW DATE:** 16/07/07 [779] SCIS 1318117

### Collection guide to dance, at the State Library of New South Wales

<http://www.sl.nsw.gov.au/collguides/dance/>

A detailed record of the library's dance collection, the strength of this resource lies in its comprehensive nature. A primary use of the guide for students and teachers would be in the location of resources to support the teaching and learning of *Appreciation*. Information about the range and content of the collection is detailed in *Description by format*. The collection includes printed books, programs and ephemera, pictures, manuscripts, film and video. Users can search the catalogues for resources on *Subjects*, *Artists*, and *Companies* and *theatres*. Online resources are limited to newspaper indexes, which may be useful to students searching for dance related newspaper articles. General guidelines for accessing the resources are helpfully provided. R. Kirsten

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Dance Stage 6  
**SCIS SUBJECTS:** Dancing – Bibliography  
**PUBLISHER:** State Library of N.S.W., Australia  
**REVIEW DATE:** 16/07/07 [792.8074] SCIS 1309143

### Puppy days story builder

[http://pbskids.org/clifford/stories/index\\_storybuilder.html](http://pbskids.org/clifford/stories/index_storybuilder.html)

Students are encouraged to construct their own story about Clifford the dog and other characters from the Clifford series on this site. Users can choose from three story topics: *Dog fun run*, *New neighbours*, and *A super sleepover*. No typing of stories is required. Students read the sentence and look at the setting and select pictures to go with it. This activity provides excellent click and drag mouse skills practise, and it supports learning about narrative structures. When finished, the story can be played back and watched on the computer screen. The site will suit independent readers as the simple instructions are text based. Alternatively, the teacher could read the story aloud and have the students find and insert stickers as directed, changing the task into one with a talking and listening focus. This simple and easy to use website provides interesting technological support for teachers reading *Clifford the big red dog*. D. Croker

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English  
**SYLLABUS:** English K–6  
**SCIS SUBJECTS:** Classroom activities; Educational games; English language – Composition and exercises – Computer-assisted instruction; Writing (Authorship) – Computer-assisted instruction  
**PUBLISHER:** PBS, USA  
**REVIEW DATE:** 16/07/07 [808] SCIS 1304199

### Guardian Unlimited: children: once upon a time

<http://books.guardian.co.uk/departments/childrenandteens/story/0,,1938506,00.html>

A vibrant and extensive source of information on contemporary books and literary ideas, this site has plenty of excellent material



for teachers and English students. Material includes articles and reviews on children's and young adult novels, and multiple Podcasts with authors such as Eoin Colfer and Michael Morpurgo. Poetry workshop, with solid information and serious composition ideas from many poets, is a fine tool for senior students. A strong feature of the site is Authors. This section is packed with profiles, each with a terrific link to Useful sites and writings online. Patience with the site is required as the layout is relatively busy, but there is plenty of information to be found. J. Webber & C. Thomas

**USER LEVEL:** Stage 3 Stage 5 Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10; English Stage 6  
**SCIS SUBJECTS:** Children's literature - Reviews  
**PUBLISHER:** Guardian, UK  
**REVIEW DATE:** 16/07/07 [809.3] SCIS 1306204

### Mark Twain in his times

<http://etext.lib.virginia.edu/railton/>

For those seeking in-depth information regarding Mark Twain and his works, this excellent site will prove invaluable. Sample this site provides a quick overview while a Search facility allows users to find specific information. Many primary sources are available in Sam Clemens as Mark Twain, including a gallery of photographs. E-texts of all Twain's works can be accessed easily and an interactive map of Twain's tours across America can be found in Mark Twain on stage. The section also includes reviews from newspapers of the time. Interactive exhibits and images support the site. The site allows users to locate information swiftly and effortlessly. It supports the teaching of *The adventures of Huckleberry Finn* within the English Stage 6 Area of Study: *The journey*. H. Gardiner

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6  
**SCIS SUBJECTS:** American fiction - Biography; Authors, American; Children's literature, American - Biography  
**PUBLISHER:** S. Railton, USA  
**REVIEW DATE:** 16/07/07 [813] SCIS 1304112

### Shakespeare: subject to change

<http://www.ciconline.org/shakespeare>

Shakespeare is brought to life in this visually appealing, highly interactive site. Aimed at exploring different interpretations of the Bard's plays, the site has two main zones. Pen to print contains excellent information regarding the writing process and the printing process. Three informative games for invented words, common expressions and creative insults can be found in Shakespeare's language. Accompanying audio is sure to enhance student understanding. Stage to screen examines two interpretations of Hamlet. Video extracts, with detailed analysis of the clips, are available in Two Hamlets and We are Hamlet. This fantastic site is a fine resource for English classrooms. H. Gardiner



**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6  
**SCIS SUBJECTS:** English drama; Shakespeare, William  
**PUBLISHER:** Cable in the Classroom, USA  
**REVIEW DATE:** 16/07/07 [822.3] SCIS 1220642

### Libby Hathorn: let's play

<http://www.libbyhathorn.com/lh/letsPlay/letsPlay.asp>

Ideal for Stage 3 students, this site offers a diverse range of interactive electronic texts for exploration online. The graphics are impressive and should encourage the attention of site users. Students can look at quirky stories in Weirdestop, sports stories in Coolstop, and Wonderstop will take students on an environmental journey exploring key issues such as recycling and conservation. The latter links to school studies of the environment. Of most benefit are the integrated units of work, focusing on story meaning, grammar usage and critical literacy. The site encourages students to develop their analytical skills when reading. Some aspects of the site require the purchase of resources, and the free games are quite basic and do not match the interest level of the rest of the site. M. Whitfield

**USER LEVEL:** Stage 3  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6  
**SCIS SUBJECTS:** Children's literature, Australian; Computer games; Writing (Authorship)  
**PUBLISHER:** Hathorn Enterprises, Australia  
**REVIEW DATE:** 16/07/07 [A823] SCIS 1312321

### Chasing Crusoe

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

A university student multimedia project, this interactive site looks at the fictional Robinson Crusoe, the real sailor Alexander Selkirk, and the history of explorers and Privateers around the South American coast. Marooned is an engaging trivia game based on shipwreck history and maritime fiction. The audio narration works well with an entertaining visual presentation, although the site has some navigational quirks. Small print is overcome with a right click of the mouse allowing site users to zoom in. Image dominant, there are maps, drawings of ships, personalities, and some modern photographs of the real island. The site is an interesting example of a combined English and HSIE study using ICT, effectively modelling a multimedia fact and fiction comparative project. C. Thomas

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** English 7-10; English Stage 6: Extension 2, History 7-10  
**SCIS SUBJECTS:** Adventure and adventurers; Defoe, Daniel. Robinson Crusoe; Pirates - History; Robinson Crusoe Island (Chile); Sailors - History; Selkirk, Alexander; Voyages and travels  
**PUBLISHER:** University of North Carolina, USA  
**REVIEW DATE:** 16/07/07 [910.4] SCIS 1303729

### My wonderful world

<http://www.mywonderfulworld.org/index.html>

Teachers promoting student understanding of a global future and the interrelationships of peoples, cultures, economics and politics, will be well supported with the excellent content in this National Geographic site. Teacher direction will be necessary to guide students to the desired section and to avoid inadvertent downloads of advertisements. Test your global IQ and Games and cool stuff are guaranteed to hold students' attention whilst increasing their geographic literacy. Geocaching (exercises using GPS units) may present possibilities for classroom based activities and exciting physical exercises between local schools. Information is relevant to the HSIE Strand: Patterns of place and location and the Stage 3 HSIE Unit: Global connections. A. Beedles

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** Geography 7-10; HSIE K-6  
**SCIS SUBJECTS:** Geography  
**PUBLISHER:** National Geographic Education Foundation, USA  
**REVIEW DATE:** 16/07/07 [910] SCIS 1316024

### Cultural spotlight

<http://www.lifeinkorea.com/culture/spotlight.cfm>

Despite targeting tourists, this easy to use, very colourful and simple site is well worth a visit. Students will gain a solid understanding of the Korean people, and their culture, society, and customs. Topics are arranged in a linear format and cover war, martial arts, food, music, religion, and clothing. Information on festivals can be found within some topics. Traditional clothing is relevant to cultural studies in Textiles and Design Stage 6 and in Textiles Technology 7-10. Korean traditional embroidery and Traditional court clothes may also be relevant to the Textiles Technology syllabus. Traditional patterns and symbols looks at meaning in the order of nature and this may be useful stimulus for young artists. Information on Rice cakes (deok), Traditional tools and utensils and Kimchi-Korea's food will support TAS students researching Korean culture. K. Lissa

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA; HSIE; Languages; TAS  
**SYLLABUS:** Food Technology 7-10; HSIE K-6; Korean K-10; Textiles & Design Stage 6; Textiles Technology 7-10; Visual Arts 7-10  
**SCIS SUBJECTS:** Korea - Social life and customs  
**PUBLISHER:** Life in Korea, USA  
**REVIEW DATE:** 16/07/07 [951.9] SCIS 1314638

### Professional reading

Resources are in Dewey order.

### Library

<http://www.netalert.net.au/03074-Library.asp>

This site provides specific strategies to enable safety on the Internet and to minimise mental pollution. Legislation has links to constitutional laws in regard to the classification of computer games and the Cybercrime act. A monthly Internet safety newsletter is available, and Library resources provides free resources, including a poster, sticker and brochures. Information sheets on a variety of related child protection topics, such as Cyber bullying, Cyber stalking and the Teacher's guide to internet safety are available from Downloads. Immediate phone and online help is available through the site. The site has links to many children's Internet safety activities. D. Johnston

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Child protection; Computers in education - Security measures; Free material; Internet - Security measures; Safety education; School libraries

**PUBLISHER:** NetAlert, Australia  
**REVIEW DATE:** 16/07/07 [004.67] SCIS 1318099

### Internet archive

<http://www.archive.org>

Continually archiving digital artefacts in the areas of Audio, film, written Texts, and Software, this ambitious resource has professional works and individual contributions amassing in the archive. In Moving images, material includes videos by young adults. Youth media includes propaganda clips, punk bands performing live, and old animations. The terrific Cinemasports is well worth a look by student film makers. Education has lectures, course material and study guides, with a distinct mathematical and scientific emphasis. The site will help teachers and teacher-librarians research the ideas and processes involved when archiving digital works. The Background to the archive, with its annotated list of international resources, is especially valuable. Teachers should note that the site aims to archive all digital material, and some content will not be appropriate for student use. C. Thomas

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Archives; History - Sources; Libraries  
**PUBLISHER:** Internet Archive, USA  
**REVIEW DATE:** 16/07/07 [025.04] SCIS 1218879

### The new misrule blog

<http://www.misrule.com.au/s9y/>

Judith Ridge is an erudite children's literature critic, and her blog website offers interesting and accurate contemporary comment on books, authors, language, and events in children's literature. The site critically debates these topics and provides informative comment on Internet practices to do with literature and blogging, including educationally suitable links to other websites and discussion postings. The electronic world is choked with egocentric ramblings, but this topical commentary is coherent and subjectively balanced, very well written, and obviously proof read as the writing is grammatically and semantically sound. The blog is a fine example for senior students and teachers who are constructing or analysing Internet communications, from both a literary and a technological perspective. As a model, it is precise and illuminating in content and form. C. Thomas

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Books and reading; Children's literature; Films; Weblogs  
**PUBLISHER:** J. Ridge, Australia  
**REVIEW DATE:** 16/07/07 [028.5] SCIS 1227481

### Rhythmic movement for toddlers and preschoolers

<http://www.susankramer.com/Toddlers.html>

At first glance this website seems to be an advertisement for books on movement, but on scrolling down, useful online teacher guides and basic lesson plans are revealed. These can be applied to body awareness activities as well as practical movement and dance activities supporting outcomes in the PDHPE Strands: Dance and Active lifestyle. A brief statement on the theory behind the importance of body movement development is followed by a detailed set of activities for clapping rhythms, floor exercises and movement to music. Simple diagrams and photographs help explain some of the positions used and each rhythm is laid out clearly. These short activities could be valuable as lesson breaks and as parent and child activities for toddlers. R. Parnis

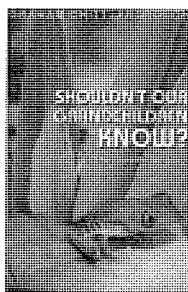
**USER LEVEL:** Community Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
**SCIS SUBJECTS:** Creative movement – Study and teaching; Dancing – Study and teaching; Movement, Psychology of – Study and teaching  
**PUBLISHER:** S. Kramer, Netherlands  
**REVIEW DATE:** 16/07/07 [152.3] SCIS 1303382

CHITTLEBOROUGH, Graham

### *Shouldn't our grandchildren know?: an environmental life story*

Fremantle Arts Centre Press, WA, 2006  
 ISBN 9781921064517 [333.72]

The author is a retired scientist. Based on his concern about the state of the environment for future generations, this revised book looks at the critical areas of biodiversity, forests, air, water and soil quality. The text combines environmental facts and examples with stories and an autobiography, covering Chittleborough's perspectives on the history of environmental issues in Australia. The book has no images, and its lack of specific syllabus links means it is probably best used as a teacher reference. Earth and Environmental Science teachers may be able to use many of the book's examples as stimulus for class discussions. I. Mavin



**USER LEVEL:** Professional  
**KLA:** Science  
**SYLLABUS:** Earth & Environmental Science Stage 6  
 Paper \$24.95 SCIS 1298934

### *NSW DET Copyright Unit*

<https://detwww.det.nsw.edu.au/deptresources/copyright/index.htm>

#### ABSTRACT

The latest advice from the Copyright Unit on copyright issues for Departmental schools, directorates, and TAFE NSW is shown on this intranet website. It explains *Copyright basics* and displays *Templates* for the use of external material in schools. The site currently has **DET NSW copyright policies** on pirated DVDs, the screening of film and television in schools, podcasting, and TAFE intellectual property. **Smart copying in schools (NEALS)** explains how schools Australia-wide will be able to share copyright free resources. The Copyright Unit recommends that all staff refer to the **National copyright guidelines** for comprehensive information on copyright issues for schools.

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Copyright; Education – New South Wales – Policy; New South Wales. Department of Education and Training. External Relations Policy Directorate. Copyright Unit.; New South Wales. Department of Education and Training – Policy  
**PUBLISHER:** NSW Department of Education and Training, Australia  
**REVIEW DATE:** 16/07/07 [353.8] SCIS 1315485

All prices in the availability statement include GST.

### *Education activities for students: Australian War Memorial*

<http://www.awm.gov.au/education/activities/index.asp>

Providing great resources for teachers, this site is a list of links to learning and understanding Australia's experience of conflict. This updated resource contains a variety of easily navigated information and activities for students. KidsHQ is a high interest and interactive site with information, resources and games presented in an interesting and engaging way. *Their Spirit, Our History* is a downloadable booklet designed to help young Australians understand the significance of ANZAC Day and includes suggested commemorative activities. Students can also complete a craft in Poppies, and listen to podcasts in *Anniversary talks*. The site would be a great resource for HSIE and the study of civics and citizenship education. E. Searle

**USER LEVEL:** Professional  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
**SCIS SUBJECTS:** Anzac Day – Study and teaching; Australia – History, Military – Study and teaching; Gallipoli Campaign, 1915-1916 – Study and teaching  
**PUBLISHER:** Australian War Memorial, Australia  
**REVIEW DATE:** 16/07/07 [355] SCIS 1304078

PURKEY, William Watson

### *Teaching class clowns: and what they can teach us*

Corwin, USA, 2006  
 ISBN 1412937256 [371.102]

There is always a class clown who will do anything for laughs. The focus of this practical classroom management guide is to explore the contribution of such students and to productively channel their energy. The ideas could be productively approached by reading the chapter on coping strategies, which promotes the philosophy that these students try humour to survive. Learning to read and respond to these actions by not taking them too seriously is offered as the key. Chapters explore the art of clowning, keeping a sense of humour and being assertive by maximising student compliance with minimum effort. The author uses a rich array of descriptive anecdotes drawn from his research. This approach is both entertaining and illuminating, providing insight into what makes the class clown's mind tick. F. Plummer

**USER LEVEL:** Professional  
 Paper \$39.95 SCIS 1299861

ROGERS, Bill

### *Cracking the hard class: strategies for managing the harder than average class*

Scholastic, NSW, 2007  
 ISBN 1865049743 [371.102]

There is no magic formula to cracking the patterns of classroom power relationships. This guide has a focus on teacher behaviour and practical strategies to address the difficult class syndrome. One strategy suggested is to take an action planning approach. Suggested actions include finding out background information on class members, building an understanding of their learning needs by giving students a voice and establishing some processes for

positive communication and rule setting. Rogers suggests tracking disruptive students across classes and to collegially seek solutions to behaviour problems. Predominantly a guide to teacher behaviour, the book makes few references to using the quality of the teaching as a behaviour management strategy. F. Plummer

**USER LEVEL:** Professional  
 Paper \$29.00 SCIS 1303652

ROWLEY, James B.

