

In this issue

connected learning

blogs and *Quality Teaching*

*School Libraries Leading Learning* conference

dynamics of collaboration

ICT inspiring writing

teacher librarians supporting technology learning

# New from ABC Children's Books

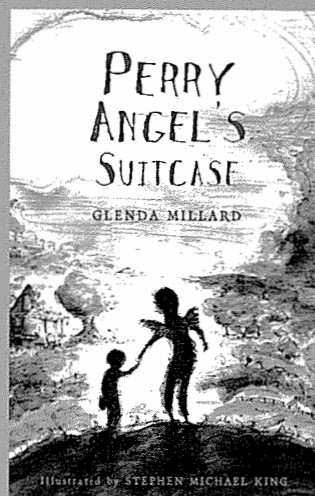
## FICTION

### Perry Angel's Suitcase

By Glenda Millard  
Illustrations by Stephen Michael King

The third instalment in the multi award-winning *Kingdom of Silk* series. Perry Angel arrives at the Kingdom of Silk one day on the 10.30 express, carrying only a small and shabby suitcase embossed with five golden letters. What do those letters mean? And why won't Perry let go of his case? A gentle and moving story about finding your place in the world.

RRP \$14.95 - ISBN 9780733322556

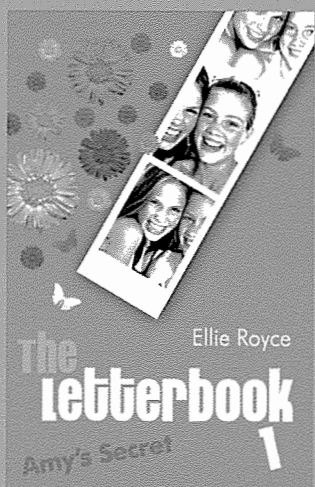


### The Letterbook 1: Amy's Secret

By Ellie Royce

Jess and Amy think it'll be fun to start a letterbook together. And it is. They gossip about everything from boys to crappy teachers and the latest clothes. But things quickly turn serious when Amy reveals a dark secret. Fans of Cath Cassidy will love this new series.

RRP \$14.95 - ISBN 9780733322020

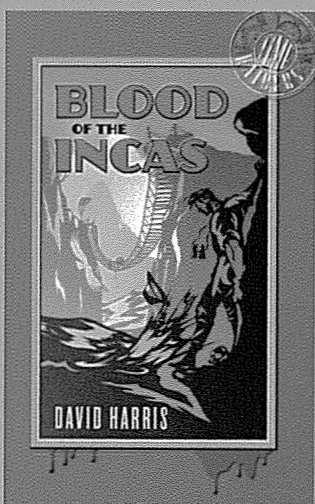


### Time Raiders: Blood of the Incas

By David Harris

Fearless historian and adventurer Hiram Bingham risks all as he battles storms, fire, Condors, cannibals and treacherous cliffs on his quest to find the lost city of Machu Picchu. A gripping new historical adventure series in the spirit of INDIANA JONES. Who says history is boring?

RRP \$14.95 - ISBN 9780733320972



## NON-FICTION

### True Green Kids

By Kim McKay & Jenny Bonnin

The third in the popular *True Green* series. A great book that shows kids how to become a green change agent at school, at home and in the community with 100 practical tips, easy-to-follow web references and entertaining activities.

RRP \$22.95 - ISBN 9780733322860



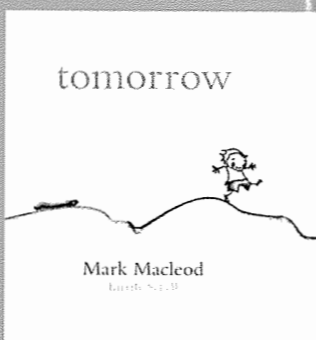
## PICTURE BOOKS

### Tomorrow

By Mark Macleod  
Illustrations by Kirrily Schell

Chase and jump and dream and splash through puddles. You've got so many things to do tomorrow, if you can just find the time. Better start today! Whimsical...beautiful...touching... a book to be cherished forever!

RRP \$16.95 - ISBN 9780733320743



### We Belong Together

By Todd Parr

Another brilliant book from Todd Parr, illustrated with his usual spectacular colour and smiling stick figures. *We Belong Together* looks at the sensitive subject of adoption and families in Todd Parr's unique way.

RRP \$14.95 - ISBN 9780733323119



Published by ABC Books, distributed by Allen & Unwin. Available from ABC Shops, ABC Centres, all good bookshops and online at [www.abcshop.com.au](http://www.abcshop.com.au)



Editor: Cath Keane  
Acting Review Coordinator: Carol Thomas  
Guest Editors: Rhonda Parnis; Cathy Sly  
Graphic Designer: BIAGDESIGN  
Subscription enquiries:  
Scan  
Fax: (02) 9886 7413  
Web: <[www.curriculumsupport.education.nsw.gov.au/schoollibraries](http://www.curriculumsupport.education.nsw.gov.au/schoollibraries)>

Published by the Curriculum K-12 Directorate, *Scan* is a refereed journal that focuses on the interaction between information and effective student learning. *Scan's* articles and reviews explore the use of curriculum resources within the learning environment. *Scan* is issued four times per year and is available on subscription from The Subscription Clerk, *Scan*, Private Bag 3, Ryde, NSW 2112, Australia. Fax: (02) 9886 7413.

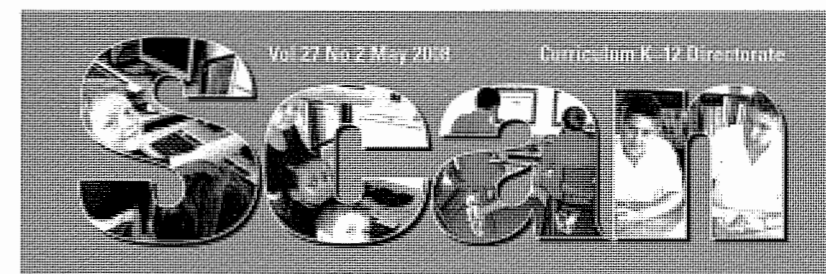
©2008 Curriculum K-12 Directorate, NSW Department of Education and Training.

ISSN 07264127, SCIS 752744.

Views expressed in *Scan* are not necessarily those of the Editor or the NSW Department of Education and Training. All covers are reproduced with permission of the relevant publishers. *Scan* accepts paid advertisements and publication of such does not imply endorsement by the NSW Government, DET or *Scan*. Contributions and correspondence are welcomed and should be addressed to: The Editor, *Scan*, Private Bag 3, Ryde, NSW 2112, Australia. Phone: (02) 9886 7501, Fax: (02) 9886 7413, Email: <[editor.scan@det.nsw.edu.au](mailto:editor.scan@det.nsw.edu.au)>

RESTRICTED WAIVER OF COPYRIGHT  
The printed material in *Scan* is subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the material contained in the publication for use within a school, subject to the conditions below:  
1. All copies of the printed material shall be made without alteration or abridgment and must retain acknowledgment of the copyright.  
2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.  
3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

*Scan* accepts advertising. For further information, contact The Editor on (02) 9886 7501



From the Editor 2  
Currents 3

Teaching and Learning  
Happily blogging @ Belmore South - Kim Pericles 4  
Using ICT to inspire hesitant writers in Stages 3 and 4 - Lizzie Chase 7  
School Libraries Leading Learning conference: a joint ASLA (NSW) Inc. and School Libraries and Information Literacy initiative - Colleen Foley 12  
How can teacher librarians support technology learning? - Harry Vassila, Julie King & Lyndall Foster 15

Research Columns  
Research columns two, 2008: The dynamics of classroom teacher and teacher librarian instructional collaborations - Dr Ross J. Todd 19

Curriculum Support  
The importance of Human Society and Its Environment, global education and Asia - Pauline Sheppard 29  
NSW HSC Online updates - Sue Martin 33  
The Connected Learning Awards: combining creativity and collaborative learning - Ruth Mason 35  
Connected Learning Advisory Service (CLAS) - Kelly Stephens 37

Noticeboard  
Embracing the opportunity for professional development - Di Johnston 39  
Resource, rebuild and recollect. Part 3 - Anne Longworth 41  
A new literature project for young people in western Sydney - Judith Ridge 42  
Briefly... 43  
CBCA 2008 shortlisted finalists in the Children's Book of the Year Awards 44

Resources  
Reviews of internet sites 46  
Professional reading 62  
Literacy and Numeracy resources 65  
Picture books 66  
Fiction for younger readers 72  
Fiction for older readers 78  
Information, poetry and drama 82  
Who reviews? 94  
Indexes 95

# From the Editor



Welcome to Term 2 and the second issue of **Scan** for 2008. A key theme in this issue is the integration of Web 2.0 technologies in

teaching and learning. The articles offer a variety of teaching and learning ideas, from blogging for authentic learning to using digital stories to motivate writing, as well as offering support for programming and resourcing.

**Scan** continues 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.

Annotations of articles and the database of resource reviews are available at <[www.curriculumsupport.education.nsw.gov.au/schoollibraries](http://www.curriculumsupport.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

## Happily blogging @ Belmore South

Blogs, avatars, vokis and wikis engage students in authentic learning with authentic audiences. Kim's students use their *Allstars blog*



to publish their work, share and respond to class activities and ideas, and link to classrooms in other parts of the world. This really is connected learning!

Page 4

## Using ICT to inspire hesitant writers in Stages 3 and 4

Do you have a class that avoids writing? Are you seeking strategies to support writing outcomes? Are you looking for inspiration to trial collaborative partnerships? Read Lizzie Chase's article for ideas that work.

Page 7

## School Libraries Leading Learning conference: a joint ASLA (NSW) Inc. and School Libraries and Information Literacy initiative

Two days of networking, inspirational speakers, opportunities for hands-on learning, ideas for the future and some time to catch up with colleagues occurred at the recent *School Libraries Leading Learning Conference*. Do you recognise anyone in the gallery?



Page 12

## Research columns: The dynamics of classroom teacher and teacher librarian instructional collaborations

If you are thinking about your own work practices, take the time to read Ross's column. Ross describes the purpose and results of a three year research project which investigated the dynamics of 170 teacher librarian and class teacher collaborations in Ohio. Ross shares his analysis of the data in terms of the curriculum context, pedagogical approaches, and the achievement of student outcomes as a result of these collaborations. The strengths and difficulties associated with effective instructional collaborations, and the need for organisation and flexibility are discussed.

Page 19

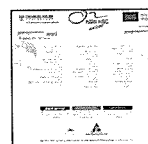
## The importance of Human Society and Its Environment, global education and Asia

Do you believe that teachers have a vital role in empowering their students to be active, well informed citizens? It sounds great, but where is the support, and where do we find the resources? Pauline Sheppard, Senior Curriculum Adviser, HSIE 7-12, believes that it is vital that teachers are supported to include studies of Asia across the curriculum, and provides a range of suggestions for resources to engage students.

Page 29

## NSW HSC Online updates

*NSW HSC Online* has had a facelift! Focusing on the more challenging aspects of the HSC courses, the site contains material which takes advantage of the interactive features provided by the internet. Check it out.



Page 33

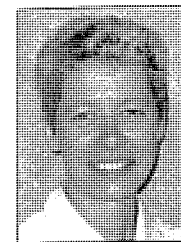
## The Connected Learning Awards: combining creativity and collaborative learning

Are you looking for relevant and meaningful technology tasks to engage your students? Ruth Mason raises our awareness of the authentic learning opportunities for students participating in the *Connected Learning Awards* experience.



Page 35

# Currents



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

<[colleen.foley@det.nsw.edu.au](mailto:colleen.foley@det.nsw.edu.au)>

The recent *School Libraries Leading Learning* conference, jointly presented by the School Libraries & Information Literacy Unit (NSW Department of Education and Training) and ASLA (NSW) Inc., was a great success and a chance to network with so many committed colleagues. The conference explored the synergies between *Quality Teaching*, literature and literacies, and the Web 2.0 world. Read more about possible implications for practice in the article in this issue.

## Hot topics

Presentations and workshops at the conference provided much challenge, inspiration and support for the ways we can envisage school libraries into the future, harnessing the available technology and building on current good practice.

In her opening address, Virginia Judge, Parliamentary Secretary representing the Minister, made reference to a recent blog discussion, where there was heated response to a facetious, news article-style post, *Pull the plug on the library*. Virginia mentioned some of the responses, linking to recurring themes such as issues of equity, the importance of just in time expert support for users, availability of a range of resources, and targeted provision of various reading experiences. While affirming the value

of the work of school libraries, our challenge is to be creative as we re-imagine school libraries and collaborative pedagogy for supporting knowledge construction in an evolving digital world. Our responses and creative planning can be supported by emerging research. In this issue, Dr Ross Todd continues to explore the nature of collaboration, and implications for teacher librarian practice.

In the Hot topics section of our *School Libraries and Information Literacy* website at <[www.curriculumsupport.education.nsw.gov.au/schoollibraries](http://www.curriculumsupport.education.nsw.gov.au/schoollibraries)> there is an interesting and stimulating report linked from a British Library press release, *Pioneering research shows 'Google generation' is a myth*. The linked report, *Information behaviour of the researcher of the future*, can help inform the kinds of connections and information literacy teaching support that is vital for our learners.

*eSchool News: Technology News for Today's K-20 Educator* at <[www.eschoolnews.com/resources/creating-the-21st-century-classroom](http://www.eschoolnews.com/resources/creating-the-21st-century-classroom)> explores *Creating the 21st-Century classroom*. While it is difficult to predict what the future will be like, this offers some interesting ideas and directions.

Ongoing support and news to inform areas of teacher librarian and school library support for connected learning are available on the Department's internet and intranet sites, including on the Centre for Learning Innovation pages and TaLE. You may be interested in the *Technology guide for parents* at <[www.schools.nsw.edu.au/news/technology/index.php](http://www.schools.nsw.edu.au/news/technology/index.php)>.

## Professional learning

School Libraries and Information Literacy Unit professional learning support for schools continues. Introductory *OASIS Library* courses are available, along with workshops focusing on programming and planning K-12 during Semester 2. Additional information is at <[www.curriculumsupport.education.nsw.gov.au/schoollibraries/proflern](http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/proflern)>. Teacher librarians can also explore workshops of interest offered by other cross curriculum and key learning area teams. Regional networks are welcome to contact <[colleen.foley@det.nsw.edu.au](mailto:colleen.foley@det.nsw.edu.au)> for additional professional learning support from the Unit at any time.

Forthcoming NSW Department conferences include the Early Years Conference, Tuesday 15 and Wednesday 16 July 2008, and a Middle Years Conference, Tuesday 7 and Wednesday 8 October 2008. For updates and information go to <[www.detconferences.nsw.edu.au](http://www.detconferences.nsw.edu.au)>.

## Other curriculum news

Recent issues of the NSW Department of Education and Training *Curriculum Support* newsletters, provide updates and resources, for example, on the *HSC English Prescriptions 2009-2012*, and the 2008 *Murder under the microscope* challenge, along with professional learning and other news across the range of key learning areas K-12.

Michele Busch has now retired as Review Coordinator. Michele's contributions to statewide support for school libraries are greatly appreciated. We wish her well. ■

# Happily blogging @ Belmore South



**Kim Pericles,**  
Assistant Principal  
at Belmore South  
Public School,  
shares her

enthusiasm and success using blogs as an engaging teaching and learning tool with her students.

My class has been blogging for just over a year, and it has made a huge difference to the way the class is organised, how I teach, how the students learn and how they demonstrate their learning. Here is a view of my Years 4, 5 and 6 classroom:

- Three boys are poring over the results of this week's English, European and Australian football games so they can rework ladders, disseminate information and answer questions on their *Everything football* blog.
- A group of students is reading through a pile of story maps on *Macbeth* constructed by the class to find the best and clearest examples to photograph and present in a *Bubbleshare* slideshow on our blog. A videorecording of the *Macbeth* performance is also on the blog (Figure 1).
- Two people are sitting quietly to one side, scripts in hand, practising reading the character stories they have written to introduce new characters in a game we are playing. When there is a quiet moment, these two will record



Figure 1 The performance of *Macbeth* can be viewed at <[allstars.edublogs.org/category/projects/page/2](http://allstars.edublogs.org/category/projects/page/2)>

their introductions, which will be uploaded to an internet application which produces animated avatars that the students have designed, combined with their own voices (Figure 2). These will be placed on our class blog.

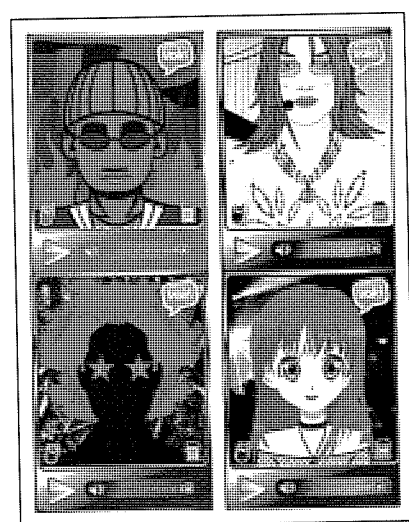


Figure 2 Students created characters using animated voks

- Another group of students is working through the hundreds of photographs we have taken over the year, putting together photographic montages of the highlights

- of their year. They will add this montage to their farewell post on their individual blogs.
- Some 'techno' students are working out how to upload the video we have taken of our class performing a Scottish dance so that we can post it on our blog. The Scottish students will then be able to see how well we understood and followed the instructions they sent from Glasgow on how to perform this dance.
- While waiting for a computer, some Year 4 students are decorating a cardboard box that has been home to Sandy, our class mascot. Sandy the otter was a present from a school in Scotland and has participated in all of our class activities over the year. The students will be designing an end of year photographic display for Sandy as well, so the students in Scotland can see exactly what Sandy got up to this year in Australia (Figure 3). The

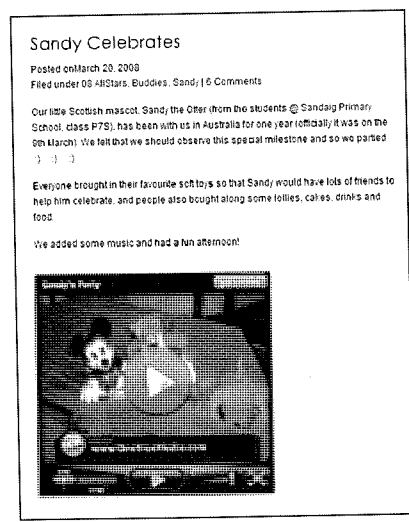


Figure 3 The students uploaded a video of Sandy's party

photographs will be posted on our class blog and Sandy's own blog too. Sandy's blog, *An otter down under!*, is available at <[sandytheotter.learnerblogs.org](http://sandytheotter.learnerblogs.org)>.

- One student works alone up the back furiously scribbling in a notebook. She wants to finish the next instalment of the book she is writing before the end of term. When she is happy with it, she will post it on her blog to get comments and feedback from her friends around the world. Some of the comments from her friends in two high schools in New Zealand will help her with clarity and expression, her primary school peers from the USA, India and Scotland will help with basic story lines and characterisation. It is a supportive but critical audience, and it makes this student work hard to get her writing just right.

### Blogging has relevance for the school curriculum

Blogging is a simple but powerful tool that is available to classrooms and teachers wishing to make the most of the connectivity that is part of our world in the 21st century. Blogging is quite simple to set up, easy to control, and fits in beautifully with all key learning areas (KLAs) in your room.

Blog is short for the word weblog, which in its simplest definition is

... an easily created, easily updateable Website that allows an author (or authors) to publish instantly to the Internet from any Internet connection ...

Richardson, (2006), p. 17

Blogs are also interactive. The most powerful part of blogging is the opportunity to comment on what you have read on a blog. This opens up conversations and communication between the author and the audience, and also demonstrates that learning does not stop at the door of the classroom. The excitement when we received our first comments on our

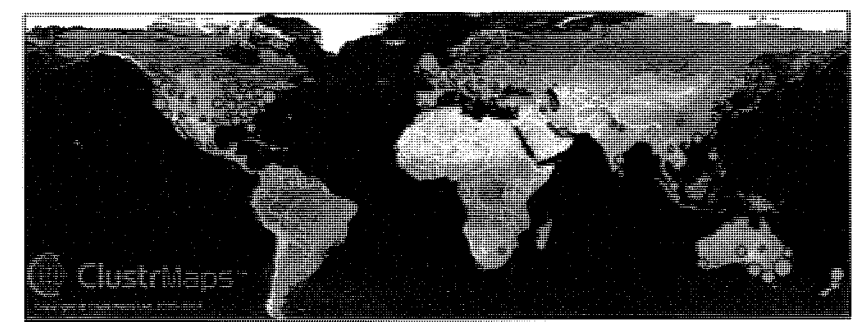


Figure 4 Visitors to the Allstars blog are automatically plotted on the freely available ClustrMap

class blog was unbelievable! We now have a little world map in the corner of our blog to see where our visitors come from. We have had over 13 000 visitors to our blog, which is very motivating (Figure 4).

### Providing purpose and audience

Blogs can take many different forms and perform different functions according to individual and personal needs. From posting assignments and class news, to parent information, to sharing of class activities, to online publishing of student work, to showcases of student art, poetry and creative projects, to places to respond to concepts and ideas dealt with in class, to journal work, to linking with other classes in other parts of the world. Blogs are an effective way to provide authentic purposes and authentic audiences for classroom activities.

Imagine sharing a science activity on your blog and receiving questions from a class across the world that needs more information to understand exactly what you did and what happened. Your class then needs to re-think, research and re-explain more clearly what they did, what happened and why, in order to answer the questions asked by peers across the world. This is authentic learning for an authentic purpose.

### Quality Teaching with blogs

A Quality learning environment is built through preliminary work with blogging. Explicit quality criteria, high

expectations and student direction can all be enhanced through discussion and negotiation with students, with a view to setting high quality guidelines for class and personal blogs.

After viewing a variety of class and individual blogs (including individual posts, comments and the general aesthetic backgrounds or themes), a negotiated set of guidelines can be formulated for the class. These can include blogging rules, topic guidelines, editing requisites, good commenting guides, positive responses, open ended question guides, and reflective openers. Displaying these negotiated lists and charts enables work of the highest quality only appearing on your blogs.

Continued reference to these criteria ensures that students know explicitly what is required. They can check and edit their own work against the criteria, which can lead to authentic student direction in their own learning. By identifying individual areas of weakness, students can work at these areas in an engaging and motivating way for a real purpose.

Students are very willing to work at a piece of writing until it is polished so that they can post it on the blog for the world to see and, perhaps, comment on. Students self edit their work, using quality criteria designed by them and their peers, so that their friends across the country, or the world, will read and respond to their ideas and thoughts.

The application of blogging to the classroom allows for greater Significance of teaching and learning.

Students are open to new technologies, and many are already using web technologies out of school to share news, to share photographs, and to make and share videos and games. Teachers can utilise their students' acceptance of new technologies to make their learning within school as relevant as their learning out of school (Figure 5).

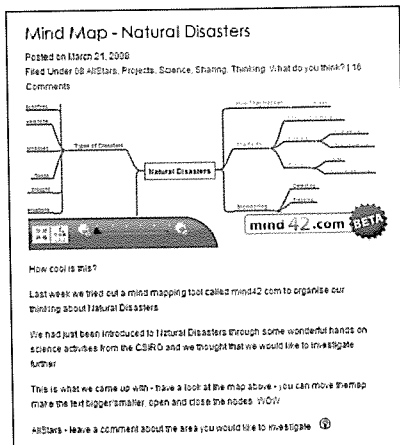


Figure 5 A mind mapping tool, mind42.com, is used to organise thinking for the study of natural disasters

Our students have the background and cultural knowledge to be unafraid of technology, of trying something new. My class will always help me to learn how to use certain applications that we need to enhance our class blog. They will prepare blogging posts at home, as part of their research at school, as a journal of their experiences in debating, or game making, or athletics. They are also able to continue their at school experiences at home because blogging makes this an easy link, especially as the students are highly motivated to share what they are doing.

### Connected learning

Blogging has become central to how my class operates. We read our class blog daily to

- look for new comments
- co-construct answers to questions and responses to comments
- check out our friends' blogs from other schools and construct comments

- ask questions and share what we are doing too.

The students are connected: to their learning at school, and to their peers around the world. They are integrating what they are learning to construct meaningful and relevant ways to share their learning with new audiences.

### Quality learning

Blogging fits easily into most Key Learning Areas; the obvious connection is through English. However, through experience, it has opened up doors to most other aspects of the curriculum. It is easy to add photographs, video, animations and cartoons to your blog that enable the sharing of classroom activities to family, friends and classes around the world.

We have shared science experiments, our class play, reports on excursions, books read, periods in history, debating results, athletics carnivals, maths constructions, reflections on school programmes and school performances. We have recorded ourselves singing and dancing, we have created artworks, added music and put it together in a multi media presentation as part of a global blogging project (Figure 6).

### Connecting, constructing and sharing

Our blog is central to the learning in our classroom; it provides a real purpose for the learning activities that

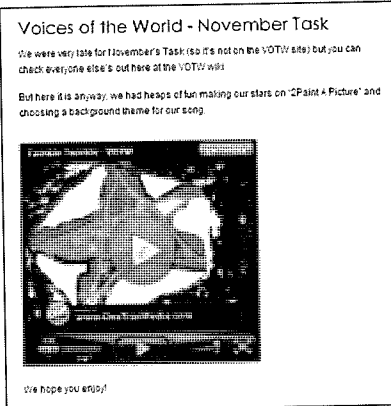


Figure 6 The students' multimedia presentation of Twinkle twinkle for a Voices of the world task

we undertake. Our reading circle texts and responses are shared, our maths investigations are reported on, and our PE lessons are demonstrated. We are connected to our learning and to our friends around the world.

We share our knowledge of the history of Australia with a class in Scotland who are studying Australia. Together we construct a wiki to demonstrate our learning, and its there for everyone to see and comment on.

We share our study of Shakespeare through our performance of *Macbeth*, with insights and information from schools in England.

We share our questions with a school in Geelong that is undertaking a *Passion project* on a personal topic.

Our learning is purposeful and relevant, and blogging has been the way forward. ■

#### References and further reading

- DB AllStars, Belmore South Public School. Viewed 4 April 2008. <[allstars.edublogs.org](http://allstars.edublogs.org)>
- Considine, T. (2008) 'Technology and learning: demystifying Web 2.0 technologies', *Scan* 27(1), pp. 16-19.
- KimP's blog, Kim Pericles. Viewed 4 April 2008. <[kpericles.edublogs.org](http://kpericles.edublogs.org)>
- Marshall, J. 'Introducing Ebenezer Q. Emu', *Scan* 26(4), pp. 37-38.
- Mind42.com: collaborative mind mapping in your browser, Irian solutions. Viewed 4 April 2008. <[mind42.com](http://mind42.com)>
- Moore, D. (2007) 'Games-based learning: motivating students to become multiliterate', *Scan* 26(3), pp. 18-23.
- O'Connell, J. (2006) 'Engaging the Google generation through Library 2.0: Part 2', *Scan* 25(4), pp. 41-46.
- O'Connell, J. (2006) 'Engaging the Google generation through Web 2.0: Part 1', *Scan* 25(3), pp. 46-50.
- Quality teaching in NSW public schools: discussion paper, (2003) Professional Support and Curriculum Directorate, NSW Department of Education and Training, Sydney. SCIS 1131553 [For the full range of Quality Teaching support materials go to <[www.det.nsw.edu.au/proflearn/areas/qt/resources.htm#1](http://www.det.nsw.edu.au/proflearn/areas/qt/resources.htm#1)>].
- Richardson, W. (2006) *Blogs, wikis, podcasts, and other powerful web tools for classrooms*, Corwin, Thousand Oaks, Calif. SCIS 1336914.
- Voices of the world, The High School of Dundee, Scotland. Viewed 4 April 2008. <[votw.wikispaces.com](http://votw.wikispaces.com)>

# Using ICT to inspire hesitant writers in Stages 3 and 4



Lizzie Chase,  
formerly a teacher  
librarian and  
English Consultant,  
is Head Teacher

Curriculum at Chifley College Bidwill Campus. Lizzie, in a collaborative team that included the teacher librarian, used picture books from an online website as a stimulus for successful student writing.

In Term 4 2007, I worked with an enthusiastic team of teachers over a six week period and we witnessed a class of hesitant writers in Year 7 publish some wonderful and heartfelt pieces of writing about their lives and dreams for the future. The inspiration for this writing was a number of exquisite, scanned picture books on the International Children's Digital Library website, at <[www.icdlbooks.org](http://www.icdlbooks.org)> (Figure 1).

### Literature response activities: working as a team

To increase the students' confidence and engagement, I created a writing contract consisting of literature response activities to 10 books from the International Children's Digital Library (ICDL) site for my mixed ability English class at Chifley College Bidwill Campus. Working in the library, each student had access to their own computer and the internet, and then saved their work to their own folders. For the process to be success-

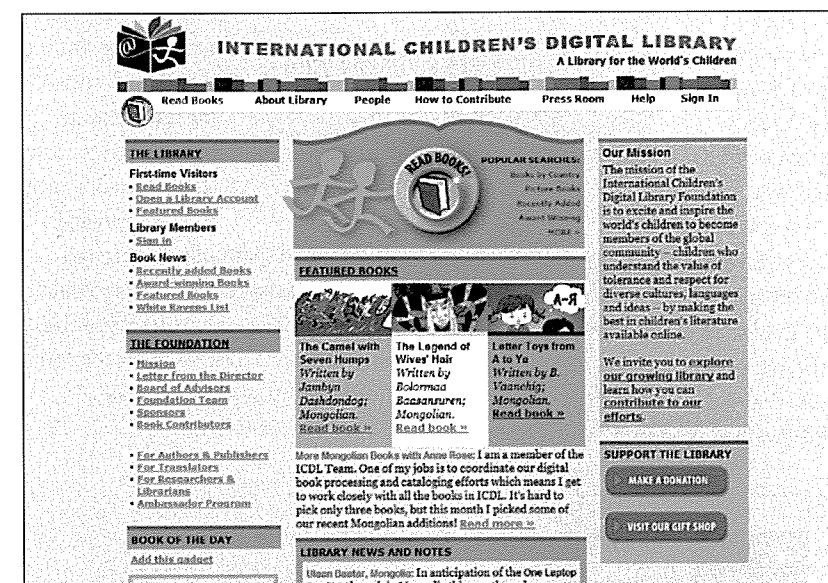



Figure 1 International Children's Digital Library <[www.icdlbooks.org](http://www.icdlbooks.org)>

ful, and for English syllabus outcomes (Appendix A) to be achieved, intensive timetabled support utilised the

expertise of the teacher librarian, the STLA and an aide for 20 periods over the first six weeks of Term 4.



# DISCOUNT

off official retail prices ~ 1,000,000+ books

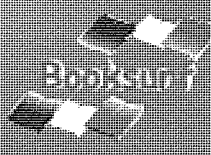
- Fast online search & ordering
- Instant 30 day account; no credit card needed
- Premier's Reading Challenge List
- 600+ Schools & Libraries already use us

## www.booksurf.com.au

Sound too good to be true?