### *Becoming a high performance mentor: a guide to reflection and action*

Corwin, USA, 2006  
 ISBN 1412917670 [371.102]

It is encouraging to see an emphasis on many right ways to structure a mentoring relationship. Appropriate responses to confrontational and complex situations are explored through the reciprocal arrangements required to learn and teach in mentoring. This guide's framework encompasses elements such as commitment, acceptance, communication, and skills for coaching, inspiring and learning. The qualities of a high performance mentor are clearly set out in table form. This provides a quick guide for recognising the standards of performance and support required for such a role. A useful set of reflective questions for guiding and coaching the whole process is provided. F. Plummer

**USER LEVEL:** Professional  
 Paper \$54.95 SCIS 1299491

RICHARDSON, Will

### *Blogs, wikis, podcasts, and other powerful web tools for classrooms*

Corwin, USA, 2006  
 ISBN 1412927676 [371.33]

In a conversational style of writing, the author shares his vast knowledge and experience with the educational use of online tools in this useful and practical resource. Numerous examples, both concrete and theoretical, show how these technologies can enhance learning outcomes, especially in the development of critical thinking skills. Terminology, software access and processes of use are clearly explained, and teachers are encouraged to explore the links to sites of other practitioners. In addition to the topics in the title, the book makes specific mention of reading and writing on the Internet, and using RSS and Flickr. Important issues such as parent contact and student safety are addressed. Teachers wishing to develop their knowledge of online learning resources, and to implement these resources in classrooms, will find this book to be an extremely valuable resource. B. Smith

**USER LEVEL:** Professional  
 Paper \$49.95 SCIS 1295925

### *World Lecture Hall*

<http://web.austin.utexas.edu/wlh/about/index.cfm>

Free online course materials from university lecturers, mainly American, can be accessed on this award winning website. Some topics have course notes only, but others are an excellent source of information, with the full text of lectures, plus video and audio support. To sample the streaming video from RealPlayer, and the potential of the website, type *Introduction to western culture* into the search facility and run the sample lecture. The site has interesting and precise material for all KLAs. The most efficient way to check

syllabus suitability is to search for syllabus terms, such as *genetics* or *jazz*. Teachers could use the site to support a syllabus, for background information or to point Stage 6 students to a particular lecture. It is also an effective research and reference tool for online professional learning. C. Thomas

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Education - Curriculums  
**PUBLISHER:** University of Texas at Austin, USA  
**REVIEW DATE:** 16/07/07 [375] SCIS 1303005

THORNE, Tony

### *Shoot the puppy: a survival guide to the curious jargon of modern life*

Penguin Books Ltd, UK, 2006  
 ISBN 978014051800 [427.09]

An informal dictionary of preposterous and absurd language, with its collection of jargon, bump and euphemism, this book is an interesting reference work for the understanding of contemporary culture. Readers might wince, but there is plenty of humour and even some poetry, which lurks in phrases such as *boiling the ocean*, meaning a lot of effort for a small result. The guide offers some resources for considering language in a workplace context; appreciating appropriateness, subtlety and aesthetics in language use; and investigating the way in which language shapes and reflects culture and values. In this respect, it supports the content of senior English studies. M. Davis

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English Stage 6: *Advanced; Extension 2*  
 \$29.95 SCIS 1298844

### *God created the integers: the mathematical breakthroughs that changed history*

/ edited by Stephen Hawking. Penguin Books Ltd, UK, 2006  
 ISBN 9780141018782 [510]

Details of the lives, idiosyncrasies, and eccentricities of 17 mathematicians from the Egyptians and Babylonians before 3500 BC to recent times are accompanied by highly detailed proofs and examples to illustrate the thinking behind great mathematical concepts. This humanistic approach collides with the technical diagrams, theorems, propositions and proofs. Greek algebra and reasoning give insight into sources, and the historical accounts are full of intrigue, illustrations, constructions and proofs of Descartes and Pythagoras, Euclid's Elements of ratios, Archimedes' spherical geometry and Newton's calculus. Polygons in spheres, differential calculus and Boolean logic captivate the reader as does the tragic Turing who decoded the Nazi Enigma. Such insight into the hearts and brilliant minds that enhance our understanding of nature and the world will meet the needs of dedicated enthusiasts. M. Gary

**USER LEVEL:** Professional  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics Stage 6: *Extension 1; Extension 2*  
 Paper \$39.95 SCIS 1298845

### *Weightloss.com.au: everything weight loss so you can lose weight for life!*

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

With careful supervision, areas of this site would be useful to Food Technology and PDHPE students working on units related to



nutrition and health. Data on the energy provided by specific foods can be accessed in **Food tables**. Healthy lifestyles, useful recipes, and information such as why we should eat breakfast are included, as well as an interactive quiz on healthy foods. Teachers should be aware that gymnasiums, Pilates exercises, yoga and weight loss programs are promoted on this site and that links are business based and of minimal value as a research tool for students. Although Stage 5 and Stage 6 students will readily comprehend the articles, it would be most suitable for teachers to find and present this information to classes. C. Barlow

**USER LEVEL:** Professional  
**KLA:** PDHPE; TAS  
**SYLLABUS:** Food Technology 7–10; PDHPE 7–10  
**SCIS SUBJECTS:** Exercise; Nutrition; Weight control  
**PUBLISHER:** Ultimate Weightloss, Australia  
**REVIEW DATE:** 16/07/07 [613.2] SCIS 1309612

HARTLEY-BREWER, Elizabeth

### *Praising boys well: 100 tips for parents and teachers*

Da Capo, USA, 2006  
 ISBN 9780738210216 [649]

These books have excellent tips for praising children to shape their behaviour and give them confidence. The tips are organised into gender appropriate and useful topics which include both basic principles and mistakes to avoid. Each tip comes with separate strategies for parents and teachers, laid out in parallel columns. There is little difference between the books except for some generalisations, such as girls tend to be conformist. Basically both books give the same information. The target audience will find the material very useful, as praising is a subtle art and all children benefit from receiving realistic and focused praise. A. Soutter

**USER LEVEL:** Community Professional  
 Paper \$25.00 SCIS 1293588

Other reviewed title:

*Praising girls well: 100 tips for parents and teachers* SCIS 1301662

BURKE, Rory

### *Introduction to project management: one small step for the project manager*

Burke, UK, 2007 (Cosmic MBA series)  
 ISBN 0958273332 [658.4]

School leaders and education officers who engage with project teams need a foundation of logical, step by step processes to guide such management work. This book takes the reader through the essential phases of project management, aided by extensive use of tables, checklists, flow charts, graphs and diagrams. Using this illustrative approach increases the accessibility of such concepts as planning cycles, cost and work breakdown estimates, risk management and reaching milestones. The chapter on project teams has applicability beyond management. It provides some useful clues to the dynamics for forming and sustaining high performing teams and for understanding why they work and why they can fail. F. Plummer

**USER LEVEL:** Professional  
 Paper \$29.95 SCIS 1306220

GRISWOLD, Jerry

### *Feeling like a kid: childhood and children's literature*

John Hopkins University Press, USA, 2006  
 ISBN 9780801885174 [809]

Teacher-librarians and university students majoring in children's literature will be impressed by this meticulously researched edition that encompasses classic and modern references. What is particularly engaging is that the author has managed to inject the freshness and simplicity he so admires in children's literature into his own nonfiction work. By examining five easily identifiable themes in books for the young, snugness, scariness, smallness, lightness and aliveness, we are able to see that some elements of what delights and enthralls children are universal. As the title suggests, it is those authors who can actually recall what it feels like to be a child who will always succeed in touching the hearts and minds of the young. This excellent book is a satisfying and far reaching exploration of children's literature. S. Taylor

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K–6; English 7–10  
 \$44.95 SCIS 1303009

### *Jacket magazine homepage*

<http://jacketmagazine.com/00/home.shtml>

Strictly for lovers of poetry and related writing, this site is an online journal. The editors present an idiosyncratic look at writing, with a dedicated section on John Tranter's publications. Created to publish contemporary prose and poetry, the site contains much fresh material that is not available elsewhere. The work of many poets and writers can be found in the archived editions, and there is a distinct slant towards imagist poetry. There are **Hundreds of book reviews** and interviews with a range of writers. **Catalog of every item** and **Search Jacket** link to back issues of the magazine and articles, and the **Jacket noticeboard** is a valuable collection of people, products and events in Australian poetry. E. Searle

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English 7–10; English Stage 6  
**SCIS SUBJECTS:** English literature – Collections; English literature – History and criticism

**PUBLISHER:** J. Tranter, Australia  
**REVIEW DATE:** 16/07/07 [820.8] SCIS 1035269

### *Shakespeare: a magazine for teachers and enthusiasts*

<http://www.shakespearemag.com/intro.asp>

An online support for the magazine *Shakespeare*, this site is a great resource for teachers. The site's blog, **News on the rialto**, has informative, occasionally quirky postings. The blog is an excellent way of finding new Shakespearean resources, such as the manga version of *Hamlet*, news items, a free podcast, conference and festival notices. The **Featured articles** currently include an analysis of King Lear's speeches and several film reviews. Articles include teaching ideas. **Teaching resources** and **Archives** will help to ascertain if a magazine subscription would be useful. The site has an extensive bookshop of categorised resources connected to the *Amazon* website. E. Searle

**USER LEVEL:** Professional

**KLA:** English  
**SYLLABUS:** English 7–10; English Stage 6  
**SCIS SUBJECTS:** English drama – Study and teaching; Shakespeare, William – Criticism, interpretation, etc; Shakespeare, William – Study and teaching  
**PUBLISHER:** Shakespeare Magazine, USA  
**REVIEW DATE:** 16/07/07 [822.3] SCIS 1304056

### *HarperCollins children's*

<http://www.harpercollinschildrens.com/harperchildrens>

Kids, Parents, Teachers and librarians will be engaged in exploring the world of children's fiction in this stimulating and colourfully presented website. The most valuable feature of the site is the **Authors & illustrators** link within the **Teachers & librarians** section. The extensive list of authors ranging from picture book writers through to novelists, contains **Interviews**, character profiles, excerpts, and either a **Reading guide**, a **Teaching guide** or both for every author's text. The **Teaching guide** is an extremely detailed and valuable resource for teachers of English. Students who browse for books through **Bookfinder** categories will quickly access summaries and excerpts to capture their interests. This comprehensive and vibrant site will quickly become a valued resource. J. Webber

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English 7–10  
**SCIS SUBJECTS:** Authors; Books and reading; Children's literature; Illustrators; Picture books  
**PUBLISHER:** Harper Collins, USA  
**REVIEW DATE:** 16/07/07 [808.06] SCIS 1056019

### *Puffin at Penguin Books Australia. Teachers' section*

<http://www.penguin.com.au/PUFFIN/TEACHERS/teachers.htm>

Providing a wealth of resources on a range of Puffin books, this wonderful site will rapidly find its way onto educators' favourites list. The range of fantastic material includes a thematic list of texts, **Articles of interest** with interviews and research, an A-Z of Australian books for Australian primary school libraries, and **Aboriginal studies** with a selection of books for readers young and old, each with a synopsis and bibliographical details. The **Teachers' notes** are extensive, with some supplementary material on novels, including character development and discussion points. **Authors and illustrators** is invaluable for in-depth study. The site provides **Novel selection assistance**, and teachers can assess works themselves in the invaluable **Extracts and reviews** section. H. Evans

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K–6; English 7–10  
**SCIS SUBJECTS:** Authors, Australian – Study and teaching; Children's literature – Study and teaching  
**PUBLISHER:** Penguin Group, Australia  
**REVIEW DATE:** 16/07/07 [807] SCIS 1315601

### *Into the wardrobe: the C. S. Lewis web site*

<http://cslewis.drzeus.net/>

Although not an official C. S. Lewis site, the introduction by Lewis's stepson endorses this site and encourages keen readers to pursue their interests into this very notable author. The homepage is clearly displayed and easy to navigate. Quotes by C. S. Lewis change daily and provide insight into the man. **Bio** consists of a

basic timeline of significant dates. Access to a wealth of academic **Papers** will be of value to serious researchers. Students will find useful links, particularly about the film and Lewis's *Narnia* works, through **News**. **Audio files** with readings of excerpts and **Picture albums** showing stylised **Maps** and illustrations from the *Narnia* series provide further stimulus for enthusiasts. J. Webber

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K–6; English 7–10  
**SCIS SUBJECTS:** Christian life – Biography; English fiction – Biography  
**PUBLISHER:** Dr Zeus, UK  
**REVIEW DATE:** 16/07/07 [823] SCIS 995406

## Literacy and Numeracy resources

*The NSW State Numeracy Plan 2006–2008 and State Literacy Plan 2006–2008 underpin our work in key learning areas, and teacher-librarians have a vital role to play. Scan publishes reviews of a range of resources, including some Internet sites, to support literacy and numeracy. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy and numeracy experts in order to provide an accurate appraisal of resources and to show how resources might support these initiatives.*

HAYDON, Julie

### *First 1000 words*

Hinkler, Vic, 2006  
 ISBN 1741574897 [423.1]

Clear, colourful photographs introduce the reader to many familiar objects, animals, occupations, tools and more, in this vocabulary book. Word complexities range from *me* to *secateurs*. Topic groupings, teamed with clear captioning, make the pages of the resource come to life. Each double page covers a topic and is set out identically, giving predictability for the reader. As well as being a source of pleasure, this resource is also an information tool. It will serve to build the reader's sight recognition, word attack and vocabulary skills in a non threatening environment. A wonderful resource to share, this book will help build confidence in emergent readers. G. Cale

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English  
**SYLLABUS:** English K–6  
 \$9.95 SCIS 1259801

**I am reading** [series]

Kingfisher, UK, 2006

Intriguing and easy to read, this series features large print and simple sentence structure. Students will need to look at the pictures for additional information. Suitable for newly confident readers, these books provide short chapters as a stepping stone towards larger chapter books. *Hocus pocus hound* is about a not so nice magician who learns an important lesson. *Scaredy dog* is an inspirational and humorous story of a dog who realises he is not as scared as he thinks he is. Both books feature vibrant illustrations and contain a page of tips to support young readers. K. McCorkell

**USER LEVEL:** Stage 1 Stage 2  
Paper \$9.99 each

*Reviewed titles in this series:*

**Hocus pocus hound** SCIS 1301170  
**Scaredy dog** SCIS 1301167

BENTLEY, Juliette

**English alive. Teacher resource book. Phase 3**

Jacaranda, Qld, 2007 (Jacaranda learning essentials)  
ISBN 0731403657 [428.007]

Consisting primarily of worksheets which supplement class textbooks, this resource matches novels and themes to NSW Stage 5 outcomes. It is predominantly a collection of ordinary rote activities, such as code construction, punctuation and cloze passages, dictionary work, and spelling tasks. These activities, and the use of standardised novel questions, are unlikely to be of high interest for students. The textbook uses overly simple novels and concepts for this age level, and the teachers' resource book does not really attempt to creatively or skilfully extend students beyond mere comprehension. Although it appears to have limited use for English teachers, it does have useful appendices which clearly show how Gardner's multiple intelligences and Bloom's taxonomy work with the content material. C. Thomas

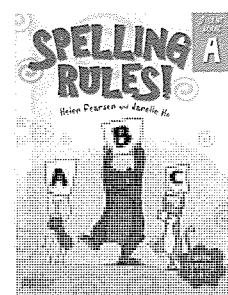
**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English 7-10  
Paper \$103.95 SCIS 1296880

GIBB, Tanya

**Spelling rules! Teacher resource book ages 5-8**

Macmillan Education Australia, 2006 [428.1071]

Providing a range of activities to explicitly teach how spelling works, this resource for primary students draws on the different forms of knowledge including kinaesthetic, phonological, visual, morphemic and etymological. Designed as a whole school spelling program, it provides a working guide for the first two years at school with a specific learning focus. Strategies are explained for explicit teaching, how to cater for struggling and more able spellers, how to develop whole school spelling policies, assessment, and how to create a spelling classroom, with all references tied into one text. Blackline masters include *Spelling Assessment Checklist*, assessment sheets, sample



passages and reward certificates. This resource will provide a helpful spelling focus, particularly for new and beginning teachers. C. Koop

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K-6  
Paper \$42.95 SCIS 1284909

*Other reviewed titles:*

**Spelling rules! Student book A** SCIS 1284899  
**Spelling rules! Student book B** SCIS 1284902  
**Spelling rules! Student book C** SCIS 1284903

**Between the lions: get wild about reading**<http://pbskids.org/lions/>

Aimed at parents and primary teachers, this extensive site provides a literacy library for website users, with plenty of practical techniques and activities to use when reading and writing with young children. The weekly story is presented as single pages with large print and photographs. Stories are linked to a variety of highly creative, entertaining and educational Games. In *Lionel, Tall tales* is a fantastic game which will encourage students to read for enjoyment. This terrific site has an abundance of useful material for parents and teachers, including videos and audio recordings in *Songs*. Especially valuable are the precise and informative pieces on reading, and the list of recommended literature that accompanies each story. H. Evans

**USER LEVEL:** Community Professional  
**KLA:** English  
**SYLLABUS:** English K-6  
**SCIS SUBJECTS:** English language - Problems, exercises, etc;  
Reading materials; Word games  
**PUBLISHER:** PBS Kids, USA  
**REVIEW DATE:** 16/07/07 [428.1076] SCIS 1315608

**Smartkiddies mathematics**<http://www.smartkiddies.com/>

Twenty mathematics modules per grade from Year 1 to Year 7 can be found on this site which provides many engaging challenges for students. The graded modules in sequence will support teachers with several aspects of the curriculum. Activities and worksheets, devised by Australian teachers, can be completed online or printed. Most include online answer checking. Outstanding features include a teacher checklist for revision, online exam worksheets, and money activities involving sorting and counting Australian coins. In *Resources for teachers*, the extensive *Worksheet generator* is a fine resource which could be utilised by individual learners or as a class activity with an interactive whiteboard. The *Data & graphs* worksheet has ideas for collecting and recording the data and then creating different graphs. Very helpful instructions for teachers and parents can be found in *How to use smartkiddies*. D. Johnston

**USER LEVEL:** Community Professional  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics K-6  
**SCIS SUBJECTS:** Mathematics - Problems, exercises, etc;  
Mathematics - Study and teaching  
**PUBLISHER:** Smartkiddies.com, Australia  
**REVIEW DATE:** 16/07/07 [510.7] SCIS 1313085

All prices in the availability statement include GST.

WRIGHT, R. J. &amp; MARTLAND, J. &amp; STAFFORD, A.K. &amp; STANGER, G.

**Teaching number: advancing children's skills and strategies**

Paul Chapman, UK, 2006  
ISBN 1412921856 [513.07]

Based on a constructivist approach, this book outlines the teaching and learning framework in the concept of number, developed through the projects *Mathematics Recovery* and *Count Me In Too*. It offers an in-depth account of research based teaching methods for 4-8 year olds and the concepts of numeracy and mental computation skills. It will be of interest to educators who are concerned with giving students practical help in developing number concepts. Asking children to explain their strategies is a key teaching point. There is a sequential focus on skill development, with some suggested individual or whole class teaching activities. This second edition with accompanying CD provides a detailed framework for teachers to assist the development of number concepts in children. S. Hinton

**USER LEVEL:** Professional  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics K-6  
Paper \$57.95 SCIS 1296622

**Picture books**

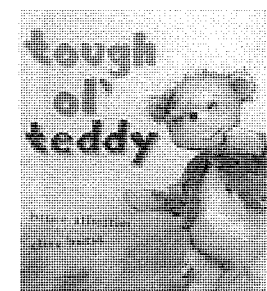
Picture books are arranged alphabetically by author. Some books in this section are nonfiction or have relevance to a particular KLA.

ATHERTON, Bruce &amp; HURST, Elise

**Tough ol' teddy**

Hachette Livre, Australia, 2007  
ISBN 9780733621734 [821]

Warm, caring and compassionate, with a comforting resolution, this picture book has all the characteristics of a good narrative, with muted pastel watercolours enhancing the story told in rhyme. Teddy is a ragged bear abandoned in the park. He tells his intriguing story to an adult rescuer before Captain Keith retrieves his beloved companion. The expressive illustrations show gently compassionate and highly active moments. Rich, descriptive language shows how teddy is tumbled, bumped, thudded and swung into the sky. This is an ideal read aloud story for older students to present to a younger class. It is also suitable to turn into a storyboard or online cartoon presentation. D. Johnston



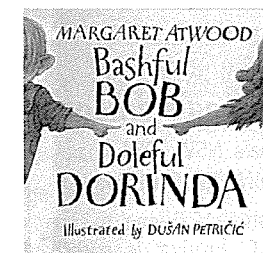
**USER LEVEL:** Early Stage 1 Stage 1  
\$28.95 SCIS 1305746

ATWOOD, Margaret &amp; PETRICIC, Dusan

**Bashful Bob and Doleful Dorinda**

Bloomsbury, UK, 2006  
ISBN 9780747587248

The inherent goodness, bravery and resilience of children, and the kindness of strangers, even if they are dogs, lie at the heart of this extraordinary picture book. Using alliteration as a uniquely arresting narrative device, a story of pathos and courage is told with great good humour and immense skill. Line and watercolour illustrations extend and develop the ideas and themes of the book. A strong message is evident, but not laboured, of children's need for the love and care of family, and of the value of friendship and independent action. This engaging and original work, revelling in language play, offers a stimulating model for classroom activities in alliteration and vocabulary development. W. Smith



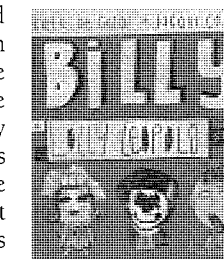
**USER LEVEL:** Stage 2 Stage 3  
\$27.95 SCIS 1303117

DE GOLDI, Kate

**Billy**

Allen & Unwin, NSW, 2007 (A Lolly Leopold story)  
ISBN 9781741148923

In a class of over achievers and anarchists, Billy struggles to maintain his temper. During the lead up to the annual Pet and Produce Day, he regularly gets sent to the Quiet Club by his teacher. Lolly helps Billy control his temper and produce something for the special day. In a classroom story about the perennial underachiever who is given a second chance, the rich language and imagery will captivate junior students who may relate to the story. A unique format, this handwritten story is interspersed with typed school documents and colourful drawings which complement and support each other in the telling of the story. This would be a useful resource when studying picture books in the *English 7-10 syllabus*. A. Frost



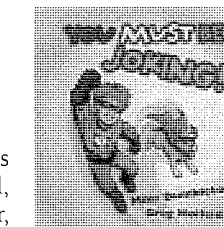
**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
Paper \$14.95 SCIS: 1301727

DUMBLETON, Mike &amp; HOLFELD, Greg

**You must be joking**

Working Title, SA, 2007  
ISBN 9781876288679

Turning the reality of playing in his backyard into an imaginary world, Jason the superhero flies through the air, wrestles gorillas and captures kidnappers. Jason and his super dog, Yapper, take readers on an adventure to save the world's best soccer player. There are two distinct styles within the book. One style portrays Jason in his backyard with simple illustrations, and the other is in the format of a comic strip.





## resources

The latter is bold, vibrant and much more aesthetically pleasing. This engaging picture book could be well used in the classroom to spark students' imaginations before writing narratives. It will be perfect for read aloud enjoyment. K. McCorkell

**USER LEVEL:** Early Stage 1 Stage 1  
\$19.99 SCIS 1304024

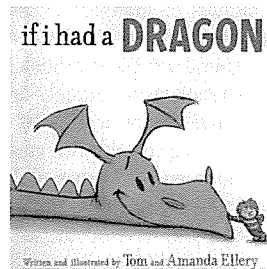
ELLERY, Tom & ELLERY, Amanda

### *If I had a dragon*

Koala, NSW, 2006  
ISBN 9780864617545

Although having to play with a little brother is perceived as a nuisance, the advantages are soon highlighted when compared with the problems of having to play with a dragon. When Morton wishes for a dragon instead of a baby brother, his wish results in some unexpected complications of a dragonlike nature. Morton's facial expressions are wonderful. Finally, he plays happily with his brother. With humorous illustrations giving much of the meaning to the story, this picture book could be useful for generating discussion about sibling responsibilities when teaching about roles and responsibilities. F. Moore

**USER LEVEL:** Early Stage 1 Stage 1  
Paper \$12.99 SCIS 1301227



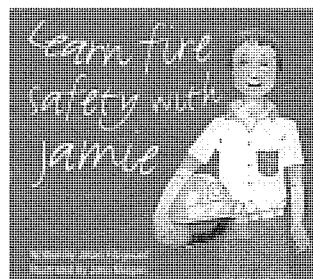
FITZGERALD, Jillian

### *Learn fire safety with Jamie*

Kandy Ko Productions, WA, 2006  
ISBN 0977568105

Focusing on fire safety slogans which are embedded in the story about a trip to visit the fire station, this picture book could save a life. Following on from a fact finding discussion with the fireman, Jamie is pictured practicing the actual moves of stop, drop, cover and roll which are part of the fire safety procedures required for a safe escape. The importance of smoke alarms is also emphasised. An introductory **Message for parents** draws attention to the risk of severe burns to children and the importance of fire prevention. Other warnings about the dangers of playing with matches or cigarette lighters or fire are reinforced. This enjoyable story will both educate and provide a springboard for further discussion on fire safety and how children should handle dangerous situations. D. Johnston

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
\$19.95 SCIS1291975



FRENCH, Simon & RAWLINS, Donna

### *What will you be?*

Allen & Unwin, NSW, 2007  
ISBN 9781741143416

Sacha's class like to play at dressing up, but they can never tell what Sacha is trying to be. His school is having a costume parade and all the children in the class know what they are doing, except for

Sacha. He chooses to make his own costume, but this does not fit in with the set categories for the parade. Sacha complains that there are going to be too many fairies and too many wizards and he has chosen to be an individual. This book highlights the importance of individualism. It emphasises the fact that it is often more rewarding to do things for yourself and that being part of the group is not all important. This picture book is ideal to initiate discussion on the annual Book Week parade. K. McCorkell

**USER LEVEL:** Early Stage 1 Stage 1  
\$24.95 SCIS 1301389



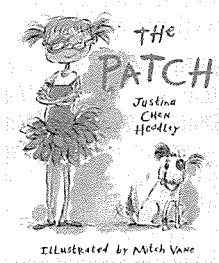
HEADLEY, Justina Chen & VANE, Mitch

### *The patch*

Black Dog, Vic, 2007  
ISBN 9781921167546

Ideal for use in dealing with delicate issues, this picture book teaches us that some people are different and that we need to be understanding of these differences. Becca has a lazy eye and must wear glasses and an eye patch. Consequently, she makes up a variety of exciting stories to explain this to her school friends. Children will be left questioning why Becca did not simply tell the truth which could lead to discussions about differences and why we should not be embarrassed by them. The bright and amusing illustrations, combined with an interesting storyline, make this a terrific classroom resource. K. McCorkell

**USER LEVEL:** Early Stage 1 Stage 1  
Paper \$16.95 SCIS 1302668



HILL, Anthony & TANNER, Jane

### *Lucy's cat and the rainbow birds*

Penguin Group (Australia), 2006 (Viking)  
ISBN 9780670029167

In this beautiful tale of a relationship between human and animal worlds, Hill shows us, through Lucy's eyes, how the two can exist in harmony. Tanner's skillfully drawn crayon illustrations evoke movement and the beauty of both the wildness of Australia's native birdlife and the tameness of the domesticated animal. Illustrations add depth and meaning to the well written text. In a simplistic plot, Lucy adds bells to her cat's collar to protect the birds. Readers are shown how easy it can be to adapt, as Lucy becomes a mediator between the wild and the tame. We are also reminded that cats have not always been domesticated. Read aloud, this picture book would be a wonderful resource for students. G. Cale

**USER LEVEL:** Early Stage 1 Stage 1  
\$26.95 SCIS 1301062

HOBBS, Leigh

### *Fiona the pig's big day*

Penguin Group (Australia), 2006 (Viking)  
ISBN 0670042765

Perfect for reading aloud or for newly independent readers, this picture book explores the feelings associated with a first day at school. Vibrant line drawings and water colour illustrations

provide stimulation and a source of information, portraying a great deal of emotion and added detail. The book has a well paced plot which will engage readers. School is painted in a very positive light and students will hopefully relate to events and feelings experienced by the characters. Themes on coping with change and varying feelings about the same situation may lead to discussions centred on new experiences and coping strategies. Explicit teaching opportunities include writing a recount of the first day at school. L. Doyle

**USER LEVEL:** Early Stage 1 Stage 1  
\$24.95 SCIS 1290426

KROLL, Virginia & LI, Xiaojun

### *Selvakumar knew better*

Shen's Books, US, 2006  
ISBN 9781885008299

Beautifully illustrated in watercolour, this poignant tale tells the story of Dinakaran, a seven year old boy who is saved from the devastating effects of a tsunami by the family dog, Selvakumar. Based on a true story, the book provides readers with an insight into how the 2004 Indian Ocean tsunami affected villages and people as well as including many facts about this natural phenomenon that devastates all in its path. As well, the story features a heart-warming narrative about a boy and the deep, instinctive bond he shares with his dog, which is a connection that ends up saving his life. This picture book also gives students an added dimension to any study on natural disasters and the roles that animals play in our lives. D. Croker

**USER LEVEL:** Stage 3  
\$32.00 SCIS 1281422



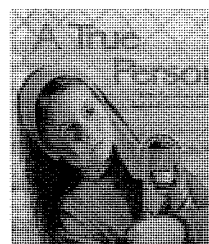
MARIN, Gabiann & GRANTFORD, Jacqui

### *A true person*

New Frontier, NSW, 2007  
ISBN 9781921042195

Striking, memorable portraits immediately capture the attention and portray a myriad of emotion in this moving picture book. It tells of a refugee child's struggle to understand the process involved in fleeing to Australia, waiting indefinitely and without explanation to start a new life. The writing is extremely powerful, and readers will be touched by the obvious confusion and desperation experienced by the refugees, and moved by their hope and trust. This text may lead to discussions about the fear and uncertainty experienced by refugees, the reasons they flee their homelands, and debate about Australian detention centres. L. Doyle

**USER LEVEL:** Stage 2 Stage 3  
\$24.95 SCIS 1303228



MAYO, Margaret & AYLIFFE, Alex

### *Roar!*

Orchard, NSW, 2006  
ISBN 1843629917

A kaleidoscope of colours and bold animal images jumps off the pages of this picture book. Animals are international, and the word layout of their description and actions adds meaning and impact.

The fitting conclusion presents night time activities which range from peaceful sleeping to prowling and roaring. The book is all about sounds and actions. The abundance of descriptive action vocabulary could be inserted into a class word bank for creative writing. For teachers working with young students, this wonderful book could be used to stimulate an activity using the repetitive text and its classroom potential for rhyme, drama and oral expression. D. Johnston

**USER LEVEL:** Early Stage 1 Stage 1  
\$28.95 SCIS 1293069

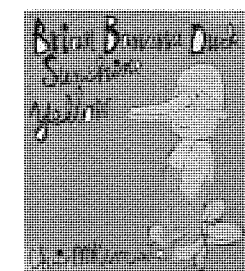
McKIMMIE, Christopher

### *Brian banana duck sunshine yellow*

Allen & Unwin, NSW, 2006  
ISBN 1741147417

Warm and affectionate this appealing picture book is full to the brim with imaginative adventures. Young Brian embraces an identity with each of the pet names he is called by his caring grandparents, as he stays with them on weekends. Some students will identify with this frequent change of home environment. Brian's imagination transports him into many roles and situations. Unique, brightly coloured, childlike illustrations bring opportunity for image analysis as does the repetition of the duck on each page. The apparently handwritten text will be read again and again by students. This creatively constructed text for younger students will provide opportunity for class discussion and a visual literacy study. D. Johnston

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English  
**SYLLABUS:** English K-6  
\$24.95 SCIS 12651581



OLIVER, Narelle

### *Home*

Scholastic Australia, SA, 2006  
ISBN 1862916683

The aftermath of a bushfire sends the falcons in search of a new home in this picture book. After a long journey, they encounter the strange structures of the city – a canyon of skyscrapers, the rowing team creature of many legs, strange animals called children who swing and rock and squeal, and peculiar honking creatures with wheels. Illustrations combine photo like images with realistic drawings to overlap the world of nature with urban life. Additional information is provided to explain the background of two falcons that inhabit Brisbane. The unique portrayal of the bird's eye view of both worlds will effectively support the Stage 2 Connected Outcomes Group (COGs) (A): *Local environments*, and demonstrate effective narrative. J. Hawkes

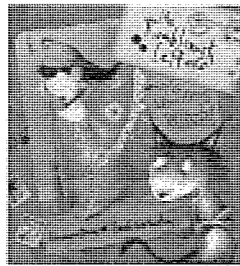
**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** English; SciTech  
**SYLLABUS:** English K-6; Science & Technology K-6  
\$27.95 SCIS 1259923

ORAM, Hiawyn & WARBURTON, Sarah

**The Rumblewick letters: my unwilling witch**

Orchard, UK, 2006  
ISBN 1846160634

The scrapbook style of this picture book is a visual and kinaesthetic delight. Humorous illustrations overlay hand written letters, and fold out spells sit inside envelope flaps. There are taped-on drawings and photographs, pictures of the odd squashed fly and comical asides scrawled on the pages. Rumblewick, a witch's familiar, and his uncle exchange a series of letters discussing the impossible witch, Haggy Aggy, who would rather be a princess. Various spells are cast, to no avail, as the narrative moves through the complication of an interested prince, to Rumblewick's clever resolution of the problem. Of particular appeal to readers who enjoy highly detailed and amusing illustrations, this book could also motivate students learning about letter writing. F. Moore



**USER LEVEL:** Stage 1 Stage 2  
\$28.95 **SCIS** 1293077

ORMEROD, Jan

**Water witcher**

Little Hare, NSW, 2006  
ISBN 1921049510

Set in the Australian outback, the environmental setting for this picture book is certainly timely and serves to develop the relevant themes of drought and water management. Apart from the obvious links to the *Environment Strand* of HSIE K-6, the most striking aspect of this book is the use of colour and detail in the illustrations. Characters are drawn with indistinct facial features, thus making their actions and emotions more important to how the story unfolds. As the illustrations change from the parched countryside, to the watery dreamscape to the night-time well, they will also provoke much interesting discussion. It is an excellent resource for visual literacy in English. The author's use of present tense also helps bring the story and the characters to life. M. Whitfield

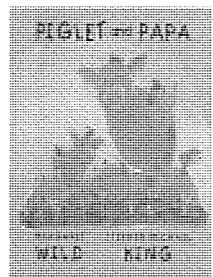
**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6, HSIE K-6  
\$24.95 **SCIS** 1282889

WILD, Margaret & KING, Stephen Michael

**Piglet and papa**

Working Title Press, SA, 2007  
ISBN 9781876288754

After Piglet accidentally hurts her Papa she sets out to find someone who loves her. She comes across numerous animals who all love her but who claim that there is someone who loves her so much more.



The rich watercolour illustrations and use of repetition help to present a storybook that is visually appealing and easy to read. Popular award winning author Wild brings us a heartfelt picture book which is perfect for the beginning reader or for reading aloud. It provides an insight into interpersonal relationships, and will support the Early Stage 1 Connected Outcomes Group (COGs) (B):

Me, and be a useful resource for the Stage 1 Connected Outcomes Group (COGs) (B): *Our families*. K. McCorkell

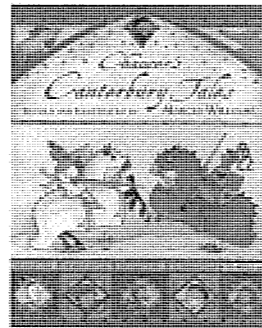
**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English; PDHPE  
**SYLLABUS:** English K-6; PDHPE K-6  
Paper \$24.99 **SCIS** 1303232

WILLIAMS, Marcia

**Here bygynneth Chaucer's Canterbury tales**

Walker Books, UK, 2007  
ISBN 9780744570076

Adapted and retold in this colourful and accessible picture book, Chaucer's friends each tell a tale to pass the time along this journey through Medieval England. The reader is invited to join Geoffrey Chaucer and his pilgrim friends including a knight, a miller, a pardoner and a wife of Bath, as they travel to Canterbury. Visually appealing, the tales are told in comic strip style with each page providing much for the reader to explore, including some examples of Old English, with translation. This text would be an excellent picture book study for Stage 4 or Stage 5 English and would certainly make for an interesting preliminary HSC study of texts that have been adapted. J. Webber



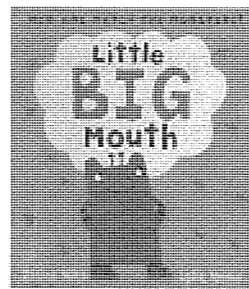
**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6  
\$29.95 **SCIS** 1298983

WILLIS, Jeanne & MONKS, Lydia

**Little big mouth**

Walker, UK, 2007  
ISBN 9781844288717

Children who have ever been called unkind names will identify with characters in this comical picture book. Little Green Monster chooses to bombard Blue Monster with supposedly humorous insults on his first day at the Monster Academy. Children will laugh as they turn the split, mix and match pages and discover the moral to the story. Green Monster eats humble pie and changes his tune upon learning that Blue Monster is their new teacher! Bright, eye catching illustrations will stimulate discussion about bullying. The text would certainly lend itself to role play of the scenarios presented, as well as ideas for craft and subsequent display, perhaps in the form of motivational, anti-bullying posters. A. Beedles



**USER LEVEL:** Early Stage 1 Stage 1  
\$19.95 **SCIS** 1303031

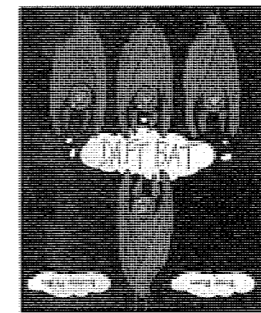
WILLIS, Jeanne & ROSS, Tony

**Daft bat**

Andersen, UK, 2006  
ISBN 9781842704769

An entire menagerie of animals is convinced to view life from the perspective of the female protagonist in this fabulous large format

picture book. Although some of the English phrases may be unfamiliar, they may develop in meaning through discussion on the context and the flow of the story. The clever device of changing to upside down print half way through the text will amuse youngsters. The light hearted humour is enhanced by colourful and expressive illustrations as the persuasive bat's point of view is challenged by a variety of animals who view things from the ground up. Older students may enjoy presenting this aloud to a buddy class. S. Taylor



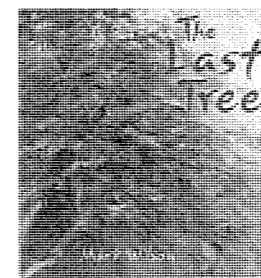
**USER LEVEL:** Early Stage 1 Stage 1  
Paper \$32.95 **SCIS** 1297585

WILSON, Mark

**The last tree**

Hachette Livre, Australia, 2007  
ISBN 9780734409867

The centrepiece and unlikely hero of this picture book is a unique and beautiful eucalyptus tree. Creating a springboard for further investigation, the story unfolds through the lifetime of the tree. It begins as the home for an abundance of wildlife but sadly witnesses the devastation caused by an encroaching city. The illustrations are a stunning mixture of black and white and richly patterned impressionist style paintings which give opportunities for a study utilising visual literacy. This powerful tale highlights the growth and change of living things and will support the Stage 1 Connected Outcomes Group (COGs) (C): *Growing and changing*. S. Taylor



**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
\$28.95 **SCIS** 1305755

**Fiction for younger readers**

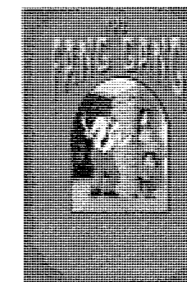
Resources are arranged alphabetically by author.  
Some of these books are also suitable for lower secondary students.