Feel free to interrogate Bob Wallace on

### 0412 693 706



The teaching team assisted students with reading each book and then drafting and publishing their work in response (Figure 2). A number of students could comfortably read each book on their own. This process took two periods in response to each book. The team provided an appreciative audience for students' reading and for their written work, which was vital to the success of this process. Students shared their work with others in the class, some pieces were published in the school newsletter and some were sent home to parents because students were so happy with what they had produced.

**Why did this contract prompt so much enthusiastic writing?**

Students enjoyed reading the online books because it was a bit different from the usual book reading experience. They also appreciated intensive help from the staff who were assisting them with their writing. During the editing process, the teacher team first listened to each student reading their own presentation, with the result that students often self-corrected their work because they could hear that the flow was wrong. They also added interesting ideas or improved their word choice because they had an audience for their work.

... students were so happy with what they had produced.

**Students maintained their interest and engagement ... because the topics appealed to them.**

Students maintained their interest and engagement over the six weeks because the topics appealed to them. They wrote about special places, people and events in their lives. They also wrote about objects or animals which symbolised them, major changes in their lives, and their hopes for the 21st century. Scaffolds, which were made for each task, helped less confident students to structure their writing (Figure 3; Figure 4).






	<b>Calling the doves</b> by Juan Felipe Herrera Think back to when you were really little. Write about the special places, things or animals in your childhood. Why did you love them? If you like, make a digital story with music, words and photos to show us these places, animals or things.
	<b>The upside down boy</b> by Juan Felipe Herrera What big changes have happened in your life? Write about a big change and about the way that you got through it. Was there someone who helped you to believe in yourself? Was there something that you learned from this? Was there some special skill or personal quality you had which got you through?
	<b>My very own room</b> by Amada Irma Perez Tell us how you have found a space of your very own to think, dream and plan. Where is this space? How did you find it? What does it look like? What does it mean to you?
	<b>Ciconia Ciconia</b> by Andrea Petrlik Huseinovic War is destructive and peace builds hope again. Write a message about your beliefs and hopes for your life in the 21st Century. Ten things I know are true...
	<b>Seya's song</b> by Ron Hirschi Create a page from a book which shows us a landscape and has a text in English. Use the book as a model to explain what some of the words are in YOUR language.

Figure 2 An extract from the literature response writing contract. The complete contract will soon be available on the School Libraries & Information Literacy website <[www.curriculumsupport.education.nsw.gov.au/schoollibraries](http://www.curriculumsupport.education.nsw.gov.au/schoollibraries)>.

Ciconia Ciconia – Save your word document under this name

Issues: Environment, war, peace, how to treat people, friendship, family, being honest, sharing love, having a dream to follow, caring for animals.

Consider these in your writing OR other issues you care about.

Use this format if it helps.

Title: *Ten things I know are true*

- I believe
- I know that
- I value
- I care about
- I treasure
- I feel strongly about
- I declare that
- I hope that
- I work hard in my own life to
- The world would be a better place if we all

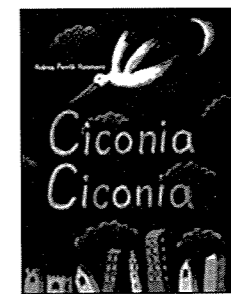


Figure 3 The writing response scaffold for Ciconia, Ciconia

Seya's song – use Microsoft PowerPoint. Save your file as Spanish words

Go to <[www.smartphrase.com/Spanish/sp\\_food-drink\\_voc.shtml#>](http://www.smartphrase.com/Spanish/sp_food-drink_voc.shtml#>)


<b>Title slide</b> 	<b>Spanish words for food</b> Your name	<b>Slide 2</b> Title: <b>Fruit</b> Insert pictures and labels of 4 types of fruit
<b>Slide 3</b> Title: <b>Vegetables</b> Insert pictures and labels of 4 kinds of vegetables	<b>Slide 4</b> Title: <b>Drinks</b> Insert pictures and labels of 4 kinds of drinks	

Figure 4 The writing response scaffold for Seya's song

Another factor creating a successful writing contract was the short, focused discussion about the task of the day. This whole group activity occurred at the beginning of each session and set up the criteria for writing success. This was also the time that I shared excellent work among the whole class from the session before. It was also important to track each student's progress throughout the contract by using a class list, and by viewing and marking the work with the student at the completion of each task.

**What about using the writing contract with Stage 3 students?**

I know that these activities are equally suitable for Stage 3 learners, having trialled them in the holidays with a small sample of primary students. As for the Stage 4 writing contract, collaborating with the teacher

librarian, STLA and a support person will ensure that students are engaged and successful. Ella, a Stage 3 student who participated in the trial, demonstrates what can be achieved through focused discussion, intensive support and scaffolded tasks. Her Microsoft PowerPoint presentation response to the Ciconia Ciconia contract will be available at <[www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan](http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan)>, and the first slide appears below (Figure 5). Ella innovated on a page of text from Seya's song and used English text to explain the German words (Figure 6).

**Where to now?**

In reviewing the contract, it is clear that a word bank of rich vocabulary items for each task would have been fantastic. This writing contract is great fun to use with less confident writers

and students needing support to achieve, if your school can muster a teaching team for this purpose. ■

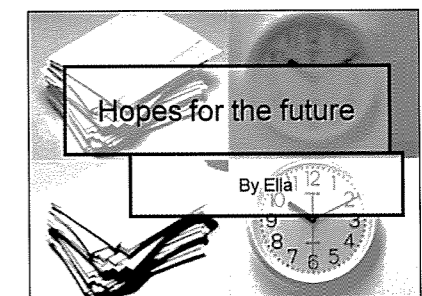


Figure 5 Hopes for the future is Ella's response to the Ciconia Ciconia contract.

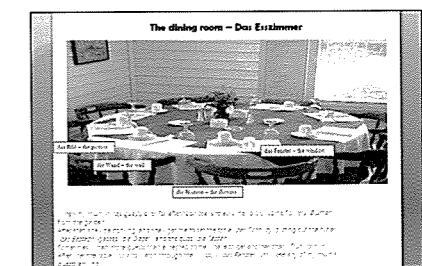


Figure 6 The dining room – Das Esszimmer is Ella's response to the Seya's song contract

Appendix A: Stage 3 and Stage 4 English outcomes for writing contract

Stage 3 Outcomes			
Learning to write:		Learning about Writing:	
WS3.9	Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.	WS3.13	Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
WS3.10	Uses knowledge of sentence structure, grammar and punctuation to edit own writing.	WS3.14	Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.
WS3.12	Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.		
Stage 4 Outcomes			
Students learn to:		Students learn about:	
3.3	use the features of information and communication technologies, including word processing, importing and manipulating of graphics, and formatting to compose a variety of texts for different purposes and audiences	3.10	technologies, software and their functions appropriate for particular tasks in English
5.4	compose personal texts in literary forms such as narrative, poetry, speeches and scripts	5.13	the cleverness and joy of invention
6.6	use imaginative texts as models to replicate or subvert into new texts	6.10	the structures and features of imaginative texts, including characterisation, setting, tension and climax, chronology and time, narrative voice, effective beginnings and endings
11.7	identify, plan and prioritise stages of tasks with clear teacher directions	11.16	ways of structuring and presenting ideas, editing techniques and referencing

International Children's Digital Library

www.icdlbookd.org

The library aims to field a comprehensive collection of children's literature and it is well on the way to doing that. It is a cheerful and informative site. Books can be read online and the texts allow users to enjoy and appreciate the rich diversity of international children's literature. About library is a good place to start on the site. Simple search is an excellent facility; users should be aware that search terms are cumulative, and Start over is necessary to cancel that process. Books can be searched for via genre, language and culture, age of reader, size of text, collections, author and illustrator. For example, students can read a picture book in Arabic and a German chapter book. The collection is easy to work within and helpfully age graded up to 13 years. There is a strong focus on folktales, animals real and imaginary, and fantasy worlds. C. Thomas

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Community Professional  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
**SCIS SUBJECTS:** Children's literature - Collections  
**PUBLISHER:** University of Maryland, US  
**REVIEW DATE:** 04/04/08 [808]

SCIS 1166685

References and further reading

Chase, E. (2006) 'Teacher-librarians analysing texts with students', *Scan* 25(2), pp. 16-17.  
 English K-6 syllabus, (2006), NSW Board of Studies, Sydney. SCIS 1302682  
 English Years 7-10 syllabus, (2003), NSW Board of Studies, Sydney. SCIS 1148098.  
 Herrera, J.F. (1995) *Calling the doves*, Children's Book Press, San Francisco, CA. Viewed 4 April. <www.icdlbooks.org>.  
 Herrera, J.F. (2000) *The upside down boy*, Children's Book Press, San Francisco, CA. Viewed 4 April. <www.icdlbooks.org>.  
 Hirschi, R. & Bergum, C.R. (1992) *Seya's song*, Sasquatch Books, USA. Viewed 4 April. <www.icdlbooks.org>.  
 Huseinović, A.P. (2003) *Cicana Cicana, Ka%mir* Promet, Croatia. Viewed 4 April. <www.icdlbooks.org>.  
 Maugle, G. (2006) 'Creating a culture of change through integrating ICT', *Scan* 25(2), pp. 7-9.  
 Perez, A.I. & Gonzalez, M.C. (2000) *My very own room*, Children's Book Press, San Francisco, CA. Viewed 4 April. <www.icdlbooks.org>.  
 Rushton, K., Momdjian, K. & Harrison, K. (2005) 'Teachers working together to develop quality teaching at Belmore Boys High School', *Scan* 24(4), pp. 4-9.  
 Unsworth, L. (2007) 'Using e-literature and online literary resources in the primary and secondary school. Part 1', *Scan* 26(1), pp. 13-18).  
 Unsworth, L. (2007) 'Using e-literature and online literary resources in the primary and secondary school. Part 2: practical approaches', *Scan* 26(2), pp. 10-18.

# CONSTITUTION MATTERS

A NEW AND EASY WAY TO LEARN  
 THE BASICS OF OUR CONSTITUTION  
 PARTICULARLY SUITABLE FOR YRS 9-12

SPECIAL OFFER FOR SCAN READERS:  
**\$10 + GST** WITH ORDERS OF 20 OR MORE  
 PLUS FREE DELIVERY WITHIN AUST

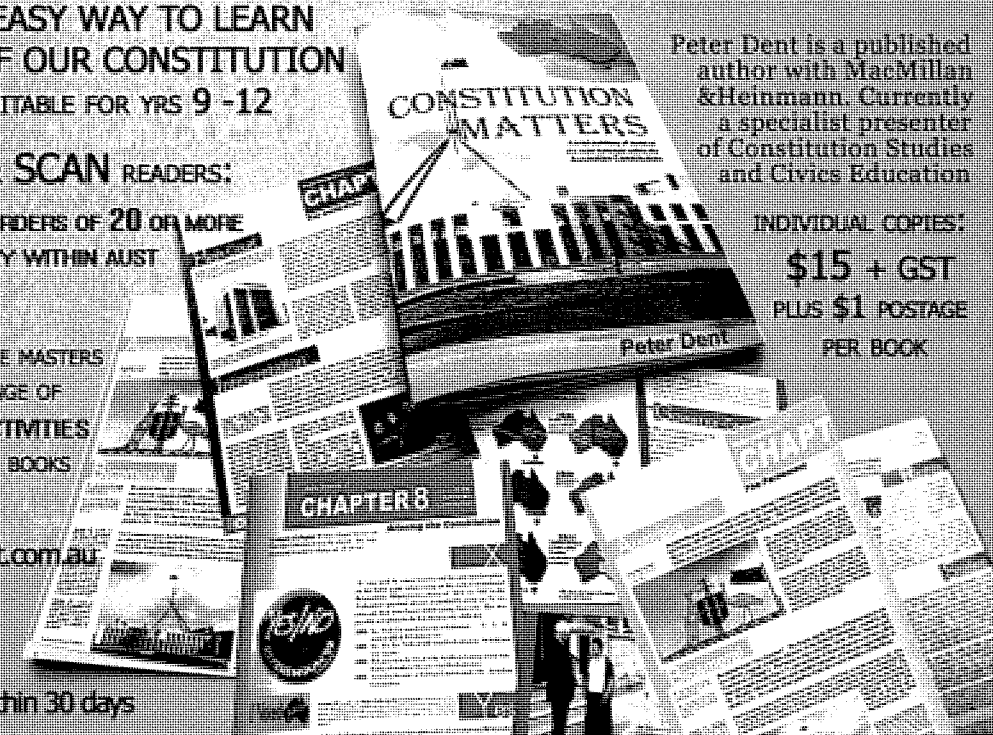
BONUS OFFER:  
 20 PAGES OF BLACKLINE MASTERS  
 FEATURING A WIDE RANGE OF  
 CONSTITUTIONAL ACTIVITIES  
 WITH EACH SET OF 20 BOOKS

EMAIL ORDERS TO:  
 peter.dent@westnet.com.au  
 PLEASE INCLUDE:  
 ORDER NUMBER &  
 DELIVERY ADDRESS

Terms: payment within 30 days

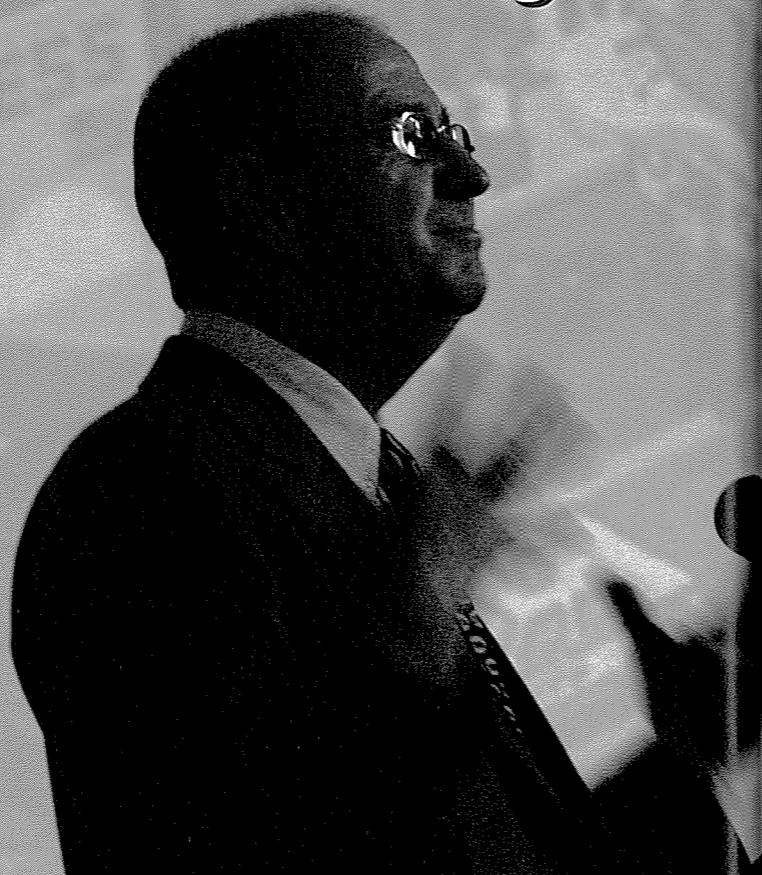
Peter Dent is a published author with MacMillan & Heinemann. Currently a specialist presenter of Constitution Studies and Civics Education

INDIVIDUAL COPIES:  
**\$15 + GST**  
 PLUS \$1 POSTAGE  
 PER BOOK



# School Libraries Leading Learning conference:

## a joint ASLA (NSW) Inc. and School Libraries and Information Literacy initiative



Dr Ross Todd issues a Web 2.0 challenge

**Colleen Foley**, Manager, School Libraries and Information Literacy, reflects on inspiration the conference might provide for professional practice.

The School Libraries Leading Learning conference, jointly presented by ASLA (NSW) Inc. and School Libraries & Information Literacy Unit, on March 28 to 29 was a great success. Apart from being very positively evaluated, there was certainly a buzz in the air at the conference, with many encouraging comments about the range and diversity of presentations, along with suggestions for a future conference.

It was a pleasure to touch base with so many colleagues during the conference. When opening the conference, Virginia Judge, Parliamentary

Secretary representing the Minister, affirmed the contributions of school libraries and teacher librarians and encouraged us to continue to explore new and exciting opportunities for the benefit of our students.

What can we take back to our schools from this conference, to inform, enhance and change our practice? How do we respond to the challenges and diverse conference session experiences?

### Imagining and re-imagining school libraries

In his opening keynote, *School libraries leading learning into the future*, Dr Ross Todd challenged us to reflect on core aspects of school libraries and our work as teacher librarians, based on research and accumulated professional wisdom – to think critically, creatively, and be solution focused in the 21st century learning environment

where learning, information and technology fuse.

How might we engage the so-called Google generation, whose information behaviours and information literacy capabilities may be little different to their predecessors, yet who may be involved daily in creating and re-creating content through social networking? Reflecting on such issues raised by Ross, we can ask ourselves some specific questions about how we can and are providing opportunities for students to engage meaningfully with information through enquiry to create knowledge. Combine this with ideas from Lyn Hay's research findings on student perspectives. Then consider some of the following:

- How do I foster knowledge creation?
- What scaffolds have I used which are translatable to the digital learning environment?



Workshop



Pam Vine & Jackie Hawkes



Ian McLean



Elder, Michelle Harrison



Elder, Narelle Trist



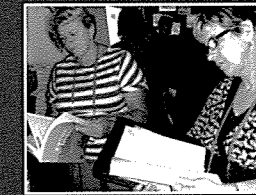
Toby Riddle



Workshop



Virginia Judge, Parliamentary Secretary



At the trade fair



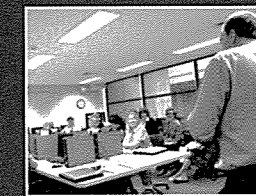
Lisa Shanahan & James Moloney signing for Judith Ridge



Workshop



Auditorium



Workshop

- What online content and tools are used by my students
  - at home
  - for school work and assignments
  - for leisure?
- How do I use such content and tools to
  - engage students
  - support literacy and reading
  - encourage creativity
  - provide collaborative projects
  - ensure equity in learning opportunities
  - expand my teaching and learning repertoire?
- How can I collaborate with students and teachers to make better use of online/digital tools and media to
  - expand opportunities for reading and literacy development

- engage students in meaningful knowledge construction
- contribute to our school learning community?
- Is our library space designed for collaborative learning?
- How can I make our library space more flexible?
- What planning do I need to do to expand the teaching and learning support of our library in a Web 2.0 world?

What other questions occur to you?

### A Web 2.0 sampler

In the light of the above, where do we find practical examples of successful use of Web 2.0 technologies that we can confidently use and adapt? Ross incited us to *just do it!* A range of teacher librarian and other presenters shared ideas, tools and visions with conference participants. Sessions on

interactive white boards (IWBs), Web 2.0 tools, Le@rning Federation resources, using *Movie Maker*, online student projects, and literacy through technology were enthusiastically received. How many of us will consider trying, or further developing, an offering from the conference?

Ian McLean, for example, shared his enthusiasm for wikis and blogs as experienced by his Kindergarten students in a recent book rap. View this learning and some teacher perspectives at <rapblog.edublogs.org> and <www.schools.nsw.edu.au/raps/wilfrid08>. Use this as a model to trial a blog or wiki with a class, or select a rap activity to support reading with your class and add a class post to one of the rap blog pages. *Scan* articles will also help you with practical ideas.

Sally Blackwell, from the Centre for Learning Innovation, inspired us with



aspects of digital story telling. Want to make a start in this area? Try googling *digital stories*, as Sally suggested, or visit *Ebenezer Q. Emu* at <[www.cli.nsw.edu.au/ebenezer/ebenezer\\_q\\_emu](http://www.cli.nsw.edu.au/ebenezer/ebenezer_q_emu)>. The *edna.edu.au* website (formerly *EdNA online*) also provides a range of possibilities.

### Balancing the possibilities

The offerings of the conference drew together aspects of *Quality Teaching*, literature and literacies, and the Web 2.0 world.

Elizabeth Greef, Head Librarian, St Andrew's Cathedral School, explored the value and shape of collaborative practice, and related pedagogy and strategies. We can engage in the ongoing discussion and research on collaboration, its nature and emerging understandings, through a range of professional articles, such as that by Dr Ross Todd, in this issue of *Scan*.

**The importance of providing diverse and engaging reading experiences, and some lively discussion about the ongoing power of books, was highlighted in a range of ways.**

The importance of providing diverse and engaging reading experiences, and some lively discussion about the ongoing power of books, was highlighted in a range of ways.

Lisa Shanahan provided joyous inspiration and visions about her picture book collaborations with Emma Quay. We can draw from this in the understandings we bring to lessons where we share these picture books. Jon Callow, Lecturer at Sydney University, offered an upbeat presentation and creative ideas for drawing on youth culture to support literacy. How might

we create new stories of school libraries into the future?

Aboriginal Elders, Narelle Trist and Michelle Harrison, read to us from their stories. Together with Kathy Rushton, they offered insight into reading as a cultural experience, the ways we can involve the community, and the significance of our choices of text in the teaching of reading.

Book launches, and the *Multiliteracies in a digital world* panel, convened by Paul MacDonald from the Children's Bookshop, added to the richness of the mix.

The conference provided much to inspire the ongoing professional practice of teacher librarians. We certainly appreciate the great contributions of the many presenters. I would also like to thank the other members of our hardworking conference committee:

Karen Collins, Tara Anglican School for Girls

Cath Keane, Editor, *Scan*  
Anne Plowman, Santa Sabina College  
Jenny Scheffers, Caddies Creek Public School  
June Wall, President of ASLA (NSW) Inc.

You can view conference photographs on the *School Libraries and Information Literacy* website at <[www.curriculumsupport.education.nsw.gov.au/schoollibraries](http://www.curriculumsupport.education.nsw.gov.au/schoollibraries)>. Delegates can access conference presentations at the ASLA (NSW) website at <[www.aslansw.org.au](http://www.aslansw.org.au)>. ■

#### References and further reading

*edna.edu.au* (Education Network Australia), education.au limited, Dulwich, SA. Viewed 4 April 2008. <[www.edna.edu.au](http://www.edna.edu.au)>. SCIS 1014033

Todd, R.J. (2008) 'Research columns two, 2008: The dynamics of classroom teacher and teacher librarian instructional collaborations', *Scan* 27(2), pp. 19–28.

# How can teacher librarians support technology learning?

**Harry Vassila**, Senior Curriculum

Advisor, Science and Technology K–6;

**Julie King**, Senior Curriculum Advisor,

Technology Special Projects; and

**Lyndall Foster**, Manager Technology,

Curriculum K–12 Directorate

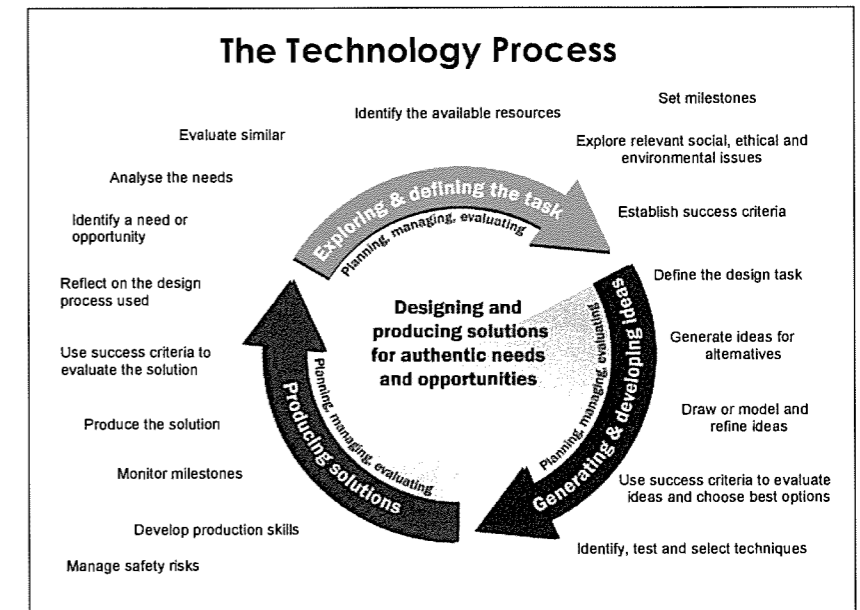


Figure 1 The technology process

Technology learning in NSW occurs for all students through the *Science and Technology (Mandatory) Years 7–8* syllabus. Many secondary students also choose to deepen their learning through particular elective technology subjects in Years 7–12, such as agricultural technology, design and technology, food technology, graphics technology, industrial technology, information and software technology and textiles technology.

Students learn through the technology process of designing and producing (making). Teachers use the methodology of project work in a range of contexts; guiding students to become increasingly sophisticated in their ability to design and produce solutions to authentic needs and opportunities. Students document their research, their ideas and their decision making.

Teacher librarians are valuable teaching partners to enhance technology learning, especially in the early phase of the technology process, when students are exploring, defining, analysing and organising information for the project task.

### What is the technology process?

Continuity of teaching and learning is promoted by the use of a common language. To promote a progression of technology learning from Kindergarten to Year 12, the Technology Unit of Curriculum K–12 Directorate, in collaboration with practising teachers, has identified some common terms to describe the technology process of designing and producing.

The terms *Exploring and defining the task*, *Generating and developing ideas*, *Producing solutions*, and *Planning, managing and evaluating* have been incorporated into a diagram that can be used from Kindergarten to Year 12 to model the technology process students work through in designing and producing a solution (Figure 1).

Exploring and defining the task involves the activities students undertake to identify and explore a need or opportunity, taking into

consideration the user, the client, the available resources and social, ethical and environmental issues. Students establish the criteria for a successful design solution, set milestones and define the constraints for the project in a statement or brief.

Generating and developing ideas involves students exploring options, considering existing solutions, generating alternatives, representing and refining those ideas and deciding upon options. Students identify, explore and select resources such as techniques, materials and equipment that will best achieve the solution, taking into account short term and long term impacts of their decisions and actions.

Producing solutions involves students finalising design decisions; completing final design representations such as production drawings or storyboards; sequencing the step-by-step actions for production; managing safety risks; practicing and refining techniques; and completing the production of the

**20% DISCOUNT**  
off official retail prices ~ 1,000,000+ books

- Fast online search & ordering
- Instant 30 day account; no credit card needed
- Premier's Reading Challenge List
- 600+ Schools & Libraries already use us

**www.booksurf.com.au**  
Sound too good to be true?  
Feel free to interrogate Bob Wallace on **0412 693 706**

solution. Students reflect on the success of the solution, the process and the learning.

Planning, managing and evaluating is an essential component of each of the above phases. Management decisions made by students involve planning and reviewing milestones, and implementing and monitoring time, actions and financial plans. Ongoing evaluation, related to the criteria of success, informs the students' decision making at each phase. The evaluation, at the conclusion of the project, involves reflection and learning about the process used and the success of the solution.

### What does quality technology learning look like?

As students apply the technology process from Kindergarten to Year 12, their depth of understanding and breath of skills becomes increasingly sophisticated.

In 2006–2007, the Technology Unit of Curriculum K–12 Directorate led a project called *Technology education K–8: design in practice* (Figure 2) to enhance the teaching of the technology process and model a progression of technology learning through practice-based professional collaboration of exemplary teachers in the *Science and Technology K–6* and *Technology (Mandatory) Years 7–8* syllabuses. Four primary and four secondary teachers participated from eight schools across NSW.

The website documents the project, and provides a professional learning tool designed for use by teachers to demonstrate features of effective design-based teaching and learning in authentic classrooms. It focuses on:

- the look and feel of effective classrooms
- a continuum of technology learning K–8
- teaching practices, especially in the middle years.

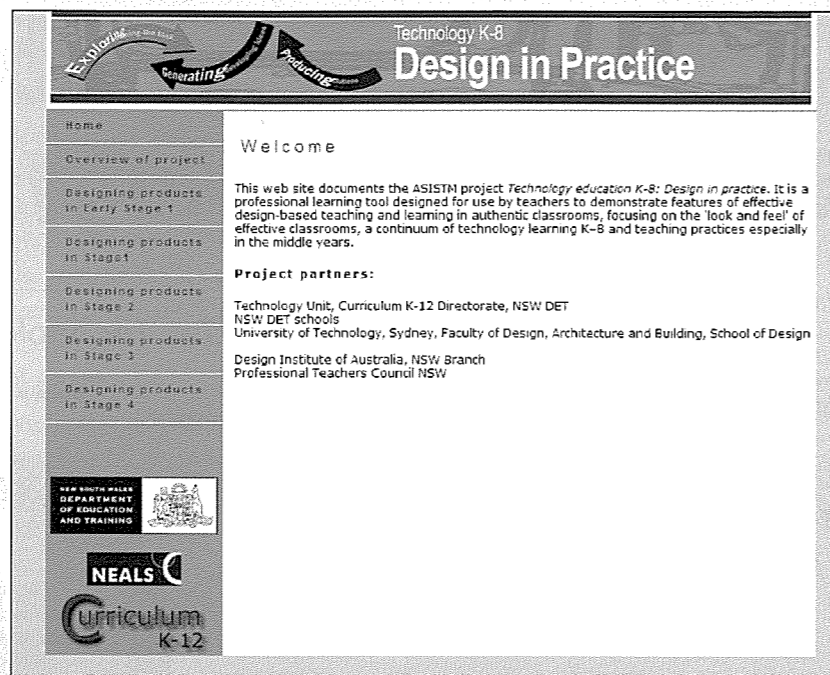


Figure 2 Technology education K–8: design in practice <[www.curriculumsupport.education.nsw.gov.au/designproduce/design](http://www.curriculumsupport.education.nsw.gov.au/designproduce/design)>

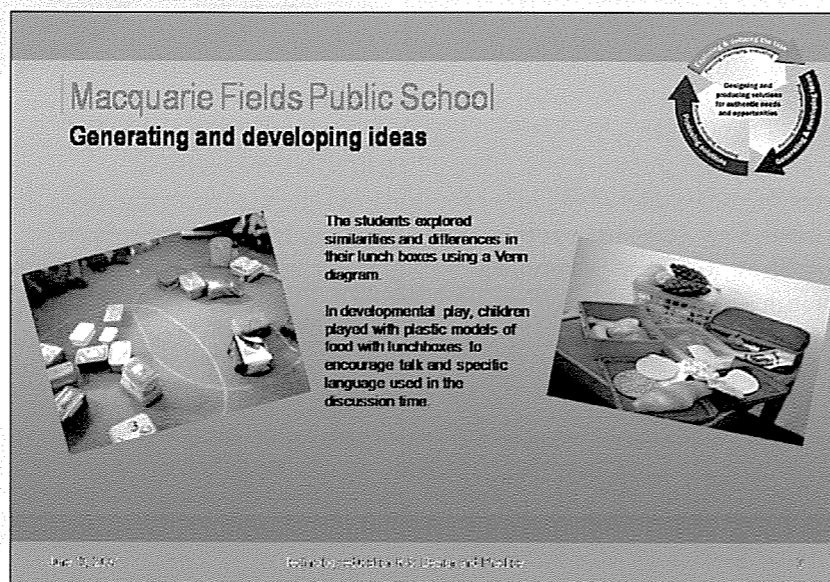


Figure 3 Macquarie Fields Public School: designing lunchboxes

The project tasks explored by students varied from

- Kindergarten students designing a lunchbox or boat for a Kindergarten student (Figure 3)
- Stage 2 and 3 students designing the base for a marimba for the school orchestra (Figure 4)
- Stage 4 students designing and producing storage for personal items (Figure 5), using a wide range of materials.