APPS, Roy

**The headless teacher**

Bloomsbury, UK, 2006 (The Fang Gang; 2)  
ISBN 9780747583592

Another ghoulish, slapstick tale in this series, the amusing plot traces the unbelievable events as Mr. Cheng loses his head and the Fang Gang try to recover it for him. Including all the usual antics of



werewolves, ghouls, zombies, bats, vampires and would-be vampire slayers, this is an entertaining narrative. The improbable plot moves quickly and Jonathon's rise to vampire stardom is filled with many hilarious moments. Young readers will identify with the characters and their personalities, and delight in their fantasy world antics. G. Cale

**USER LEVEL:** Stage 2 Stage 3  
Paper \$14.95 **SCIS** 1303028

ATHERTON, Bruce

**Al Dentay and the incredible spaghetti machine**

Hachette Livre Australia, 2007  
ISBN 9780734409829

A goliath battle against an evil global corporation is narrated in this lively chapter book. The text contains enjoyable prose liberally sprinkled with colloquial language that lightens the tension and darker areas of the plot. Murders and violent threats are featured in the story, and as such, teachers need to use discretion when using this text with upper primary students. The fantastic spaghetti machine featured in the plot would be a suitable starting point for a science hands-on design and make lesson with older students. In addition, the book tackles a variety of male relationships as well as safety issues involving the kitchen that are both worthy of class discussion. D. Croker



**USER LEVEL:** Stage 3 Stage 4  
Paper \$15.95 **SCIS** 1305734

BATES, Sonya

**Midnight ghost**

Limelight, NSW, 2006 (Little stirrers)  
ISBN 0977536130

The author immediately engages the reader by setting the familiar scene of friends at a sleepover, in this very enjoyable tale for newly independent readers. The language is highly descriptive and very effective, with use of simile and powerful vocabulary that engages all the reader's senses. Black and white chapter heading illustrations serve to enhance the spookiness of the plot. The narrative is a classic example of telling stories around the campfire. It is designed to scare without being truly terrifying. An exciting finale brings the story full circle. The book would make a great study for young students who are exploring the art of writing a captivating narrative. M. Whitfield

**USER LEVEL:** Stage 1 Stage 2  
Paper \$9.95 **SCIS** 1288462

BATESON, Catherine

**Being Bee**

UQP, Qld, 2006

The transition from being part of a single parent family after her mother's death to gradually including Dad's girl friend, Jazzi, as part of the family and a future stepmother, is not an easy one for Bee. She is not about to become Beatrice or to accept any of the other changes that seem to be becoming part of her life once



Jazzi is on the scene. A box of memories from her mother being discarded, strange and comforting letters from her guinea pigs beginning to appear, trouble with friends flaring, and a secret emerging about Jazzi's brother, are all part of the journey. These are shared through realistic dialogue and incidents that reflect the confusion, resentment and joy of being and becoming a family. Many students will relate to the issues and enjoy their resolution in this delightful story of family love and change. J. Hawkes

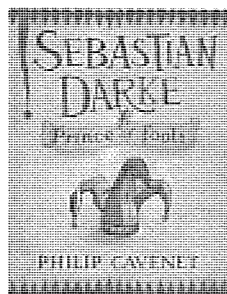
**USER LEVEL:** Stage 2 Stage 3  
Paper \$16.95 SCIS 1285059

CAVENEY, Philip

### Sebastian Darke, prince of fools

Random House Children's, UK, 2007  
ISBN 9780370329277

An extended fairytale, this fantasy is an entertaining read despite its unsophisticated plot. Characters include a haughty princess who learns true queenly attributes, a cantankerous buffalo who provides much of the humour, a midget fighter with extraordinary skills, and a bland elflike hero. Some characters are insubstantial, but there is plenty of hilarity as heads roll. The resolution comes from exposing the evil king's baldness rather than from fancy sword play. The book could be used to provide students with a case study in the appropriation of fairytale elements in a contemporary fantasy novel. M. Davis



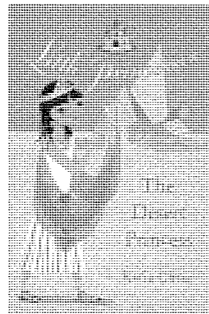
**USER LEVEL:** Stage 3 Stage 4  
Paper \$24.95 SCIS 1304032

CHASE, Katie

### Little princesses [series]

Random House Children's, UK, 2006

The perfect solution for those newly independent readers who crave adventure stories, these well constructed and well paced books have black and white line drawings on most pages. Rosie encounters a variety of hidden princesses in her aunt's Scottish castle, and they magically whisk her off to different times and places, where quest and adventure reign. Ancient Egypt, a Hawaiian island and Tsarist Russia are some of the destinations for Rosie as she solves mysteries and riddles to help her new princess friends. These beginner novels will prove to be very popular. F. Moore



**USER LEVEL:** Stage 1 Stage 2  
Paper \$9.95 each

Reviewed titles in this series:

*The desert princess* SCIS 1297727  
*The lullaby princess* SCIS 1303078  
*The snowflake princess* SCIS 1303124

FREDERICK, Heather Vogel

### For your paws only

Penguin Books Ltd, UK, 2006 (Puffin) (Spy mice 2)  
ISBN 0141319879

A lengthy, slow moving parody of *James Bond* spy thrillers, *The Godfather*, and television's action series, 24, this novel pits the combined might of Washington DC's Spy Mice Agency and Global Rodent Roundtable against the deviousness of Roquefort Dupont and his sinister Rat Underworld. Young Australian readers may not relate to the detailed American settings. Much of the book's humour comes from satirical character names and predictably, many are based on cheese varieties and other word play. The conversational scenes overpower the espionage, bribery, secret messages and action scenes played out in the streets of New York. The novel is supported by small, appealing illustrations by Adam Stower. I. McLean

**USER LEVEL:** Stage 3 Stage 4  
Paper \$14.95 SCIS 1291550

HOBBS, Leigh

### Freaks ahoy!

Allen & Unwin, NSW, 2007  
ISBN 9781741149838

In this delightful tale, Hobbs again shows adeptness in capturing a double audience by working humour on two levels. As the aptly named Miss Schnorkel attempts to deal with a class full of equally comical students, including Gretchen Smetchen and Terribly Tough Timmy, she decides an excursion at sea could prove to be an educational experience for all. The themes, caricature style drawings peppered throughout, and limited written text make this story suitable for students who need reading support. Teachers will chuckle at the depiction of members of their profession on long service leave, weary, battered and literally worn down by their students. The book is a fabulous reminder that reading should be fun. S. Taylor

**USER LEVEL:** Stage 2 Stage 3  
Paper \$12.95 SCIS 1302929



JESSE, L.M.

### A boy, a bubble and a whole lot of trouble

Scholastic Australia, 2007 (An Omnibus book)  
ISBN 9781862916784

Tezza is in training for a big bubblegum blowing competition at the upcoming fete where he hopes to win a BMX bike. A fortuitous encounter with enigmatic Eleanor Everheart when Terry changes her flat tyre, bestows upon him a bag of 100 magic gumballs. Their powers start a string of wacky incidents. Inevitably, sister Samantha ends up trapped inside a bubble and then inside their pet cat. However, can the new found magic also win Terry the heart of the beautiful Amanda? The author sets up numerous tense situations for the engaging cast of characters, then cleverly twists the reader's expectations. Although a lengthy novel, the chapters are short and snappy, often with amusing and catchy headings. I. McLean

**USER LEVEL:** Stage 3 Stage 4  
Paper \$15.99 SCIS 1303425

JONES, Gareth

### The case of the missing cats

Bloomsbury, UK, 2007 (The Dragon Detective Agency)  
ISBN 9780747586418

A dragon with the peculiar name of Dirk Dilly aids young Holly to find her missing cat in this detective story with a difference. While the story takes a little time to grab the attention of readers, once they get into it they should find it to be a pleasant read. As expected, the plot is full of sleuthing twists and turns. The many references throughout the book to London as the setting add an interesting complication to the story. The narrative examines issues of friendship and teamwork in a practical sense and shows readers that even the big and strong sometimes need help. M. Whitfield



**USER LEVEL:** Stage 2 Stage 3  
Paper \$12.95 SCIS 1301679

KELLEHER, Victor

### Tim & Tig

Penguin Group (Australia), 2007 (Aussie Nibbles)  
ISBN 9780143302759

Well written and containing predictable text that supports readers, with short paragraphs and humorous pictures, this chapter book will delight younger readers. Tim is given a kitten for his birthday. He and his family are warned by Ethel not to feed Tig any meat as something bad will happen. The warning is ignored, of course, and Tig is fed a diet of meat only. This act has dire consequences for Tim, Tig and their local community, thus making this an enjoyable read aloud. The book provides an excellent springboard for discussing the needs of specific pets, and makes the point that certain pets are not suitable for everyone. D. Croker

**USER LEVEL:** Stage 1 Stage 2  
Paper \$10.95 SCIS 1302117

KENNEDY, Jim

### Blind trek

Penguin Group (Australia), 2007 (Puffin) (Aussie chomps)  
ISBN 9780143302469

Macho conflict and misunderstanding between two boys who are sent out to play results in fast paced action in this chapter book. A motorcycle crash creates initial tension and the resulting adventure intertwines the characters' feelings of jealousy and resentment. It is only in the conclusion that Hilton, who is blind, realises that his annoying companion is deaf and that he lip reads. The last pages bring welcome relief to the reader as the characters are able to cooperate and find compatibility once their disabilities are understood. The story should appeal to young readers, and the way the characters survive will provide a basis for classroom discussion on relationships and conflict resolution. D. Johnston

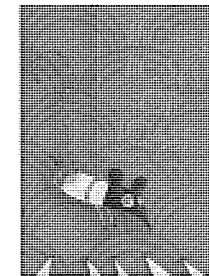
**USER LEVEL:** Stage 2 Stage 3  
Paper \$12.95 SCIS 1302113

KING, Darren

### Mouse noses on toast

Faber, UK, 2006  
ISBN 057122802X

Paul is a mouse who has a big problem! He is actually allergic to cheese. If he even goes too near to cheese, his bottom turns blue, his fur falls out and his tail curls up like a question mark. In this unique, quirky little tale, Paul has some very interesting friends such as Sandra, a Christmas tree decoration, a dog called Rowley Barker Hobbs, and a curious creature called the Tinby. When Paul finds out that humans have developed a taste for eating mouse noses on toast, the four friends become embroiled in dealings with protest marches, petitions and even the Prime Minister in an effort to stop this disgusting habit. This hilarious, rollicking story, which is well complemented by black and white illustrations, is sure to find a keen audience among young independent readers. J. Eade



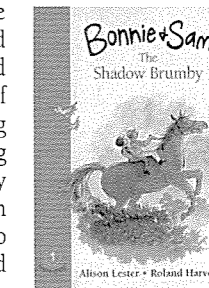
**USER LEVEL:** Stage 1 Stage 2  
Paper \$24.95 SCIS 1294353

LESTER, Alison & HARVEY, Roland

### The shadow brumby

Allen & Unwin, NSW, 2007 (Bonnie & Sam 1. Horse-crazy!)  
ISBN 9781741448909

Young girls who love horses will embrace this appealing chapter book and find kindred spirits in best friends, Bonnie and Sam. From the charming colour map of the country town, labelled, and including all the resident horses, to the satisfying conclusion of this tale, there are many moments for those who love and dream about country childhoods and horses to relate to and enjoy. While the action and setting are very rural and Australian, the humour of both the story and the illustrations is gentle. The author's experience of country life and love of horses will possibly strike a chord with some young readers. N. Chaffey



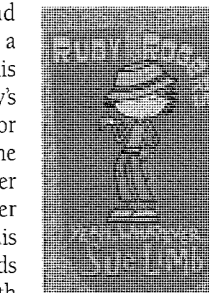
**USER LEVEL:** Stage 2 Stage 3  
Paper \$12.95 SCIS 1301719

LIMB, Sue & LUM, Bernice

### Ruby Rogers yeah, whatever...

Bloomsbury, UK, 2006 (Ruby Rogers)  
ISBN 9780747583226

Inventive, vulnerable, opinionated and individual, the hero with attitude is a unique and appealing character. In this light-hearted story, relationships are Ruby's challenge. She vies with her friend for acknowledgement and for her place in the peer group, while falling foul of her teacher and attempting, in vain, to manipulate her brother into falling for the girl of his dreams. The dilemmas in which she finds herself at home and at school are both poignant and amusing. Girls, especially those with older siblings, will enjoy her slant on life and, if so inclined, can join the online Ruby Rogers Club. N. Chaffey



All prices in the availability statement include GST.



**USER LEVEL:** Stage 2 Stage 3  
Paper \$13.95 SCIS 1301042

MELLOR, Elizabeth

### *Oscar's way*

Biame Network, Vic, 2005  
ISBN 1920892915

Anthropomorphised Australian native and domestic animals act out this fantasy adventure of spiritual awakening. Central to the plot are creatures who do not fit in with the ways of their kind. They search for their true selves in order to experience fulfilment and enrichment, and to become truly themselves. This is found through a quest into the unknown, using interesting bushland descriptions where the animals become transformed by a rapturous, spiritual experience that changes them forever. Songs, plot and characters suggest a young audience is appropriate, but the themes and language could be beyond most primary school students. N. Chaffey

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
Paper \$22.95 SCIS 1304168

MILLARD, Glenda & KING, Stephen Michael

### *Layla, queen of hearts*

ABC, NSW, 2006  
ISBN 0733318428

This engaging book is filled with idyllic childhood experiences of friends and family, and sharing thoughts and ideas which are good for the soul. Readers are challenged with a well functioning, alternative family lifestyle which focuses on the enjoyment of simple childhood delights. The death of a loved one is addressed throughout the story in discussion of the sadness of loss and the happiness of memories. Layla still bears grief over the loss of her grandmother and their close relationship. Eventually, forgetful Miss Amelie becomes her new friend and shares past memories of a long lost love. A miracle recovery of health despite ongoing dementia results in her enjoyable attendance at the school's senior citizens' day. Layla demonstrates resilience through her gentle determination, and soft and expressive illustrations combine with the storyline to warm the heart of the reader. D. Johnston

**USER LEVEL:** Stage 2 Stage 3  
Paper \$12.95 SCIS 1266849

WAGNER, Michael

### *Grand final fever* [sound recording]

Louis Braille Audio, Vic, 2006 (20min)  
ISBN 19211014511

A complete and unabridged reading, this audio book will be sure to delight football fans and other sport loving students. The CD would be useful for encouraging disengaged readers to become interested in this amusing series. Narrator Stig Wemyss entertains as he adds audio characterisation to the reading, making it interesting to hear even without the written text to follow. Each of the five chapters is short, and this approach lends the story to serialisation. This amusing resource would support group listening with reading laboratories or whole class literacy sessions. R. Parnis

**USER LEVEL:** Stage 1 Stage 2  
\$59.95 SCIS 1304194

WAGNER, Michael

### *The Undys: let the games begin*

Penguin Group (Australia), 2007 (Puffin)  
ISBN 9780143302797

From the author of *Dog wars*, this action packed romp will entice Stage 3 boys to love reading about Josh Undy and his easy going, yet extremely competitive, father who live in high rise public housing. They challenge each other to win testosterone fuelled games such as Twelve Story Soccer and Rat Race, which is a mad dash up 40 flights of stairs. Fast paced dialogue, clever layout and quirky illustrations, as well as a page of stickers at the end of the book, will appeal to boys who need encouragement to read. There is a reward activity at the end of each chapter, and readers can go to Wagner's website to receive a certificate for completing the book. C. Koop

**USER LEVEL:** Stage 3  
Paper \$12.95 SCIS 1301329

WERRY, Philippa

### *The great chocolate cake bake-off*

Scholastic, NZ, 2007  
ISBN 9781869437589

Who will win the great chocolate cake bake-off? Unassuming young Nicholas, ably aided by his bossy new next door neighbour, Ruby, enters a baking competition with his Saturday chocolate cake and uses a special secret ingredient. Characters are very well developed in this warm narrative. Primary school aged readers will identify with many of the scenarios presented. These include the interpersonal relationships between family members, schoolmates and neighbours, and being new to a school. The story breaks gender stereotypes, and the families portrayed are also atypical. Having faith in one's children, one's friends and in oneself are the overall themes in this gentle story, descriptively told by an award winning New Zealand author/poet. A. Beedles

**USER LEVEL:** Stage 3  
Paper \$14.99 SCIS 1303338

### Fiction for older readers

Resources are arranged alphabetically by author.  
Some of these items are also suitable for upper  
primary students.

BRADMAN, Tony

### *Like father, like son?: 12 stories about boys and their dads*

Kingfisher, UK, 2006  
ISBN 0753411199

This will be an important book for the many students who do not have good relationships with their fathers. In these short stories the reader is usually positioned to have the son's perspective. They

offer insight and experiences which are not all sweet, light and happiness. The complexity of the various storylines is matched by the intriguing characters, and the reader encounters a mixture of styles and genres. Boys in particular will find something here they can identify with and think about. A. Playford

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Community  
Paper \$12.99 SCIS 1276304

CLARKE, Judy

### *One whole and perfect day*

Allen & Unwin, NSW, 2006  
ISBN 1741148561

A truly magical novel, this narrative is about more than just a teenage girl falling in love. In the final pages of the inspiring storyline, the reader discovers that, for Lily Samson, miracles that never seem to happen in families like hers, do happen. Well written, especially in terms of character portrayal, the sophistication within the novel's structure culminates with a clever interweaving and development of the characters. Exploration of the themes and issues of family life, normality, pre-conceived ideas and adolescence render this a valuable novel for English teachers searching for a good book to use in a literature circle. J. Webber

**USER LEVEL:** Stage 5  
Paper \$16.95 SCIS 1275905

CONSTABLE, Kate

### *The taste of lightning*

Allen & Unwin; NSW; 2007  
ISBN 9781741148633

The mix of adventure with magic, fantasy and secrecy, propels readers into the world of Tremaris. The three main protagonists, Tansy, Skir and Perrin, escape the Palace of Advestel and battle sinister magic and treachery. Although they are from widely different backgrounds, they learn to trust each other, remove deception that may result in their deaths, and challenge tyranny. Readers are encouraged to think about trust and acceptance of differences. The realistic portrayal of ordinary soldiers, rather than fantastic imaginary beings, concretes the real world into the fantasy world. Strong female characters will appeal to female readers. The easy to read language and direct prose will engage all readers. A. Frost

**USER LEVEL:** Stage 4 Stage 5  
Paper \$15.95 SCIS 1301668

CORNISH, D.M.