### How can teacher librarians support this learning?

Apart from the wealth of physical resources available in school libraries, such as books, journals and internet access, teacher librarians can add value to project work and assist students to explore, develop, analyse and review information in light of the task, and refine their design ideas through the application of information skills and the integration of information and communication technology.

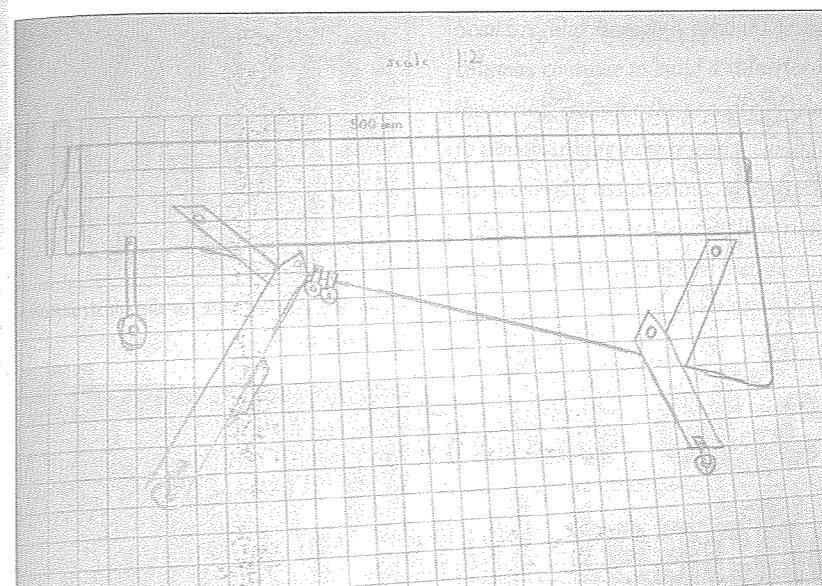


Figure 4 Dundurrabin Public School: designing the base for a marimba work sample

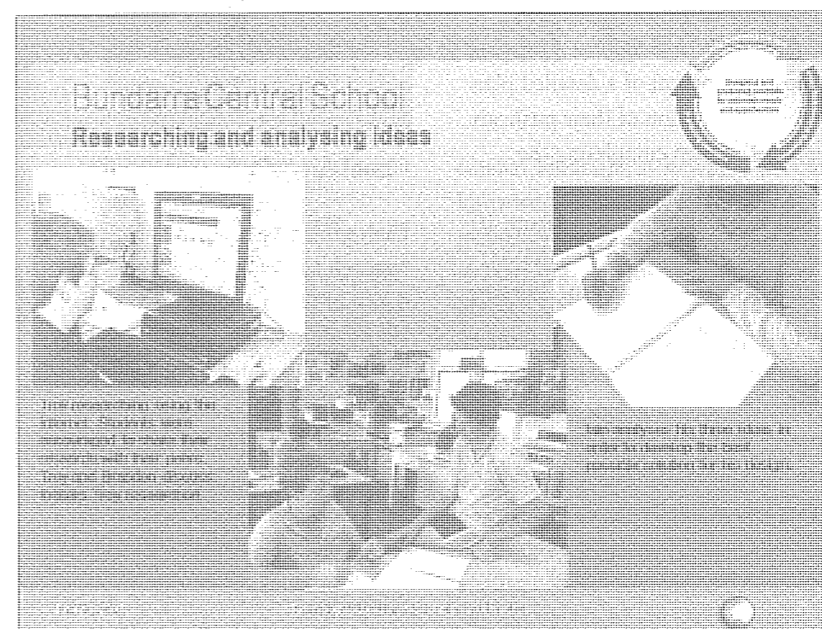


Figure 5 Bundarra Central School: designing storage for personal items

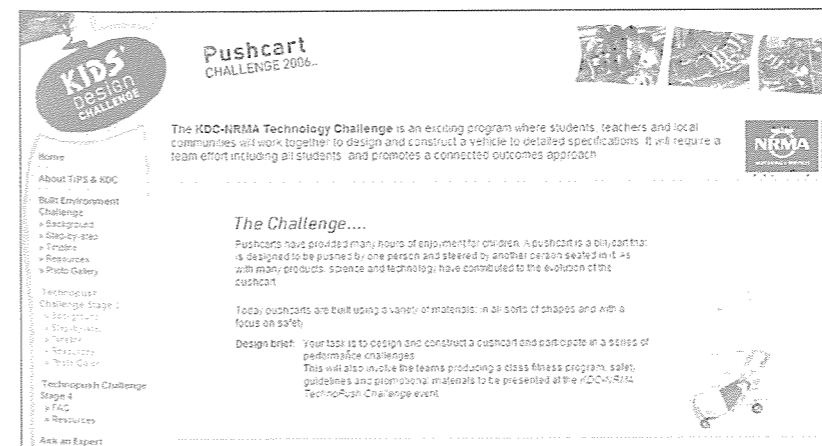


Figure 6 Kids' design challenge: the KDC-NRMA technology challenge <[www.ptc.nsw.edu.au/kdc/pushcart](http://www.ptc.nsw.edu.au/kdc/pushcart)>

In the phase of exploring and defining the task, students need to apply information skills to develop deep knowledge and understandings about an identified opportunity or need including the user and the client, the available resources, and social, ethical and environmental issues.

Typically, after identifying an opportunity, students further their knowledge and understandings by researching existing solutions. Students apply their information skills to identify social, environmental, ethical issues that may need to be addressed in the solution.

Well developed information skills and thorough research and critical thinking are essential to developing effective solutions.

Students in the *Technology education K–8: design in practice* project undertook a variety of research activities. Stage 1 students participated in teacher guided research about boats in their project to design a toy boat. Stage 2 and 3 students researched marimbas and the mechanisms to allow folding of the marimba bases. Stage 4 students researched a range of materials, using the internet, and were encouraged to share their research with their peers.

The *KDC-NRMA technopush challenge* for Stage 3 and Stage 4 students provides an excellent example of authentic technology learning (Figure 6). The task requires students to design and construct a pushcart and participate in a series of performance challenges. Students are also involved in the development of a class fitness program and promotional materials to support the design and construction of the pushcart and in the participation of the event.

Before construction can begin students may need to research and find answers to a number of questions such as:

- What is a pushcart?
- What tasks will the pushcart need to complete?

- What features will the pushcart need to perform the tasks?
- What are the safety considerations?
- What are the criteria for a successful design solution?

To help refine and organise their research students can use a spider chart (Figure 7). The spider chart articulates what a student knows about a pushcart and helps to identify what the students need to find out. In this Stage 3 example the students have identified what a pushcart is and some of its features.

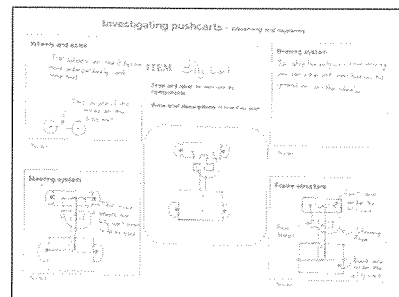


Figure 7 Investigating pushcarts: spider chart

The students located additional information by searching the internet, books and talking to expert advisors. Websites that the students found useful include:

- *Master of gravity* <[www.pbs4549.org/gravity](http://www.pbs4549.org/gravity)>
- *Kids' design challenge* <[www.ptc.nsw.edu.au/kdc/pushcart](http://www.ptc.nsw.edu.au/kdc/pushcart)>
- *Rikki's scouting resources* <[staff.edfac.unimelb.edu.au/~dcr/scouts/BillyCart](http://staff.edfac.unimelb.edu.au/~dcr/scouts/BillyCart)>
- *Bunnings Warehouse: D.I.Y. brochures* <[www.bunnings.com.au/diy/detail/24/Builders\\_and\\_Renovators.aspx](http://www.bunnings.com.au/diy/detail/24/Builders_and_Renovators.aspx)>
- *RACV energy breakthrough* <[www.racvenergybreakthrough.net/Default.asp](http://www.racvenergybreakthrough.net/Default.asp)>

This information was reviewed by the students, and then selected information informed the drawing, and modelling of their design ideas, using *Lego* (Figure 8).

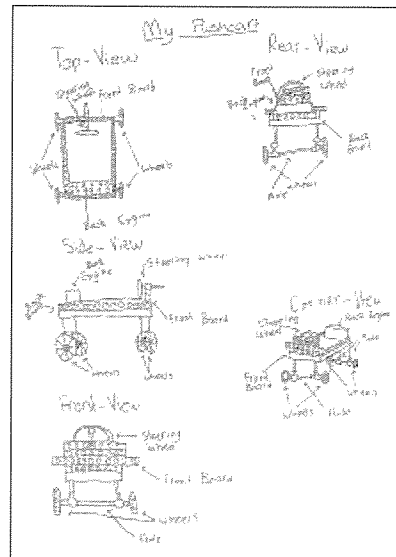


Figure 8 Student's drawing of pushcart model constructed in *Lego*

Continued testing and research led to the refining of the students' ideas, and to the development of a detailed plan for the construction of their pushcart (Figure 9). Upon completing the production of their pushcarts, students test their designs (Figure 10), and reflect on the success of the solution, the process and the learning. The technology process of designing and producing is an iterative, systematic and sustained process. The time needed to complete a project varies from days to weeks to months. By the time of the Higher School Certificate students undertake major projects for their examination that have taken a year of work.

For more information contact:  
 Harry Vassila  
 Senior Curriculum Advisor, Science and Technology K-6  
 Curriculum K-12 Directorate  
 Telephone (02) 9886 7176  
 Email <[harris.vassila@det.nsw.edu.au](mailto:harris.vassila@det.nsw.edu.au)>

**References and further reading**

*Information skills in the school*, (2007) School Libraries and Information Literacy Unit, Curriculum K-12 Directorate, NSW Dept. of Education and Training. Viewed 4 April 2008.  
 <[www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp](http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp)>  
 Vassila, H. (2005) 'The information process supporting investigating scientifically', *Scan* 24(1), pp. 16-22.

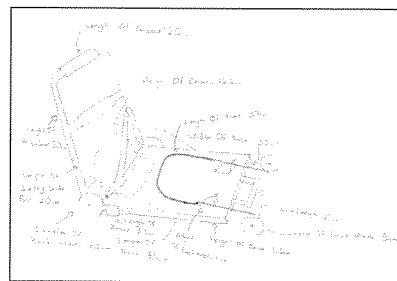


Figure 9 A detailed plan for the construction of a pushcart



Figure 10 Students test their pushcart

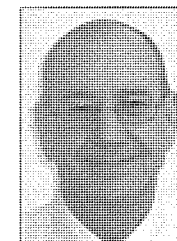
Each project demands extensive research so that students have the depth of understanding to ensure clarity about what the solution has to do to be successful, to enable the generation of creative and innovative ideas and the planning and judgement about production. Teacher librarians have an important role to play to ensure the engagement and success of this process. ■

two

2008

*Scan's regular Research columns feature is refereed by Dr Ross J. Todd. Research columns continue 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 the sharing of knowledge.*

# The dynamics of classroom teacher and teacher librarian instructional collaborations



**Dr Ross J. Todd**  
 is Associate  
 Professor, Director  
 of Research for the  
 Center of

*International Scholarship in School  
 Libraries (CISSL), School of  
 Communication, Information and Library  
 Studies at Rutgers University, the State  
 University of New Jersey, USA.*

**Introduction**

This paper documents key findings from a research study which sought to understand more fully the dynamics of instructional collaborations between teacher librarians and classroom teachers. The concept of instructional collaborations between classroom teachers and teacher librarians is not new, and is advocated as a central practice of teacher librarians (Bishop, 2003). Role and policy statements typically present

teacher librarians as having 'a detailed knowledge of current educational pedagogy'; 'collaborate with teachers to plan and implement information literacy and literature programs that result in positive student learning outcomes'; and 'build and foster collaborative teams within school and professional communities' (ASLA, 2004). This paper builds on the preceding Research columns by Dr Linda Gibson-Langford, and her analysis of the diverse body of literature on collaboration. Accordingly, this paper does not seek to provide a comprehensive analysis of the available literature.

Despite considerable rhetoric and advocacy, collaboration as a central practice of teacher librarians is a vexed issue, for a number of reasons. First, the focus on collaboration appears not to have been explicitly constructed on a rich philosophical, theoretical or research basis (Welch, 1998; Montiel-Overall, 2005); second, there is some confusion and lack of clarity on both its educational foundations, what actually constitutes a collaboration, and its effective implementation and outcome (Montiel-

Overall, 2005; Todd, 2005); third, there is considerable lack of research investigating the dynamics of teacher librarian-classroom teacher collaborations; and fourthly, the goal of undertaking instructional collaborations, and not just in the teacher librarian community, appears difficult to attain (Jenni & Mauriel, 2004).

While there is research evidence linking the collaborative activities of school librarians and classroom teachers to student achievement, the extent to which this takes place is largely undetermined, though a prevailing perception is that it is low. In a study of public school libraries in Delaware, Todd (2005) found that school librarians' instructional collaborations in the curriculum areas of English Language Arts, Social Studies, Science and Mathematics were low. This study found that cooperations (where the teacher and the school librarian may communicate informally about a short term project but work independently) were the predominant mode of school librarians' interaction with the school community. Levels of coordinations, (where the teacher and school librarian may meet together to

discuss a lesson/unit of study, and where the individual goal setting, learning experience design, teaching, and evaluation are done independently) were lower still, and even lower were levels of instructional collaborations, where the teacher and school librarian jointly set goals, design learning experiences, teach and evaluate a comprehensive unit of study. Callison's findings of surveys of school librarians in Indiana show similar results (2005). Forty-eight per cent of high schools, 44% of middle schools and 25% of elementary schools reported that some teachers and the school librarian collaboratively plan and teach curriculum units. Overall, available data show that the concept of collaboration is more espoused than practised by school librarians. There is considerable professional literature encouraging teacher librarians to engage in classroom collaborations, and extensive documentation of exemplars of collaboratively planned units integrating information literacy instruction and curriculum content. Lack of time, lack of principal support, and unwillingness of teachers to be involved are often cited as reasons for low levels of involvement in collaborations.

In the context of the instructional role of teacher librarians, some critical questions emerge: a critical question is:

- What constitutes effective shared pedagogy that enables significant learning outcomes?
- What are the dynamics, processes and strategies of classroom teacher-teacher librarian collaborations that enable quality collaborative instruction?
- What might be some research validated pedagogical principles on which effective instructional collaborations might be built?

These gaps in our understanding form the central focus of this research.

## Research purpose and context

The purpose of the research was to understand more fully the dynamics of collaborative partnerships between school librarians and class room teachers, through a systematic investigation of such partnerships established as part of the Kent State University (Ohio) Institute for Library and Information Literacy Education (ILILE) program over a three year period from 2002–2005. Through the ILILE training program, 170 school librarian-classroom teacher collaborations (340 respondents) across primary, middle and high schools have been mutually established. These teams have engaged in extensive professional development of integrating information literacy competences into Ohio academic content standards, developing collaborative instructional units and implementing planned instructional programs. The 170 teams constituted the population for gathering rich and detailed perceptions of school librarian-classroom teacher collaborations. For the purpose of this research, the unit of analysis was the experience of the instructional collaboration where the teacher and school librarian jointly set goals, designed learning experiences, taught and evaluated a comprehensive unit of study, rather than a coordination or cooperation. To reach this broad objective, the research methodology sought to gather data on the following themes:

- (a) collaboration dynamics: including the curriculum context of the collaboration, the planning and implementation process, and the planned instructional activities
- (b) collaboration and pedagogy: the educational roles in the collaboration; the process and impact of collaborations on pedagogical approaches and instructional relationships; what the collaboration enabled that might have been difficult to do without it

- (c) collaboration and learning outcomes: how the collaboration contributed to learning outcomes of students and evidence of this impact
- (d) collaborations and school culture: barriers / difficulties faced while working in the collaboration, and how these were addressed; successes of the collaborations
- (e) collaborations and the future: extent to which other instructional collaborations have been undertaken in the school since this experience, and why; advice to help members of the school community when contemplating future instructional collaborations.

## Method

Data were collected through a survey instrument and interviews. The primarily qualitative questionnaire consisted of open-ended questions which elaborated the above themes, and which aimed to capture the voice of the respondents. Data were collected through a secure web based survey instrument through the Rutgers University web system, and collected from May–July 2006. Data analysis was undertaken by three independent coders and some data were statistically analysed using SPSS.

## Sample

Data were collected from 130 of the 340 persons who participated in the ILILE program, a response rate of 38%. Eighty-five (65%) were school librarians, and 45 were classroom teachers (35%). Eighty-five percent had a master degree in education or library and information science specialisation. The average work experience was 12 years for teachers and 13 years for school librarians. Thirty-six percent of the respondents worked in primary schools (n=46), 25% in middle schools (n=33), and 39% in high schools (n=51). The teams worked in and across the content areas of social studies, science,

language arts and technology, with language arts, social studies and science being the most predominant content areas. There was considerable diversity of specific content standards, ranging from writing conventions; technology and society interaction; nature of matter; and Ohio prehistoric people. These were meshed with a range of information literacy competencies which are articulated in state endorsed standards for libraries and information literacy programs. Like subject content areas, there was considerable diversity in the level and nature of information literacy interventions, for example, database selection and use, search engine use, developing open-ended research questions about a defined information need, assessing quality of information, information analysis, developing arguments, and search strategies. The culminating products were also varied, for example, PowerPoint presentations, oral presentations, creation of story books, videos, web pages, research papers, journals, murals, portfolios, play performances, and campaign programs.

## Findings

This section will highlight substantive findings which broadly address the themes identified above.

## Motivations to participate in instructional collaboration

The respondents were motivated to get involved in the collaboration for a variety of reasons. For teachers, the primary motivation was to build a collegial relationship. Eighty percent of teachers took part in order to be able to work closely with a colleague in collaborative teaching, and this was linked to pedagogy that might bring on improved learning outcomes, particularly in developing a range of information literacy competencies. They saw teaching and collaborative partnerships first and foremost as a social and collegial relationship, but

with a view to providing better opportunities for students to learn. For school librarians, the most predominant motivations (almost half of the motivations they identified) centred on marketing school library services, increasing their status within the school, and spreading collaboration enthusiasm in the school. Tied to these motivations was the need to spread information literacy skills in the school. While teachers were looking outwards to others, school librarians were looking more to themselves. A smaller number of motivations (22%) for school librarians centred on developing their content knowledge and pedagogical skills. Some school librarians saw the collaborative experience as a professional development opportunity to develop their own understanding of the curriculum content around which they would cooperate with teachers. Six percent of all of the motivations identified centred explicitly on improving student learning outcomes.

## Strengths brought to the collaboration

The respondents were asked to describe which personal strengths they brought to the collaboration. The school librarians took pride in their insights into technology and information skills (60% of the strengths identified by school librarians), while teachers predominantly referred to their curriculum knowledge (37% of teacher strengths identified), as well as their collaboration and social skills (26% of teacher strengths identified compared to 8% of strengths identified by school librarians). In addition, both groups took pride in their openness to experience, divergent thinking, and flexibility (23% of school librarian strengths; 28% of teacher strengths identified). The data show complementarity of strengths rather than similarity of strengths, and identifying and sharing these seem to be an important dimension to the collaboration.

What the respondents hoped to gain for themselves through the collaboration

The respondents were asked to describe what they hoped to gain through the instructional collaboration. For teachers, the gains predominantly centred on improved pedagogy and delivery of teaching, and on improved access to resources and librarian help (55% and 26% respectively of teacher gains). The predominant gains for the school librarians centred on reaching out more and being valued as librarians, and for what they could offer through developing an integrated notion of library as part of the educational milieu of the school, improved pedagogy at delivering information literacy instruction, and improving the status of the school librarian and the importance of this role in the school (44%, 27%, and 13% respectively of all school librarian gains identified). While there is some sense of a common goal centring on developing effective pedagogy, competing agendas also seem at work.

## What the respondents hoped the students would gain through the collaboration

The respondents were asked to describe what they hoped the students would gain through the collaboration. For both teachers and teacher librarians, the primary gains focused on students learning curriculum content, and a range of information literacy competencies (28% and 26% respectively of student gains identified by teachers; 12% and 34% respectively of gains for students identified by school librarians). Seven percent of the student gains identified by teachers and 14% of gains identified by school librarians focused on the integration of the two areas, that is, information literacy being perceived as a vehicle for students to develop deeper knowledge of their curriculum topics, rather than as an end in itself. This

raises the question whether collaborations should not be working towards the same explicitly stated and valued goals, or whether the combination of two separate goals within one project also is an effective collaboration. In addition, in terms of overall conceptualisation of learning, the school librarians wanted students to develop a view of the library as an instructional space.

### Initial concerns

The respondents were asked to describe their initial concerns, why these concerns were present, and how they dealt with them. Time was the most predominant initial concern for both groups, a concern grounded in awareness of everyday school routines and structured schedules, and the pressures of these (45% of all concerns listed by teachers and 40% of all concerns listed by school librarians). Concerns about time were mainly dealt with by flexibility and adjustment, motivated by a deep commitment to the success of the collaboration, and often resulted in working outside regular hours. For teachers, other concerns centred on the instructional design of the project and the school librarians' capacity to deliver, and the students' ability to accomplish the learning goals (25% and 13% respectively of concerns identified by teachers). These concerns emerged because of their lack of previous collaborative experiences with school librarians. They worked to resolve these by investing time in discussing and brainstorming around the project and how it could be best accomplished. In contrast, the school librarians were also concerned about their professional ability to undertake a collaboration, and whether they would be accepted by their teaching partner, as well as their interactions with the teacher (15% and 13% respectively of concerns identified by school librarians). These concerns seemed to be based on previous negative experiences. They sought to resolve these

concerns primarily by building a good working relationship and committing to the team work, and being positive, open and proactive in their communications with teachers. Of particular importance is the acknowledgment that the majority of challenges were solved through the project work. Often solutions to initial worries came naturally when working on the project. The teams also had to prioritise and make choices about what to focus on and what was the most essential.

### Activities and communication processes to plan collaboration

The respondents were asked to identify specific activities to plan the collaboration. The data showed that fundamental to the planning process were brainstorming, creating a project structure, organisation and practical preparations, and establishing a realistic focus. These activities took on average between some time (2) to a lot of time (3) ( $x=2.39$ ,  $SD=.87$ ) on a scale from 1 (a little time) to 4 (a very large amount of time). Despite the time pressure, substantial time investment was made in planning the instructional collaboration. Multiple communication strategies were employed: the most frequently used mode being face-to-face meetings, both formal and informal (in and out of school time and in and out of school), and emails, instant messaging, telephoning, and car time on the way to ILILE training, document sharing, and Post-it notes. Email communication was particularly important because of the attachment and document revision capability. Despite the challenges of time and schedules, the respondents found creative ways to have face-to-face meetings, and these outnumbered the instances of email contact. From the responses, it appears that face-to-face was considered very important to maintaining the social dimensions and personal support, with email messages being used as follow up to polish and

shoot things back and forth after face-to-face meetings. Other respondents indicated that they began their communication with email but found that there was a need to meet in person. From informal meetings on-the-fly to scheduled meetings, respondents showed creativity in and determination for face-to-face meetings. Although there were many reports of on-the-fly informal meetings, these did not outnumber planned meetings, whether structured or informal. Reports of predetermined meetings, planned weekly and twice monthly meetings indicate that respondents were serious about the planning process of the project. Despite the challenges of inflexible schedules for teachers, there were substantial reports of planned meetings during school hours. Other creative strategies used were archiving, and saving items in a networked school server.

### Strengths of planning

The respondents were asked to describe what they experienced as strengths of planning. For teachers and school librarians, the most predominant strength (37% of strengths identified by both groups) was that planning and preparation brought clarity and structure to the project, which was seen to pay back during the actual instruction in terms of smooth implementation. The planning was seen to provide a framework to identify potential issues and have strategies to deal with them, to be a constant spark for creativity and reflection, and to provide a sense of security and manageability of the project, to clarify individual responsibilities and work tasks, and to provide an overall sense of accountability. The second most predominant strength of planning identified by teachers (23%) and school librarians (20%) related to developing a team approach and being really connected to and understanding each other's strengths and weaknesses. Respondents felt that knowing the

plan well provided both team members with a structure, so that they could come in and help out in the partner's domain when the partner for some reason, such as absence, could not fulfil his/her part. Another equally valued strength of planning related to establishing the quality of the instructional unit (19% of strengths identified by teachers; 20% of strengths identified by school librarians).

### Difficulties during planning

The respondents were asked to describe the difficulties they encountered, if any, during the planning process. The replies showed a complex pattern of difficulties, but also underlined a strong dedication to the collaborative project and a commitment to their resolution. It was rare that teams gave up on the encountered difficulties, and solutions were nearly always found. For both the teachers and school librarians, time and scheduling were the most predominant difficulty (57% of all difficulties mentioned by teachers; 60% for school librarians). The second most predominant difficulty related to the mechanics of the unit, particularly scoping out the unit, determining content and focus, clarifying what was to be accomplished and how it would be managed, and the division of tasks (19% of all difficulties mentioned by teachers; 14% for school librarians). There were four major ways to cope with these challenges as they arose: being organised and structured, allowing for flexibility, discussing with the partner, and problem solving by directly approaching the problem. It was also evident that the interaction between the two team members was not always problem free, presenting challenges of dealing with different personalities, work styles, professional cultures, teaching styles, and work philosophies.

### Strengths in teaching together

The respondents were asked to identify what they had experienced as strengths in teaching together. There

were many pedagogical benefits of teaching the unit together, the most important one being the combination of two areas of expertise and the integrated learning experience that it enabled (42% of all strengths mentioned by teachers; 38% for school librarians). There were also some differences in what the teachers and the school librarians regarded as strengths. School librarians brought forward the individualised attention to students and deeper interaction with them. They also valued the promotion of library services that the collaboration provided, as well as the opportunity to learn new skills, either in the form of curriculum content or instructional skills. Teachers valued better access to resources and library services, and particularly the school librarian's ability to match relevant resources to teachers' needs through the project. They also valued pedagogical aspects of the collaboration process, such as reinforcement when two teachers bring the same message to the students.

### Difficulties during the project and how they were resolved

The respondents were asked to describe difficulties they had encountered during the teaching of the unit. The most common difficulties centred around lack of time, and scheduling issues (35% of difficulties encountered by teachers and 28% of difficulties encountered by school librarians). In addition, the school librarians identified concerns related to technology problems (11%), features inherent in the project, for example, it took longer than expected (11%), and misadventures and unexpected situations (10%). Teachers, on the other hand, more often saw problems in the team work itself, such as problematic interactions (9%), in instructional challenges (9%), and low student motivation (15%). Solutions were varied, according to type of difficulty. Those who experi-

enced difficulties related to scheduling and time mainly dealt with it by flexibility and adjustment; those who experienced difficulties related to technology mainly dealt with it by problem solving, for example, asking students to use computers at home; those who experienced difficulties related to team work approached the process by discussing with the partner; those who experienced difficulties related to features inherent in the project dealt with it by refining and adjusting the project accordingly. The importance of being solution oriented was consistently expressed as an essential feature in building and implementing collaborations, and respondents recommended strategies such as: explicit planning for potential misadventures, careful time management planning, not over-planning content and activities, and having backup plans for technology problems and team member absences.

### Changes from normal routines

The respondents were asked to describe how the collaboration changed, if at all, and how they typically did things. For teachers, 51% of the changes identified centred on improvements in professional relationships with the school librarian, and understanding the school librarians' aims and tasks. The second most predominant change identified by teachers was change in work routines, which they found refreshing, and more careful planning in relation to library based learning activities (24% of changes identified). Several teachers specifically mentioned how they got to know their school librarian and the library services better, and how this new understanding opened their eyes to what the librarian could offer. For the school librarians, the most predominant change centred on the own professional recognition, developing more confidence and building more status in the school (25% of changes identified); they also identi-

fied improved pedagogy and instructional development through a closer relation and interaction with students (16% of changes identified).

### What the collaboration enabled the respondents to do as educators

The respondents were asked to describe what the collaboration enabled them to do, as educators, that might have been difficult to do without it. Data show contrasting outcomes for each group. Teachers appreciated the opportunity for better information literacy instruction and access to resources for their students (44% of the outcomes identified by teachers). They also identified instructional benefits of team teaching, such as covering more material more efficiently and teaching content in a shorter period of time (33 % of outcomes identified). While teachers identified mostly pedagogical aspects, the school librarians identified increased status in the school (34% of outcomes identified), increased opportunity to work closer with the students (28 %), and becoming a stronger part of the teaching process and having opportunities to teach (19% of outcomes identified).

### Impact and outcome of the collaboration

The respondents were asked to indicate the extent to which they agreed with the following statement: 'I believe that our instructional collaboration was successful on a five point scale from strongly agree (5) to strongly disagree (1)'. The results showed that the respondents regarded the project as highly successful. The majority strongly agreed with the statement that the collaboration had been a success. The teachers were slightly more content with the project, and ranked the success as 4.87 (SD=.34), while librarians ranked it 4.76 (SD=.65). There were no significant differences related to grade levels or professional group.

### Factors behind the success of the collaboration

The respondents were asked to describe factors that contributed to the success, if at all, of the instructional collaboration. The most commonly cited reasons were personal characteristics, good team dynamics, and thorough preparation. The majority of respondents specifically pointed to good team dynamics as the key to success. When the partners got to know each other better, they could benefit from each others' strengths and create a team that was bigger than the sum of its parts. By brainstorming, discussing, and working out a shared vision, the partners bonded and started to work in sync. It was common that the respondents referred to their partner and his/her character or skills as the factor behind success, which speaks much about the close connection, understanding and appreciation of the other that evolved through the project. Another important factor was the strong motivation and dedication the partners felt for their project. They really wanted to make it work and were willing to commit time and energy to enable it. Often the team worked so well together that their commitment and enjoyment in the process was evident also for students, and also enhanced their engagement in the project. Other factors that contributed to success were thorough planning and preparation of the project, combined with creativity and flexibility when needed.

### Impact of collaboration on students and evidence for this

Teachers and school librarians, overall, referred to students' improved information literacy competencies (61 % of teacher identified outcomes; 66% of school librarian identified outcomes) as the most predominant outcome. The development of content knowledge was also identified as an

outcome (37% of outcomes identified by teachers; 21% for school librarians). School librarians also mentioned factors such as student enjoyment and motivation, as well as them being more involved in the learning tasks. The primary sources of evidence of students' learning were the content of final products that demonstrated a deeper topical understanding in their written, visual or oral reports as compared to previous classes, the bibliography of the final product, library system evidence such as circulation data, and informal observations which indicated increased motivation and interest.