### *Foundling*

Omnibus, SA, 2006 (Monster Blood Tatroo)  
ISBN 0007196865

Rossamund, a boy with a girl's name, is recruited as a Lamplighter from the orphanage where he lives. Setting out on the journey to his new job, he finds himself in a world filled with monsters. This first book in Cornish's intended trilogy is extensively illustrated with pencil drawings which help readers immerse themselves in the fabric of the tale. Maps, and the lengthy appendices and glossary, assist readers to travel along with Rossamund through the fantasy world of the Half-Continent, sharing his threatening encounters and growing awareness of the nature of mankind. How

does one get a monster-blood tattoo? Those who relish books in this genre will enjoy the journey to discovery. M. Busch & C. Keane

**USER LEVEL:** Stage 3 Stage 4  
Paper \$14.95 SCIS 1268150

CRAIG, Joe

### *Jimmy Coates: target*

HarperCollins Childrens, UK, 2006  
ISBN 0007196865

Satirical, attention grabbing prose immediately connects readers to the high speed spy adventure of 11 year old super assassin Jimmy Coates. In this stand alone sequel, Jimmy is still on the run, and the secret government agency NJ7 want him either working for them, or dead. Through the narrative of a gripping thriller, Jimmy outruns and outsmarts NJ7 through England and France. The well developed characters, and conversational language interspersed with spy jargon that is easy to read, will appeal to boys in the middle years. As Jimmy analyses his own personality crisis, readers are encouraged to examine human nature and relationships. A. Frost

**USER LEVEL:** Stage 3 Stage 4  
Paper \$14.95 SCIS 1268150

ELLIS, Deborah

### *Diego, run!*

Allen & Unwin, NSW, 2007  
ISBN 9781741751550

Diego lives in a Bolivian jail with his mother. In this straightforward, plot driven novel, Diego's friend Mando convinces him to take up two weeks work in the jungle, and, of course, the work is drug related. At this halfway point, dramatic tension increases, and the novel becomes more interesting. When Mando dies, Diego has to battle the jungle and a drug trafficker to get home. Ellis takes her usual tack of centering the narrative on children's lives within a country in upheaval. Her style is to tell the narrative, not show it. While the plot demands reader empathy with people and place, it is molded into an unsubtle narrative. A glossary and author's note helpfully expand the factual background to the novel. C. Thomas

**USER LEVEL:** Stage 3 Stage 4  
Paper \$15.95 SCIS 1306494

GLATSHEYN, Yankev

### *Emil and Karl*

Text, Vic, 2006  
ISBN 1921145676

Written in 1940 and set in Vienna in 1938, this story of two friends, Emil who is Jewish and Karl who is not, has just been translated into English. As anti-Jewish mania sweeps the city and the boys suddenly lose their families, they only have each other to depend upon. Fear is a strong theme as they endure blatant racist bullying and historically accurate evil acts. The boys find shelter with a family actively resisting the upheaval, until that haven also disintegrates as the Nazis close in. While the book has an unusual voice that seems matter of fact and childlike, the

narrative and dialogue reveal extraordinarily detailed and realistic events from the boys' perspective. Readers will gain a precise sense of what it was like to be a child, powerless and alone in pre-war Vienna. The translator's address to young readers and his historical notes will be appreciated by older students. C. Thomas

**USER LEVEL:** Stage 5 Stage 6  
Paper \$22.95 SCIS 1282025

HEATH, Jack

### Remote control

Pan Macmillan, NSW, 2007  
ISBN 9780330422994

Agent Six of Hearts is back in this all action, science fiction spy drama. Using the proven device of a hero battling a powerful corporation, the novel's plentiful fight scenes are set against a more thoughtful background involving the politics and workings of Six's organisation. Six is constantly battling time to solve mysteries and rescue a multitude of characters. The novel authoritatively uses technology and science to push the plot forward and make it interesting. Despite the novel lacking subtlety and depth in theme and character portrayal, students should be able to follow action and motive. Heath often tells all and overdoes the adjectives, making this a pot boiler rather than a carefully constructed narrative. C. Thomas

**USER LEVEL:** Stage 4 Stage 5  
Paper \$16.95 SCIS 1302675



JACQUES, Brian

### The Ribbajack & other curious yarns

Penguin Books Ltd, UK, 2006, (Puffin)  
ISBN 9780141321660

A parade of monsters and beings featured in this humorous collection of six well written short stories of the supernatural evokes a sense of time and place, particularly through the use of dialect and description. Manifestations of evil, disturbed spirits in a deserted school library, vindictive gods and tamed werewolves are brought to life in these tales of horror and suspense, each prefaced with a bit of deliberately stylised advice or subtle warning from the author to help set the scene. Adaptations of dialogue along with effective imaginative description demonstrate how language helps set the tone for character and plot development in short stories. The creatures, surprises and twists in the stories will be enjoyed by individual readers and class groups. F. Crum

**USER LEVEL:** Stage 4 Stage 5  
Paper \$14.95 SCIS 1291638

JINKS, Catherine

### Elysium

Allen & Unwin, NSW, 2006 (Allie's ghost hunters)  
ISBN 9781741140811

The young president of the Exorcists' Club and her family are spending the weekend in the Blue Mountains doing the Jenolan Caves Ghost Tour. During the weekend Allie meets a local mythical creature. She also has to deal her father's annoying new-age girlfriend and the complexities of her own friends. Written as a report to the Club members who cannot attend the weekend, this humorous tale of ghosts and families will absorb readers. The combination of realistic insight into families and friendship with mystery and adventure on the



side, plus the added appeal of the language, style and format will please students in the middle years. A. Frost

**USER LEVEL:** Stage 3 Stage 4  
Paper \$16.95 SCIS 1301651

LANAGAN, Margo

### Red spikes

Allen & Unwin, NSW, 2006  
ISBN 1741146577

A critically well received collection, these 10 short stories comprise some challenging reading material for motivated students. Lanagan's word choices and sentence structures are intriguing and thoughtfully crafted. Her expertise with language and theme development in the stories forms an excellent model for English Stage 6 students attempting the short story form for the Extension 2 course. Plot does not drive these stories, but it is important to the meaning and to reader engagement. A critical look at the collection, especially in terms of how Lanagan manages to construct a narrative with a good story and a deeper, psychological meaning, could be a fruitful exercise for mature student writers. C. Thomas

**USER LEVEL:** Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English Stage 6: Extension 2  
Paper \$17.95 SCIS 1285030

LEWIS, Richard

### The Killing Sea

Simon & Schuster, UK, 2006  
ISBN 9781416926283

Written by a survivor of the Boxing Day tsunami, this riveting read follows the emotional and physical journey of a teenage American girl, Sarah, and her brother, Peter, as they search for their missing father following the disaster. They must deal with hunger, thirst, isolation, and finding their mother dead in an area where they do not know the language, the people, or where to go. Along the way they are befriended by Ruslan, a Muslim teenager from the seaside village who is looking for his father in the mountains. Together they face the corrupt militia, rebels, illness and the fear of United Nations imposters before having to face the media circus that attempts to make them the heroes. Explorations of the themes of courage, family, friendship and religion would suit units of work for the Stage 6 Area of Study: *The journey*. F. Crum

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6  
Paper \$16.95 SCIS 1301207

MACPHAIL, Catherine

### Worse than boys

Bloomsbury, UK, 2007  
ISBN 9780747582762

Hannah and her gang, the Lip Gloss Girls, are often told they are worse than boys and pride themselves on being the best fighters in the school. Their adversaries are the Hell Cats led by a tough, scary girl called Wizzie. After betraying her best friend, Hannah is ostracised by the Lip Gloss Girls and, as a result of bullying, eventually teams up with the Hell Cats. She learns they are not as vicious and cruel as she had imagined. This fast moving tale is likely to appeal to those readers looking for rather wild anti-heroes. Although the action is not



always convincing, there are some endearing aspects that promote an understanding of alienation and the great need for friendship in the rough and tumble world of growing up. C. Sly

**USER LEVEL:** Stage 3 Stage 4  
Paper \$15.95 SCIS 1301579

MARRIOTT, Janice

### Thor's tale: endurance and adventure in the Southern Ocean

HarperCollins, NZ, 2006  
ISBN 1869505727

Inspired by an entry in Antarctic explorer Sir Ernest Shackleton's diary, the author has constructed a tale of two whaler's boys and the lives they led in whaling stations early last century. The details of work, hierarchy, traditions, conditions and dangers for the Norwegian whalers are revealed and contrasted with those of the English exploration expedition. Family relationships, whale facts, issues of survival in extreme conditions, and conservation are woven into the story that a great grandfather narrates on the eve of his 100th birthday. This intriguing account is a fine example within the genre of historical fiction. N. Chaffey

**USER LEVEL:** Stage 3 Stage 4  
Paper \$16.99 SCIS 1285711

McCORMICK, Patricia

### Sold

Allen & Unwin, NSW, 2007  
ISBN 9781741751055

Lakshimi, a 13 year old girl living in a poor village in Nepal, is excited when given the opportunity to work in the city. Her innocent dreams of working as a maid for a rich woman and earning money for her family are destroyed when she discovers she has been sold into the sex trade. Her life of fear, horror and pain has occasional gestures of kindness, with glimmers of hope in a world of cruelty and exploitation. This confronting, yet compassionate novel foregrounds the gross denial of human rights in our world today. Short sentences and economy of words present not only a convincing voice of the gentle Lakshimi but also her horrors and hopes that resonate within the silences. The disturbing content of the powerful and deeply moving tale, will haunt the reader long after finishing the book. C. Sly

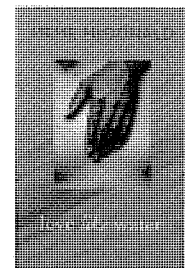
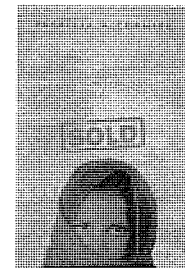
**USER LEVEL:** Stage 4 Stage 5  
Paper \$16.95 SCIS 1301537

McDONALD, Meme

### Love like water

Allen & Unwin, NSW, 2007  
ISBN 9781741148855

After tragically losing her fiancé in a light plane accident, Cathy Henderson leaves her home in north western Queensland and travels to Alice Springs. Hoping to piece together her life and discover her true self, Cathy shares a house with her brassy friend, Margie. In the Red Centre, black and white cultures intersect, and an intimate



relationship with a young Aboriginal disc jockey has a lasting impact on Cathy's life. Its sensitivity and insightful melding of different cultural problems and perceptions counterbalance the gritty candidness of this narrative. An engaging story of friendship, love and change, it takes the reader on both a vivid physical journey and a journey of self discovery. C. Sly

**USER LEVEL:** Stage 6  
Paper \$19.95 SCIS 1301564

MORPURGO, Michael

### Alone on a wide wide sea

HarperCollins Childrens, UK, 2006  
ISBN 0007234635

Inspiration for this story was found in the accounts of some of the children sent from Great Britain after WWII. Morpurgo writes a touching, at times heart wrenching story of the fictitious orphan Arthur, who arrives in Australia aged six and alone. The novel traces his life from slave and farmhand at an outback station, to the docks of Hobart, charting his experiences and relationships. His daughter takes up the story in the last third of the novel, when she sails single-handedly to England, in a boat Arthur built, in search of Kitty, her father's lost sister. Inspiration from Coleridge's *The rime of the ancient mariner* helps both father and daughter survive the journey with renewed courage. The narrative incorporates history and boat building technology, and presents itself successfully as a real story. R. Higginbottom

**USER LEVEL:** Stage 5 Stage 6  
Paper \$19.99 SCIS 1287251

PRINCE, Alison

### Jacoby's game

Walker, UK, 2006  
ISBN 1844287505

Through this engaging novel readers follow the angry, confused, sad and jealous Tiggy as she hovers between life and death after an accident. Her father has died, her mother is grieving, and her much hated stepfather is responsible for the death of her beloved cat Jacoby. While in hospital, Tiggy is reunited with Jacoby. Through a game devised by the cat, she explores the past, present and future, and comes to realise that in order to be happy, she must be doing things that make her happy. Middle years students will identify with the protagonist and the dilemmas created because teenagers are neither children nor adults, not knowing who they are in the world, and feeling that no one seems to understand them. The shifting timescales and musings can be confusing, but adolescents will relate to the perplexing teenage emotions portrayed. A. Frost

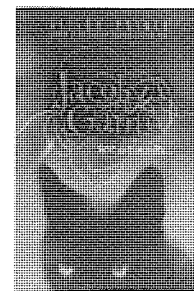
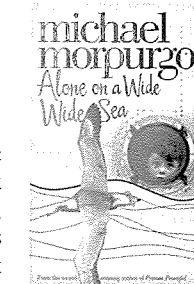
**USER LEVEL:** Stage 3 Stage 4 Stage 5  
Paper \$16.95 SCIS 1292708

SELZNICK, Brian

### The invention of Hugo Cabret: a novel in words and pictures

Scholastic, USA, 2007  
ISBN 9780439813785

In a Paris railway station in 1931, Hugo tends the clocks. Orphaned, and then abandoned by his uncle, Hugo works alone



on reassembling an automaton, a job begun by his father. Hugo's determination to complete the task brings him into conflict with some interesting characters. One of these is George Méliès, creator of early movies. With visual and written nods to the composition of silent films, this satisfying and unusual narrative is a most rewarding and engaging text. In atmospheric and descriptive pencil drawings and paragraphs, the author captures the business of the station, the world of poor children, the beauty of clocks, and throughout, the wonder and history of early film. Film stills and drawings by Méliès will complement the use of this terrific book in film studies. Selznick's drawings utilise close ups and angles in a very film like manner. C. Thomas

**USER LEVEL:** Stage 5 Stage 6  
\$24.99 SCIS 1307783

SPILLMAN, Ken

**Love is a UFO: Oscar Updike's incredibly intelligent observations on life, death and other freaky phenomena**

Pan, NSW, 2007  
ISBN 9780330422895

This is a complex novel set in contemporary Australia with 65 short episodic chapters, including some email exchanges. Artistically talented 12 year old Oscar Updike has a lot to deal with. His older sister enjoys honorary membership of a women's group formed by his mother called *All men are bastards*. His mother resents his stepmother who shares his love of art. He has a major crush on his sister's best friend which is clearly doomed. After his father's death Oscar's mother sends him to a psychiatrist where he meets another client who shares his love of cricket. Meanwhile, his mother has taken to communicating by sticky notes with new-age quotes. Nevertheless, amidst all these complications, the issues of grief, growing up, family, and friendship are combined with a touch of humour in this deceptively astute novel. F. Crum



**USER LEVEL:** Stage 4 Stage 5  
Paper \$16.95 SCIS 1303326

**Information, poetry and drama**

Resources are in Dewey order.

DEVERELL, Adam

**Fire! Fire!**

BlueCatBooks, Vic, 2006 (Brave kids)  
ISBN 0957842295 [179.6]

Although this is a nonfiction book, it incorporates a thrilling narrative about Michael Langley, one of the brave children featured. When his mother had to go to hospital, Michael was sent to stay with the Lord family in nearby Tylden, in Victoria. As the story of the events leading to his heroic rescue of a young child from a burning house unfolds,

the pages are also interspersed with stories of other brave child rescuers as well as interesting facts about fire. Fire safety tips, brief facts of historical fires and a fire quiz are also included. The narrative is differentiated from the other information by the use of large text. This book is not only inspirational, but also extremely informative, making it both an ideal book for enjoyment and for study of aspects of personal development in the PDHPE syllabus. J. Eade

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE; PDHPE  
**SYLLABUS:** HSIE K-6; PDHPE K-6  
Paper \$12.95 SCIS 1274170

**Australia Focus [series]**

Echidna, Vic, 2007

Featuring double pages that support the text and give the reader easy access to a range of information on a wide selection of Australian topics, this series also includes detailed fact boxes, excellent photographs, tables, graphs and colour coded maps. Together with a comprehensive index, large, bold sub headings enable the reader to easily locate and refine information. The glossary is written in simple, easy to understand language. Web links are provided for each topic along with **Fast facts**. The visual format makes this an appealing resource for disengaged readers. This information series is an excellent resource to support upper primary students. J. Hancock

**USER LEVEL:** Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
\$29.95 each

*Reviewed titles in this series:*

**Arts and Culture** SCIS 1302167  
**Australia's Islands** SCIS 1302198  
**Primary Industries** SCIS 1302175  
**Towards Reconciliation** SCIS 1302179

GELDERMALSEN, Marguerite van

**Married to a Bedouin [sound recording]**

Louis Braille Audio, Vic, 2006 (585 minutes)  
ISBN 9780732032258 [305.48697]

Through a gentle, mellow reading by Jenny Seedsman of Marguerite van Geldermalsen's memoirs, this audio book version beautifully recounts the tale of her travels in 1978 to the Middle East where she falls in love with and marries Mohammad Abdullah Othman, a Bedouin. Living in an ancient cave in Petra, Marguerite adapts to the lifestyle of her newly adopted culture. Using her training as a nurse she is able to aid members of the tribe living in this ancient Jordanian landscape. An uplifting tale, it offers considerable insight into Arab culture and values. It demonstrates that people from very different cultural backgrounds can find delight in their differences. Reading and studying this fascinating book can be greatly enhanced by the audio text. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6  
\$119.85 SCIS 1304344

BARWICK, John & BARWICK, Jennifer

**Who did what when? [series]**

Heinemann, Vic, 2007

The series adopts a milestones' approach to issues across Australian history with each title selecting significant events to illustrate the

focus topic and then featuring a group or individual associated with the event. The volume on *Governing Australia*, for example, is about selected people and events, not systems of government. Excellent timelines help provide historical context to form part of the introduction. Most examples included serve to give a reasonable, suitably simple overview of the topic. The writing is balanced and accessible, with highlighted words explained in a glossary. The layout follows a familiar but effective formula, with each selected event confined to four pages with brief information and assisted by many good illustrations, occasional charts, boxed summaries or quotations. The topics provide a useful background for students to pursue further research and detail. G. Spindler

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; History 7-10;  
HSIE K-6;  
\$29.95 each

*Reviewed titles in this series:*

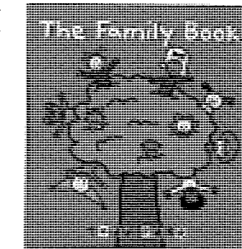
**Aboriginal Australia** SCIS 1302189  
**Australia at war** SCIS 1302200  
**Governing Australia** SCIS 1302204  
**Multicultural Australia** SCIS 1302197

PARR, Todd

**The family book**

ABC Books, NSW, 2006  
ISBN 0733319750 [306.85]

The unique nature of every family is celebrated in this bright, attractively presented picture book. A simple message of the love and care provided by families, and of the many ways every family resembles and differs from every other family, is clearly and unambiguously expressed. Including the familiar elements of family life such as appearance, homes, food, behaviour and family structures, the book strives to reassure readers of the acceptability of every family group. Providing a useful starting point for classroom discussion of families, this book, in which simple pictures in bright primary colours deliberately mimic young children's own drawings, has potential for individual and classroom use, and supports the Stage 1 Connected Outcomes Group (COGs) (B): *Our families*. W. Smith



**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
Paper \$14.95 SCIS 1293426

BRASCH, Nicholas

**Government in Australia [series]**

Heinemann Library, Vic, 2007

Filled with primary and secondary information about Australia's democratic system of government, this excellent series outlines the history and role of each of the three levels of government. Superb historical and contemporary photographs highlight the roles of governor, premier and ministers in each system, as well as the role of the public service. *Political parties* superbly describes the history, policy objectives and party structures, giving an overview of the role of independent ministers. The effective and colourful layout includes tables, fact boxes, research suggestions and keywords linked to a glossary, making this an invaluable reference series for

student research. With clear and detailed explanations of complex issues, this series strongly supports the teaching of civics and citizenship education. D. Giorgi

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History 7-10; HSIE K-6  
\$29.95 each

*Reviewed titles in this series:*

**Federal government** SCIS 1302369  
**Local government** SCIS 1302372  
**Political parties** SCIS 1302375  
**State & territory government** SCIS 1302366

GRAHAM, Wendy

**Money matters for kids [series]**

Heinemann Library, Vic, 2006

Easy to read and understand, these really useful resources will clarify many money concerns for students. Elegant presentation and short paragraphs with creative headings and a variety of graphs and fact boxes make for surprisingly enjoyable reading. Photographs of teenagers using money highlight the user friendliness. Concepts of interest, tax, investments and get rich quick schemes are cleared up, and terms such as budgeting, banks, loans and debts are explained with clear and concise definitions. Information about getting a job, writing a resumé and performing at the job interview is extremely practical. The book's financial advice is sound and superbly presented for the target audience. A. Playford

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Community  
**KLA:** HSIE  
**SYLLABUS:** Commerce 7-10; HSIE K-6  
\$29.95 each

*Reviewed titles in this series:*

**Make more money** SCIS 1273107  
**Manage more money** SCIS 1273104

MILES, Chris

**Who's on the money?**

Black Dog, Vic, 2007  
ISBN 9781921167409 [332.4]

This fantastic book fully explores the history, design and construction of Australia's currency, with an emphasis on the symbols utilised in each note design. The contents page includes information on each identity featured on the Australian notes, beginning with Sir Henry Parkes, Catherine Helen Spence, Queen Elizabeth II and Parliament House on the \$5 note, and concluding with Dame Nellie Melba and Sir John Monash on the \$100 note. Lavishly illustrated with timelines, fact boxes and full colour photographs throughout, and information about old paper currency and current coin denominations is also provided. Additional features include a useful bibliography and website list that supports teaching about Australian money. This text is an excellent resource for Stage 2 Connected Outcomes Group (COGs) (E): *Products, Services and Systems* and (B): *Being Australian*, and targets Stage 3 Connected Outcomes Group (COGs) (B): *Symbol Systems*, by providing an historical insight into the design of Australian currency. D. Croker

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE; SciTech  
**SYLLABUS:** HSIE K-6; Science & Technology K-6  
Paper \$16.95 SCIS 1305482



STIGLITZ, Joseph E.

**Making globalization work**Penguin Group (Australia), 2006  
ISBN 9780713999723

[337]

Written from the heart by a Nobel prize-winning economist who clearly cares deeply about the human cost of poverty in the world, Stiglitz gives powerful insight into current problems with globalisation and how it is managed. He proposes changes to be made in policies, economic institutions, the international practices, and in mindsets; in order to help make globalisation work better, especially for developing countries. Although the writing is authoritative and demanding, with guidance, the information could be accessible for students of Economics and Business Studies. The chapter on *Saving the Planet* will also be of use for Geography Stage 6. Issues of development, trade, use of resources, the role of multinationals and the shared burden of debt are all covered in this compelling and enlightening read. P. Sheppard

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Business Studies Stage 6; Economics Stage 6; Geography Stage 6  
Paper \$35.00 SCIS 1292126

AMAMOO, Sam E.

**Sustainable development workbook for middle years of schooling**TMC, SA, 2006  
ISBN 0646461869

[338.9007]

This student centred investigation of major sustainability issues, which includes a CD-ROM, uses mainly Australian content and asks students to reflect on global issues. While it is not referenced to a specific syllabus, it focuses strongly on the processes of making sustainable decisions. Students using the workbook will identify and reflect on important personal and social values associated with the environment, sustainability, cultural respect, and responsibility. The issues of sustainability are contextualised in a diversity of topics such as climate change, endangered species, responsible development, and genetic engineering. The spacious layout utilises colour photographs and diagrams, clear headings, and website references. Its quizzes, projects and role plays could provide an alternative approach to Geography programs. M. Caddey

**USER LEVEL:** Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Geography 7–10  
Paper \$POA (available from <<http://www.amamoo.com>>) SCIS 1299092

BAILEY, Sam &amp; BAILEY, Jenny

**Head over heels**ABC Books, NSW, 2006  
ISBN 073331757X

[362.4]

An inspiring true story of a remarkable young man is told in the account of Sam Bailey, who rose above the tragedy of a car accident to achieve beyond his goals. Sam's philosophy of not giving up and of having the courage to be different runs strongly throughout the book. He becomes a farmer, and his way of managing, adapting and accommodating quadriplegia inspired an episode of *Australian*



story. Through this he met and married Jenny, becoming a sought after public speaker and an inspiration to others. Sam's endearing charm and acceptance of his disability shows true character and a positive attitude towards life. This is a readable story and an uplifting and contemporary autobiographical study for Australian students. R. Higginbottom

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English  
**SYLLABUS:** English 7–10  
Paper \$29.95 SCIS 1268815

PLATT, Richard

**Crime scene: the ultimate guide to forensic science**Dorling Kindersley, USA, 2006  
ISBN 0756618967

[363.25]

Crime scene investigation is a current hot topic with teenagers. For the teaching and learning of forensic science, this book must be read. Students and teachers will be engrossed in this colourful book which effectively links the science with technology, applications and historical stories. The attractive layout will engage, impress and sustain the attention of most students, particularly visual learners. Students completing the Chemistry Option: *Forensic chemistry* in particular will find this book very valuable. An Australian perspective is provided with a case study on the Azaria Chamberlain disappearance. Attractive timelines describe breakthroughs in forensic science. Teachers may need to use their discretion when using the book, due to the sensitive nature of several photographs such as those of gunshot and knife wounds, corpses, and animal slaughter. I. Mavin

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Chemistry Stage 6; Science 7–10  
Paper \$16.95 SCIS 1286257

TRAFFORD, Caren &amp; WILSHER, David

**Weather or not: it's a climate for change**Etram, NSW, 2007  
ISBN 9780958187831

[363.738]

Bright and extensively illustrated, this book aims to provide some complex information about climate change for upper primary students. The book uses made up characters called weather makers to tell chapters of the global warming story, and impart atmospheric and scientific information. The book's friendly tone means that some of the information is brief and overly simplified. Class activities which use this resource will need to be carefully sequenced and given a context for effective student learning. As an example: the book could be effectively used to introduce concepts such as layers of atmosphere. Students could then construct a diagram showing ground to space layers. M. Caddey

**USER LEVEL:** Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6  
Paper \$17.00 SCIS 1302782

**Ned Kelly's Jerilderie letter**

/ edited by Carole Wilkinson. Black Dog, Vic, 2007 (True tales)

ISBN 9781921167386

[364.15]

Offering the younger reader an annotated version of Ned Kelly's famous letter, this primary source is an excellent reproduction of an

important document in Australian history. The storybook layout, with large clear print and effective illustrations by Dean Jones, is a vivid and, at times, violent depiction of the events. In Kelly's voice and language, we hear his side of the story, his hatred of the police, and the reasons for his actions, thus giving the reader an insight into the mind of this dangerous yet deified man. A useful glossary, timeline and map, and a list of resources, add to the value of this book which supports Stage 3 Connected Outcomes Group (COGs) (B): *Identity*, and is also suitable as a reference for the older student. D. Giorgi



**USER LEVEL:** Stage 3 Stage 4 Stage 5 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** English 7–10; History 7–10; HSIE K–6  
Paper \$16.95 SCIS 1303041

WHEATLEY, Nadia &amp; SEARLE, Ken

**Going bush**Allen & Unwin, NSW, 2007  
ISBN 9781741149111

[371.3]

As a joint Harmony Day project, students from eight schools explored Wollie Creek Valley, a precious, but degraded, remnant of Sydney bushland. This magnificent book is the culmination of that project which was based on the Papunya model of education, which firmly places Country at the core of the curriculum. Students of divergent ethnic backgrounds came together to learn about the local environment, including its history, flora and fauna, and acknowledgement and respect for its Aboriginal past. Students developed knowledge and understandings of time, change and continuity, and of their place and responsibilities within that continuum. Student writing and art resulting from the project are significant features of this resource. W. Smith



**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English; HSIE; SciTech  
**SYLLABUS:** English K–6; HSIE K–6; Science & Technology K–6  
\$29.95 SCIS 1306486

NICHOLSON, John

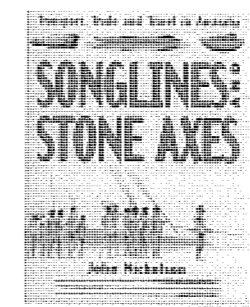
**Songlines and stone axes**

Allen &amp; Unwin, NSW, 2007 (Transport, trade and travel in Australia)

ISBN 9781741750027

[381.089]

Describing the networks of trade and ceremonial exchange in pre-European Australia, this book is both colourful and informative. The well researched and information rich text is enhanced by useful and interesting images including maps, drawings of boats, tools and food products. The trading agreements, explanations of language groups, exploration of songlines, and Dreaming tracks used like maps for



trade routes and tribal boundaries are outlined. Dot point information, tables and a beautifully written narrative bring each chapter alive and explore aspects of Aboriginal culture with economic and social perspectives. The book renews our understanding of the complexity and sophistication of Aboriginal culture prior to European colonisation and will support the Stage 3 Connected Outcomes Group (COGs) (G): *Traditions and heritage*. D. Giorgi

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** History 7–10; HSIE K–6  
**SCIS SUBJECTS:** Aboriginal peoples; Australia – Commerce – History; Commerce – History; Trade routes – History  
\$29.95 SCIS 1301653

UNDERWOOD, Deborah

**Where are your manners?**Raintree, UK, 2007 (Raintree fusion)  
ISBN 9781406204773

[390]

Traditions and etiquettes of different cultures are explored in this well organised factual text. Able readers can research both appropriate and unacceptable gifts, meal time behaviours, education and greetings. Relevant photographs with informative captions are included on each double page, as well as labelled maps with specific regions highlighted. The written text features effective use of bold and italicised fonts, appropriate vocabulary and concise information laid out in manageable paragraphs. Words in bold have definitions displayed at the bottom of each page. This text strongly complements the HSIE K–6 Strand: *Cultures*. It could be used to compare polite behaviours in different situations and to support role plays. L. Doyle

**USER LEVEL:** Stage 2  
**KLA:** HSIE  
**SYLLABUS:** HSIE K–6  
\$29.95 SCIS 1302604

CASEY, Dawn &amp; HOLLAND, Richard

**Yeh-Hsien**Mantra Lingua, UK, 2006  
ISBN 9781846111365

[398.2]

A bilingual picture book, this beautiful and emotive adaptation of the Cinderella fairytale is a feast for the eyes and ears, and would be a valuable addition to bilingual classrooms. The written text is extensive, and useful for comparing and contrasting how stories begin and evolve through different cultures. Many parallels can be drawn between this text, which uses Japanese content such as fishes and blossoms, and the English text equivalents of the same tale. The book could be a strong stimulus model for students to create their own variation on the theme. Large, colourful illustrations help to develop the tone of this Oriental tale and add depth and layering. G. Cale



**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** English; Languages  
**SYLLABUS:** English K–6; Japanese K–10  
Paper \$27.95 SCIS 1298274

All prices in the availability statement include GST.

**Springboard 4** [series]

Macmillan Education Australia, 2006  
ISBN 1420206680

Consisting of an attractive variety of literary and factual texts, these books provide the stimulus for a range of teaching opportunities. The literary texts vary slightly in quality, but the factual texts are particularly well set out and informative. The emphasis is on a range of fascinating topics and different purposes for writing, and the use of visual information is a highlight. Accompanying lesson plans include some relevant blackline masters, discussion questions, concept maps, code breaking, and work with multiple intelligences. These features make the series a worthwhile addition to a late Stage 2 or Stage 3 collection for guided reading. H. Evans

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English; HSIE; SciTech  
**SYLLABUS:** English K-6; HSIE K-6; Science & Technology K-6  
\$132.00

*Reviewed titles in this series:*

|  |                 |
|--|-----------------|
| <i>Catty Bimbar and the new-age pirates</i>              | SCIS 1286973    |
| <i>Edmund Hillary</i>                                    | SCIS 1293716    |
| <i>Eighth moon</i>                                       | SCIS 1286971    |
| <i>Finbar and the long trek</i>                          | SCIS 1286935    |
| <i>Fireflies and glow-worms</i>                          | SCIS 1291073    |
| <i>Harry's dream</i>                                     | SCIS 1286974    |
| <i>How I learned to snowboard</i>                        | SCIS 1293711    |
| <i>How solar energy works</i>                            | SCIS 1293734    |
| <i>Momotaro, Little Peachling: a folktale from Japan</i> | SCIS 1286969    |
| <i>Ms McMahon</i>  | SCIS 1286970    |
| <i>Seven ancient wonders</i>                             | SCIS 1293718    |
| <i>So you want to be a cartoonist?</i>                   | SCIS 1293722    |
| <i>Springboard teacher notes</i>                         | SCIS 1420206729 |
| <i>Springboard 4, Upper pack</i>                         | SCIS 1293734    |
| <i>The mystery of the missing food</i>                   | SCIS 1286968    |
| <i>The slave</i>   | SCIS 1286931    |
| <i>Three terrible hurricanes</i>                         | SCIS 1293727    |
| <i>Top towers</i>  | SCIS 1293731    |

PELUSEY, Michael & PELUSEY, Jane

**The seasons** [series]

Macmillan, Vic, 2007 (Macmillan young library)

Recognition of the uniqueness of Australian seasons, especially in the tropics, is well defined in this compact series. Each volume includes significant information for younger readers, about Aboriginal seasonal knowledge, observations and human response. Traditional knowledge from differing areas of Australia is included, and the wet and the dry are acknowledged as distinct seasons in the tropical north. Weather patterns, plant and animal behaviour and human activities for each season are discussed, within Aboriginal and contemporary Australian contexts. These attractive books will support the Stage 1 Connected Outcomes Group (COGs) (C): *Growing and changing* and the Stage 2 Connected Outcomes Group (COGs) (C): *Effects of growth and change*. W. Smith

**USER LEVEL:** Stage 1 Stage 2  
**KLA:** HSIE; SciTech  
**SYLLABUS:** HSIE K-6; Science & Technology K-6  
\$22.95 each

*Reviewed titles in this series:*

|               |              |
|---------------|--------------|
| <i>Autumn</i> | SCIS 1301583 |
| <i>Spring</i> | SCIS 1301581 |

**Summer**  
**The dry**  
**The wet**  
**Winter**

SCIS 1301586  
SCIS 1031588  
SCIS 1301589  
SCIS 1301577

JAKAB, Cheryl

**Earth's cycles** [series]

Macmillan Education Australia, 2007

Colour photographs and diagrams add to the visual appeal of this series of texts on the many cycles that govern nature and the reliance of every living creature on others. Explanations are short, simply worded and clear, and suited to primary aged students. Labels, glossary and comprehensive indexes are included, as well as an ideas and tips section that suggests experiments and activities about the topic that can be adapted to the classroom. Environments from all around the world are discussed in each title. This series would support units of work in the Science and Technology Strand: *Living things*, including Stage 2 Connected Outcomes Group (COGs) (C): *Effects of growth and change* and Stage 3 Connected Outcomes Group (COGs) (C): *Interconnecting growth and change*. R. Parnis

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K-6  
\$29.50 each

*Reviewed titles in this series are:*

|                              |              |
|------------------------------|--------------|
| <i>The animal life cycle</i> | SCIS 1305971 |
| <i>The food cycle</i>        | SCIS 1305969 |
| <i>The plant life cycle</i>  | SCIS 1305970 |
| <i>The rock cycle</i>        | SCIS 1305967 |
| <i>The seasons cycle</i>     | SCIS 1305972 |
| <i>The water cycle</i>       | SCIS 1305965 |

HARRIS, Caroline

**Weather**

Kingfisher, UK, 2006 (Kingfisher Young Knowledge)  
ISBN 0753413728 [551.5]

World climates, changing seasons, the sun and future weather patterns are just a few of the topics treated in this bold printed resource. Difficult terminology is explained as a footnote on each double page spread. Clear photographs support the text and enable the reader to understand the explanations of phenomena such as rainbows, sun dogs and tornadoes. Interesting child friendly procedures challenge the reader to experiment with such topics as creating colours, swirling winds and kite making. This eye catching resource will appeal to and interest independent readers. J. Hancock

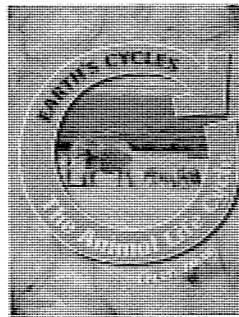
**USER LEVEL:** Stage 2  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K-6  
Paper \$15.99 SCIS 1293344

HOCKNULL, Scott & COOK, Alex

**Amazing facts about Australian dinosaurs**

Steve Parish Publishing, Qld, 2006 (Steve Parish amazing facts)  
ISBN 1740218345 [567]

Written in conjunction with the Queensland Museum, this large format information text is rich in exhibits of Australian fossils and



skeletons. Its engaging features include full colour paintings, fact boxes, descriptively labelled diagrams, significant facts, a relevant timeline, and a metalanguage glossary. Contents include *Dinosaur Armour*, *Dinosaur Food* and *Recreating Dinosaurs*. Students will be intrigued by the explanations of paleontologists working with fossils and the process of skeleton reconstruction. This well presented resource supports Stage 2 Connected Outcomes Group (COGs) (C): *Effects of growth and change* and Stage 3 Connected Outcomes Group (COGs) (C): *Interconnecting growth and change*, and will intrigue boys needing encouragement to read. D. Johnston

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K-6  
Paper \$14.95 SCIS 1267108

PRYOR, Kimberley Jane

**Wonders of the sea** [series]

Macmillan, Vic, 2007 (Macmillan young library)

Specifically Australian, this excellent and compact series will challenge and stimulate readers. The books feature well chosen information and graphics which reflect interesting facts about some lesser known marine topics. Each volume contains chapters on plants, animals, symbiosis, environmental threats, and ideas for conservation. The food chain for each topic is illustrated, and impressive diagrams feature throughout. This series will support the Stage 1 Connected Outcomes Group (COGs) (C): *Growing and changing*, and Stage 2 Connected Outcomes Group (COGs) (E): *Effects of growth and change*. D. Johnston

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K-6  
\$22.95 each

*Reviewed titles in this series:*

|                        |              |
|------------------------|--------------|
| <i>Coral reefs</i>     | SCIS 1301667 |
| <i>Icy seas</i>        | SCIS 1301664 |
| <i>Mangrove swamps</i> | SCIS 1301659 |
| <i>Rocky shores</i>    | SCIS 1301656 |
| <i>Seagrass beds</i>   | SCIS 1301674 |
| <i>The open sea</i>    | SCIS 1301654 |

HARRIS, Nicholas & AUSTIN, Graham

**Rainforest**

Koala, NSW, 2006  
ISBN 9780864617125 [577.34]

A bright, uncluttered format will encourage readers to delve into the world of rainforests. The contents, glossary and index provide easy access to information on topics such as *People of the rainforest*, *Birds of the rainforest* and *Jungle bugs*. In the rainforest trees includes one of several fold-out pages, clearly showing and discussing the rainforest layers. Keys for labelled illustrations will foster visual literacy. Even though rainforests is no longer a specific area of focus for the primary school curriculum, this book may support other aspects of the HSIE Strand: *Living things*. It will definitely prove to be of general interest to students, particularly due to the fold-out pages and eye-catching illustrations. A. Beedles

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE

**SYLLABUS:** HSIE K-6  
Paper \$14.99

SCIS1301216

MORGAN, Sally

**Atlas of endangered species**

New Burlington, UK, 2006  
ISBN 9781845660840 [578.68]

Competent readers will delight in exploring this comprehensive resource which describes a variety of environments, the endangered species which exist within them, why they are at risk, and the measures that can be taken to protect them. Each chapter focuses on a type of environment, such as wetlands, deserts, grasslands, and oceans. The book is bursting with detailed illustrations, photographs and diagrams, and readers will be visually motivated to learn more. The varied font and effective layout make the wealth of information a pleasure to dissect. Detailed maps of ecosystems aid comprehension. This book has particular curriculum relevance to the Science and Technology K-6 Strands: *Living things* and *Earth and its surroundings*. It would also be a beneficial tool for modelling the writing of descriptions. L. Doyle

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English; SciTech  
**SYLLABUS:** English K-6; Science & Technology K-6  
Paper \$POA SCIS 1298013

PEARSON, Jane

**Australia's animals and plants in danger** [series]

Echidna, Vic, 2006

Fascinating and sometimes unusual creatures furnish the pages of this beautifully presented series. Australian flora and fauna such as the Kalbarri spider-orchid and the Spectacled flying fox are sure to stimulate potentially disengaged readers. Each initial chapter sets the scene for the particular environment under investigation with thought-provoking headings. Every animal and plant covered has its own mini Fact file and Did you know? box with a small map, and clear photographs. The contents, index and glossary will enhance access to the concise information presented. Find out more offers links to quality websites with information at an appropriate level. These links, together with the stimulus material in each book will provide students with interesting extension materials, all of which support the HSIE Unit: *Wet and Dry Environments*, and the Science and Technology Unit: *What's Alive?* A. Beedles