### Personal learning outcomes for teachers and school librarians

The respondents were asked to describe what they had learned for themselves through the collaboration experience. The major insight the partners had developed was a new understanding of their partners' work and what their partner wanted to accomplish, and the students' learning process. For both teachers and school librarians, the most predominant personal learning outcome was a deeper understanding of instructional collaboration, and a stronger belief in its benefits (40% of teacher outcomes; 26% of school librarian outcomes). The second highest outcome for both groups was the development of professional skills, refinement of practice, and a more profound insight into pedagogical processes (31% of teacher outcomes; 23% of school librarian outcomes). The third most important insight was a deeper appreciation of the partners' professionalism. This entailed both admiration for professional skills, as well as an understanding of what the partner wanted to accomplish (13% of teacher outcomes; 11% of school librarian outcomes). Teachers (and no school librarians) also identified stronger insights into content-related learning outcomes (12% of outcomes for teachers).

### Subsequent professional relationship with the collaboration partner

Outcomes for both professional groups, as well as outcomes for students, provided an important basis for building further instructional collaborations. The experience of working closely together had made the partners view each other in another light, with an increased understanding of what they tried to accomplish professionally. It was common that they continued to work together though further initiatives, and developed stronger personal friendships, as well as professional relationships. Teachers and school librarians particularly valued the strengthening of the professional relationship, and enjoyed the mutual respect and understanding it brought, and this dimension was the most frequently reported for both groups (40% for teachers; 39% for school librarians). The second most frequently reported dimension for both groups was the stabilisation of the collaborative relationship for ongoing support, help and brainstorming (35% for teachers; 30% for school librarians). The third most frequently reported dimension for both groups was the development of richer personal friendships (17% for teachers; 19% for school librarians).

### Factors contributing to further collaborations

Since this experience, the teachers have, on average, undertaken two collaborations, while the school librarians have undertaken three collaborations. The data show that the major overall influence on further collaborations was the success of the first one and particularly the improved relation and appreciation of the partners' skills and contributions. A good outcome of the first experience was more strongly identified by teachers (67% of factors identified) compared to school librarians (33% of factors identified). For school librarians, successes related to

the marketing of the library and that their perceived status in the school was identified (31% of factors). No teachers identified this factor. Teachers also identified the acquisition of collaboration skills, a factor reported less frequently by school librarians (28% of factors identified by teachers; 8% of factors identified by school librarians).

The data suggest that the school librarians became more self-assured through the collaboration, with a stronger reliance on their own skills. Both teachers and school librarians indicated that their reputation grew across the school, and this encouraged other teachers to try instructional collaborations. The success of the experience made the school librarians more confident, proactive and more dedicated to collaboration and integrated learning through the school library. At times, the collaboration mainly continued with the teacher partners from this project; however, school librarians indicated that they also reached out more actively to other teachers. This increased activism was not only grounded in a stronger confidence, but also in a better understanding of teacher needs, and the ability to adjust services accordingly. Lack of time was the major reason for hesitating to take on new collaborations, referred to by no less than 85% of teachers and 52% of school librarians.

The respondents were asked which incentives they believed would encourage more instructional collaborations. Time, and more time, was identified as the major incentive (50% of incentives identified by teachers; 35% identified by school librarians). Support of the school/administrator was identified as a stronger incentive for school librarians than teachers (30% of incentives identified by school librarians; 19% by teachers). Nineteen percent of incentives identified by teachers related to tangible incentives such as money or credits, and 13% of

incentives identified by school librarians related to appreciation/validation by others in the school.

### Advice to others contemplating instructional collaborations

The respondents were eager to share their insights and give advice for librarians and teachers contemplating instructional collaborations. Eight key pieces of advice emerged:

1. just do it!, deal with issues and barriers as they arise, and do not let perceived potential barriers rule out any opportunity to collaborate
2. build friendships and social relationships in the school as these both nurture and sustain collaborations
3. prepare well and be realistic in capitalising on shared expertises, rather than being overambitious and overwhelming
4. start with someone and something familiar
5. build team commitment through sustained dialogue and open communication
6. be flexible, open minded and patient, and develop backup plans for misadventures and the unexpected
7. do it for the students – help them achieve
8. be willing to learn from your partner – collaborations are about both giving and receiving, of self and for self, and for students.

### Lessons learned and moving forward

As a qualitative study, it is not the purpose of this study to make generalisations, but to provide a framework for teacher librarians to reflect on their own experiences with instructional collaborations. It is clear that successful instructional collaborations are hard work and time consuming. They involve a complex interplay of shared expertise, contextual elements

and personal and professional attributes that come together in a purposeful way, and in a way where the sum of the parts is greater than the whole. Successful collaborations are grounded in a strong, almost invincible, belief that the shared expertise in the partnership is pedagogically beneficial. Respondents were motivated to get involved in the collaboration to share and utilise their professional speciality, to give and to learn from partner's expertise, and because they saw collaboration as a pedagogically sound way to achieve goals related to the school library and to curriculum standards, founded on a belief in holistic integrated learning and an attempt to combine two strengths to reach beyond what each individual could accomplish.

But was there mutuality of intent? Was there a common goal that was driving the collaborative experience? There seemed to be competing agendas at play – school librarians anxious to shore up their value and perception in the school, to build their own status, and to improve the perception and use of the school library. Are these the primary motivations that should drive collaborations, and are these the goals of collaborations? Is collaboration about ego or outcome? Lost in the data was a strong sense of mutuality of intent built around student outcomes. That student achievement might be the bottom line was more implicit than explicit in the voices of the school librarians, in particular, and in a syllabus outcomes environment, this raises some concerns about what is the public voice of school librarians in a school. In a mutual partnership, the focus surely shifts from self and status to outcome. Yet in the data, school librarians rarely mentioned students' learning of curriculum content, nor seemed to be able to articulate how the development of information literacy competencies could actually help students learn curriculum content. Missing, to a large extent, was

a sense of integration of information literacy and curriculum content. Was there a shared creation? It was not clear that the collaborations resulted in this, despite their reported success. As Perkins (2003) notes, interpreting the challenge of collaboration deeply based on mutuality of intent is essential for a strong learning outcome.

---

**The strong belief in the value of instructional collaborations was tested by the day-to-day pressures of a school.**

---

The strong belief in the value of instructional collaborations was tested by the day-to-day pressures of a school – the demands, competition for time, and structural barriers. The collaborations developed because these were seen as challenges to be overcome, rather than barriers that stopped progress, or indeed even prevented instructional collaborations being initiated. It took considerable creative energy and willpower not to give up. Teachers and school librarians regarded their own specialisation as the main strength that they brought to the collaboration – school librarians' expertise with information literacy skills, and teachers' expertise with content knowledge. Recognising and understanding these complementary domains of expertise is not enough; it is valuing, learning and celebrating partners' expertise that gives richness to the collaboration experience. A willingness to learn each other's domains of expertise seemed an important dynamic of the collaboration, and played a role when there was misadventure in the delivery of instruction, as well as creating a unity to the instruction, rather than a duality where information literacy and

curriculum content happen as separate events in the instruction, rather than coming together as an integrated whole. Sometimes this unity did not seem to be present in the instruction, particularly when valuing of the school librarian and school library seemed to be the most pervasive driver of the collaboration. Collaborations ultimately speak for the integration and intertwining of two different expertises, and the creation of a holistic and integrated learning experience for the students, not attainable otherwise, must drive the collaboration.

It was clear that social context for collaboration cannot be ignored. It is important for nurturing and maintaining collaborations. Building a collaborative culture acknowledges the social dynamics of an organisation. Social interactions are important in building an understanding of the beliefs, values, and habits of people, and developing an understanding of the expectations and outcomes of working together. Teachers in this study valued the social interactions. The social interactions contributed to building commitment and trust, and making the time to work with the school librarian, and prevented building partnerships on contrived collegiality. One important cornerstone for a fruitful collaboration and successful partnership is for school librarians to take the time to get to know each other as persons and colleagues, to be active in shared problem solving outside of the library, to develop both social and strategic interactions, and to recognise and celebrate the expertise of others, rather than solely selling the expertise of self. Peterson (1991, p. 9) asserts that 'collegiality is nurtured, as honest debate and open disagreement combine with supportive, trusting relationships'.

Collaborative work requires two basic working modes: organisation and flexibility, which at times are delicately balanced. It is important to create

(rather than impose) a mutual working plan and structure, from the initiation of the project, throughout its execution, and its evaluation. Planning of work tasks, and negotiating responsibilities and timelines are essential in order to create a working structure for the project. This structure enables the collaborative experience to unfold, yet foster flexibility, open-mindedness, and creativity. Many respondents saw the plan, and the time invested in planning, as the keys to the success of the instructional collaboration.

Lack of time was the major challenge throughout the collaborations. The teams did not give up. It was common that the partners had to work around the lack of time by sacrificing their own leisure by meeting outside school hours or for lunch or dinner. Yet in doing so, they reinforced the social dimension of the relationship and at the same committed time to building a trusting and helpful relationship, and one where the daily challenges of the instructional partnership were openly shared, discussed, and examined in order to provide support and help for each other and to guide the experience. Is this too high a price to pay? The respondents did not think so – one of the outcomes for them was developing stronger personal relationships. As Nias, Southworth, & Yeomans (1989) in Fullan and Hargreaves, (1991, p. 48) assert, collaborative schools are

*places of hard work, of strong and common commitment, dedication, of collective responsibility, and of a special sense of pride in the institution.*

For the respondents in this study, instructional collaborations clearly had a number of pedagogical advantages, such as more individualised attention to students, more effective class management, collegial reinforcement, integrated learning, and the combination of two different teaching

styles. The instructional collaboration process had an important educational function for the school librarians as teachers. They valued gaining additional instructional techniques, and gaining a deeper understanding of the students' learning process in specific curriculum areas. The collaboration was a valuable opportunity for school librarians to grow as teachers, and to be seen as part of the instructional milieu of the classroom, and for the teachers to develop a richer valuing of the services of the school library. It was interesting to note that some teachers in the project were concerned about the low status of the school librarian, yet saw the richness of the services and resources offered.

The school librarians regarded their increased status and appreciation in the school as the biggest change the instructional collaboration brought them. They became confident enough to start to market collaboration more, and reach out more actively to teachers pursuing more collaborative projects. A pervasive undercurrent in the responses of the school librarians was their baggage of insecurities and self-doubt about their own capacity and ability to carry out the collaboration, initial fears of rejection, despite their strong enthusiasm for the opportunity to promote their services. While it is important to articulate such concerns in the openness of the planning and negotiating of a collaboration, projecting such insecurities in a broader way do not necessarily invite instructional collaborations. It is important to recognise that school librarians' perceived lack of recognition and low status is seldom grounded in purposeful negligence, but is more likely a product of the very structure of schools where hectic schedules do not permit familiarising, testing and utilising the full suite of services provided across a school. Some teachers in this study were initially unaware of the specific scope and potential of library services, or

they recognised it but did not have the incentive or time to explore it further. For school librarians, the marketing of library services and the instructional role of the school librarian needs to be done in ways that enable teachers to see the concrete benefits terms of their own work.

The main reason why the respondents continued to collaborate was the success of the first collaboration. The success enhanced their own motivation as they could see how much students as well as themselves benefited from the joint instruction. Sometimes, the recognition by others was the instigator for further similar projects.

---

**Developing powerful instructional collaborations does not happen by chance.**

---

There seems to be two major keys to a successful collaboration: 1) plan and prepare well, but 2) also allow for flexibility and adjustment along the way. It was more a rule than an exception that the respondents had been over-ambitious on the onset of the project and planned too many activities or too ambitious goals. They see collaboration as an opportunity to cover twice as much in half of the time. This is, however, not realistic, and it is common that the parties have to adjust their plans and goals as they proceed in the project. A new doable plan is accomplished through accommodation and discussion, and the project result is a success. What speaks to the success of the project is also the friendships and close collegial bonds that are formed by working closely. It is very common that the partners become personal friends, and/or continue to work closely together professionally. The professional collaboration may not always be in form of a structured collaboration,

sometimes a partner to discuss, brainstorm, and share ideas with is just as valued.

Developing powerful instructional collaborations does not happen by chance. They require depth of commitment, intense engagement with the mechanics of pedagogy, clarity of goals in terms of student learning outcomes, strategic time

management, and organisational skills. It does involve considerable expense of time, not just in instructional development and implementation of the teaching sequence, but also in fostering a social and collegial relationship. The social dimension of the collaboration is very important, as it nurtures trust and a sense of mutuality which provide the

inbuilt support, while negotiating the curriculum agendas and organisational structures. As Montiel-Overall (2005) posits, it requires 'daring educators' whose collective efforts have the potential for not just contributing to innovative instruction, and stronger learning outcomes, but also to organisational change and the sustainable future of school libraries. ■

**References and further reading**

ASLA (2004) *Standards of professional excellence for teacher librarians*, Australian School Library Association (ASLA), Zillmere, Qld. Viewed 4 April 2008. <[www.asla.org.au/policy/standards.htm](http://www.asla.org.au/policy/standards.htm)>.

Bishop, K. (2003) *Connecting libraries with classrooms: the curricular roles of the media specialist*, Linworth Press, Worthington, OH.

Callison, D. (2005) *Data from Indiana School Library Media Programs in 2004*, Association for Indiana Media Educators (AIME). Viewed 4 April 2008. <[www.ifonline.org/Units/Associations/aime/Data/navigate.htm](http://www.ifonline.org/Units/Associations/aime/Data/navigate.htm)>.

Fullan, M. G. & Hargreaves, A. (1991) *What's worth fighting for: working together for your school*, Ontario Public Schools Teachers' Federation, Ontario, CAN.

Gibson-Langford, L. (2007) 'Collaboration: force or forced?', *Scan* 26(4), pp. 19–25.

Gibson-Langford, L. (2008) 'Collaboration: force or forced? Part 2', *Scan* 27(1), pp. 31–37.

Jenni, R. & Maurie, J. (2004) 'Cooperation and collaboration: reality or rhetoric?', *International Journal of Leadership in Education* 7(2), pp. 181–95.

Montiel-Overall, P. (2005) 'Toward a theory of collaboration for teachers and librarians', *School Library Media Research*, 8 (2005), American Library Association (ALA). Viewed 4 April 2008. <[www.ala.org/ala/aas/aaslpubsandjournals/slmrb/slmrcontents/volume82005/theory.cfm](http://www.ala.org/ala/aas/aaslpubsandjournals/slmrb/slmrcontents/volume82005/theory.cfm)>.

Perkins, D. (2003) *King Arthur's round table: how collaborative conversations create smart organizations*, John Wiley & Son, Hoboken, NJ.

Peterson, K. (1994) *Building collaborative cultures: seeking ways to reshape urban schools*, North Central Regional Educational Laboratory. Viewed 4 April 2008. <[www.ncrel.org/sdrs/areas/issues/educatrs/leadshp/le0pet.htm](http://www.ncrel.org/sdrs/areas/issues/educatrs/leadshp/le0pet.htm)>.

Todd, R. J. (2005) *Report of the Delaware school library study*, Center for International Scholarship in School Libraries (CISSL), New Brunswick, NJ. Viewed 4 April 2008. <[www2.lib.udel.edu/taskforce/study/phasetwo.pdf](http://www2.lib.udel.edu/taskforce/study/phasetwo.pdf)>.

Todd, R. J. (2008) 'Research columns one, 2008: Shared learning, shared knowledge', *Scan* 27(1), pp. 30–31.

Todd, R. J. (2007) 'Research columns four, 2007: Collaboration or co-creation?', *Scan* 26(4), pp. 18–19.

Welch, M. (1998) 'Collaboration: staying on the bandwagon', *Journal of Teacher Education* 49(1), pp. 26–38. Viewed 4 April 2008. <[web7.infotrac.galegroup.com](http://web7.infotrac.galegroup.com)>.

# The importance of Human Society and Its Environment, global education and Asia

*Pauline Sheppard is Senior Curriculum Adviser, HSIE 7–12.*

Almost 50 years ago, Jerome Bruner posed questions about the relevance of the primary school curriculum. He posited

*We might ask, as a criterion for any subject taught in primary school, whether, when fully developed, it is worth an adult's knowing, and whether having known it as a child makes a person a better adult. If the answer to both questions is negative or ambiguous, then the material is cluttering the curriculum.*

Bruner, J.S. (1960, p. 52)

Surely Bruner would agree that the content of the NSW HSIE syllabuses is important to the world of today's children and adults. The knowledge and understandings, values and attitudes canvassed are vital for them, as individuals and for Australian society. Included in the rationale of the Human Society and Its Environment K–6 syllabus is the statement that:

*The future wellbeing of human society and its environment depends upon the quality of people's interactions with each other and with their cultural, social and physical environments as they strive to meet each other's needs (p.7).*

## Reflecting on our teaching

It is not often that busy teachers have the chance to revisit the rationales of the courses they teach. To do so is empowering, as we are reminded

afresh of the important role of teachers in our society in imparting knowledge, teaching skills and supporting the young people we teach, by the development of values vital to the wellbeing of society.

*...we are reminded afresh of the important role of teachers in our society...*

If we are successful in our teaching, then through their learning in HSIE K–10, our students may indeed be assisted to *empathise with others and understand and evaluate the nature of the society to which they belong* (HSIE K–6, p.7). Further, as a result of their learning, *students should develop a sense of personal, community, national and global identity and the knowledge, skills, values and attitudes that will equip them to participate as responsible citizens in maintaining and improving the quality of their society and environment* (HSIE K–6, p.7).

In 2008, the reality of global warming, the fear of terrorism, and the sadness felt when we read of intercultural conflicts between people that result in violence, locally and abroad, can either leave individuals with a sense of being overwhelmed and helpless, or stir them to action. Teachers are in the unique position of being charged with the responsibility of taking action in respect to the teaching and learning mentioned above, as well as the respon-

sibility to empower those we teach to be active, not overwhelmed, citizens.

## Support for HSIE teachers and teacher librarians

A range of organisations are involved in supporting HSIE teachers in their endeavours by providing quality materials, ideas and strategies. The Australian Global Education Project (GEP) is funded by the Australian Governments Overseas Aid Program (AusAid). Teachers can access teaching strategies, a monthly newsletter, a quiz builder, curriculum links and a range of other free resources including compact discs, books, posters and magazines on the *Global education* website (Figure 1). Teacher librarians will find the site extremely useful when looking for up-to-date resources and publications that deal with globalisation and global issues.

In its literature, GEP refers to the fact that there are many definitions of global education, but that a commonly accepted definition is one advocated by the Council of Europe's North-South Centre which explains that global education is *education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all* (2002).

## The Asia Education Foundation

Another organisation important to HSIE teachers is the Asia Education Foundation (AEF). The AEF's aims coincide with many of those of the

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

**Term 2, 2008**

- Identity: Sharing our stories** (Stages 3 and 4 English, HSIE, PDHPE and Aboriginal studies). The rap will draw on a range of contemporary texts including personal stories to explore Aboriginal perspectives on what builds strong identity. Helpful for cultural understanding for all students. Rap material live for showing 16 May 2008. Rap starts 28 May 2008.

**Term 3, 2008**

- Beijing Olympic Games & Book Week 2008** (Stages 2 and 3 PDHPE and English). The rap will focus on developing a healthy active lifestyle using the Olympic Games as a stimulus. It will have a Book Week 2008 link through related English activities using aspects of 'The Shaggy Gilly Times' by Jackie French and 'Grupe Whirlay' as a starting point. Dates TBA. We on the raps site for updates and information.



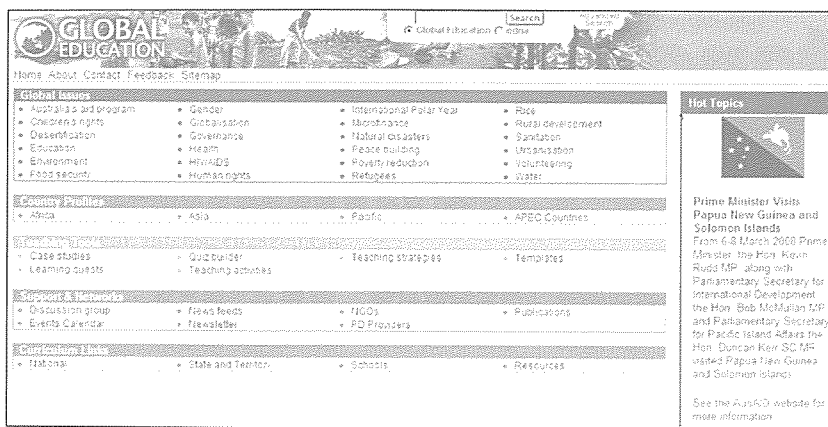


Figure 1 Global education <[www.globaleducation.edu.au/globaled](http://www.globaleducation.edu.au/globaled)>

GEP. The AEF receives its core funding from the Australian Government Department of Education Science and Training. It aims to promote the study of Asia across the curriculum in Australian schools. In its *National statement for engaging young Australians with Asia in Australian schools* (2006), it describes the necessity of Australians to meet 21st century opportunities and challenges through gaining new skills, knowledge and understanding related to the Asian region, and Australia's engagement with it. It emphasises the global significance of Asia, which it notes includes:

- 60 % of the world's population and 30% of world land mass
- the world's two most populous nations, China and India
- some of the most dynamic civilisations in history
- a great diversity of belief systems including Islam, Buddhism, Hinduism and Christianity
- Indonesia, the world's largest Muslim country
- the world's second largest economy, Japan
- the two fastest growing major economies, China and India.

Highlighted is the critical importance of the countries of the Asian region to Australia as our closest neighbours, major trading partners, and the source of the cultural heritage of an increasing number of Australians. Also noted in the statement is that the rich tradi-

tional and contemporary cultures of countries of the Asian region provide Australians with opportunities for social, creative and intellectual development.

### Supporting the teaching of HSIE

So far, we have looked at the importance of the subject matter, skills, values and attitudes included in the HSIE K-10 syllabuses, the importance of global education and active citizenship, and the imperative that, for the sake of our future, Australians should learn more about the Asian region.

...it is vital that teachers are supported to include studies of Asia across the curriculum...

Considering the above, it is vital that teachers are supported to include studies of Asia across the curriculum, and specifically, as they engage students in the teaching and learning of the HSIE syllabuses. The AEF has worked with various schools and other educational institutions to develop Asia related material for Australian school students. Teacher librarians can access information about these resources by visiting the following

websites:

- *Asia Education Foundation: getting started* <[www.asiaeducation.edu.au/public\\_html/getting\\_started.htm](http://www.asiaeducation.edu.au/public_html/getting_started.htm)>
- *Asia EdNet* <[www.asiaeducation.edu.au/network/online/weblinks.htm](http://www.asiaeducation.edu.au/network/online/weblinks.htm)>.

### Resources published by the Asia Education Teachers' Association (AETA)

The professional teaching association that supports teachers with information and teaching support materials is the Asia Education Teachers' Association (AETA). It has published materials developed by NSW primary and secondary teachers that support the teaching of Asia across the curriculum. These resources appear in the quarterly journals of the association or as separate publications (Figure 2).

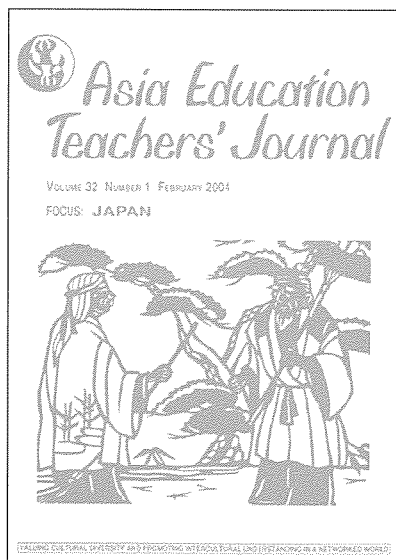


Figure 2 *Asia Education Teachers' Journal* (2004), 32(1). See the review in *Professional reading in the Resources* section of this Scan

Julie O'Keeffe and Cheryl Cootes, Blackheath Primary School, and Adrienne Haddow, Waratah Primary School, are some of the primary teacher contributors. Some examples of studies (Figure 3), written to support HSIE outcomes include the following:

### Early Stage One and Stage One

CUES1, CCES1, CUS1.3 & CUS1.4

- Lessons about an Afghanistan refugee using literature as the focus.

### Stage 2

CUS 2.3 & CUS 2.4

- World religions: lessons direct from the classroom on the five major world religions - Islam, Hinduism, Judaism, Buddhism and Christianity. Lessons include background information, resources, excursion details and class activities. (June, 2008).
- Diwali - a study to be used in conjunction with Hinduism;
- Ramadan and Eid-ul-fitrī – a study to be used in conjunction with Islam
- Chinatown in Sydney and Chinese New Year.

### Stage 3

CCS3.1 & CCS3.2

- significant Australians e.g. Khoa Doh and Tan Le (Figure 4)

CUS 3.3 & CUS 3.4

- the Vietnamese in Australia
- the Chinese in Australia
- Vietnamese refugees (Figure 5; Figure 6; & Figure 7)
- Chinese New Year/Tet (Figure 8)

ENS 3.5 & ENS 3.6

- Snow Leopards; Elephants; and Orangutans are three separate studies that look at these animals in terms of the impact of human activity and beliefs on environments, and issues of sustainability and preservation.
- Taj Mahal and Great Wall of China are two separate units that investigate built world heritage sites.

SSS3.7 & SSS3.8

- A study that compares Australian and Chinese styles of government.
- A study on making clothes - investigating the issue of sweat shop labour in Sydney with migrants from Vietnam, Cambodia and Laos as the workers.

Figure 3 Examples of studies from *Asia Education Teachers' Journals*



Figure 4 Work sample from Tan Le study

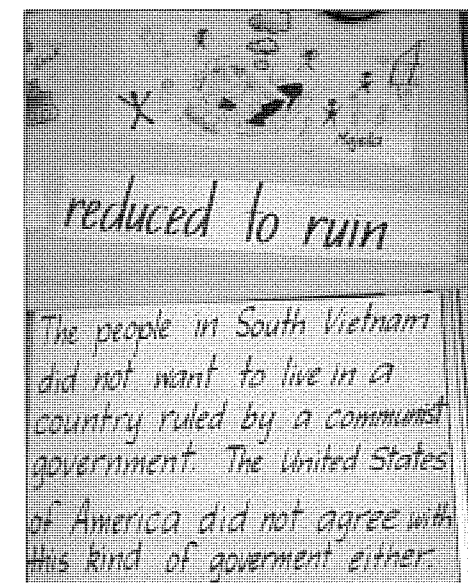


Figure 5 Work sample from Vietnamese refugees study

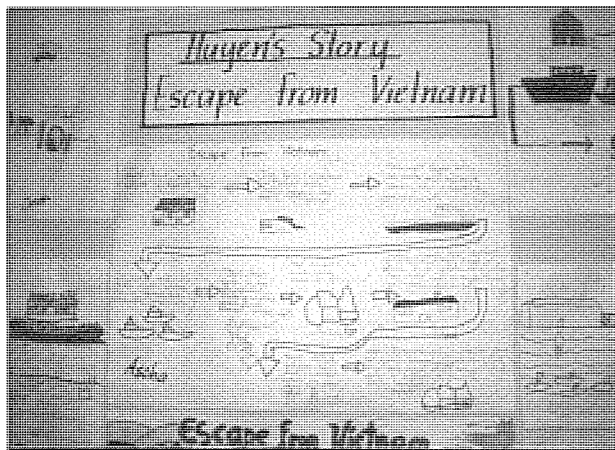


Figure 6 Work sample showing story map from Vietnamese refugees study

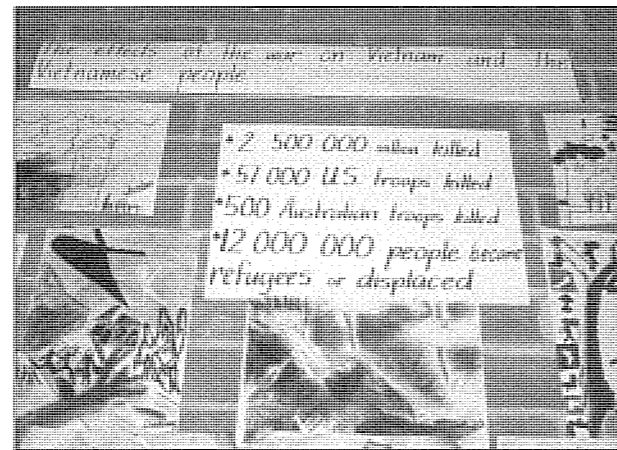


Figure 7 Classroom display from Vietnamese refugees study

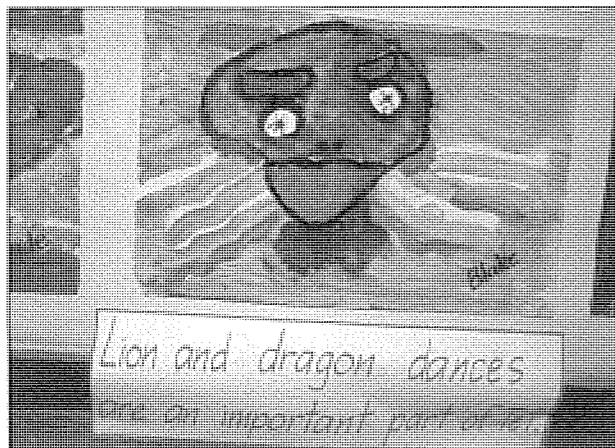


Figure 8 Work sample from Chinese New Year/Tet study



Figure 9 Work sample

### Supporting secondary teachers and students

A range of secondary subjects are supported with articles focusing on Asia that can be used by HSIE teachers of Geography, History and Business Studies, as well as teachers of Visual Arts and English. Some examples include studies of:

- world heritage sites
- media literacy

- Korean history
- geographic fieldwork
- globalisation
- managing global environments
- using films as text (Mulan)
- using newspapers in the classroom
- Australia's Trade Relations.

Visit the AETA website <[www.aeta.com](http://www.aeta.com)> for *Novel studies*, written by Jenny Mendick, for use in the upper primary and lower

secondary classroom, as well as the Department's HSIE website for global education and Asia resources for primary <[www.curriculumsupport.education.nsw.gov.au/primary/hsie](http://www.curriculumsupport.education.nsw.gov.au/primary/hsie)> and secondary <[www.curriculumsupport.education.nsw.gov.au/secondary/hsie](http://www.curriculumsupport.education.nsw.gov.au/secondary/hsie)> studies. ■

#### References and further reading

- AETA, Asian Education Teachers Association (Aust) Inc. Viewed 4 April 2008. <[www.aeta.com](http://www.aeta.com)>
- Asia Education Foundation, Asialink, University of Melbourne & Curriculum Corporation. Viewed 4 April 2008. <[www.asiaeducation.edu.au/public\\_html/aef\\_intro.htm](http://www.asiaeducation.edu.au/public_html/aef_intro.htm)>
- Bruner, J. S. (1960) *The process of education*, Harvard University, Cambridge, Mass. SCIS 213297
- European strategy framework: for improving and increasing global education in Europe to the year 2015, Europe-wide Global Education Congress, Maastricht, The Netherlands, 15–17 November 2002. Viewed 4 April 2008. <[www.gleneurope.org/doc/Maastricht%20Education%20on%20Global%20Education.pdf](http://www.gleneurope.org/doc/Maastricht%20Education%20on%20Global%20Education.pdf)>
- GLEN: global education network, Global Education Network of Young Europeans. Viewed 4 April 2008. <[www.glen-europe.org/index.php?lnk=54](http://www.glen-europe.org/index.php?lnk=54)>
- National statement for engaging young Australians with Asia in Australian schools (2006) Australian Government Department of Education Science and Training Curriculum. Viewed 4 April 2008. <[www.asiaeducation.edu.au/pdf/engaging\\_statement.pdf](http://www.asiaeducation.edu.au/pdf/engaging_statement.pdf)>
- SOUTHWELL, Anne (2007) 'Developing cultural understanding in the primary classroom', *Scan* 26(4), pp. 34–36.

# NSW HSC Online updates

Sue Martin is Senior Curriculum Adviser Connected Learning, Centre for Learning Innovation.

NSW HSC Online (Figure 1) was developed to support students, their teachers and parents as they prepare for the rigours of the Higher School Certificate (HSC) examinations. The website contains material which focuses on the more challenging aspects of the HSC courses and takes advantage of the interactive features provided by the internet.

The website continues to increase in both size and usage, and it currently provides resources for 48 subjects and 76 courses.

In the October 2007 examination period, NSW HSC Online delivered more than 1.6 million pages to users.

### Accuracy and relevance

With the internet becoming an integral part of student study, there is always the risk that students can be misinformed by material they locate on the WorldWideWeb. This is why computers in high schools should have the NSW HSC Online website bookmarked. All material on the site has been developed by experienced HSC teachers, and quality assured by Departmental curriculum experts. Any links provided to external sites have also been vetted for the accuracy of the information and relevance to the syllabus.

### Support for VET courses

The VET courses: Business Services, Construction, Entertainment, Hospitality, Information Technology, Metal and Engineering, Primary Industries, Retail, and Tourism are

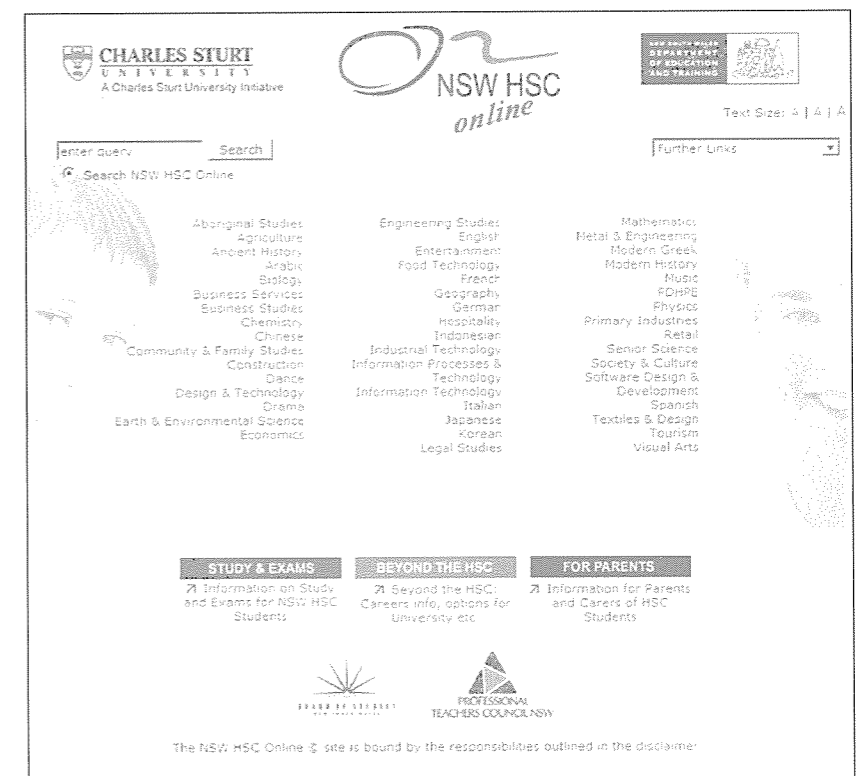


Figure 1 NSW HSC Online <[hsc.csu.edu.au](http://hsc.csu.edu.au)>

well supported by a significant number of resources including interactive activities (Figure 2) and test your knowledge interactive quizzes (Figure 3). For example:

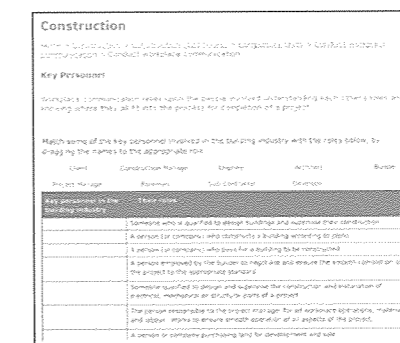


Figure 2 Construction: key personnel <[hsc.csu.edu.au/construction/optional/compulsory/bcg1000a/2665/flash/Unit\\_G1000Apage5.edit1.htm](http://hsc.csu.edu.au/construction/optional/compulsory/bcg1000a/2665/flash/Unit_G1000Apage5.edit1.htm)>

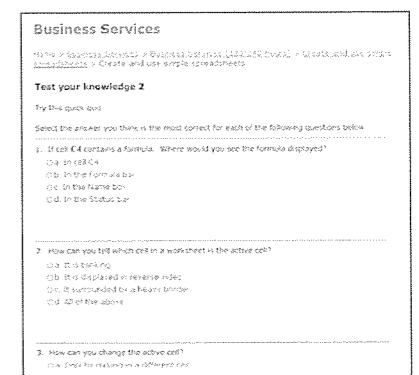


Figure 3 Business Services: test your knowledge 2 <[hsc.csu.edu.au/business\\_services/services\\_120/spreadsheets/2615/activity/IT\\_test\\_knowledge\\_2.html](http://hsc.csu.edu.au/business_services/services_120/spreadsheets/2615/activity/IT_test_knowledge_2.html)>

Spanish there are a broad range of sound files to support the listening and responding sections of the syllabuses. Those in Japanese (Figure 4) are representative of the rich range of sound files and activities for the 10 languages supported on NSW HSC Online.

Figure 4 Personal world: sample listening and responding tasks <hsc.csu.edu.au/japanese/continuers/individual/personal/personal\_list/personallisttasks.html>

### Animations to assist understanding of mathematical concepts

Mathematics teachers have developed a number of animations to illustrate a range of mathematical concepts. Examples include activities explaining annuities and loan repayments (Figure 5), and graphs (Figure 6).

Figure 5 FM5: annuity <hsc.csu.edu.au/maths/general/hsc/fin\_maths/fm5/2403/fm5\_1.html>

Figure 6 Equation graphing <hsc.csu.edu.au/maths/ext1/parabola/237/graphs.html>

### English support

Students of ESL, Standard, Advanced and Extension English will find a broad range of material developed by experienced HSC English teachers. *The tempest* (Figure 7) is an example of materials developed to support the Area of Study: *Imaginative journeys*.

Each year in June, the Sydney Morning Herald, in partnership with NSW HSC Online, publishes and

Figure 7 *The tempest* <hsc.csu.edu.au/english/area\_of\_study/imag\_journeys/3292/tempest.htm>

distributes the HSC Study Guide which is also sent by the Board of Studies to every HSC student.

The website also provides contact details for members of the NSW HSC Online project team. Students, teachers and parents often use the Contact us button in the menu bar for each node to email curriculum advisers for support and general advice.

*I am writing to tell you all how fantastic and useful your website is, and an absolute godsend to those of us who feel overwhelmed by the amount we must know.*

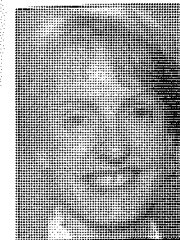
Student's email comment

In addition to the subject specific content there are general support resources which make it a useful website for more than just Year 12 students and their teachers. From the front page, users can access Study and exams, which contains information and internet links to support study and exam techniques, and Beyond the HSC which contains a range of information and links in response to questions such as *What are my career choices?*

NSW HSC Online is an excellent example of how the internet can be used to enrich student learning with 24/7 access to quality resources. ■

# The Connected Learning Awards: combining creativity and

## collaborative learning



Ruth Mason is a Project Officer, Connected Learning, at the Centre for

Learning Innovation.

Teachers are constantly seeking new opportunities for their students to learn teamwork, negotiation, design, and technical proficiency skills, which are a critical part of every student's learning for life. The Connected Learning Awards, open to all K-12 students in NSW Department of Education and Training schools, provide such opportunities.

As one teacher said of last year's awards

*Improving knowledge and skills in ICT is very important and the students definitely gained greater skills in this area. The other skills and knowledge that they acquired, however, were much more far-reaching ... Most importantly, they all learned how to negotiate, compromise, manage their time and get along with other students, all of whom had different talents to bring to the task. [A] very valuable experience!*

It is not only the students who gain from the Connected Learning Awards experience. Teachers too have commented that the awards are a great opportunity to learn in a meaningful way! ...I learnt so much.

### Authentic tasks

The power of the awards lies in the relevant and meaningful tasks students are required to complete using the technology available to them.

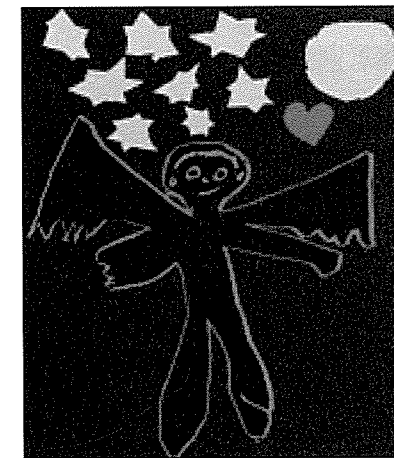
In 2008 students have the opportunity to showcase their talents by entering one or more of the following awards:

- Digital Story Awards - new in 2008 (closing date 4 June).
- Short Film Awards - new in 2008 (closing date 20 June).
- Web Design Awards (registrations close 25 June).
- Greeting Card Design Awards (closing date 25 July).
- Digital Art Awards - new in 2008 (closing date 1 August).
- Learning Resource Awards (closing date 8 August).

The theme for this year's Web Design Awards is *Earth*. Students are encouraged to use words, drawings, music, still photography or video to create a website to share their thoughts, feelings and ideas on this theme with other students around the world. This award category continues to be popular with students and teachers. One teacher commented,

*The levels of collaboration and cooperation are so evident in this project - unlike any other experience with these children.*

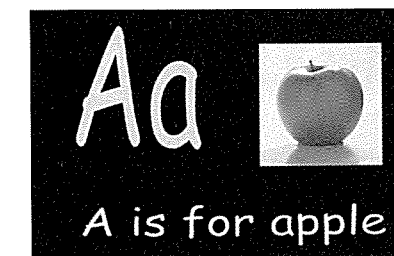
The Greeting Card Design Awards allow students to explore traditional themes of peace, goodwill and harmony.



The winning 2007 design was selected by the Director-General for Education and Training, Michael Coultts-Trotter.

Animated greeting cards were also included among the 2007 entries. These so impressed awards' sponsor, Wacom, that a special Award for Animation was presented at the awards ceremony held in Term 3.

The Learning Resource Awards provide students with the opportunity to create a learning resource that would be of use to fellow students. Copacabana Public School students, who were runners-up in the 2007 competition, commented: *we really enjoyed the fact that we were helping young people to learn while having fun at the same time.*



### Using technology for meaningful purposes

This year's new Connected Learning Awards for digital art, digital story and short film also encourage students to use technology for real and meaningful purposes.

Students entering the Digital Art Awards have the opportunity to use a variety of software applications to create a digital artwork depicting the portrait of a living man or woman, whom they admire.

The Digital Story Awards encourage students to review basic principles of storytelling, create storyboards, capture images with digital cameras, write stories, and post their stories on the internet.

The Short Film Awards encourage students to go behind the scenes and utilise their own creative abilities to develop a short film of three minutes duration. Entries in the 2008 competition must contain this year's essential item – the potato.

### How do the awards support learning?

Teachers from several schools have commented on the various ways the Connected Learning Awards have supported learning. One teacher related that her students had not only

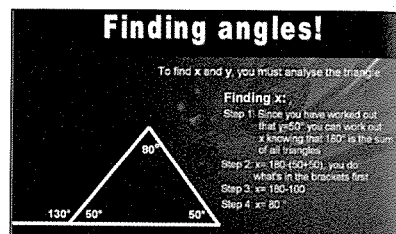
learnt new technology through their involvement in the 2007 Web Design Awards, but also a range of other learning, across many KLAs. She stated that while creating their website on the theme of *Journeys*,

*the NESB students quickly developed their English skills while proudly discovering facts about China. All students were excited and motivated by the creation of the website which launched everyone's desire to improve their written English skills. The NESB students have gained significant assistance with tense and sentence structure while the competent students have excelled in language especially through the use of synonyms and complex sentences.*

Publishing in a web environment also enables students to gain a greater understanding and appreciation of the value (and shortcomings) of information available on the internet.

Students have also commented on the benefits of participating in the Connected Learning Awards. A member of the N2L team from Sir Joseph Banks High School explained that the team's entry in the Learning Resource Awards aimed to teach Year 7 and 8 students about triangles and to improve their understanding of Maths.

*We wanted to engage the audience so we included animations, music,*



*voice recordings and images, ... Throughout this experience we realised collaboration and communication was essential to this project.*

N2L team member

Each of the Connected Learning Awards requires students to reflect on their learning before submitting a supporting statement. This statement details how the entry was created and the thinking behind its design.

The NSW Minister for Education and Training, the Hon. John Della Bosca commented at last year's presentation ceremony:

*Every year the entries are more innovative and imaginative.*

2008 should be no exception.

Further information on the awards, including past winners can be found at <cliwww.det.nsw.edu.au/awards>. Please note this is an intranet site which can also be accessed through the My websites tab on the DET portal. For email enquiries contact <connectedlearning@det.nsw.edu.au>. ■

# Connected Learning Advisory Services (CLAS)

*Kelly Stephens is Manager, eLearning Policy and Practice, at the Centre for Learning Innovation.*

The Connected Learning Advisory Service (CLAS) is an online, web based tool to help NSW public school teachers reflect on and enhance their use of information and communication technologies (ICT) in their teaching practice.

### Benefits of ICT for teaching and learning

Using ICT well can make a big difference to teaching and learning. Research shows that ICT

- can improve achievement by stimulating student motivation and engagement
- supports student achievement most effectively when integrated across the curriculum
- has particular benefits for some student groups, including special needs students
- promotes equitable improvement in student achievement.

Research also shows that ICT can be especially beneficial in certain subjects. ICT appears to have a motivational effect with regard to student writing. In subjects such as Mathematics and Science, animations and simulations can help students grasp more complex concepts, particularly abstract or microscopic concepts and processes.

Technology itself, however, will not transform student learning and student outcomes. Research also

shows that with ICT, as in all areas of education, it is teachers who ultimately make the difference. James Jarick, teacher librarian at Clemton Park Public School, says, 'It all ties back to your teachers', and continues by reflecting on the impact of ICT on the role of the teacher librarian.

*Most libraries now have gone from being book based libraries to information centres or research centres, and consequently teacher librarians have had to develop their skills in ICT. ... I think a teacher librarian has to be an ICT person and be ahead of, generally, the school in the technology that's rolling out within it, because we're in a perfect position to ramp that learning up within the school, with the teachers and the students.*

James Jarick

### CLAS support for teacher use of ICT

CLAS recognises that all teachers may need support to make the most of ICT in their teaching practice. Colleen Blancato, teacher librarian at Hassall Grove Public School, comments:

*Technology in schools is a big challenge for us all, and it is changing all the time. There is so much being offered to us all the time and it is hard to be able to pinpoint where you need to go. CLAS gives you that opportunity, to see what is available, where you are at, and [it] gives you a goal to aim for, and support for implementing strategies that we need to do for our students in the 21st century.*

### What support does CLAS provide?

CLAS:

- helps teachers assess their own use of ICT for teaching and learning
- provides links to examples of good practice, professional learning activities and online resources
- supports teachers' capacity to meet and maintain accreditation at Key Stage Professional Competence with the NSW Institute of Teachers.

*CLAS is a great starting point to develop ICT skills further and to provide strategies using ICT that you hadn't considered before. As a teacher librarian, I go in and try to assist teachers in being able to use ICT in their programs, and then to implementing it in their own classrooms and the library. CLAS gives us a focus for the areas that could be developed in their teaching and learning program.*

Colleen Blancato

CLAS (Schools) is available to all teachers in NSW public schools across NSW. To access CLAS:

- log in to the DET portal <portal.det.nsw.edu.au>
- click on the My applications tab near the top of the page
- click on the link to CLAS schools.

### Using CLAS

There are three main parts to CLAS.

1. Using ICT Skills Framework

The Using ICT Skills Framework describes the knowledge and skills you use to integrate ICT into your teaching practice. The framework has

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>

eight domains (Skills, Integrating ICT, Environment, Online interaction, Assessment, Perspective, Ethical practices, Professional Contribution), across four phases of development.

Many teachers have found the framework helpful in unpacking what it means to use ICT well.

2. MyMap

MyMap is an online, interactive tool that helps you assess your current integration of ICT into your teaching and learning practice. MyMap presents the user with a series of statements about teaching practice and asks them how frequently they perform the described activity (never, sometimes, regularly). The results of this questionnaire are available to the user in various forms, including graphs and a plotting of the user's position on the *Using ICT skills framework*.

It takes about 45 minutes to an hour to answer all the questions in MyMap but you don't have to complete them all at once. The individual data stored in the MyMap database is secured behind the DET firewall and protected by each user's DET Portal log-in. It is never made available to anyone but the individual user.

MyMap gives teachers the opportunity to create a log of evidence of their capacity to use ICT for teaching and learning. Beginning teachers have found this particularly valuable as it can support them in the process of applying for accreditation with the NSW Institute of Teachers at Key Stage Professional Competence. The CLAS (Schools) website includes more detailed information about the relationship of the *Using ICT skills framework* to the ICT-specific aspects of the Institute's Standards.

MyMap also helps you develop a professional learning plan. Links enable you to identify and access professional learning resources relevant to your interests and needs.

3. Online professional learning resources

The Pathways section of CLAS (accessed via the website's top navigation bar) provides links to professional learning resources, sorted by the domains and phases of the *Using ICT skills framework*. Resources include:

- online tutorials and modules to support your skills development
- resources for use with students directly or to help plan and implement online student activities, and
- school stories – a growing number of video and text-based snapshots of classroom practice and school stories giving teachers the opportunity to gather ideas, insights and inspiration from their colleagues.

CLAS also includes a *Focus on* section, which draws together resources on specific areas of interest. The current focus on interactive whiteboards includes two video stories of teachers using the technology in their classrooms. Lisa, a secondary Mathematics teacher, uses the interactive whiteboard to explore locus and equations, while Pina, a primary teacher, uses it to support maths group work with an Early Stage 1 class.

CLAS was designed first and foremost for use by individual teachers – to assess their current practices with ICT, and to develop strategies for more effectively harnessing technology's potential

for teaching and learning. However, CLAS is increasingly being used on a school-wide basis to help prioritise and plan professional learning. Principals of NSW public schools can request aggregated reports of their staff's responses to the MyMap tool (no individual teacher is ever identified).

*CLAS has highlighted the fact that it is not just skills alone, ICT needs to be integrated into the curriculum in a meaningful way, it needs to be seen in terms of classroom strategies for teachers, it needs to be seen in terms of pedagogies, it needs to be seen as not an add on, but something that we are doing all the time in a meaningful way.*

Colleen Blancato

What about the role of the teacher librarian?

According to James Jarick, the teacher librarian's interaction with the whole staff places him or her in a critical position: *we're a good change agent within the school.*

If you would like more information about CLAS, please contact: <CLAS@det.nsw.edu.au>.

If you would like to tell us about your experience using CLAS, please complete the online survey, in the right hand navigation bar of the site.

CLAS was developed by the Centre for Learning Innovation. ■

The screenshot shows the CLAS website interface. On the right side, there are three callout boxes with arrows pointing to specific parts of the website: 'MyMap' points to a navigation menu item, 'Using ICT skills framework' points to a section of the main content area, and 'Feedback' points to a contact information section at the bottom.

# Embracing the opportunity for professional development



Di Johnston, teacher librarian at Fairfield Heights Public School, shares her

experiences of attending the Australian Government Summer Schools for Teachers Programme in Perth.

## Australian Government Summer Schools for Teachers Programme (AGSSTP)

The aim of this innovative summer school initiative was to recognise and reward up to 4,000 of Australia's best teachers and to enhance their knowledge and skills in one of five priority areas: literacy and numeracy, English, mathematics, science and Australian history.

Seventy-five primary teachers attended the two week literacy and numeracy summer school in Perth during the January school holidays. The program at this venue included the following components:

- current research and emergent issues
- leading the way in literacy and numeracy
- leadership for school change
- a school-based project.

## Current research and emerging issues

In his keynote presentation, *Assessment for and of literacy learning:*

*the footprints of politicians, communities, parents, educators and learners,* Robert J. Tierney, Dean of the Faculty of Education, University of British Columbia, provided an international perspective on the impact and implications of assessment and testing.

Rob compared examples of assessment for learning from the United States such as the *Reading Excellence Program* and *No Child Left Behind* with curriculum documents from all Australian states. As Rob discussed the goal of national testing, he posed these questions for consideration:

- Does testing improve performance in tests and literacy performance?
- Does the knowledge of phonics, vocabulary, fluency, comprehension and retelling adequately encompass a student's literacy skills?
- Can we test whether students have resilience?
- Can we test whether students are life long learners?

## Leadership for school change and implications for teacher librarians

Professor Brenda Cherednichenko, Executive Dean, Faculty of Education and Arts, Edith Cowan University, engaged the audience with a discussion on leadership.

As teacher librarians and agents of change we are called upon to impart the qualities that we have developed, to create a fertile culture of learning and to demonstrate leadership and management skills. This could involve asking questions which will assist us in developing our mission statement and goals:

- In which direction is the library going and how will we know when we get there?
- What are our goals and what can we do better?
- How can we encourage life long learning?
- How can we develop a sense of community in the library?

There is a need for us to implement ongoing professional development and feedback as we constantly evaluate and re-evaluate the effectiveness of our library...

There is a need for us to implement ongoing professional development and feedback as we constantly evaluate and re-evaluate the effectiveness of our library, its teaching and learning programs, and its resource management and circulation systems. The challenge continues with providing and recommending resources as well as being a leader in professional development.

## Leading the way in literacy and numeracy

Author, Geoff Havel, who inspired the delegates with strategies for encouraging written expression, teaches a primary class in Western Australia. He is aware that repeated failure disengages students. As a result, he has developed road maps to success and understanding to visually assist

his students, particularly boys, who struggle with their ideas for story writing.

During his *Story writing* presentation, teachers were particularly enthralled with Geoff's graphical representation of the shape of stories and the insightful direction about the adventures of the main character (Figure 1).

Dr Deslea Konza, Edith Cowan University, presented the *Engaging struggling readers* module and made us aware of the factors that affect struggling readers such as, different social and cultural experiences, cognitive characteristics, appropriate learning contexts, the effects of failure, and how the brain operates.

This session included the discussion of carefully sequenced instruction and strategies to build vocabulary, fluency and comprehension from lower primary to the middle years of secondary school. Two examples follow.

1. Readers' theatre:

- motivates students to be engaged with reading
- provides opportunities to read and reread passages with interest
- develops students' confidence through a well structured performance.

2. Accountable talk:

- offers an alternative approach to reading comprehension
- uses evidence from an information text to substantiate statements
- enables speakers to build a line of argument, and link claims and evidence in a logical, coherent and rigorous manner
- allows listeners to push speakers for clear statements and sound reasoning
- revolves around the creation of inferential questions.

In my school of 88% NESB students, it is important to provide resources which will help support the development of student fluency, vocabulary word walls and comprehension. The concept of *Accountable talk* is worthy

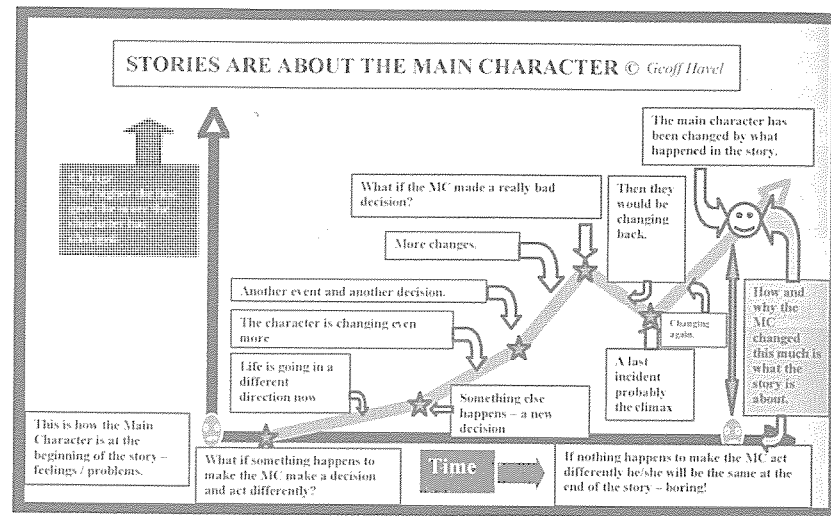


Figure 1 Geoff Havel's *Stories are about main character* © diagram

of exploration and happily does away with the stereotype of silence in the library. This session gave me professional knowledge of literacy to share with my colleagues at school.

**Numeracy**

In *I hate maths!* presented by Paul Swan and Linda Marshall, strategies included immersing students with the wonder and exploration of numbers with maths magic activities, and using *Accountable talk* with manipulative materials. Children's literature which involved numeracy concepts was promoted widely, and included activities to support the numeracy aspects of the story. ICT activities were included in a variety of ideas such as describing shape characters.

As a teacher librarian I was equipped with greater confidence in my ability to support the provision of maths resources. Practical ideas for using concrete materials sent me searching the *TaLe* website for learning objects such as *Arrays: explore factors*, and to the *Resource reviews* database on the *School Libraries and Information Literacy* website for appropriate resources to support numeracy in the curriculum.

**A school-based project**

Each summer school participant was also involved in an action research study module to complete, with the

assistance of a grant, on their return school.

As a result of a school survey that showed that teachers are motivated to do more ICT but need support and more professional learning opportunities, my action research project is *Integrating ICT with teaching and learning through the implementation of digital portfolios*.

**Conclusion**

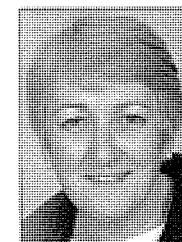
The AGSSTP 2008 was a valuable professional learning experience. Participants felt empowered to return to their respective schools and continue the process of change through resource sharing and specific action research projects. Professional learning courses are great opportunities for professional and personal growth as teacher librarians seek to be leaders and change agents within their school communities. The Departmental website and publications, such as *Curriculum Support* newsletters and *Scan*, the *edna.edu.au* website (formerly known as *EdNA online*) and the Australian School Library Association are excellent sources for professional learning opportunities. ■

[Editor's note: Details and registration for NSW Department of Education and Training's professional learning courses are available at *Curriculum K-12 Directorate's 2008 Professional Learning Courses* <[www.curriculumsupport.education.nsw.gov.au/prolearn08](http://www.curriculumsupport.education.nsw.gov.au/prolearn08)>.]

**References and further reading**

*Arrays: explore factors*, Curriculum Corporation, 2006. The Learning Federation learning object L2060. SCIS 1277819  
 ASLA, Australian School Library Association Inc.(ASLA). Viewed 4 April 2008. <[www.asla.org.au](http://www.asla.org.au)>.  
 ASLA(NSW), Australian School Library Association NSW Inc. ASLA(NSW). Viewed 4 April 2008. <[www.aslansw.org.au](http://www.aslansw.org.au)>.  
 Australian Government Summer Schools for Teachers, Department of Education, Employment and Workplace Relations. Viewed 4 April 2008. <[www.summerschools.dest.gov.au](http://www.summerschools.dest.gov.au)>.  
*edna.edu.au* (Education Network Australia), education.au limited, Dulwich, SA. Viewed 4 April 2008. <[www.edna.edu.au](http://www.edna.edu.au)>. SCIS 1014033  
 Geoff Havel, Geoff Havel. Viewed 4 April 2008. <[www.geoffhavel.com](http://www.geoffhavel.com)>.  
*Illuminations: illuminating NCTM's vision for school mathematics*, National Council of Teachers of Mathematics, U.S.A. Viewed 4 April 2008. <[illuminations.nctm.org](http://illuminations.nctm.org)>. SCIS 1110746  
 Moats, L. (1999) *Teaching reading is rocket science: what expert teachers of reading should know and be able to do*, AFT Teachers. Viewed 4 April 2008. <[www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf](http://www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf)>  
*No Child Left Behind*, U.S. Department of Education. Viewed 4 April 2008. <[www.ed.gov/nclb/landing.jhtml?src=pb](http://www.ed.gov/nclb/landing.jhtml?src=pb)>.  
*Reading Excellence Program*, Office of Secondary and Elementary Education, U.S. Department of Education. Viewed 4 April 2008. <[www.ed.gov/offices/OESE/REA](http://www.ed.gov/offices/OESE/REA)>.  
*TaLe: teaching and learning exchange*, Centre for Learning Innovation. Viewed 4 April 2008. <[www.tale.edu.au](http://www.tale.edu.au)>.  
 Tierney, R. (2006) 'Teacher and student as assessors: the changing position, expectations and roles for the literacy educator, students and parents', a PowerPoint presentation available in *Presentations and lectures*, The University of British Columbia, Faculty of Education. Viewed 4 April 2008. <[educ.ubc.ca/about/tierney/lectures.html](http://educ.ubc.ca/about/tierney/lectures.html)>.  
*School Libraries and Information Literacy*, School Libraries and Information Literacy Unit, N.S.W. Dept. of Education and Training. Viewed 4 April 2008. <<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>>.  
 Swan, P. (2002) *Motivational maths: lesson starters & investigation*, R.I.C., Balcatta, WA. SCIS 1122725

# Resource, rebuild and recollect. Part 3



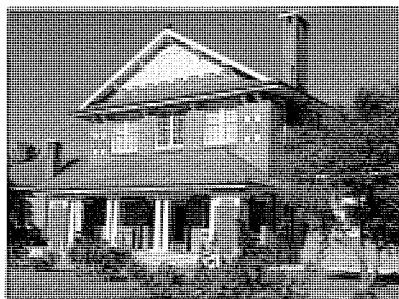
**Anne Longworth,**  
*teacher librarian*  
*at Hay War*  
*Memorial High*  
*School, continues*

*her diary. This third instalment is about rebuilding for the future and revisiting the past.*

In what sometimes seems a former life, the experience of frequenting bookshops, making great finds and then stowing the bag or box in the back of the car for the usually long trip back, was one of life's joys. A part of almost every trip away from Hay would include a visit to a bookshop. By the end of the school year, however, the thought of preparing a list of resources to be purchased was no longer fun. It was a chore. The really scary thing was that

the last place I wanted to be was in bookshop on school business. Whatever was I going to do? Was this malaise to be permanent? Would it pass or would the condition be permanent? I tested myself and found that I could easily go in and buy for myself and family. Good...I had not developed an allergy to bookshops. The cure was quite simple. I did not go into bookshops with school in mind for several weeks. I am happy to report that a couple of months later I am fully recovered. Last weekend, while in Canberra, I could not wait to get into the bookshops. My focus for the holidays, after a couple of weeks at the beach and a week in the national capital, was the school archives. The school archives are part of the library collection. They tell the story of Hay and District war service and the school built in 1923 to commemorate Hay's service men and women. Most of the archives were retrieved from the exploded library

immediately prior to its demolition. The demolition company used a very large crane to retrieve heavy filing cabinets, about one hundred boxes, conservation material and many loose, uncatalogued objects. They were lifted over a row of palm trees, deposited on the ground and then transported with help from students, wheel barrows and trolleys, across to temporary storage. This storage is away from the library in a small storeroom. It is too small to work in and opens into a very small classroom, which is heavily timetabled, so the holidays were the optimum time to use the space and spread out the boxes and their contents. Holidays are the only time available to work with the archives and the museum. There is no time for that during the teaching week. In August last year we were most fortunate to have the donated services of a conservator from the Museum of the Riverina in Wagga Wagga for a few days to work with the most damaged objects.