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** HSIE; SciTech  
**SYLLABUS:** HSIE K-6; Science & Technology K-6  
\$29.95 each

*Reviewed titles in this series:*

|  |              |
|--|--------------|
| <i>Desert animals and plants</i>             | SCIS 1281244 |
| <i>Forest animals and plants</i>             | SCIS 1281236 |
| <i>Marine and coastal animals and plants</i> | SCIS 1281233 |
| <i>Wetland animals and plants</i>            | SCIS 1281225 |

MARENT, Thomas

**Rainforest**

Dorling Kindersley, UK, 2006  
ISBN 1740335619 [578.734]

Captured from the rainforests of five continents, the extremely clear and large images in this outstanding photographic collection showcase the extreme diversity of rainforest organisms. The

hundreds of high quality and detailed photographs will easily engage visual learners in developing an appreciation of the plants and animals which live beneath the thick canopy of rainforests. This is a book of images, with a stunning collection of close ups. The written text is mainly photographic captions, which use appropriate language to engage students, plus a vibrant summary of the world's main rainforests. Science 7-10 students completing outcome 4.8: *a student describes features of living things*, would certainly find this book of use, especially the sections on survival and cycles. This amazing collection of unique rainforest images is sure to capture the interest and imagination of students and teachers. I. Mavin

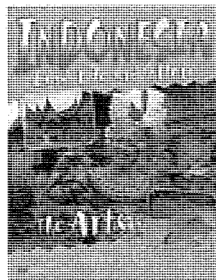
**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** Science; SciTech  
**SYLLABUS:** Science 7-10; Science & Technology K-6  
 \$60.00 SCIS 1292151

SERTORI, Trisha

### **Indonesia: land, life and culture** [series]

Macmillan, Vic, 2007

A wealth of information, superbly presented and laid out, make this series an excellent teaching and learning tool. Each book features many photographs, mainly postcard sized, with descriptions about and interviews with people who live and work in Indonesia. Paragraphs are set out with defined subheadings, and key terminology is written in bold type. Each book has an interesting section which highlights the interconnectedness of Australia and Indonesia. Strongly supporting both the *Environment* and *Cultures* Strands in HSIE K-6, these books will also give Indonesian language students a fine understanding of Indonesian life and culture. M. Whitfield



**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE; Languages  
**SYLLABUS:** HSIE K-6; Indonesian K-10  
 \$29.50 each

*Reviewed titles in this series:*

|                               |              |
|-------------------------------|--------------|
| <b>History and government</b> | SCIS 1301652 |
| <b>Plants</b>                 | SCIS 1301596 |
| <b>The arts</b>               | SCIS 1301605 |
| <b>The islands</b>            | SCIS 1301650 |
| <b>The people</b>             | SCIS 1301649 |
| <b>Wildlife</b>               | SCIS 1301598 |

TWIST, Clint

### **Ocean life dictionary: an A to Z of ocean life**

Scholastic, USA, 2006  
 ISBN 9780439020992 [591.77]

An excellent large format information text, this resource contains concise and easy to read profiles of over 100 sea creatures. The book details specific features, such as how they live, feed and move about. Each profile is accompanied by a detailed illustration of the creature and an additional graphic providing size comparison. The text also has introductory pages about oceans and ocean life which give readers background information about these environments. Fact boxes scattered throughout provide additional entertainment and interesting details about creatures. The book will be very useful for the HSIE Unit: *Wet and dry environments*. K. McCorkell

**USER LEVEL:** Stage 1 Stage 2

**KLA:** HSIE; SciTech  
**SYLLABUS:** HSIE K-6; Science & Technology K-6  
 Paper \$13.99 SCIS 1306056

PYERS, Greg

### **Finding out about** [series]

Echidna, Vic, 2007

Lavishly presented and designed, this information series supports readers with interesting facts about Australian native animals and introduced species. Readers are stimulated and engaged with strong, clear photographs and diagrams, further assisting students when learning about and engaging with factual and information texts. *Finding out more* and the included websites could provide a sound basis for a topical WebQuest on the focus animal. **How Do We Know?** plainly explains how scientists know about each animal's mating, movement and growth habits, as well as ways to conserve each species. This series will support the Stage 2 Connected Outcomes Group (COGs) (C): *Effects of growth and change* as well as the Stage 3 Connected Outcomes Group (COGs) (A): *Living Land*, with an investigation into the scientific status of each animal and simple discussions about how humans impact upon natural environments. D. Croker

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English; HSIE; SciTech  
**SYLLABUS:** English K-6; HSIE K-6; Science & Technology K-6  
 \$29.95 each

*Reviewed titles in this series:*

|  |              |
|--|--------------|
| <b>Finding out about - bottlenose dolphins</b>   | SCIS 1301962 |
| <b>Finding out about - quolls</b>                | SCIS 1301957 |
| <b>Finding out about - tiger snakes</b>          | SCIS 1301959 |
| <b>Finding out about - wandering albatrosses</b> | SCIS 1301958 |

CANNON, Teresa

### **Bibile: the true story of a baby orphan elephant**

BlueCatBooks, Vic, 2006  
 ISBN 0957842287 [599.67]

Telling the extraordinary story of an elephant's journey after being separated from his herd, the true story of Bibile definitely must be read. This is a nonfiction chapter book with additional articles about other elephants around the world, such as Sama the three legged elephant and Sanka who killed 14 people. The contents page makes the book easy to navigate and the glossary provides definitions of over 20 terms found within the book. Drawings provide visuals for the story and the epilogue supplies the reader with photographs and information on Bibile's present state. This is an engaging book which is suitable for a competent reader or to read aloud to a class. K. McCorkell

**USER LEVEL:** Stage 2 Stage 3  
 \$24.95 SCIS 1297668

HOOPMANN, Kathy

### **All cats have Asperger syndrome**

Jessica Kingsley, UK, 2006  
 ISBN 9781843104810 [616.85]

Wonderfully engaging photographs of cats in deliberate poses are accompanied by empathetic explanations to help capture and explain the characteristics of Asperger syndrome. The gentle flow of language used provides insight into the behaviours that are especially important

to those with the condition, such as the need for routine, particular language characteristics, persistent focus on topics, concerns about bullying, and types of interaction with others. The tone should be highly reassuring to all families, friends and individuals affected by acknowledging differences and difficulties and reinforcing the fact that everyone has qualities that make them unique. The book would provide excellent stimulus to promote acceptance, understanding and discussion about additional factors that make each person a remarkable individual with their own potential. J. Hawkes

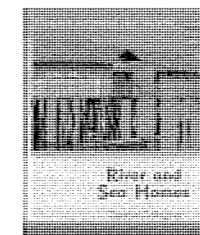
**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5 Professional  
 \$27.95 SCIS 1316296

GALLAGHER, Debbie

### **Homes around the world**

Macmillan Education Australia, 2007 (Macmillan young library)

Covering many different types of homes including river and sea, portable, cave and underground, palaces, castles, mud, grass and ice, this is a most comprehensive series on the topic. Each book begins with the same sentences about the need for shelter and then each following page contains large, colourful pictures of various types of dwellings, often labelled. Simple sentences accompany the pictures, and the text is large and bold. Homes from countries all over the world are depicted with many useful definitions found in the glossary at the back of the book. This series would not only be invaluable for the HSIE Stage 1 Unit: *The need for shelter*, but would also be very useful for older students who may need descriptions or examples of various types of houses around the world. J. Eade



**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
 \$22.95 each

*Reviewed titles in this series:*

|                                      |              |
|--------------------------------------|--------------|
| <b>Cave and underground homes</b>    | SCIS 1302581 |
| <b>City and country homes</b>        | SCIS 1302580 |
| <b>Mud, grass and ice homes</b>      | SCIS 1302584 |
| <b>Palaces, mansions and castles</b> | SCIS 1302578 |
| <b>Portable homes</b>                | SCIS 1302585 |
| <b>River and sea homes</b>           | SCIS 1302587 |

### **Making smart decisions**

Harvard Business School Press, USA, 2006 (The results-driven manager)  
 ISBN 1422101827 [658.4]

Articles from 10 authoritative contributors give advice on the decision making process, tactics for effective action, and obstacles that impede change. The introduction gives a clear overview of issues affecting decision making, plus a synopsis of the articles following, and aims to provide *a concise accessible format to save managers valuable time*. Chapters are succinct and use examples of business ventures and scenarios that seem realistic to illustrate the points being made. Information could be revisited and is presented in clear prose format with few tables, diagrams or summaries. Although essentially a book for managers, teachers of Business Studies may find the book useful to illustrate how skills in managing change are considered so vital in the real world of business. P. Sheppard

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Business Studies Stage 6  
 Paper \$24.95 SCIS 1291735

FOGG, Marnie

### **Print in fashion: design and development in fashion textiles**

Batsford, UK, 2006  
 ISBN 0713490128 [746.6]

Filled with beautiful photographs illustrating different approaches to the use of prints, this excellent reference book will inspire students. In particular, students of Textiles and Design will find this resource useful for their Major textile project. The book covers all aspects of the design process, examining sources of inspiration, preferred methods of working and studio practices. It considers the role of technology and its impact on creativity and diversity of design. The first chapter provides an excellent introduction to the development of prints and addresses different methods of printing used by the textile industry. Chapters focus on a theme and these include graphics, graffiti, folklore, nature, abstract and vintage designs. Interviews and information from renowned fashion designers feature throughout. K. Lissa



**USER LEVEL:** Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Textiles & Design Stage 6  
 Paper \$49.95 SCIS 1298492

FAITHFULL, Denise

### **Adaptations: a guide to adapting literature to film**

Currency Press, NSW, 2007  
 ISBN 9780868197920 [791.436]

Whilst the text initially appears to be for filmmakers wishing to create their first screen adaptation, this is a valuable text for teachers of English and film as well. It provides insight into film adaptations and explores the principles of filmmaking and elements of narrative, such as character development. Other interesting inclusions are a brief history of Australian film, discussion of film versus theatre, and hints about writing and the language of screenplay. Teachers of film will gain confidence from the extra background information this text imparts, particularly as the extensive range of examples are well known Australian films. English *Extension* students will also find this text accessible and informative. J. Webber

**USER LEVEL:** Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English Stage 6: *Extension 1; Extension 2*  
 Paper \$32.95 SCIS 1306200

REYNOLDS, Molly & NEHME, Tanya & De HEER, Rolf

### **The Balanda and the bark canoes: a documentary about making Ten canoes**

[videorecording]  
 Film Australia, 2006  
 ISBN none [791.4372]

More than the usual making of a documentary, this study of the cultural and physical setting of the groundbreaking film, *Ten canoes*, demonstrates the impact of a critical event in a semi-traditional Central Arnhem Land community. The community is represented as losing much of its traditional way of life, and with that, much



culture and confidence. Despite two years of preparation and negotiation, when production began the film could not proceed without community commitment. As crises arose, De Heer found that success depends more on getting relationships right than on the technology and processes. At the end, a great film has been made and some community members have regained cultural understandings, confidence and pride in their extraordinary achievement. A useful study guide accompanies this uplifting documentary, suggesting processes for analysis and issues to explore. G. Spindler

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA; English; HSIE; Languages  
**SYLLABUS:** Aboriginal Languages K-10; Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; History 7-10; Photographic & Digital Media 7-10  
 \$77.00 SCIS 1301633

HONEYBOURNE, John

### Acquiring skill in sport: an introduction

Taylor & Francis, UK, 2006 (Student sport studies)  
 ISBN 0415349362 [796.07]

A solid introduction to the science of human movement, this appealing book is strong on learning theory, the teaching of sport skills and abilities, and the recognition of different learning styles. Much of the content is more than adequate for the PDHPE Stage 6 Core: *Factors affecting performance*. The key concepts and terminology used to describe the characteristics of learners and the learning environment are a suitable alternative to the mainstream texts used in most schools. Especially important for teachers are the extra examples for syllabus dissemination, and the simple, straightforward manner of presentation. R. Cox

**USER LEVEL:** Stage 6 Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE Stage 6; Physical Activity & Sports Studies 7-10  
 Paper \$59.00 SCIS 1293594

CONRAD, Peter

### Cassell's history of English literature

Weidenfeld & Nicolson, UK, 2006  
 ISBN 0304368210 [820.9]

Every library and English faculty bookshelf will be richer with this compact and academic history of literature, spanning works from *Beowulf* (in Anglo-Saxon) to *Beowulf* (Seamus Heaney) in a delightful structural conceit. All the regulars are accounted for in lively and witty critical style, but the real value of this edition is the discussion of the most recent literary works. Each chapter examines a pervading spirit of the period, a genre such as Gothic follies or a specific literary form, *Inventing the novel*. The dense text is fully supported by references to key authors. The journey is completed with a challenging exploration of the future of literature. Students will find this a useful research tool for the context, form and genre of their electives or major works. H. Cobban



**USER LEVEL:** Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English Stage 6: *Advanced; Extension 1; Extension 2*  
 Paper \$49.95 SCIS 1295804

McSKIMMING, Geoffrey & CHATTERTON, Martin

### Ogre in a toga and other perverse verses

Scholastic Australia, NSW, 2006  
 ISBN 9781865049687 [A821]

What rhymes with eyebrow or with mirror? How many rhymes can you find for alligator, and include them in one poem? Here are at least 25 of the latter, and at least one each of the former, in a collection of rhymes, verses and limericks from an inveterate punster and prolific author. Lively and, just occasionally, ridiculous line drawings enrich and extend the verses. With 42 poems, ranging in length from four lines to extended narratives, this collection revels in word play, puns, rhyme and rhythm. The attractive design and binding add to the book's aesthetic appeal. W. Smith

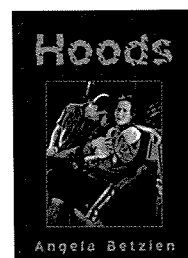
**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K-6  
 \$16.99 SCIS 1304044

BETZIEN, Angela

### Hoods

Currency Press, NSW, 2007 (Currency teenage series)  
 ISBN 9780868198002 [A822]

Here is another gutsy script with confronting issues and a challenging dramatic structure from the playwright of *Children of the black skirt*. In this contemporary transformation of the Hansel and Gretel fairytale, Betzien develops the characters of two unnamed teenage hoods, who tell the stories of a number of different characters, while shifting voices and time frames in the style of a computer game. Most compelling are brother and sister, Kyle and Jessie, who are minding their baby brother and waiting in a car for their mother, a victim of domestic violence. Night's darkness symbolises the tone of the play, although there is a glimmer of light, a possibility of redemption in the final moments. Students of Drama, and *Extension 2* English script writers, will be enthralled by the tightness of the script and the blending of genres. H. Cobban



**USER LEVEL:** Stage 5 Stage 6  
**KLA:** CA; English  
**SYLLABUS:** Drama 7-10; Drama Stage 6; English 7-10; English Stage 6: *Advanced; Standard; Extension 2*  
 Paper \$15.95 SCIS 1306208

MURRAY, Sue

### Mirror, mirror

Macmillan Education Australia, 2006 (Macmillan drama studio)  
 ISBN 9781420204575 [A822.3]

Set within the context of a circus, where magic, illusion and trickery abound, the colourful characters create a bizarre framework for a play focussing on eating disorders. Such problems are often fuelled by self delusion. The smoke and mirrors nature of some circus acts reflect these delusions. This playwright sensitively weaves her focus of exploring self identity throughout the zany drama. The careful research and a strong empathy with those who suffer from eating disorders have culmi-



nated in a vibrant theatrical script that conveys its disturbing theme without being dogmatic. A large cast of outlandish characters combines with quite subtle treatment of a serious theme to present an excellent piece for performance and drama studies. C. Sly

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** CA  
**SYLLABUS:** Drama 7-10; Drama Stage 6  
 Paper \$14.95 SCIS 1274999

WEBB, Ken

### Extension history: the historians

History Teachers' Association of NSW, 2006  
 ISBN 0858540355 [907]

Ranging from Herodotus to Henry Reynolds, by way of other noted historians, the processes of history and the various isms, this text provides a very accessible handbook for students and teachers of the HSC History *Extension* course. Predictably starting with a discussion on the definition of history, the text is then organised into chapters which examine the life and times of the historians and associated groups, the historian's works and interpretation of history, including an explanation of how this interpretation developed. The resource provides content and advice to support students in their wide reading, discussion and research during the course. This is a very useful guide for all students of historiography. E. Searle

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** HSC History Stage 6: *Extension*  
 Paper \$25.00 SCIS 1265676

TRUMBAUER, Lisa

### Lost!

Raintree, UK, 2007 (Raintree fusion)  
 ISBN 9781406204797 [912.014]

An imaginary journey from the Eiffel Tower to the Calais lighthouse is the strategy used by this attractively designed book to explain and demonstrate basic geography concepts of map and compass use, finding directions and estimating distances. Well designed double page spreads, with carefully selected and easily read photographs, diagrams and maps, show each stage of the journey. Practical activities are used to demonstrate key concepts. The book may have use in the Stage 2 Connected Outcomes Group (COGs) (A): *Local places* and the Stage 3 Connected Outcomes Group (COGs) (H): *Symbol systems*, although environments, landscapes and some activities have a strong European focus. W. Smith

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
 \$29.95 SCIS 1302600

KARTINYERI, Doreen

### A Ngarrindjeri nation: genealogies of Ngarrindjeri families

Wakefield, SA, 2006  
 ISBN 9781862547254 [929.2]

The significance and lasting ties of kinship in Australian Indigenous cultures is behind this book which consists largely of the family trees since European occupation of some 60 families connected

with the Raukkan Mission near the Murray River mouth. The goal of the author, a Ngarrindjeri woman and leading genealogist, was to give the Ngarrindjeri people an understanding of their ancestry and provide a basis for further research. Important as a record and a research tool, the general reader will be attracted by the vivid photographs illustrating families and mission life. Unfortunately there is little information on the historic context of Raukkan, most contextual knowledge being assumed. While not a social history of individuals or families, the family trees do include that of David Unaipon, who is depicted on the \$50 note. G. Spindler

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** History 7-10; Aboriginal Studies 7-10; Aboriginal Studies Stage 6  
 \$34.95 SCIS 1304475

MACINNIS, Peter

### Kokoda Track: 101 days

Black Dog, Vic, 2007 (The drum)  
 ISBN 9781876372965 [940.541294]

Written for younger readers, this readable and passionate account of the Kokoda campaign focuses on the critical days of July to November 1942. Although not written by a veteran, it is a strongly personal presentation with views about the campaign, praising the courage and tenacity of the fighting men and disparaging the senior command of Generals Blamey and MacArthur in particular. It is an orderly account, constantly interspersed with information boxes, short biographies, illustrations and maps, and creative *Imagine*.... sections, along with index, timelines and glossary. While issues of terrain, logistics, tactics and consequences, and the extraordinary and undervalued achievements of the militia and AIF troops are covered, it may have benefited from a little more objective detail. Nevertheless, it is an excellent and engaging book for its audience who hopefully will be encouraged to do further reading. G. Spindler

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History 7-10  
 Paper \$16.95 SCIS 1303045

### Destination detectives/Raintree freestyle [series]

Raintree, UK, 2006

In trying to do something a little differently, these books successfully use an adventure travelogue style, short paragraphs and the direct form of address to give students information. Basic maps give the reader a geographical context. Photographs are plentiful and documentary rather than artistic in their approach to people, events and places, and are often accompanied by insertions of incidental facts. Additional vocabulary is defined at the bottom of relevant pages and in a glossary, but there is no pronunciation guide. There is a large amount of interesting information in the books, as the extensive index highlights, along with that provided through timelines and fact boxes. Headings are similar but not identical. Each book enthusiastically summarises the country's history, culture, and geography, with a concentration on the daily lives of the population. C. Thomas

**USER LEVEL:** Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
 \$37.50 each

*Reviewed titles in this series:*

**China** SCIS 1302566  
**Vietnam** SCIS 1302569

PILKINGTON, Doris

**Home to mother** [sound recording]Louis Braille Audio, Vic, 2006 (75min) (Out loud!)  
ISBN 1921104716 [994.104]

This audio book tells the children's version of *Rabbit proof fence*. Molly, Gracie and Daisy are three young Aboriginal girls who escape their detention centre and overcome cold, hunger and constant danger as they are propelled forward by their need to be with their own people. The voicing is rich, warm and soothing and will certainly engage a young audience as it conveys the universal message of children's need for acceptance and belonging. The correct pronunciation of Aboriginal words adds authenticity, and this high quality resource could be useful during NAIDOC Week.