Hay War Memorial High School was built in 1923 to commemorate Hay's servicemen and servicewomen.

As the collection had been exposed to the elements during the only wet days we had seen in months, the most pressing need was to check for water damage and to attend to it immediately. A few textile-based objects and some paper-based objects needed professional care. Some records were scanned and others photocopied to preserve the

damaged originals. As we had done some disaster planning, we knew, in theory, what needed to be done. For the most part, the archive boxes themselves absorbed most of the moisture before it wet the contents and we were able to replace the boxes. On the recovery day, however, and with only a window of a couple of hours before the building was deemed unsafe for the demolition team, we had no time to do things by the book. Given the circumstances the team did a great job. Later in the year a team of students cleaned the remaining boxes of glass, dirt and other debris. One large piece of glass which was found embedded in the side of one of the boxes is now itself part of the collection.

In order to determine what is missing, the collection needs to be audited. This involves going through the

boxes, marking the contents off against the records held on *OASIS Library* and object files, assigning them to their correct boxes, and noting exactly what conservation work is required. To date, few objects have been found to be irretrievably damaged, and maybe half a dozen cannot be found as yet. There is much conservation work to be done, mostly involving rewrapping objects in archive quality tissue, inserting photographs into mylar sleeves and remaking cloth covers for textile-based objects, such as uniforms.

The placement of the new buildings to replace those lost has been determined and we have seen draft floor plans and space allocations for these. A new year with its new challenges is well under way. ■

## A new literature project for young people in western Sydney

*Judith Ridge* has recently been appointed the Western Sydney Young People's Literature Officer.

For many years, the children's book community in NSW looked with envy to the wonderful book based programs for children and teenagers offered by the Centre for Youth Literature in Victoria, and the Fremantle Children's Literature Centre. Some of these programs, involving the best writers and illustrators from around Australia and the world, are designed to engage young people as readers and to encourage them as writers. Other programs offer wonderful professional development opportunities for teachers and teacher librarians.

At last, after many years lobbying (mostly by the tireless children's author Libby Gleeson), a new position was announced, and I was fortunate enough to be appointed. Jointly funded by Arts NSW and the NSW Department of Education and Training, the Western Sydney Young People's Literature Officer is based in the Arts and Cultural Development Unit at Blacktown City Council. It is, however, a regional position, covering the greater western Sydney area: Auburn to the Blue Mountains, and Camden to Windsor.

To date, the role has involved getting to know the region, discovering what sorts of programs for young people already exist, and meeting with community and arts workers to find out the needs of the diverse population that makes up western Sydney. Establishing links with public libraries

and schools, classroom teachers and teacher librarians is rewarding. Already, the position is operating in three ways.

1. Developing original programs that may include
  - graphic novel workshops
  - a creative writing group for teenagers
  - travelling programs with children's and young adults' writers and illustrators, which will be offered as partnership deals to interested organisations such as school communities and libraries.
2. Responding to already identified areas of priority by working with existing programs developed by other cultural centres and community development officers, such as

- the *Neighbourhood stories* project
  - the *Adopt a community* project to involve the most disadvantaged and disconnected members of the community in literature, books and reading, and creative writing projects.
3. Functioning as a resource and communication hub for ideas, contacts and information about the wide and wonderful world of children's and youth literature with

- resources for teachers and teacher librarians being developed for professional development opportunities
- links are being forged with academics at the University of Western Sydney to promote the teaching of creative writing, as well as an *Authors in schools* project.

Consultation is critical to the success of any such project. Teacher librarians and other educationalists are invited to offer suggestions about the needs in

their community, and how we might work together to develop top quality literature experiences for the young readers and writers of the region. ■

Contact:  
Judith Ridge  
Western Sydney Young People's Literature Officer  
Ph: (02) 9839 6079 (Mon-Wed)  
<judith.ridge@blacktown.nsw.gov.au>  
<westword.wordpress.com>

### PETA professional learning opportunity

*Providing a balanced literature program for your students* is a full day workshop presented by Mandy Tunica for Stage 2 and 3 teachers. 29 May 2008 at Parramatta Leagues Club. Contact <helen@peta.edu.au> to register. Details for this and future workshops available at <www.peta.edu.au>.



### Kids Own Australian Literature Awards

Annual awards made by young readers in NSW to the Australian books they have most enjoyed reading during that year. KOALA is the NSW children's choice reading award. Join KOALA at <www.koalansw.org.au>.



### Dorothea Mackellar Poetry Awards

Registrations are open for the 2008 Dorothea Mackellar Poetry Awards. This is Australia's biggest poetry writing event for school students. Supported by the Australian Government, it is a major event linked with National Literacy and Numeracy Week. Resource notes for teachers, poetry writing tips for students, and registration details are available at <www.dorothea.com.au>. Nominations close 2 June 2008.

## Briefly...

### ASLA Online III conference - 2008

The theme for this international online conference is *Under construction: a world without walls*. Date: 5-26 May 2008. Details: <www.asla.org.au/pd/online2008>.

### Early Years conference

NSW Department of Education and Training's *Early Years* conference, Tuesday 15 and Wednesday 16 July 2008. For updates and information go to <www.detconferences.nsw.edu.au>.

### Poets Union Poetry Prize

Any theme; maximum 100 lines. Entry Fee: \$15. Entries close: 25 July 2008. Winners announced at: State of Play: Australian Poetry Now, 6th Australian Poetry Festival 5-7 September 2008. Details: <www.poetsunion.com>.

### CBCA Children's Book Week 2008

The 2008 theme is *Fuel your mind*. Date: 17-23 August. *Children's Book Council of Australia* <http://www.cbc.org.au>.

### Dreaming 08, ALIA Biennial conference

The ALIA 2008 Biennial conference will be held in Alice Springs at the Alice Springs Convention Centre from 2-5 September 2008. Details: <www.alia2008.com>.

### ASLA (NSW) professional learning day

*Leading learning through collaboration* will be held 11 September 2008 at Acer Arena, Homebush. This Professional Learning Day has a focus on student centred learning, using Web 2.0 technologies to promote collaborative learning and working with teaching staff to develop successful research programs. Details: <aslansw.org.au/learning>.

### Middle Years conference

NSW Department of Education and Training's *Middle Years* conference, Tuesday 7 and Wednesday 8 October 2008. For updates and information go to <www.detconferences.nsw.edu.au>. ■



# CBCA 2008 shortlisted finalists in the Children's Book of the Year Awards

On the 1st April, the Children's Book Council of Australia (CBCA) announced the following nominated books for the 2008 Children's Book of the Year Awards:

## EARLY CHILDHOOD

- ALLEN, Pamela (2007) *Shhh! Little mouse*, Viking (Penguin Group Australia). SCIS 1312793, reviewed *Scan* 26(4)
- BLABEY, Aaron (2007) *Pearl Barley and Charlie Parsley*, Viking (Penguin Group Australia). SCIS 1319967, reviewed *Scan* 27(1)
- DUMBLETON, Mike & SMITH, Craig (2007) *Cat*, Working Title Press. SCIS 1319590, reviewed *Scan* 27(1)
- GRAHAM, Bob (2007) *The trouble with dogs!*, Walker Books. SCIS 1320866, reviewed *Scan* 27(1)
- HURST, Elise (2007) *The night garden*, ABC Books. SCIS 1338688, reviewed *Scan* 27(2)
- WILD, Margaret & JAMES, Ann (2007) *Lucy Goosey*, Little Hare Books. SCIS, 1338488, reviewed *Scan* 27(2)

## BOOKS FOR YOUNGER READERS

- CLARK, Sherryl & CHRISTIAN, Elissa (2007) *Sixth grade style queen (not!)*, Puffin Books (Penguin Group Australia). SCIS 1313595, reviewed *Scan* 27(2)
- FRENCH, Jackie & WHATLEY, Bruce (2007) *The Shaggy Gully Times: the f(p)unniest newspaper you'll ever read*, Angus & Robertson (HarperCollinsPublishers). SCIS 1358885, reviewed *Scan* 27(2)
- HIRSCH, Odo (2007) *Amelia Dee and the peacock lamp*, Allen & Unwin. SCIS 1335757, to be reviewed in *Scan* 27(3)
- METZENTHEN, David & AXELSEN, Stephen (2007) *Winning the world cup*, Puffin Books (Penguin Group Australia). SCIS 1317812, reviewed *Scan* 27(2)
- RODDA, Emily (2007) *The key to Rondo*, Omnibus Books (Scholastic Australia). SCIS 1338535, reviewed *Scan* 27(2)
- WILKINSON, Carole (2007) *Dragon moon*, Black Dog Books. SCIS 1311346, to be reviewed in *Scan* 27(3)

## BOOKS FOR OLDER READERS

(These books are for mature readers)

- FRENCH, Jackie (2007) *Pharaoh: the boy who conquered the Nile*, Angus & Robertson (HarperCollins). SCIS 1311330, reviewed *Scan* 26(4)
- HARTNETT, Sonya (2007) *The ghost's child*, Viking (Penguin Group Australia). SCIS 1323866, reviewed *Scan* 27(1)
- HEFFERNAN, John (2007) *Marty's shadow*, Omnibus Books (Scholastic Australia). SCIS 1319690, reviewed *Scan* 27(1)
- McDONALD, Meme (2007) *Love like water*, Allen & Unwin. SCIS 1301564, reviewed *Scan* 26(3)
- METZENTHEN, David (2007) *Black water*, Penguin Books (Penguin Group Australia). SCIS 1308833, reviewed *Scan* 26(4)
- NORRINGTON, Leonie (2007) *Leaving Barrumbi*, Omnibus Books (Scholastic Australia). SCIS 1315906, to be reviewed in *Scan* 27(3)

## EVE POWNALL AWARD FOR INFORMATION BOOKS

- CERMAK, Michael (2007) *Australia's deadly and dangerous animals*, Steve Parish. SCIS 1317214, to be reviewed in *Scan* 27(3)
- COOKE, Kaz (2007) *Girl stuff: your full-on guide to the teen years*, Viking (Penguin Group Australia). SCIS 1342580, to be reviewed in *Scan* 27(3)

- MACINNIS, Peter (2007) *Kokoda Track: 101 days*, Black Dog books. SCIS 1303045, to be reviewed in *Scan* 27(3)
- NORMAN, Mark (2007) *The Antarctica book: living in the freezer*, Black Dog books. SCIS 1327054, reviewed *Scan* 27(1)
- WATTS, Frances & LEGGE, David (2007) *Parsley Rabbit's book about books*, ABC Books. SCIS 1328058, reviewed *Scan* 27(1)
- WILKINSON, Carole (ed.) & JONES, Dean (2007) *Ned Kelly's Jerilderie letter*, Black Dog Books. SCIS 1303041, reviewed *Scan* 26(3)

## PICTURE BOOKS

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

- GREDER, Armin (2007) *The island*, Allen & Unwin. SCIS 1320542, reviewed *Scan* 27(1)
- HUXLEY, Dee & NORRINGTON, Leonie (2007) *You and me: our place*, Working Title Press. SCIS 1321100, reviewed *Scan* 27(1)
- INGPEN, Robert & LOFTHOUSE, Liz (2007) *Ziba came on a boat*, Viking (Penguin Group Australia). SCIS 1315296, reviewed *Scan* 27(1)
- OTTLEY, Matt (2007) *Requiem for a beast: a work for image, word and music*, Lothian (Hachette Livre Australia). SCIS 1324498, reviewed *Scan* 27(1)
- SPUDVILAS, Anne & CUNXIN, Li (2007) *The peasant prince*, Viking (Penguin Group Australia). SCIS 1338487, reviewed *Scan* 27(2)
- THOMPSON, Colin and 13 other illustrators, (2007) *Dust*, ABC Books. SCIS 1317301, reviewed *Scan* 26(4)

## CRICHTON AWARD FOR NEW ILLUSTRATORS

- BLABEY, Aaron (2007) *Pearl Barley and Charlie Parsley*, Viking (Penguin Group Australia). SCIS 1319967, reviewed *Scan* 27(1)
- EDWARDS, Luke (2007) *Ock Von Fiend*, Omnibus Books (Scholastic Australia). SCIS 1319807, reviewed *Scan* 27(1)
- KWAYMULLINA, Ambelin (2007) *Crow and the waterhole*, Fremantle Press. SCIS 1329151, reviewed *Scan* 27(2)
- MARTINEZ, Sonia & SILVEY, Craig (2007) *The world according to Warren as told to Craig Silvey*, Fremantle Press. SCIS 1325619, reviewed *Scan* 27(1)
- OXLADE, Jonathon & MEGARRITY, David (2007) *The empty city*, Lothian (Hachette Livre Australia). SCIS 1329070, reviewed *Scan* 27(1)
- WALKER, Anna & FARRER, Maria (2007) *Santa's Aussie holiday*, Scholastic Australia. SCIS 1333988, to be reviewed in *Scan* 27(3)

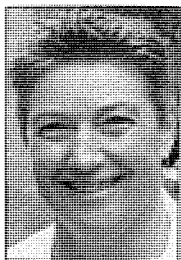
The winners will be announced on Friday 15th August, 2008. Children's Book Week commences 16th August. The theme is *Fuel your mind*. Visit the official *Children's Book Council of Australia* website <[www.cbca.org.au](http://www.cbca.org.au)>.

Reviews of many of the shortlisted books are already available in *Scan* and online. Go to the *School libraries and Information Literacy* website <[www.schools.nsw.edu.au/schoollibraries](http://www.schools.nsw.edu.au/schoollibraries)> and, from the home page, follow the path: Teaching ideas, then Book Week, then Book Week 2008. Additional reviews will be uploaded to the site as they come to hand.

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)>





**Carol Thomas** is Acting Review Coordinator, School Libraries and Information Literacy Unit

[carol.thomas@det.nsw.edu.au](mailto:carol.thomas@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 <[www.curriculumsupport.education.nsw.gov.au/schoollibraries/](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 <[hsc.csu.edu.au](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.
- COGs indicates the Connected Outcomes Groups from the Planning and programming framework.

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

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

PRICES please be aware that the price of a book may change before the time the resource is available and publication of the resource may be delayed. Prices include GST.

## Reviews of internet sites

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

The title shown is the web page title as used by SCIS. Where a 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.

### TinyURL.com

[tinyurl.com](http://tinyurl.com)

A free and practical site, this resource enables users to reduce the size of long URLs. Users enter a long URL into the text field and a smaller URL is created, using HTTP. This would be beneficial when posting long URLs into an email and, when creating websites, to reduce issues with hyperlinks. The site's step by step instructions are easy to understand and follow, and a modified URL is generated instantly. A toolbar can be added to the browser. The site would be useful when teaching and learning about websites and blog management systems across the curriculum, and for emailing URLs which are longer than 70 characters. A. Frost

USER LEVEL: Stage 4 Stage 5  
KLA: TAS  
SYLLABUS: Information & Software Technology 7-10

SCIS SUBJECTS: Data transmission systems; Internet – Management  
PUBLISHER: Gilby Productions, USA  
REVIEW DATE: 04/04/08 [004.6] SCIS 1344061

### Scratch

[scratch.mit.edu](http://scratch.mit.edu)

Featuring a free multiplatform program to teach the basics of computer programming, this uncluttered site is designed for beginning programmers. Educators will find support is offered via online manuals, Videos, FAQ, Reference guide and printable Scratch cards available on the Support page. The site contains content filtered student forums and theme based galleries that host completed student projects. The forum provides students with an actual audience and purpose for their completed projects. The site could be used to incorporate ICT skills into a variety of KLA's, as demonstrated in the Videos tutorial which contains completed project ideas including dance routines and space games. D. Croker

USER LEVEL: Stage 2 Stage 3 Stage 4  
KLA: SciTech; TAS  
SYLLABUS: Graphics Technology 7-10; Information & Software Technology 7-10; Science & Technology (Mandatory) 7-8  
SCIS SUBJECTS: Computer animation; Computer graphics; Interactive media; Multimedia systems  
PUBLISHER: MIT Media Lab, USA  
REVIEW DATE: 04/04/08 [006.7] SCIS 1307794

### Take a tour of the DDC

[www.oclc.org/dewey/resources/tour](http://www.oclc.org/dewey/resources/tour)

Providing a theatrical multimedia tour of the Dewey Decimal Classification system, this site is an outstanding aid for library users wanting to find information quickly and efficiently. Educationalists and students who wish to better utilise the school library will appreciate the site. Younger students can be guided through the site with a view to making them library self sufficient in lessons when they wish to locate basketball, insect or transportation books themselves. In addition to outlining why the library needs to be organised, details are provided on how the DDC uses numbers to organise knowledge. Examples facilitate understanding, a replay function is available and an interactive online test can be completed. A. Frost



USER LEVEL: Stage 3 Stage 4 Stage 5 Professional  
SCIS SUBJECTS: Dewey Decimal Classification  
PUBLISHER: Forest Press, USA  
REVIEW DATE: 04/04/08 [025] SCIS 1065167

### KidsClick!: web search for kids by librarians

[www.kidsclick.org](http://www.kidsclick.org)

A comprehensive portal with links to a multitude of websites, this web search page will be an excellent addition to a school library homepage as it provides links which are applicable to all KLA's and appropriate for student research. Created by librarians, the site is organised in Dewey order with general headings such as Health & family, The arts, Facts & reference and Literature. For example, under Home & household, there are five submenus and 16 specific subjects listed. Aquariums, found in the submenu Pets, lists 12 sites. Each website has a short description, reading age level, a note on illustrations and the searchable topic to which it

belongs. Students can search for images and sounds, and utilise an all purpose search bar, an advanced search and alphabetical search. R. Parnis

USER LEVEL: Stage 1 Stage 2 Stage 3  
SCIS SUBJECTS: Search engines; Web browsers  
PUBLISHER: Ramapo Catskill Library System, USA  
REVIEW DATE: 04/04/08 [025.04] SCIS 1013998

### The Bereavement Care Centre

[www.bereavementcare.com.au](http://www.bereavementcare.com.au)

The centre provides support for the recently bereaved and the terminally ill. In Just for kids, young children can access bright, interesting pages with short, entertaining games and activities. There are online Resources, with fictional and factual texts, including an article on understanding children's grief, which teachers will find useful. In every class there are children who are grieving through loss, perhaps because of the death of a family member or pet, or a family breakup. Bereaved people can place a public dedication on the site to someone who has died. Some are written by children. The centre offers free counselling for children in the Sydney area, and courses for teachers and counsellors. A. Soutter

USER LEVEL: Stage 1 Stage 2 Stage 3 Community Professional  
SCIS SUBJECTS: Bereavement; Bereavement Care Centre  
PUBLISHER: Bereavement Care Centre, Australia  
REVIEW DATE: 04/04/08 [155.9] SCIS 1352054

### The sacred site: the Australian Broadcasting Corporation's gateway to religion online

[www.abc.net.au/religion](http://www.abc.net.au/religion)

For teachers and students of Studies of Religion this website is a most valuable and contemporary resource. Site users can check the site and its archives for articles, access podcasts of television and radio shows, download transcripts of radio interviews, read book and film reviews, and have a look at forthcoming ABC programs. There are direct and annotated links to programs such as Compass, The religion report and The spirit of things. National and international news events are presented, and forums hold discussions in which students could participate. Site users can subscribe to the site's newsletter to receive comprehensive summaries of spiritual programs running on ABC television, radio and online in the coming week. The site is a very useful tool to access the latest information and ideas on religious issues. I. Summers



USER LEVEL: Stage 5 Stage 6  
KLA: HSIE  
SYLLABUS: Studies of Religion 7-10; Studies of Religion Stage 6  
SCIS SUBJECTS: Religion  
PUBLISHER: ABC, Australia  
REVIEW DATE: 04/04/08 [200] SCIS 1109575

### My environment

[www.environment.gov.au/erin/myenvironment/index.html](http://www.environment.gov.au/erin/myenvironment/index.html)

A wonderful site for student researchers, this resource generates a comprehensive environmental report based on an Australian address supplied by the site user. It has much potential for

geographical, historical and scientific research within syllabuses. The site includes information about landforms in **Land**, endangered animals in **Plants and animals**, local issues and opportunities in **Pollution and recycling**, **Water**, wetlands and catchments, local **Heritage** sites and **Weather** and climate statistics. A link to the local council website is useful, and a map puts the generated report into an interesting geographical context. Database sources are shown in **More about my environment**. The site is an excellent resource to discover the environments of other schools for any joint learning activity such as book raps. The site helps students to pursue an area of research beyond the report data, making it a fine tool for Stage 6 students. C. Thomas

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE; SciTech  
**SYLLABUS:** Earth & Environmental Science Stage 6; Geography 7-10; Geography Stage 6; History 7-10; HSIE K-6; Science 7-10; Science & Technology K-6  
**SCIS SUBJECTS:** Australia - Climate; Australia - Environmental aspects; Australia - Historic buildings, sites, etc.; Endangered species; Environmental protection; Human ecology; Land use - Australia; Sustainable living; World Heritage areas  
**PUBLISHER:** Dept. of the Environment and Water Resources  
**REVIEW DATE:** 04/04/08 [304.2] SCIS 1343677

**The Black Past: remembered & reclaimed: an online guide reference to African American history**

[blackpast.org](http://blackpast.org)

Organised by the University of Washington, this online guide to African American history is a marvellous resource. It has an extensive **Bibliography** of articles that provide a range of perspectives, plus **Digital archives**; **timelines**; **major speeches**; primary sources; and significant museums. It also provides a research guide with links to reputable websites. The site's best feature is the **Online encyclopedia** which includes hundreds of interesting figures in African American history. Students can search the encyclopedia using such headings as: **People**; **Places**; **Institutions**; **Events**; **Groups and organizations**. The work of an independent, non-profit organisation, the site relies on the contributions of a vast number of American academics. It provides valuable insights for Stage 6 Modern History students, particularly in relation to *The trans-Atlantic slave trade* and *The civil rights movement in the USA in the 1950s and 1960s* in the Preliminary course, and *National Studies: USA 1919-1941* for HSC candidates. R. Darlington

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Modern History Stage 6  
**SCIS SUBJECTS:** African American - history; United States - Race relations - History  
**PUBLISHER:** BlackPast.org, USA  
**REVIEW DATE:** 04/04/08 [305.896] SCIS 1353168

**The Psychedelic 60s: literary tradition and social change**

[lib.virginia.edu/small/exhibits/sixties](http://lib.virginia.edu/small/exhibits/sixties)

The seventh decade of the 20th century will be remembered as a time of dramatic social, cultural and political change. This comprehensive site explores the revolutionary 1960s. A question and

answer format used in the **Introduction** highlights the impact of the decade and provides a context to the exhibits that are presented on the site. By accessing the menu, users can view a plethora of materials. **19th century precursors** and **20th century precursors** offer information about figures such as Walt Whitman and Ralph Waldo Emerson, who influenced the writers and musicians of the beat generation. Changes in music are also documented in **Rock music** and **Woodstock**. **Civil rights** and **Four radical groups** present detailed accounts of the fight for equality and the formation of political groups, including the Black Panther party. Especially helpful for a decade study or for examining historical and social contexts, this superb website is a great source of material. H. Gardiner



**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** English 7-10; English Stage 6; History 7-10; Modern History Stage 6  
**SCIS SUBJECTS:** American literature - 20th century; Popular culture - History - 20th century; United States - History - 1945-1974; United States - Social life and customs - 1945-1974  
**PUBLISHER:** University of Virginia, USA  
**REVIEW DATE:** 04/04/08 [306.0973] SCIS 1353581

**Long journey, young lives: an online documentary**

[www.abc.net.au/longjourney/index\\_flash.html](http://www.abc.net.au/longjourney/index_flash.html)

Interactive features will make this rich collection of material on refugee children very appealing to senior students. Choices of **Homeland**, **Conflict**, **Journey**, **Detention** and **On reflection** have videos of refugees, aged 9-18 years, discussing their experiences. The site is especially useful for Community and Family Studies, in the IRP section of the course and in lessons on the impact of culture and life experience on decision making and management. The resource is ideal for students with varying learning styles and abilities, as information is provided in video and written format. It suits a self paced learning activity, and contains vibrant, contemporary support material for both the current and future Area of Study in English Stage 6. It would be advisable for teachers to preview the material in the light of their students' backgrounds and sensitivities. C. Barlow

**USER LEVEL:** Stage 6  
**KLA:** English; HSIE; PDHPE  
**SYLLABUS:** Community & Family Studies Stage 6; English Stage 6; Society & Culture Stage 6  
**SCIS SUBJECTS:** Australia - Immigration and emigration - Public opinion; Australia - Race relations; Ethnic groups - Children; Immigration detention centres; Refugees  
**PUBLISHER:** Australian Film Commission  
**REVIEW DATE:** 04/04/08 [325.94] SCIS 1343711

**Learning about renewable energy**

[www.nrel.gov/learning](http://www.nrel.gov/learning)

With renewable energies being the key to creating a clean energy future, this easy to navigate site provides the user with current information, pictures and links to videos about a variety of renewable energy sources. Chemistry Stage 6 students completing the section on ethanol production in the Topic: *Production of materials* will obtain the most from this site. The information is at an appropriate level for high school students with **Student**

resources being particularly valuable. Science 7-10 students completing outcomes on renewable energy sources and strategies to balance human activities will also find this site useful. The majority of sections are enriched with external links that would need investigation for suitability. I. Mavin

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Chemistry Stage 6; Science 7-10  
**SCIS SUBJECTS:** Renewable energy  
**PUBLISHER:** National Renewable Energy Laboratory, USA  
**REVIEW DATE:** 04/04/08 [333.79] SCIS 1313508

**Legal Information Access Centre (LIAC)**

[www.liac.sl.nsw.gov.au](http://www.liac.sl.nsw.gov.au)

ABSTRACT

Written for students, the site has several sections applicable to Legal Studies Stage 6. The **Legal studies research guide** is designed for students preparing for the HSC and the **LIAC crime library** is a guide to criminal cases for use in schools. Students can register with the State Library of NSW to access **Law journals to your desk** and **Newspaper searching for home** on the site. The latter uses ANZ Newsstand. How to find a law report at the State Library of NSW is shown in **Case citation**. The site also has a selected list of key **Law journals** held at the State Library, and information for students going on to study law at university. There are also excellent links to information concerning a variety of legal issues on the Home page.



**USER LEVEL:** Stage 6 Community Professional  
**KLA:** HSIE  
**SYLLABUS:** Legal Studies Stage 6  
**SCIS SUBJECTS:** Law - NSW; Legal Information Access Centre  
**PUBLISHER:** State Library of NSW  
**REVIEW DATE:** 04/04/08 [349.944] SCIS 1343042

**Drug info @ your library**

[www.druginfo.sl.nsw.gov.au](http://www.druginfo.sl.nsw.gov.au)

ABSTRACT

A joint initiative of NSW Health's Community Drug Strategies Branch and the State Library of NSW, the resource has up to date information about alcohol and drugs. The site, formerly known as di@yll, has been providing drug information to communities through public libraries and the internet since 2002. Community feedback in 2005 led to the creation of a new look, new name, new collections and a new website. The site includes: an **A-Z drugs**; advice on peer help; information for students, teachers, parents and carers in 32 languages; legal issues; drug and alcohol connections to pregnancy and mental health; and where to go for help.