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6  
\$24.95 SCIS 1304170

FRENCH, Jackie &amp; SHEEHAN, Peter

**Rotters and squatters, 1820-1850**Scholastic, NSW, 2007 (Fair dinkum histories)  
ISBN 9781865049304 [994.02]

Jackie French has once again taken what can be a dry subject and spiced it up for the young reader to enjoy reading and to experience success in learning. Australian history is enhanced using the author's engaging style, with historical facts intermingled with poignant observations and witty black and white cartoons and illustrations. Each of the colonies has a chapter, along with some general information about Australia as a whole. Serious and sometimes little known incidents are mentioned, including the Noongar Resistance in Western Australia. Studies of Australian history in the Stage 2 Connected Outcomes Group (COGs) (G): *Our fleeting past* and the Stage 3 Connected Outcomes Group (COGs) (G): *Traditions and heritage*, would be enhanced by the use of this intriguing text. R. Parnis

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
Paper \$14.99 SCIS 1303314

FLYNN, Rachel

**My Canberra project, by Gregory Murdoch**Black Dog, Vic, 2007  
ISBN 9781921167393 [994.7]

Informative and eye-catching, this creative patchwork compilation of Canberra's heritage landmarks will engage primary students preparing for a tour of our capital city. Featuring all major places of interest this resource includes a map of Canberra, and information about Parliament House, the War Memorial, the Australian Institute of Sport, and the National Gallery of Australia. There is a useful timeline of important dates. Appearing as a student project, each page features informative text boxes, quirky and doctored photographs, student scribbles and sketches and captions from the student's point of view. D. Johnston

**USER LEVEL:** Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
Paper \$16.95 SCIS 1305497

**Who reviews?**

Reviewers for *Scan* and the *DET* website are selected from teachers and teacher-librarians across the state.

Colleen Barlow, Wyong HS  
Aveen Beedles, Flinders PS  
Michele Busch, Review Coordinator  
Lynda Buttsworth, Jamison HS  
Mark Caddey, Sustainable Schools Coordinator  
Gayle Cale, teacher-librarian  
Nell Chaffey, Tamworth PS  
Heather Cobban, Fort Street HS  
Robert Cox, Morisset HS  
Donna Croker, Old Bar PS  
Frances Crum, teacher-librarian  
Meg Davis, Literacy Consultant  
Lee Doyle, Matthew Pearce PS  
Jan Eade, Lane Cove West PS  
Helen Evans, Literacy Consultant  
Nicole French, Cranebrook HS  
Amanda Frost, The Hills Sports HS  
Heather Gardiner, Kanahooka HS  
Maree Gary, Holroyd HS  
Daniela Giorgi, NSW Parliament  
Jan Hancock, Penshurst PS  
Jackie Hawkes, St Clair HS  
Ruth Higginbottom, Tomaree PS  
Susan Hinton, Elebana PS  
Di Johnston, Cambridge Park PS  
Cath Keane, Editor *Scan*  
Rachael Kirsten, teacher  
Cheryl Koop, Literacy Consultant  
Karen Lissa, Mt Annan HS  
Brendan Maher, Peak Hill CS  
Ian Mavin, Jamison HS  
Karen McCorkell, Lethbridge Park PS  
Ian McLean, Penrith PS  
Fiona Moore, Beaumont Hills PS  
Adam Parnis, teacher  
Rhonda Parnis, Sherwood Grange PS  
Andrew Playford, Erina HS  
Frances Plummer, AGQTP  
Elaine Searle, Northern Beaches Secondary College, Freshwater Campus  
Pauline Sheppard, HSIE Consultant  
Cathy Sly, Barrenjoey HS  
Birgit Smith, Mudjee HS  
Wendy Smith, Tamworth PS  
Alison Soutter, Student Services and Equity  
Graham Spindler, NSW Parliament  
Susan Taylor, Lindfield PS  
Carol Thomas, School Libraries and Information Literacy  
Jodie Webber, Gosford HS  
Merryn Whitfield, Bald Face PS

**Articles – Authors**

**C**  
CILONA, Ric 28  
**D**  
DAVIDSON, Victor 12  
DOWLING, Anne 45  
**E**  
EGGINS, Suzanne 4

EVANS, Deborah 40  
**F**  
FOLEY, Colleen 21  
**G**  
GORE, John 36

**H**  
HAY, Lyn 21  
**L**  
LOCKWOOD, Anne 15  
**P**  
PETERS, Claire 42

**S**  
SAWLE, Glen 34  
**T**  
TODD, Ross 20  
**W**  
WALL, June 15  
WEBB, Helen 8

**Articles – Titles**

**C**  
Cultural Understanding Board  
Endorsed Course 36  
**D**  
Developing integrated literacy: the  
unique contribution of *The School  
Magazine* 4  
**F**  
From grace space to power place:  
Library 2.0 in action 12

**I**  
Implementing *HSC: all my own work*.  
Is it a lot of work? 15

**M**  
Macquarie ICT Innovations Centre:  
professional learning to enhance  
teaching and learning, The 40

**P**  
Paragraph power 42  
Podcasting: teaching tool or  
distraction 34

**R**  
Reporting to parents: what role can  
teacher-librarians play? 28  
*Research columns three, 2007:*  
Charting a future for school  
libraries 20

**S**  
Shaping our profession: teacher-  
librarianship into the future 21

**T**  
There is more to reading stories to  
students than meets the eye: a  
strategic approach to reading to  
students in order to support  
literacy development 8

**W**  
What's new in SCIS? 45

**Internet sites – Titles**

**A**  
Aged & Community Services Australia  
49  
ARTAges: art through the ages 56  
ASEE Engineering K12 Center: where  
to go for K-12 engineering  
education 53  
Australia Day: celebrate what's great  
49

**B**  
BabyCentre Australia 55  
Baha'i Faith: the official website of  
the Baha'is of the United States,  
The 48  
Between the lions: get wild about  
reading 64  
Bird flu: the pandemic clock is ticking  
51

**C**  
Chasing Crusoe 58  
Classrooms 49  
CLIMATE Schools 52  
Collection guide to dance, at the State  
Library of New South Wales 57  
Cultural spotlight 59  
CyberQuoll: Internet safety education  
for primary schools 46

**O**  
Discover: Te kohinga taonga 56  
Dole 5 a day: nutrition education for  
kids, teachers and parents 52  
Dollars and sense: making sense of  
your money 48

**E**  
Eastgate 47

Education activities for students:  
Australian War Memorial 60

**F**  
Fitness files, The 53  
Five senses 51  
Food 55  
Fuel Cell Institute of Australia Pty  
Limited 53

**G**  
GettyImages 57  
Guardian Unlimited: children: once  
upon a time 57

**H**  
HarperCollins children's 63  
healthy fridge, The 53  
Hydromechanics 54

**I**  
Impressionism 56  
Internet archive 59  
Into the wardrobe: the C. S. Lewis  
web site 63

**J**  
J-Learning: your how to site for  
community journalism 47  
Jacket magazine homepage 62  
Just a little bit: practical nutrition  
education resource 52

**K**  
KidsHealth: for kids 52  
Kimono, kimono fabric & Japanese  
clothing 49

**L**  
Learn about volcanoes 50  
Legends online: Jerry N. Uelsmann 57  
Libby Hathorn: let's play 58

Library 59  
Lunar eclipses for beginners 50

**M**  
M. C. Escher: the official website 57  
Mark Twain in his times 58  
MCA: Museum of Contemporary Art 56  
My wonderful world 58

**N**  
National Hydrogen Institute of  
Australia 48  
NEEDS: a digital library for engineer-  
ing education 53  
nervous system, The 51  
Netty's world 47  
new misrule blog, The 59  
NSW DET Copyright Unit 60

**O**  
Organic chemistry help! 50  
OZ fossils 51

**P**  
Parenting SA 55  
PetNet: promoting socially responsible  
pet ownership 54  
Planet ocean 51  
Puffin at Penguin Books Australia.  
Teachers' section 63  
Puppy days story builder 57

**Q**  
Quest Atlantis 48

**R**  
Rhythmic movement for toddlers and  
preschoolers 59

**S**  
Science news for kids 50  
science of cooking, The 54

Shakespeare: a magazine for teachers  
and enthusiasts 62  
Shakespeare: subject to change 58  
Smartkiddies mathematics 64  
Smithsonian National Zoological Park  
51

Space-age living: building the  
International Space Station 54  
StarChild: a learning center for young  
astronomers 50  
Starfall: where children have fun  
learning to read 49  
Surfswell Island: adventures in  
Internet safety 47  
Swim and survive 49

**T**  
TeensHealth 52  
Tux paint: open source drawing  
software for children 56

**V**  
Vatican Museums 55

**W**  
WaterCare: it's in your hands 48  
Web monkey for kids: the fun way to  
build web sites 47  
Weeds, the real alien invaders 54  
Weightloss.com.au: everything weight  
loss so you can lose weight for  
life! 61

What is a satellite?: satellite technol-  
ogy for young people 54  
World Lecture Hall 61  
world's healthiest foods: whfoods.org,  
The 55

GRISWOLD, Jerry 62

**H**  
HARRIS, Caroline 80  
HARRIS, Nicholas 81  
HARTLEY-BREWER, Elizabeth 62  
HARVEY, Roland 71  
HAYDON, Julie 63

FLYNN, Rachel 86  
FOGG, Marnie 83  
FREDERICK, Heather Vogel 70  
FRENCH, Jackie 86  
FRENCH, Simon 66  
**G**  
GALLAGHER, Debbie 83  
GELDERMALSEN, Marguerite van 76  
GIBB, Tanya 64  
GLATSHTAYN, Yankev 73  
GRAHAM, Wendy 77  
GRANTFORD, Jacqui 67

**J**  
JACQUES, Brian 74



## indexes

JAKAB, Cheryl 80  
 JESSE, L.M. 70  
 JINKS, Catherine 74  
 JONES, Gareth 71

**K**  
 KARTINYERI, Doreen 85  
 KELLEHER, Victor 71  
 KENNEDY, Jim 71  
 KING, Darren 71  
 KING, Stephen Michael 68, 72  
 KROLL, Virginia 67

**L**  
 LANAGAN, Margo 74  
 LESTER, Alison 71  
 LEWIS, Richard 74  
 LI, Xiaojun 67  
 LIMB, Sue 71  
 LUM, Bernice 71

**M**  
 MACINNIS, Peter 85  
 MACPHAIL, Catherine 74  
 MARENT, Thomas 81  
 MARIN, Gabiann 67  
 MARRIOTT, Janice 75

### Resources – Titles

**A**  
 Acquiring skill in sport: an introduction 84  
 Adaptations: a guide to adapting literature to film 83  
 AI Dentay and the incredible spaghetti machine 69  
 All cats have Asperger syndrome 82  
 Alone on a wide wide sea 75  
 Amazing facts about Australian dinosaurs 80  
 Atlas of endangered species 81  
 Australia Focus [series] 76  
 Australia's animals and plants in danger [series] 81

**B**  
 Balanda and the bark canoes: a documentary about making Ten canoes [videorecording], The 83  
 Bashful Bob and Doleful Dorinda 65  
 Becoming a high performance mentor: a guide to reflection and action 61  
 Being Bee 69  
 Bible: the true story of a baby orphan elephant 82  
 Billy 65  
 Blind trek 71  
 Blogs, wikis, podcasts, and other powerful web tools for classrooms 61  
 boy, a bubble and a whole lot of trouble, A 70  
 Brian banana duck sunshine yellow 67

**C**  
 case of the missing cats, The 71  
 Cassell's history of English literature 84  
 Cracking the hard class: strategies for managing the harder than average class 60  
 Crime scene: the ultimate guide to forensic science 78

**D**  
 Daft bat 68  
 Destination detectives/Raintree freestyle [series] 85  
 Diego, run! 73

**E**  
 Earth's cycles [series], 80  
 Elysium 74  
 Emil and Karl 73

MARTLAND, J. 65  
 MAYO, Margaret 67  
 McCORMICK, Patricia 75  
 McDONALD, Meme 75  
 McKIMMIE, Christopher 67  
 McSKIMMING, Geoffrey 84  
 MELLOR, Elizabeth 72  
 MILES, Chris 77  
 MILLARD, Glenda 72  
 MONKS, Lydia 68  
 MORGAN, Sally 81  
 MORPURGO, Michael 75  
 MURRAY, Sue 84

**N**  
 NEHME, Tanya 83  
 NICHOLSON, John 79

**O**  
 OLIVER, Narelle 67  
 ORAM, Hiawyn 68  
 ORMEROD, Jan 68

**P**  
 PARR, Todd 77  
 PEARSON, Jane 81  
 PELUSEY, Jane 80

English alive. Teacher resource book. Phase 3 64  
 Extension history: the historians 85

**F**  
 family book, The 77  
 Feeling like a kid: childhood and children's literature 62  
 Finding out about [series] 82  
 Fiona the pig's big day 66  
 Fire! Fire! 76  
 First 1000 words 63  
 For your paws only 70  
 Foundling 73  
 Freaks ahoy! 70

**G**  
 God created the integers: the mathematical breakthroughs that changed history 61  
 Going bush 79  
 Government in Australia [series] 77  
 Grand final fever [sound recording] 72  
 great chocolate cake bake-off, The 72

**H**  
 Head over heels 78  
 headless teacher, The 69  
 Here bygneth Chaucer's Canterbury tales 68  
 Home 67  
 Home to mother [sound recording] 86  
 Homes around the world 83  
 Hoods 84

**I**  
 I am reading [series] 64  
 If I had a dragon 66  
 Indonesia: land, life and culture [series] 82  
 Introduction to project management: one small step for the project manager 62  
 invention of Hugo Cabret: a novel in words and pictures, The 75

**J**  
 Jacoby's game 75  
 Jimmy Coates: target 73

**K**  
 Killing Sea, The 74  
 Kokoda Track: 101 days 85

**L**  
 last tree, The 69  
 Layla, queen of hearts 72

PELUSEY, Michael 80  
 PETRICIC, Dusan 65  
 PILKINGTON, Doris 86  
 PLATT, Richard 78  
 PRINCE, Alison 75  
 PRYOR, Kimberley Jane 81  
 PURKEY, William Watson 60  
 PYERS, Greg. 82

**R**  
 RAWLINS, Donna 66  
 REYNOLDS, Molly 83  
 RICHARDSON, Will 61  
 ROGERS, Bill 60  
 ROSS, Tony 68  
 ROWLEY, James B. 61

**S**  
 SEARLE, Ken 79  
 SELZNICK, Brian 75  
 SERTORI, Trisha 82  
 SHEEHAN, Peter 86  
 SPILLMAN, Ken 76  
 STAFFORD, A.K. 65  
 STANGER, G. 65  
 STIGLITZ, Joseph E. 78

Learn fire safety with Jamie 66  
 Like father, like son?: 12 stories about boys and their dads 72  
 Little big mouth 68  
 Little princesses [series] 70  
 Lost! 85  
 Love is a UFO: Oscar Updike's incredibly intelligent observations on life, death and other freaky phenomena 76  
 Love like water 75  
 Lucy's cat and the rainbow birds 66

**M**  
 Making globalization work 78  
 Making smart decisions 83  
 Married to a Bedouin [sound recording] 76  
 Midnight ghost 69  
 Mirror, mirror 84  
 Money matters for kids [series] 77  
 Mouse noses on toast 71  
 My Canberra project, by Gregory Murdoch 86

**N**  
 Ned Kelly's Jerilderie letter 78  
 Ngarrindjeri nation: genealogies of Ngarrindjeri families, A 85

**O**  
 Ocean life dictionary: an A to Z of ocean life 82  
 Ogre in a toga and other perverse verses 84  
 One whole and perfect day 73  
 Oscar's way 72

**P**  
 patch, The 66  
 Piglet and papa 68  
 Praising boys well: 100 tips for parents and teachers 62  
 Print in fashion: design and development in fashion textiles 83

**R**  
 Rainforest 81  
 Rainforest 81  
 Red spikes 74  
 Remote control 74  
 Ribbajack & other curious yarns, The 74  
 Roar! 67  
 Rotters and squatters, 1820-1850 86

**T**  
 TANNER, Jane 66  
 THORNE, Tony 61  
 TRAFFORD, Caren 78  
 TRUMBauer, Lisa 85  
 TWIST, Clint 82

**U**  
 UNDERWOOD, Deborah 79

**V**  
 VANE, Mitch 66

**W**  
 WAGNER, Michael 72  
 WAGNER, Michael 72  
 WARBURTON, Sarah 68  
 WEBB, Ken 85  
 WERRY, Philippa 72  
 WHEATLEY, Nadia 79  
 WILD, Margaret 68  
 WILLIAMS, Marcia 68  
 WILLIS, Jeanne 68  
 WILLIS, Jeanne 68  
 WILSHER, David 78  
 WILSON, Mark 69  
 WRIGHT, R. J. 65

Ruby Rogers yeah, whatever... 71  
 Rumblewick letters: my unwilling witch, The 68

**S**  
 seasons [series], The 80  
 Sebastian Darke, prince of fools 70  
 Selvakumar knew better 67  
 shadow brumby, The 71  
 Shoot the puppy: a survival guide to the curious jargon of modern life 61  
 Shouldn't our grandchildren know?: an environmental life story 60  
 Sold 75  
 Songlines and stone axes 79  
 Spelling rules! Teacher resource book ages 5-8 64  
 Springboard 4 [series] 80  
 Sustainable development workbook for middle years of schooling 78

**T**  
 taste of lightning, The 73  
 Teaching class clowns: and what they can teach us 60  
 Teaching number: advancing children's skills and strategies 65  
 Thor's tale: endurance and adventure in the Southern Ocean 75  
 Tim & Tig 71  
 Tough ol' teddy 65  
 true person, A 67

**U**  
 Undys: let the games begin, The 72

**W**  
 Water witcher 68  
 Weather 80  
 Weather or not: it's a climate for change 78  
 What will you be? 66  
 Where are your manners? 79  
 Who did what when? [series] 76  
 Who's on the money? 77  
 Wonders of the sea [series] 81  
 Worse than boys 74

**Y**  
 Yeh-Hsien 79  
 You must be joking 65

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