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Community Professional  
**SCIS SUBJECTS:** Drug abuse  
**PUBLISHER:** State Library of NSW  
**REVIEW DATE:** 04/04/08 [362.29] SCIS 1343026

**Homeless: six cities, six stories, six lives**

[www.abc.net.au/homeless](http://www.abc.net.au/homeless)

An amazing resource for Community and Family Studies, this interactive site presents graphic case studies of homeless people from six cities around the world. Clicking on the city of the person

selected brings up a number of still photographs. Each photograph starts a short video showing aspects of the lifestyle of the homeless person. Of particular interest is the Sydney based case study which is a perfect fit for research and discussion in the Community and Family Studies Core: *Groups in context*. The graphics and interactive nature of the site will make it very attractive for students; the site is most suitable for a self paced learning activity. Coarse language is sometimes used during interview, and teachers will need to assess suitability to their specific group of students. This is an impressive and valuable resource. C. Barlow

**USER LEVEL:** Stage 6  
**KLA:** PDHPE  
**SYLLABUS:** Community & Family Studies Stage 6  
**SCIS SUBJECTS:** Homeless persons  
**PUBLISHER:** Australian Film Commission  
**REVIEW DATE:** 04/04/08 [362.5] SCIS 1343727

**Workplace health and safety's interactive café: the hazards of hospitality**

[www.whs.qld.gov.au:80/cafeonline/index.html](http://www.whs.qld.gov.au:80/cafeonline/index.html)

Packed with information, this site is a great self learning tool for students studying Hospitality. **Restaurant**, **Kitchen**, **Rubbish** and **Deliveries** all address safety issues relevant for students. Simple black and white graphics have red stars which students click on to bring up information. **Manager** discusses compliance issues, however it is vital that students are made aware this is Queensland legislation. **Drive thru** provides an alternative navigation route by presenting a site map of the online café. Self tests and checklists are found throughout the site; **Take the test** enables students to test general knowledge on safety issues in the workplace. Hospitality students will benefit from visiting the site for competency in the Unit: *Follow health, safety and security procedures*. K. Lissa



**USER LEVEL:** Stage 6  
**KLA:** VET  
**SYLLABUS:** Hospitality Curriculum Framework Stage 6  
**SCIS SUBJECTS:** Hospitality industry - Australia; Hospitality industry - Safety measures; Industrial health and safety  
**PUBLISHER:** Queensland Dept. Industrial Relations, Australia  
**REVIEW DATE:** 04/04/08 [363.11] SCIS 1342039

**YouthSafe: safety first or expect the worst**

[ohs.labor.net.au/youthsafe/safety\\_first/index.html](http://ohs.labor.net.au/youthsafe/safety_first/index.html)

Developed for teachers delivering NSW VET courses and syllabuses with a strong Occupational Health & Safety (OHS) requirement, this information serves as a useful introduction to the study of OHS. **Info for teachers** presents a comprehensive overview on how to use the site. **Jargon buster** is a list of terms and definitions relevant to the study of OHS. Students with special learning needs would particularly benefit from the hands-on approach of **OHS crossword**, **Safety first game**, **Student activities** and **Case studies**. Students who would benefit from extension material may find **OHS net** a useful link. Teachers of Stage 5 Industrial Technology and Food Technology, and Stage 4 Technology (Mandatory) may find some of the activities useful when addressing OHS issues in the practical experiences which are mandatory in these syllabus areas. K. Lissa

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** TAS; VET

**SYLLABUS:** Construction Curriculum Framework Stage 6; Food Technology 7–10; Hospitality Curriculum Framework Stage 6; Industrial Technology 7–10; Technology (Mandatory) 7–8

**SCIS SUBJECTS:** Adolescents – Employment; Industrial health and safety – Study and teaching; VET

**PUBLISHER:** WorkCover Authority of NSW, Australia

**REVIEW DATE:** 04/04/08 [363.11071] SCIS 1342138

### Climate change kids site

[epa.gov/climatechange/kids/index.html](http://epa.gov/climatechange/kids/index.html)

A wealth of relevant, topical information is contained in this child friendly website about climate change. It is easy to navigate and students can systematically work their way through topics such as **Climate change what it is**, which defines the greenhouse effect, climate change and global warming; and **Climate's come a long way**, which discusses changes to climate over time and makes predictions about the future. This valuable resource outlines the human effect on the environment and climate, the effect climate change is having on us, and ways we can help the problem. Games are included which consolidate students' knowledge of the topics covered. There are many diagrams and illustrations to further aid students' understanding. Throughout the site, users can click on underlined text to view a pop-up glossary box. Overall this is a terrific resource containing age-appropriate explanations of a highly relevant topic, which could be used to promote discussion and research. It may be used in conjunction with the Science and Technology Units: *Environment matters* and *What's the weather?* L. Doyle

**USER LEVEL:** Stage 3

**KLA:** SciTech

**SYLLABUS:** Science & Technology K–6

**SCIS SUBJECTS:** Climate change; Global warming; Greenhouse effect

**PUBLISHER:** Australian Conservation Foundation

**REVIEW DATE:** 04/04/08 [363.738] SCIS 1323589

### Ned Kelly: Australian ironoutlaw

[www.ironoutlaw.com/index.html](http://www.ironoutlaw.com/index.html)

More has been written about Ned Kelly than anyone else in Australian history. The site creator is well aware that Kelly is a controversial figure, and the busy home page boldly suggests that visitors can now discover for themselves the true history. Click on **Hero** and then **Archives** on Ned to find an enormous number of historical documents. **Writings** leads to an equally large number of secondary sources in all types of media. In terms of exploring the history and mythology of Kelly, these may prove invaluable. However, the site is complex and students may find it difficult to navigate. Some educators may have reservations about the explicitly political discussions. **Soap box**, for example, includes links to a large number of articles questioning contemporary police integrity. P. Gilchrist

**USER LEVEL:** Stage 5

**KLA:** HSIE

**SYLLABUS:** History 7–10

**SCIS SUBJECTS:** Bushrangers – Biography; Kelly, Ned

**PUBLISHER:** Ironoutlaw.com, Australia

**REVIEW DATE:** 04/04/08 [364.15] SCIS 1348237

### Grammar bytes!

[www.chompchomp.com/menu.htm](http://www.chompchomp.com/menu.htm)

Educators are often looking for ways to engage students in the process of improving their writing. The best aspect of this site is its

interactive Exercises. Though not cutting edge gaming, the activities are simple, straightforward and presented with humour. And, importantly, there are plenty of them. They cover many valuable topics such as sentence fragments, irregular verbs, pronoun usage and subject/verb agreement. Each exercise comes with printable **Handouts**. The knowledge necessary to complete the exercises successfully is outlined thoroughly in **Tips & rules**. A detailed glossary can be found at **Terms**, and though perhaps too technical for students, it should be useful for teachers. P. Gilchrist

**USER LEVEL:** Stage 4 Stage 5

**KLA:** English

**SYLLABUS:** English 7–10

**SCIS SUBJECTS:** English language – Grammar – Problems, exercises, etc.; English language – Grammar – Study and teaching

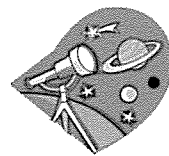
**PUBLISHER:** R. L. Simmons, USA

**REVIEW DATE:** 04/04/08 [428.2] SCIS 1348245

### Space.com

[www.space.com](http://www.space.com)

*Space.com* covers all manner of things space related, and it is detailed in its topic treatment. Primary students may benefit from the **Virtual space tour** and the **Image and multimedia galleries** web based tools on the site, as both target *Earth and its surroundings* in Science and Technology K–6. Site content is broadly organised into nine categories: **Destinations**, **News**, **Space flight**, **Science**, **Technology**, **Entertainment**, **Space views**, **Night sky** and **Community**, and each section provides space information that incorporates multimedia and current perspectives. The site details the history of space exploration, albeit with an American focus. The site content also supports *Environments* and *Social systems and structures* outcomes for HSIE K–6. D. Croker



**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** HSIE; SciTech

**SYLLABUS:** HSIE K–6; Science 7–10; Science & Technology K–6

**SCIS SUBJECTS:** Space

**PUBLISHER:** Imaginova, USA

**REVIEW DATE:** 04/04/08 [500.5] SCIS 1343070

### Sunbeams and sundials

[www.liverpoolmuseums.org.uk/nof/sun/index.html](http://www.liverpoolmuseums.org.uk/nof/sun/index.html)

The site adequately supports the Science and Technology outcome ESS2.6 and the Mathematics K–6 outcome MS2.5 as part of the Stage 2 COGs Unit (H): *Understanding each other*. Relevant information includes **What causes the seasons**; **Seasons in other countries** and **The sun tracker**, which tracks the sun's path in different cities. Each section includes information, quick quizzes and excellent animations to aid understanding of various concepts. Other features include **Learn how a sundial works** and **Sundials in the collection**, as well as **Things to do at home**, which includes making a sundial and undertaking experiments on day and night and the seasons. J. Eade

**USER LEVEL:** Stage 2 Stage 3

**KLA:** Mathematics; SciTech

**SYLLABUS:** Mathematics K–6; Science & Technology K–6

**SCIS SUBJECTS:** Seasons; Sundials

**PUBLISHER:** World Museum Liverpool, UK

**REVIEW DATE:** 04/04/08 [508.2] SCIS 1343687

### Multimedia math glossary

[www.harcourtschool.com/glossary/math2](http://www.harcourtschool.com/glossary/math2)

Using a glossary to teach concepts through language, this amazing site presents visual definitions with animations and brilliantly designed objects for teaching. It can be accessed by Year level then letter of the alphabet. **Equal parts** splits the image and parts separate. **Fulcrum** demonstrates weight by comparing feathers and rocks. **Capacity** fills and empties a cylinder. Summarised **Tables of facts** are included on the Year three to six pages. The singularity of approach facilitates metalanguage teaching. Animated dice, angles and objects bring topics alive. A host of games, activities and worksheets are available on the **Home** link and these are superior for ease of use, clarity, colour, appeal and conceptual design. The American accent and imperial measures used do not detract from this excellent site and its curriculum relevant, classroom ready resources designed for pleasurable learning. M. Gary

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4

**KLA:** Mathematics

**SYLLABUS:** Mathematics K–6; Mathematics 7–10

**SCIS SUBJECTS:** Mathematics – Terminology

**PUBLISHER:** Orlando, USA

**REVIEW DATE:** 04/04/08 [510.3] SCIS 1291310

### A. Einstein: image and impact

[www.aip.org/history/einstein/index.html](http://www.aip.org/history/einstein/index.html)

Providing one of the most comprehensive and interesting summaries available on Einstein's life, his theories and discoveries, this outstanding site explores his life through from childhood and education to his marriages and exile. All information uses plain English and provides good examples of the links between science, differing societal values and world history. Physics students and teachers will find this site very relevant when completing outcome 9.4 on Einstein's and Planck's differing views about whether science is removed from social and political forces. This is amongst the many topics covered by this site. Enriched with pictures, cartoons, sound clips and essays on Einstein's work, this outstanding site will sustain the interest of students. I. Mavin

**USER LEVEL:** Stage 6

**KLA:** Science

**SYLLABUS:** Physics Stage 6

**SCIS SUBJECTS:** Einstein, Albert; Physicists – Biography

**PUBLISHER:** American Institute of Physics, USA

**REVIEW DATE:** 04/04/08 [530.092] SCIS 1101523

### The Sundry

[library.thinkquest.org/19537](http://library.thinkquest.org/19537)

Students will have great fun using this website. It is designed to show what sound actually is and how humans perceive it. Stage 4 Science teachers will find this site very useful when completing outcome 4.6.4 on sound energy. Stage 5 Science students will be most engaged in the interactive **Sound lab** section when completing outcome 5.6.1b on the ideas of frequency, wavelength and speed, where they create a variety of sounds. Using the wave applet, students design a variety of sound waves and they experience interactive demonstrations such as that of the Doppler Effect. This section is best checked first by teachers due to the amount of sound that a class could make. Several sections of the interactive **Sound lab** were not functioning at the time of review. I. Mavin

**USER LEVEL:** Stage 4

**KLA:** Science

**SYLLABUS:** Science 7–10

**SCIS SUBJECTS:** Sound

**PUBLISHER:** ThinkQuest, USA

**REVIEW DATE:** 04/04/08 [534] SCIS 1047989

### PALEOMAP Project

[www.scotese.com](http://www.scotese.com)



The aim of the PALEOMAP Project is to illustrate plate tectonic development over the last 1100 million years. This energetic website uses a variety of colourful and interactive maps, graphs, animations, and 3D objects to explain the topic. There are dozens of animations where the user can move the map to illustrate plate movements for a particular period. The site has a variety of useful pages for Earth and Environmental Science students completing outcomes relating to the plate tectonic model in the Topic: *Dynamic Earth*. Science 7–10 students will also find some sections helpful when evaluating the evidence for crustal plates moving over time. The material presented can be detailed at times and may perhaps be best used under teacher direction. I. Mavin

**USER LEVEL:** Stage 5 Stage 6

**KLA:** Science

**SYLLABUS:** Earth & Environmental Science Stage 6; Science 7–10

**SCIS SUBJECTS:** Continental drift; Plate tectonics

**PUBLISHER:** PALEOMAP Project, USA

**REVIEW DATE:** 04/04/08 [551.1] SCIS 1253786

### Fossils, rocks and time

[pubs.usgs.gov/gip/fossils/contents.html](http://pubs.usgs.gov/gip/fossils/contents.html)

Although containing only eight screen pages, this useful website is an ideal teaching resource for Stage 5 Science students when completing outcome 5.9 on geological history and the fossil record. Areas covered include types of rocks, how fossils form and the chemistry behind dating rock samples. While the information uses straightforward language that will sustain the attention of most students, examples lack any Australian references. The website design is unfortunately very bland, using only outdated black and white photographs, with numerous shades of brown used for tables and diagrams. This site is very easy to navigate but only has a limited reference section and lacks any additional special features to sustained student attention for extended periods. I. Mavin

**USER LEVEL:** Stage 4 Stage 5

**KLA:** Science

**SYLLABUS:** Science 7–10

**SCIS SUBJECTS:** Fossils

**PUBLISHER:** U.S. Geological Survey, USA

**REVIEW DATE:** 04/04/08 [560] SCIS 1047317

### Darwin200

[www.darwin200.org](http://www.darwin200.org)

In 2009, Charles Darwin's 200th birthday will be celebrated worldwide. The site contains information on the man's life and times, his discoveries and the events which will celebrate Darwin's work. Users can learn about Darwin's ideas and reflect on the controversial impact he has had on our society. **About Charles Darwin** is the most useful section for Science 7–10 students investigating natural selection. Biology Stage 6 students studying Darwin in the Topic: *Blueprint of life* will also benefit in using this excellent site. Although the site is brief, it is enriched with numerous links to allow users to develop a greater understanding about the basics of evolutionary theory, and to research Darwin, his heritage and writings. There are links to an extensive collection of

letters to and from Darwin and users can locate his complete works from the site. International events in **News** offer background information about the large number of scientific and cultural works planned for the bicentennial. I. Mavin

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science 7–10  
**SCIS SUBJECTS:** Darwin, Charles; Evolution; Naturalists – Biography  
**PUBLISHER:** Natural History Museum, UK  
**REVIEW DATE:** 04/04/08 [576.8] SCIS 1342570

### The life cycle of plants

[www2.bgfl.org/bgfl2/custom/resources\\_ftp/client\\_ftp/ks2/science/plants\\_pt2/index.htm](http://www2.bgfl.org/bgfl2/custom/resources_ftp/client_ftp/ks2/science/plants_pt2/index.htm)

A basic but information rich web resource suitable for middle primary students, the site contains a set of online activities focussed on the life cycle of plants from seed to dispersal. It is well organised and visually appealing, with relevant information presented in manageable amounts. Some of the language is relatively complex as it is specific to the topic, but this is balanced by the practical and user friendly activities. Topics include **Seed growth**, **Parts of a flower**, **Seed dispersal** and **Plant identification**. Students will enjoy the interactive style of the activities, as they cause animations to change, or drag and drop parts of a labelled diagram to create a finished product. The site is an applicable resource for supporting the Science and Technology Unit: *Cycles in our world*. L. Doyle

**USER LEVEL:** Stage 2  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6  
**SCIS SUBJECTS:** Plants – problems, exercises, etc.  
**PUBLISHER:** Birmingham Grid for Learning, UK  
**REVIEW DATE:** 04/04/08 [580.76] SCIS 1337455

### Living with mosses

[bryophytes.science.oregonstate.edu/mosses.htm](http://bryophytes.science.oregonstate.edu/mosses.htm)

While most people consider mosses a problem, they can actually be beneficial and desirable to the environment. In simple, succinct language, this site explores the science, growth, environmental benefits and value of mosses, for example as a replacement to grass. The information provided, particularly in the section **Basic biology of mosses** could be used by Stage 4 Science students when completing outcome 4.8 on the features of living things. Some of the other information provided explains how mosses reproduce, spread and obtain nutrients. A clear description is also given of the difference between mosses, lichens and liverworts. This small site contains numerous pictures and photographs and is supported by a reference page of further links. All information is readily accessible and clearly presented. I. Mavin

**USER LEVEL:** Stage 4  
**KLA:** Science  
**SYLLABUS:** Science 7–10  
**SCIS SUBJECTS:** Mosses  
**PUBLISHER:** Oregon State University, USA  
**REVIEW DATE:** 04/04/08 [588] SCIS 1353396

### Australia Zoo: the home of the Crocodile Hunter

[www.australiazoo.com.au](http://www.australiazoo.com.au)

Packed with information on events and animals at the Australia Zoo, this engaging site will be valuable when studying animals and

**Conservation** in HSIE Stages 2 and 3, and **Humanitarian aid** and Australian animals in Geography 7–10. Information on a range of mammals, birds and reptiles is widely scattered throughout the site, but the search facility will direct research for users who become sidetracked by the large amount of colourful detail on the site. Scientific name, habitat, diet, and breeding, plus animal profiles, are complemented by colour photographs and downloadable fact sheets. In **Our animals**, the **Animal diaries** contain entertaining and informative reading on animal behaviour, and students can have their questions answered in **Chat to a keeper**. A. Frost



**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Geography 7–10; HSIE K–6  
**SCIS SUBJECTS:** Australia Zoo; Zoos – Australia  
**PUBLISHER:** Australia Zoo  
**REVIEW DATE:** 04/04/08 [590.73] SCIS 1344038

### Australian wildlife cam

[www.gould.org.au/wildlifecams](http://www.gould.org.au/wildlifecams)

Infrared cameras placed throughout the Melbourne Wildlife Sanctuary enable students to view live, real-time footage of a variety of wildlife in their nest boxes. Students can also view pre-recorded movies. The website provides a rare and special experience for viewers, who can observe natural animal behaviours, record the behaviour seen online, then view a graph to see what others have observed in a given time period. There is an information page on each animal viewed, and a **Habitat** section containing comprehensive information on a variety of topics, including biodiversity, creating wildlife habitats, feral animals, building nest boxes and indigenous animals. **Curriculum** ideas to support the *Chance and data* Strand of Mathematics K–6 include recording, collating, presenting and interpreting real data from live animals. Strong links can also be made to the Science and Technology Strand: *Living things*, and to the use of technology. L. Doyle

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** Mathematics; SciTech  
**SYLLABUS:** Mathematics K–6; Science & Technology K–6  
**SCIS SUBJECTS:** Animals – Australia  
**PUBLISHER:** Gould League, Australia  
**REVIEW DATE:** 04/04/08 [591.994] SCIS 1162887

### Unique Australian animals

[australian-animals.net](http://australian-animals.net)

All types of Australian animals can be accessed from this site either by alphabetical order or under the headings: **Aquatic creatures**, **Birds**, **Insects**, **Mammals**, **Marsupials** and **Reptiles**. The information on each animal is clearly and effectively presented under the headings of **Location**, **Habitat**, **Description**, **Behaviour**, **Reproduction** and **Threats & preservation**. Accompanied by colourful photographs and a habitat map, the sentences are short and simple enough for younger users. Additional animals are added at various times and it is possible to ask for a particular creature to be included. Links to other animal sites are provided, but time would be needed to verify their curriculum relevance. This site would be useful to support the *Living things* Strand of the Science and Technology syllabus and particularly the outcomes LTS1.3 in the Stage 1 COGs Unit (C): *Growing and changing* and LTS3.3 in the Stage 3 COGs Unit (C): *Interconnecting growth and change*. J. Eade

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** SciTech

**SYLLABUS:** Science & Technology K–6  
**SCIS SUBJECTS:** Animals – Australia; Birds – Australia  
**PUBLISHER:** A. Readman, Australia  
**REVIEW DATE:** 04/04/08 [591.994] SCIS 1030900

### Kenneth E. Behring Family Hall of Mammals

[www.mnh.si.edu:80/mammals](http://www.mnh.si.edu:80/mammals)

This is an excellent interactive site to support the Science and Technology Strand: *Living things* and it would be particularly valuable for use on interactive whiteboards. What explains what makes a mammal, through exercises on **Hair & fur**, **Special earbones**, **Mammary glands**, **Brains and Blood**. The next section **How** shows how mammals evolved. It contains just the one interactive which gives in-depth information on the evolution of mammals, continental drift and the mammal family tree. Where shows where mammals live; users choose a continent and select a mammal to see how it has adapted to take advantage of its environment. Australia offers a choice of **Grassland** or **Eucalyptus forest**. In **Grassland** there is a choice of **Red kangaroo**, **Dingo** or **Echidna**. The **Red kangaroo** interactive shows how this kangaroo has adapted to be able to hop. G. Maugle

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6  
**SCIS SUBJECTS:** Mammals  
**PUBLISHER:** Smithsonian National Museum of Natural History, USA  
**REVIEW DATE:** 04/04/08 [599] SCIS 1345949

### Giant panda

[www.panda.org/about\\_wwf/what\\_we\\_do/species/about\\_species/species\\_factsheets/giant\\_panda/index.cfm](http://www.panda.org/about_wwf/what_we_do/species/about_species/species_factsheets/giant_panda/index.cfm)

Well written and easy to use, the site provides detailed information on this exotic and endangered animal. The main page contains details on the panda, such as its scientific name and status. Subsequent pages present facts on **Ecology & habitat**, **Population & distribution** and **Threats**, which include colourful photographs and an excellent map. There is also a section projects to help save the panda, such as increasing nature reserves, creating green corridors to panda habitats and patrolling against poaching and illegal logging. The text is written in simple sentences, making this an ideal site for young students to use in working towards the achievement of outcomes in the *Living things* Strand of Science and Technology. J. Eade



**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6  
**SCIS SUBJECTS:** Pandas; Wildlife conservation  
**PUBLISHER:** WWF International, Switzerland  
**REVIEW DATE:** 04/04/08 [599.789] SCIS 1343691

### A guided tour of the visible human

[www.madsci.org/~lynn/VH](http://www.madsci.org/~lynn/VH)

Containing over 18 000 digital images of mainly MRI scans of the human body, this extremely interesting website is an excellent resource when teaching various aspects of human anatomy. The site is colourful and easy to navigate. It contains numerous animations and these are richly supported with basic information.

Although human anatomy is not required in depth by the Science 7–10 syllabus, much of the material presented could be used for extension. MRI scans are also a clear example when teaching outcome 4.12 on uses of technology that have made tasks easier. Senior Science Stage 6 students completing the Topic: *Medical technology – bionics* will find these examples of non-invasive diagnostic techniques relevant. As all pictures are actual scans of cadavers, teachers are advised to preview this site before general classroom use. I. Mavin

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Science 7–10; Senior Science Stage 6  
**SCIS SUBJECTS:** Human anatomy; Visible Human Project  
**PUBLISHER:** U.S. National Library of Medicine, USA  
**REVIEW DATE:** 04/04/08 [611] SCIS 1342565

### Eat well be active

[www.health.qld.gov.au/eatwellbeactive/default.asp](http://www.health.qld.gov.au/eatwellbeactive/default.asp)

The site provides comprehensive information on the importance of healthy eating and an active lifestyle. Topics include: Get the facts on being overweight and obesity; **Why eat well and be active** and **Quick quizzes on eating and activity**. **National guidelines**, which include the Australian guide to healthy eating chart **Eat well tips**, **Be active tips** and **Fun for kids**, containing games and healthy recipes, are also featured. Most pages can be printed and an excellent healthy kids' magazine can also be downloaded as a PDF file. This informative site would be invaluable in working towards the achievement of outcomes in the Stage 2 COGs Unit (C): *Effects of growth and change* and in the Stage 3 COGs Unit (F): *Physical phenomena*. J. Eade

**USER LEVEL:** Stage 2 Stage 3 Community  
**KLA:** PDHPE; SciTech  
**SYLLABUS:** PDHPE K–6; Science & Technology K–6  
**SCIS SUBJECTS:** Nutrition; Physical fitness  
**PUBLISHER:** Queensland Health, Australia  
**REVIEW DATE:** 04/04/08 [613.2] SCIS 1343676

### BAM!

[www.bam.gov](http://www.bam.gov)

Focusing on topics that are important to children, in an entertaining and informative way, the site gives students information to help them create a healthy lifestyle. Healthy eating, peer pressure, stress, physical fitness, puberty, safety considerations including sun protection, anger management and strategies to deal with bullying are all covered with the help of an **Xpert opinion** for each area. Interactive games and quizzes are a feature of each topic area and the information is presented using very child friendly language. Included is an activity calendar that helps students plan for physical activity. The site supports PDHPE K–6, in particular the Strands related to *Healthy choices* and *Self and relationships*. V. Roach

**USER LEVEL:** Stage 3  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K–6  
**SCIS SUBJECTS:** Adolescents – Care and health; Body image; Disease prevention; Exercise; Health education; Nutrition  
**PUBLISHER:** Center for Disease Control and Prevention, USA  
**REVIEW DATE:** 04/04/08 [613.2083] SCIS 1317800

**KidsHealth: welcome parents**[www.madsci.org/~lynn/VH](http://www.madsci.org/~lynn/VH)

Simple and easy to navigate, this site has some relevance to studies of the human body in NSW schools. Clicking on a listed topic takes the user to an easy to read page with information checked by reviewers with medical qualifications. The site focuses on pregnancy, health and early childhood issues and would be appropriate for use by students of BOS approved courses in child studies and Exploring Early Childhood. Information on a wide range of parenting topics can be accessed using the tabs at the top of the page. On a scrolling bottom bar, of interest to teachers of Stage 4 PDHPE is **Teachers**, which provides simple but useful work sheets including some with good literacy scaffolding exercises. Work sheets look at the human body, health problems and personal health. Despite being an American based site, teachers will find information and some teaching resources that will be of use in the classroom. C. Barlow

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** PDHPE  
**SYLLABUS:** Exploring Early Childhood CEC Stage 6; PDHPE 7–10  
**SCIS SUBJECTS:** Child development; Children – Care and health; Health education; Nutrition; Parent and child  
**PUBLISHER:** Nemours Foundation, USA  
**REVIEW DATE:** 04/04/08 [613.2083] SCIS 1156655

**The heart**[www.activescience-gsk.com/miniweb/content/heart/hcs.cfm](http://www.activescience-gsk.com/miniweb/content/heart/hcs.cfm)

Explaining the circulatory system in practical and theoretical terms, this resource has a range of student activities which are engaging and interactive. Images, written explanations and enrichment activities allow students to explore their understanding of how this system functions. There are short descriptions of body related content such as **Blood vessels** and **Blood pressure**, and an engaging **Animation of the heart at work**. Background teacher content supports the application of this resource into the classroom, with evaluations for students to review their level of understanding. The information is relevant for the study of physical activity and human motion in PDHPE, and the study of blood and circulation in Science 7–10. T. Paton

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** PDHPE; Science  
**SYLLABUS:** PDHPE 7–10; PDHPE Stage 6; Science 7–10  
**SCIS SUBJECTS:** Heart  
**PUBLISHER:** GlaxoSmithKline, UK  
**REVIEW DATE:** 04/04/08 [612.1] SCIS 1342771

**The TrainingStationInc.com: animated exercise examples: over 100 exercises**[thetrainingstationinc.com/exercises.html](http://thetrainingstationinc.com/exercises.html)

Using small animated graphics, this resource provides examples of strength training exercises, showing how to do them. Exercises use minimal gym equipment in free weights and machines. Site users place the cursor over each exercise graphic to see the muscle movement that occurs. The exercise examples are varied and are clearly listed under muscle group headings which are in printable format. The resource would be relevant for the Stage 6 PDHPE Option: *Improving performance*. The diagrams of strength training exercises would be useful for students to understand strength training in practical terms. T. Paton



**USER LEVEL:** Stage 6  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE Stage 6  
**SCIS SUBJECTS:** Physical fitness; Weight-lifting  
**PUBLISHER:** Training Station, USA  
**REVIEW DATE:** 04/04/08 [613.7] SCIS 1342771

**International Year of the Potato 2008**[www.potato2008.org/en/index.html](http://www.potato2008.org/en/index.html)

Designed to promote the production, consumption and trade of the world's fourth largest crop, this website has a vast amount of relevant information about potato history, species, growth, harvesting and role in feeding the nations of the world. The website is visually appealing and interactive, in that it provides several videos to watch and an interactive quiz in the **Hey kids!** section to complete. Included is recent Australian data about potato harvesting and consumption. Numerous fact sheets, providing more detail about common potato questions, are available for download. Much of the information presented addresses several of the outcomes in Agricultural Technology 7–10. This excellent website is easy to navigate and is extremely relevant and valuable for any unit of work on potatoes. I. Mavin

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** TAS  
**SYLLABUS:** Agricultural Technology 7-10; Agriculture Stage 6  
**SCIS SUBJECTS:** Agriculture; Potatoes  
**PUBLISHER:** Food and Agriculture Organization of the United States  
**REVIEW DATE:** 04/04/08[635] SCIS 1353402

**Youth gardening**[lancaster.unl.edu:80/hort/youth](http://lancaster.unl.edu:80/hort/youth)

Many of the plants mentioned in the abundance of pages within this site will be unfamiliar to students, however some of the ideas might be worth adapting. **Avocados: starting from seed** gives instructions on how to do this, **Colorful carnations** contains simple instructions using dye, and **Coloring eggs with natural dyes** may be a worthwhile activity at Easter. **Composting**, although very basic, may be of interest. For practical gardening, **Make a seed tape** and **Pizza garden** are the pick of the crop; **Seed saving** shows how to dry seeds to plant later. Adapting **Scavenger hunt** could create a useful activity. No garden should be without a **Scarecrow**, so build one here. Word searches are not relevant but **Potpourri: make your own** could be a great activity and think how delightful your classroom will smell. Frustratingly American with many broken links, the site may give useful ideas to support the Environment Education Policy. G. Maugle

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** CA; SciTech  
**SYLLABUS:** Creative Arts K–6; Science & Technology K–6  
**SCIS SUBJECTS:** Gardening  
**PUBLISHER:** UNL Extension in Lancaster County, USA  
**REVIEW DATE:** 04/04/08 [635] SCIS 1345935

**Australian merino wool: celebrating 200 years**[www.merino200.com](http://www.merino200.com)

A potted history of the Australian wool industry dating back to the arrival of the first sheep in 1788 is displayed on this site. **History** is an illustrated timeline which steps users through important dates

in the development of the wool industry in a sequence which is a little too clever technologically. The sophisticated layout and colours are slightly compromised by the lack of a smooth sequence in operating the timeline. **Latest news** provides information about current trends and events related to the industry. Although the site's content is limited, it provides an overview of historical information which may be of use for students studying historical perspectives in Textiles Technology 7–10. Worthy of mention is the link to Australian Wool Innovation in **Contact**, which is particularly relevant to the Textiles and Design Stage 6 Area of Study: *Australian textile, clothing, footwear and allied industries*. K. Lissa

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** TAS  
**SYLLABUS:** Textiles Technology 7–10; Textiles & Design Stage 6  
**SCIS SUBJECTS:** Wool; Wool industry – Australia  
**PUBLISHER:** Australian Wool Innovation Limited  
**REVIEW DATE:** 04/04/08 [636.3] SCIS 1342161

**The fruit pages: everything you want to know about fruit**[www.thefruitpages.com/](http://www.thefruitpages.com/)

The aim of *The fruit pages* is to encourage users to eat more fruit, and to provide information about fruit's many benefits. The website contains many informative articles, ranging from selecting the best fruit, to reasons to eat fruit. It includes many nutrition facts, recipes, activities and links. The site is colourful and user friendly with amusing fonts, icons and pictures to stimulate students' interest. Information on a large variety of fruits, which can be difficult for younger researchers to find, is collected here. The website could be used to support the PDHPE K–6 Strand: *Personal health choices* and would be particularly relevant to the nutrition section of the Stage 2 Unit: *Daily decisions*. L. Doyle

**USER LEVEL:** Stage 2  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K–6  
**SCIS SUBJECTS:** Fruit  
**PUBLISHER:** Fruit Pages, USA  
**REVIEW DATE:** 04/04/08 [641.3] SCIS 1193746

**Merino innovation.com**[www.merinoinnovation.com/awi/en](http://www.merinoinnovation.com/awi/en)

A comprehensive update has made this site more user friendly and valuable for students. Visually appealing and well laid out, the site's information on the merino business, in primary and secondary industries, is especially suitable for the Stage 6 Textiles and Design Areas of Study: *Properties and performance of textiles* and *Australian textile, clothing, footwear and allied industries*. Students investigating **Technical details** will appreciate the site's use of visuals and its detailed and readable material. This section explains wool's fibre, yarn and fabric structures, its properties, care and end uses, and marketing. HSC students will benefit when researching textile **Innovations** such as quick drying merino, eco-friendly and organic wool. An interactive timeline shows how wool innovations have changed. M. Timperley

**USER LEVEL:** Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Agriculture Stage 6; Textiles & Design Stage 6  
**SCIS SUBJECTS:** Textile industry – Australia; Wool industry – Australia  
**PUBLISHER:** Australian Wool Innovation  
**REVIEW DATE:** 04/04/08 [677] SCIS 1341661

**Textileb2bcentral.com**[www.atfmag.com/atfportal/basefiles/welcome.asp](http://www.atfmag.com/atfportal/basefiles/welcome.asp)

Students will find this site to be very informative. Basically a business portal for the textile and apparel industry, the site covers the Textiles and Design Stage 6 Areas of Study: *Design; Properties and performance of textiles* and *Australian textile, clothing, footwear and allied industries*. Brief glimpses of information and articles are provided with the option of joining as a member to receive the full text. Students and teachers will benefit from the site's current information on fibres, yarns, fabrics, finishes, fashion designers, innovations, fibre testing, environmental impact, textiles manufacturing improvements, end uses and global market impact. The site has links to manufacturers and upcoming events. M. Timperley

**USER LEVEL:** Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Textiles & Design Stage 6; Textiles Technology 7–10  
**SCIS SUBJECTS:** Textile industry – Australia  
**PUBLISHER:** textileb2bcentral.com, Australia  
**REVIEW DATE:** 04/04/08 [677] SCIS 1341649

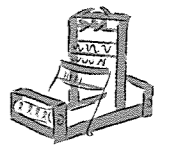
**Wormspit.com: a site about silkworms, silkmoths and silk**[www.wormspit.com](http://www.wormspit.com)

Do not let the title deter you from this magnificent, easy to navigate site, which is packed with interesting information and photographs. **Domesticated silkworms** is a comprehensive look at traditional sericulture and the rearing of the domestic mulberry silkworm. **Wild silkmoths** has links to species of moths from America and Asia, with a visual comparison of the different cocoons. **Silk work** covers techniques and equipment used to make yarn out of silk; a video link shows the processes involved. **Projects** displays items made from silk and includes a segment on saganishiki, a Japanese weaving technique using silk. **Silk library** provides a link to an online digital archive of documents on weaving and related topics. Stage 5 Textiles Technology and Stage 6 Textiles and Design students will find this site useful and interesting. K. Lissa

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** TAS  
**SYLLABUS:** Textiles & Design Stage 6; Textiles Technology 7–10  
**SCIS SUBJECTS:** Silk manufacture and trade  
**PUBLISHER:** M. Cook, USA  
**REVIEW DATE:** 04/04/08 [677] SCIS 1330775

**artsConnect**[www.artsconnect.com.au/](http://www.artsconnect.com.au/)

Students can explore the practice of Australian artists across a diverse field of forms on this vibrant database of artists. The site is arranged into 35 media areas and these cover traditional arts such as painting, sculpting and printing, plus more contemporary art forms such as graffiti, body painting, circus acts, disc jockeying, cartooning, jewellery design, dancing and performance poetry. Layout will aid student location of the use of specific materials and techniques. Each artist is featured with examples of work, a short history of working practice, and sometimes an artist's statement. Written text is short and concise. This is a useful site detailing the



practice of current working artists. Teachers should be aware that images may need vetting for younger students. N. French

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA; English; TAS  
**SYLLABUS:** Creative Arts K-6; Dance 7-10; Drama 7-10; English 7-10; Technology (Mandatory) 7-8; Visual Arts 7-10; Visual Arts Stage 6; Visual Design 7-10; Visual Design CEC Stage 6  
**SCIS SUBJECTS:** Arts, Australian  
**PUBLISHER:** artsConnect, Australia  
**REVIEW DATE:** 04/04/08 [700.994] SCIS 1341985

### Universal Leonardo

[www.universalleonardo.org](http://www.universalleonardo.org)

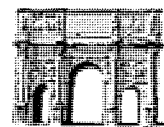
A highly detailed site, this resource features activities, information and multimedia tools that explore the inventions, works, ideas and life of Leonardo da Vinci. The site features a clean graphic design and it categorises content into the headings of Visit, Explore, Play, Discover, Browse and Research. Of benefit to students is the Browse area, which comprises a chronological gallery of images of Leonardo's works, including invention models, manuscripts and artworks. These provide Stage 4 and Stage 5 students with an exploration of the conceptual framework of art through an in-depth artist study. A sound Bibliography containing links to other sites exploring Leonardo's ideas and thoughts can be accessed through Research. Play contains a variety of online games and interactive tasks that explore some of the thinking behind Leonardo's approach to art and scientific design, from his obsession with flying, to monsters, mirror writing and perspective exploration. The site offers tools and activities that expose students to appreciation outcomes in Creative Arts K-6. D. Croker

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** CA; SciTech  
**SYLLABUS:** Creative Arts K-6; Science 7-10; Science & Technology K-6; Visual Arts 7-10  
**SCIS SUBJECTS:** Artists, Italian - Biography; Inventors - Biography; Leonardo - da Vinci; Scientists - Biography  
**PUBLISHER:** University of the Arts, UK  
**REVIEW DATE:** 04/04/08 [709.2] SCIS 1343078

### Digital Roman Forum

[dlib.etc.ucla.edu/projects/Forum/](http://dlib.etc.ucla.edu/projects/Forum/)

A scholarly and comprehensive insight into the buildings of the Roman Forum is provided by this website. Students are able to access the digitally reconstructed Forum through plans, timelines and aerial photos. Each building is described in terms of its history and how the reconstruction was undertaken, with model information. Quicktime is needed to view the movie or 3-D views. This would be an invaluable resource for Ancient History students completing the Roman historical periods, as its overview of the development of the Forum is excellent. Stage 6 Visual Arts students may also find this site a useful adjunct to their art history and practical art components, while Design and Technology students could find this an interesting approach to model making and design problems. B. Hull



**USER LEVEL:** Stage 6  
**KLA:** CA; HSIE; TAS  
**SYLLABUS:** Ancient History Stage 6; Design & Technology Stage 6; Visual Arts Stage 6

**SCIS SUBJECTS:** Architecture - Models; Architecture, Roman; Civilisation, Roman; Computer simulation; Rome (City) - Historic buildings, sites, etc  
**PUBLISHER:** University of California, USA  
**REVIEW DATE:** 04/04/08 [722] SCIS 1341633

### Makebeliefscomix.com: create your own comix strip: it's easy and fun!

[makebeliefscomix.com](http://makebeliefscomix.com)

Students can create three panel comic strips using this site. There are a variety of tools to manipulate given visuals, and students write their own words. The site allows students to express emotions via the visuals, with some story ideas and prompts helping in the storytelling process. The resource is creative and calming. It lends itself very well to simple communications and it would be especially valuable for students with learning difficulties who are working with understanding relationship concepts. Colourful and responsive, once the user becomes accustomed to the choices, the site has positive values and is an interesting and entertaining resource to use. Students can also write their dialogue in Spanish. C. Thomas

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** English; Languages  
**SYLLABUS:** English K-6; Spanish K-10  
**SCIS SUBJECTS:** Comics; Cartoons and caricatures; Writing (Authorship)  
**PUBLISHER:** B. Zimmerman, USA  
**REVIEW DATE:** 04/04/08 [741.5] SCIS 1356668

### Manga-media.com

[www.manga-media.com](http://www.manga-media.com)

Manga fans and English teachers who are into graphic novels, manga and anime will find this compact site a treat. Created by two artists, the site features a number of illustrations from their work on comics, magazines and books. The online comic in *Fun, Soul salvagers*, is particularly appealing, and its alliteration and entertaining graphics suit the teaching of poetic terms and visual language. Illustrations, both contemporary and traditionally Japanese, would be useful as models for students creating their own manga or graphic novels, and animations will appeal to Graphics Technology students. The link to a fairly straightforward interview with the artists, via Creative behaviour, provides an insight into their lives and work. H. Cobban

**USER LEVEL:** Stage 5  
**KLA:** CA; English; TAS  
**SYLLABUS:** English 7-10; Graphics Technology 7-10; Visual Arts 7-10  
**SCIS SUBJECTS:** Anime; Graphic novels; Manga  
**PUBLISHER:** Manga Media, Japan  
**REVIEW DATE:** 04/04/08 [741.5] SCIS 1336120

### Queenie Chan

[www.queeniechan.com](http://www.queeniechan.com)

Large and enthusiastic manga images are boldly reproduced on this artist's site. Students can read 16 Online manga stories, analytical information about artworks in FAQ, and formal and informal illustrated Essays on manga. The strength of the site for students is the stories. These are clever and entertaining constructions that will withstand critical analysis in classrooms. Stories could be used in various ways by Visual Arts and English teachers. For example, *Greenhouse*, a 10 page story with no dialogue, is a good text for

learning about the art of reading images slowly. The site offers much useful comment on artistic practice. About me is an unusually comprehensive explanation of practice and artistic processes. The metalanguage of the artist's journal is for serious manga fans. C. Thomas

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA; English  
**SYLLABUS:** English 7-10; Visual Arts 7-10; Visual Arts Stage 6; Visual Design CEC Stage 6  
**SCIS SUBJECTS:** Graphic novels; Manga  
**PUBLISHER:** Q. Chan, Australia  
**REVIEW DATE:** 04/04/08 [741.5] SCIS 1340654

### Ali Teo

[www.aliteo.co.nz](http://www.aliteo.co.nz)

Teo is an award winning picture book illustrator. The site showcases her work in publishing and advertising, and provides fine examples for students working with graphic arts. In the Gallery, students can peruse interesting book illustrations and commercial assignments in a large image. These high quality reproductions have helpful titles and they load quickly. Each has a short note on the style and medium used, including gouache, pen and ink, watercolour pencil, and acrylic colours. Teo does some terrific collage work, and the site shows adept manipulations of *VectorWorks*, *Photoshop* and *Illustrator* software. Graphic arts students will enjoy the creative range of fonts used in artworks, and the site provides an opportunity to discuss how words and image can work together to create impact. C. Thomas

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** CA; English; TAS  
**SYLLABUS:** English 7-10; Graphics Technology 7-10; Visual Arts 7-10  
**SCIS SUBJECTS:** Graphic arts; Illustration of books; Illustrators, New Zealand; Teo, Ali  
**PUBLISHER:** A. Teo, NZ  
**REVIEW DATE:** 04/04/08 [741.6] SCIS 1340785

### Kids Kreate

[www.kidskreate.com](http://www.kidskreate.com)

Teachers and parents struggling for creative ideas will find a wealth of art and craft activities on this simple to navigate website. Suitable for home or classroom use, the site has dozens of activities for a variety of primary school age groups. The categories of activities are displayed in a well organised matrix, allowing for easy access. They incorporate gifts, painting, games, themed and holiday crafts, and recipes for art supplies. Each activity suggestion has clear instructions and a list of required materials. Also of benefit are plenty of links to related art, craft and educational websites. L. Doyle



**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3  
**KLA:** CA  
**SYLLABUS:** Creative Arts K-6  
**SCIS SUBJECTS:** Handicrafts  
**PUBLISHER:** B. Mooney, USA  
**REVIEW DATE:** 04/04/08 [745.5] SCIS 1337440

### Readymech

[www.readymech.com](http://www.readymech.com)

Readymechs are flat paper toys that can be viewed, printed and constructed. The site contains 22 paper toy designs. By selecting a design its net is displayed. The PDF file can then be downloaded

and printed for assembly. Designs are featured in full colour, and users have the option of viewing the net of each design to see whether it suits their needs. The site is a useful tool to extend learners in 3D space and geometry Mathematics concepts, as the designs on the site are variations on dodecahedrons and prisms. Students could also use the site as inspiration for designing and making their own paper toys to fulfil the designing and making outcomes in the *Product and services* Strand of Science and Technology K-6. D. Croker

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** Mathematics; SciTech  
**SYLLABUS:** Mathematics K-6; Science & Technology K-6  
**SCIS SUBJECTS:** Geometry; Paper crafts; Toys - Design and construction  
**PUBLISHER:** Fwis, USA  
**REVIEW DATE:** 04/04/08 [745.592] SCIS 1343077

### How to tie dye shirts

[beauty.expertvillage.com/interviews/tie-dye-clips.htm](http://beauty.expertvillage.com/interviews/tie-dye-clips.htm)

Students can learn the techniques and processes needed to tie dye fabric and clothing on this site. The simple steps in this fabric decoration and patterning make an engaging hands-on classroom activity. Short video instruction, which works best with a broadband connection, provides an ultra clear and stepped process. Each video in the set of 15 covers a specific part of the process, detailing the required materials, steps and techniques to produce a range of circles, rolls and folds. The site offers enough assistance and guidance to ensure positive results. The site offers instructional advice for teachers and students will enjoy the creative results this art form has to offer. N. French

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** CA  
**SYLLABUS:** Creative Arts K-6  
**SCIS SUBJECTS:** Textile crafts; Tie-dyeing  
**PUBLISHER:** Expert Village Videos, USA  
**REVIEW DATE:** 04/04/08 [746.6] SCIS 1341980

### World Shibori Network

[www.shibori.org/](http://www.shibori.org/)

Shibori is the Japanese term for shaped resist dyeing. Stage 6 students of Textiles and Design who are looking at the influence of Japan on contemporary design will find this site to be useful. It is particularly suitable to help students understand textile production, textile art forms and textiles as a medium for self expression and communication. Information on World tradition, Wearable art, Techniques, designers and symposiums is provided. Exhibitions has some interesting images. Information is well illustrated and a thorough understanding of shibori traditions, the artistic process and end uses is gained. M. Timperley

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** CA; TAS  
**SYLLABUS:** Textiles & Design Stage 6; Visual Arts 7-10  
**SCIS SUBJECTS:** Textile crafts; Tie-dyeing  
**PUBLISHER:** World Shibori Network, USA  
**REVIEW DATE:** 04/04/08 [746.6] SCIS 1341655

### Computer arts: tutorials

[www.computerarts.co.uk/tutorials](http://www.computerarts.co.uk/tutorials)

The popular, cutting edge *Computer arts* magazine is now online! Their excellent tutorials across a large range of computer applications, including *Photoshop* and *Illustrator*, are now only a click away

## resources

and free of charge. Each tutorial provides step by step instruction, supported with screen captures and all the necessary files to complete each activity. They are a perfect resource for teachers wanting to learn new technical skills within a particular program or as an extension activity to push the skills of students. This site is definitely worth a look by teachers and students working in the creative art and technological arenas. N. French

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** CA; TAS  
**SYLLABUS:** Graphics Technology 7-10; Photographic & Digital Media 7-10; Photography, Video & Digital Imaging CEC Stage 6; Visual Design CEC Stage 6  
**SCIS SUBJECTS:** Computer art  
**PUBLISHER:** Future, UK  
**REVIEW DATE:** 04/04/08 [776] SCIS 1341992

### Anime News Network

[www.animenewsnetwork.com.au/](http://www.animenewsnetwork.com.au/)

A site for anime enthusiasts, this comprehensive resource caters for knowledgeable fans, especially in the **News** and **Views** content. These sections will suit students creating or analysing anime for HSC projects. The site has information about film festivals and anime products, plus reviews and comment about anime. The most useful section for non experts, the **Encyclopedia**, will help teachers choose appropriate films for school use. Users will find a helpful **Lexicon** here, and a huge number of anime and manga texts listed, many with a plot summary, useful age rating and production data. Most of these texts are cross referenced to other websites, news items, and reviews. In the **Forum**, site users can discuss anime related events in Australia. C. Thomas



**USER LEVEL:** Stage 6 Professional  
**KLA:** CA; English  
**SYLLABUS:** English 7-10; English Stage 6: *Extension 2*, Visual Arts 7-10; Visual Arts Stage 6  
**SCIS SUBJECTS:** Anime; Graphic novels; Manga  
**PUBLISHER:** Anime News Network, Australia  
**REVIEW DATE:** 04/04/08 [791.43] SCIS 1340649

### A place to think

[abc.net.au/aplacetothink/#home](http://abc.net.au/aplacetothink/#home)

The history of Australian documentaries from WWII to the present is the focus of this invaluable site. **Watch – moving history** presents a pictorial menu arranged in decades. Each decade contains an **Overview** that provides a context for specific documentaries. Selecting an image then allows access to numerous documentaries and storyboards. Radio National interviews relating to the featured documentaries are contained in **Listen**. Such a feature is useful in building background knowledge before viewing the documentaries. From **Interact – street art**, the user can listen to **Interviews** with artists and curators as well as viewing a **Photo gallery** of street art from Sydney and Melbourne. With its wealth of material, teachers would need to explore the site before classroom use to ensure that students do not deviate from the intended learning experience. Navigation of the site can be tricky for the novice. H. Gardiner

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** English 7-10; English Stage 6; History 7-10; Modern History Stage 6

**SCIS SUBJECTS:** Art, Australian; Films, Australian; Documentary films; Street art  
**PUBLISHER:** Australian Broadcasting Corporation  
**REVIEW DATE:** 04/04/08 [791.43] SCIS 1353589

### Film locations travel guide: the worldwide guide to movie locations: the ultimate travel guide to film sites around the world

[www.movie-locations.com](http://www.movie-locations.com)

For those interested in learning about the areas where their favourite movies were filmed, this comprehensive site provides everything one needs to know. A large array of classic and contemporary films, ranging from the well known to the obscure, is included. The alphabetical listing provides options to search **Actors and Directors** or **Titles**. A navigation bar at the bottom of the screen also allows searches to be conducted on films, people and maps. Detailed descriptions about locations, including shots and addresses, are given. Production and cast details are provided too. The **featured location** this week could prove useful for gaining information about films that are being studied in class. Unfortunately, there are some typographical errors and not all films have an active link despite hundreds being listed. Particularly helpful for building background knowledge or finding intriguing snippets, teachers and students may find this appealing site to be a worthy resource. H. Gardiner

**USER LEVEL:** Stage 4 Stage 5 Professional  
**KLA:** CA; English  
**SYLLABUS:** English 7-10; Photographic & Digital Media 7-10  
**SCIS SUBJECTS:** Films; Films – Setting and scenery; Travel  
**PUBLISHER:** T. Reeves, USA  
**REVIEW DATE:** 04/04/08 [791.43] SCIS 1353545

### English theatre

[www.artsalive.ca/en/eth/](http://www.artsalive.ca/en/eth/)

The site's purpose is to create a greater understanding of how a play goes from page to stage. Despite the obvious focus on the Canadian experience, it should prove useful for Australian educators. There are some interesting **Activities**, including script creation, characters and conflict, and some useful materials on Shakespearean verse. **Infozone** has a handy glossary. Also available are study guides on recent NAC English Theatre productions, such as *Hamlet* and other plays of international interest. One particularly interesting feature is the video interviews with theatre professionals accessed via **Playwright's corner**, **Director's table**, **Actor's green room** or **Design and production** for the desired focus. P. Gilchrist



**USER LEVEL:** Stage 5 Stage 6  
**KLA:** CA; English  
**SYLLABUS:** Drama 7-10; Drama Stage 6, English 7-10; English Stage 6  
**SCIS SUBJECTS:** Theatre – Production and direction  
**PUBLISHER:** National Arts Centre, Canada  
**REVIEW DATE:** 04/04/08 [792.02] SCIS 1348227

### Book-pop: web-enhanced reading adventures

[www.bookpop.com](http://www.bookpop.com)

Aimed at bringing literature to life for the young, this website contains audio animations, written and narrated by Stephen

Cosgrove. Dealing with trolls, unicorns, fairy and woodland creatures, the site is divided into four sections. **Book-spop** has a choice of 12 stories that open up as a book where the story can be read alone or followed as it is narrated. **Story-pop** has a *Quicktime* audio recording of 11 stories. **Music-pop** lists 11 tunes that can be downloaded and played. **Art-pop** has printable colouring sheets from 12 of the *Serendipity* books. The site combines visual, auditory and tactile learning, based on Cosgrove's picture books. It is bright, interesting and appealing to the target audience. R. Parnis

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English  
**SYLLABUS:** English K-6  
**SCIS SUBJECTS:** American fiction; Books and reading  
**PUBLISHER:** S. Cosgrove, USA  
**REVIEW DATE:** 04/04/08 [813] SCIS 1344559

### Children and YA author Cynthia Leitich Smith

[www.cynthialeitichsmith.com/](http://www.cynthialeitichsmith.com/)

Practical and very useful, the site has interesting material for teacher librarians and English teachers. Educational techniques, such as Bloom's multiple intelligences, are directly linked to the author's books: *Indian shoes*, *Rain is not my Indian name*, and *Jingle dancer*. In **Children & YA literature resources**, site users can find a large number of author and illustrator interviews, and annotated booklists categorised by theme and genre. Follow the links in **What's here** to find writing and reading advice for teachers, a great collection of annotated print resources and website connections. The site is an extensive resource for the teaching and learning of reading and writing. C. Thomas

**USER LEVEL:** Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10; English Stage 6: *Extension 2*  
**SCIS SUBJECTS:** Authors, American; Children's literature  
**PUBLISHER:** C.L. Smith, USA  
**REVIEW DATE:** 04/04/08 [813] SCIS 1340674

### Do mandrakes really scream? – magic and medicine in Harry Potter

[nlm.nih.gov/exhibition/mandrakes](http://nlm.nih.gov/exhibition/mandrakes)

According to this concise yet appealing site, J.K. Rowling delved into the worlds of alchemy and herbology to find potions and creatures for inclusion in her blockbuster novels. The history of these features is examined in this site with its eye catching layout and graphics. Information is divided into four sections that can be accessed from the front page. A good overview of the site's contents is given in the **Introduction**. **Who is Nicholas Flamel? and other historical figures** contains an account of the scholar and scribe who is credited with creating the philosopher's stone. The stone is described in **Magic creatures and magical plants**, and information about unicorns and mandrakes can also be found here. **Classes at Hogwart's** explains the subjects offered at the school for young wizards. Information is well organised with a printer friendly version available. Numerous images of primary sources are interspersed. Clicking on each of these images provides a larger version. Quotations from the novels are a charming inclusion on each page. Most appropriate for younger students, information gleaned from this excellent site offers deeper insight into the extremely popular Harry Potter series. H. Gardiner

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10

**SCIS SUBJECTS:** Rowling, J. K. – Criticism, interpretation  
**PUBLISHER:** National Library of Medicine, USA  
**REVIEW DATE:** 04/04/08 [823] SCIS 1353558

### Academy of Achievement: a museum of living history

[www.achievement.org/autodoc/pagegen/index.html](http://www.achievement.org/autodoc/pagegen/index.html)

An initiative to celebrate and promote achievement, the site is an excellent example of how the internet can be used in education. An extraordinary collection of people explain their achievements in the fields of **The arts**, **Business**, **Public service**, **Sports** and **Science and exploration**. The site aims to help students apply the elements of the **Keys to success** to their own lives, and its positive tone and friendly style encourage student engagement. The site's achievers are internationally respected leaders. Each person is presented via an extended interview. Students can read the transcript and listen to audio of Lech Walesa on protests in the Gdansk shipyards, Edward Albee on the writing process, Linus Pauling on scientific curiosity, and Roger Bannister describing breaking the four minute mile. For **teachers** has content to help teachers effectively use this brilliant primary source material. C. Thomas



**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**SCIS SUBJECTS:** Biography; Success  
**PUBLISHER:** Academy of Achievement, USA  
**REVIEW DATE:** 04/04/08 [920] SCIS 1340660

### Ancient Greece

[www.bbc.co.uk/schools/ancientgreece/main\\_menu.shtml](http://www.bbc.co.uk/schools/ancientgreece/main_menu.shtml)

Once again the BBC has produced an easily understood and navigable site aimed at young British students. The choice of the cities of Athens, Corinth and Olympia allows students to explore such broad topics as the Olympic Games, theatre and the Mytilenean debate. These can be approached through three links. **Find out** contains succinct simply written snippets of information, with sources such as pottery or maps. **Cartoon classics**, which requires Flash, is an interactive and entertaining component. The **Resources** section contains an accessible collection of written and archaeological remains that could be used in a source study exercise. **Print-out activities** are included as well as many teaching ideas and examples. This is a highly accessible and user friendly site, which could be incorporated into the Stage 4 History Topic: *Societies and civilisations of the past*. B. Hull

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** History 7-10; HSIE K-6  
**SCIS SUBJECTS:** Civilisation, Greek; Greece – History – 500-404 B.C., Classical period; Greece – Social life and customs – 500-404 B.C., Classical period  
**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 4/04/08 [938] SCIS 1181345

### Fighting the fires of hate: America and the Nazi book burnings

[www.ushmm.org/museum/exhibit/online/bookburning/](http://www.ushmm.org/museum/exhibit/online/bookburning/)

The website for a travelling exhibition, this outstanding resource will give students a strong understanding of German society in 1933, especially regarding the students who drove the book burning phenomenon and why this nationalism expressed itself in

book destruction. The book **burnings** explains this, with the use of significant photographic images and primary source documents. The historical film footage is extraordinary, and Goebbels' speech to students at a book burning, with full transcript, is horribly riveting. Each section has film clips of **Curators' conversations** where historians analyse the phenomenon and the **Recurring symbol** of fire in Nazi Germany. The **Authors and works** affected is an interesting read for teachers, as is the site's material on the impact of the burnings in America. Nicely constructed and packed with expert knowledge, the site is a fine resource for the Modern History Option: *Germany 1918–1939*. C. Thomas

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Modern History Stage 6  
**SCIS SUBJECTS:** Censorship; Germany – History – 1933–1949; Nazism – History  
**PUBLISHER:** United States Holocaust Memorial Museum, USA  
**REVIEW DATE:** 04/04/08 [943.086] SCIS 1340687

### **China from the inside: an exploration of China, her people, her past, and her present** [www.pbs.org/kqed/chinainside/](http://www.pbs.org/kqed/chinainside/)

Clearly presented and fascinating information on China can be gleaned from this site. Written support for a PBS broadcast, the site describes each of the four episodes with in-depth sections, an opinion piece, and a transcript of a discussion about the episode. The main topics in the episodes are democracy, AIDS, the environment, water, population, freedom and justice, censorship, and an excellent profile of some leading female activists. The site's topics are complemented by large photographs, interactive maps, and PDF lesson plans. There are helpful links for further research. A very useful resource when studying contemporary China in several syllabuses, the site will be particularly appreciated by Society and Culture Stage 6 students investigating China in the Core: *Social and cultural continuity and change*, and by Geography Stage 6 students looking at China within the Topic: *Global challenges*. The site is easy to navigate and material downloads quickly. A. Frost

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE; Languages  
**SYLLABUS:** Chinese K–10; Geography 7–10; Geography Stage 6; Society & Culture Stage 6  
**SCIS SUBJECTS:** China – Environmental aspects; China – Politics and government; China – Social conditions; Women in China  
**PUBLISHER:** PBS, USA  
**REVIEW DATE:** 04/04/08 [951.06] SCIS 1344115

### **Mexico for kids**

[www.elbalero.gob.mx/index\\_kids.html](http://www.elbalero.gob.mx/index_kids.html)

Whatever you need to know about Mexico can be found here. The site covers many topics in depth and is available in English, Italian, Spanish and French. **History** is comprehensive and includes the **Discovery of America**. Of particular interest in **Government** is a great picture of the Mexican flag and a download of the choral or instrumental version of the **National anthem**. **Explore** contains a complete tour of the 31 Mexican states with comprehensive information and photographs. The clarity of the photographs and video clips is excellent. **Biodiversity** is explained in eight sections including **Unique features**, **Ecosystems**, **Species** and **Genetics**. **Paper zoo** gives instructions on how to make paper native animals. **Games**



consists of puzzles and instructions on how to make various things including a volcano. In **Talking about Mexico** users will find ample information to give children a taste, including **Indigenous Groups**, **Music**, **Games and toys**, **Traditions**, **Myths and stories**, and food and recipes. To navigate around the site, click on the **Surf control** and a new window pops up with a complete sitemap. This site could be used as an example of an exemplary website for children. G. Maugle

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** HSIE; Languages  
**SYLLABUS:** HSIE K–6; Spanish K–10  
**SCIS SUBJECTS:** Mexico  
**PUBLISHER:** Presidency of the Republic of Mexico  
**REVIEW DATE:** 04/04/08 [972] SCIS 1346008

### **JFK in history: Cuban Missile Crisis**

[www.jfklibrary.org/Historical+Resources/JFK+in+History/Cuban+Missile+Crisis.htm](http://www.jfklibrary.org/Historical+Resources/JFK+in+History/Cuban+Missile+Crisis.htm)

The site provides primary sources on the Cuban Missile Crisis, from the American perspective, and it neatly summarises the event. From its main page, students can access multimedia material, including presidential recordings from October 16 and October 18, 1962. These tapes of briefings have been edited, allegedly for reasons of national security. Kennedy's report to the American people on October 22 can also be heard. There is a short slide show and an online exhibit with images and documents from each day of the crisis. Modern History students undertaking the Option: *The Cold War 1945–1991* will view relevant sources. They will, however, find nothing new, and there is no background information on the reasons and results of American actions. R. Darlington

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Modern History Stage 6  
**SCIS SUBJECTS:** Cold War; Cuba – History; Cuban Missile Crisis, 1962; Soviet Union – History – 1953–1991; United States – History – 1945–1974  
**PUBLISHER:** John F. Kennedy Presidential Library & Museum, USA  
**REVIEW DATE:** 04/04/08 [972.9106] SCIS 1343843

### **American Friends of Lafayette: welcome to the official website of Major General Gilbert Motier de Lafayette**

[www.friendsoflafayette.org/index.htm](http://www.friendsoflafayette.org/index.htm)

One of America's revolutionary heroes is idolised on this site. In General Lafayette, the 27 reasons why we should honor General Lafayette spell out the case for student historians. From Valley Forge to Barren Hill and back is perhaps the most useful part of the site for students. An article explains the military manoeuvre that made the young Lafayette a national hero in the early days of American democracy. The site enthusiastically shows the contribution of an individual to America's revolutionary goals, explaining Lafayette's personal stand on freedom and justice, and why he is revered in the USA today. This content makes the site a good source of material for the Option: *The origins and early development of American democracy* in HSC History Stage 6: *Extension*. C. Thomas

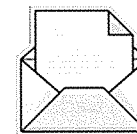
**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** HSC History Stage 6: *Extension*

**SCIS SUBJECTS:** Generals – Biography; United States – History – 1775–1783, Revolution  
**PUBLISHER:** American Friends of Lafayette, USA  
**REVIEW DATE:** 04/04/08 [973.3092] SCIS 1340734

### **Eleanor & Harry: the correspondence of Eleanor Roosevelt and Harry S. Truman**

[www.trumanlibrary.org/eleanor/](http://www.trumanlibrary.org/eleanor/)

The site contains the correspondence between the famous widow of President Roosevelt and his successor, President Truman. The letters reflect the close friendship between the two, their mutual distrust of General Douglas MacArthur during the Korean War and their shared opposition to Senator Joseph McCarthy's anti-communist witch hunts. They also show significant differences of opinion as the Cold War developed. For the Modern History Option: *The Cold War 1945–1991*, the site offers some valuable insights into American foreign policy from 1945 to the late 1950s. For the Option: *Eleanor Roosevelt 1884–1962*, the site offers some useful insight into this intriguing woman. The site is laid out simply and effectively in chronological order, with a short biography of both personalities, and **Lesson plans** from which teachers may gather ideas. R. Darlington



**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Modern History Stage 6  
**SCIS SUBJECTS:** American letters; United States – Politics and government – 1945–1974; United States – Presidents  
**PUBLISHER:** National Archives and Records Service, USA  
**REVIEW DATE:** 04/04/08 [973.918] SCIS 1343828

### **Australian explorers**

[www.teachers.ash.org.au/jmresources/achievers/explorers.html](http://www.teachers.ash.org.au/jmresources/achievers/explorers.html)

A collection of website links for students researching Australian explorers, the resource is a portal created by a primary teacher. Last updated in 2006, with some links now defunct, teachers will find there is still much of value in the site. It is an easy to use list, featuring 12 explorers, each with 4–12 links. These range in their reading and content level, and all contain biographical information and maps of the explorers' journeys. The search for resources to fulfil *Change and continuity* outcomes in HSIE K–6 is made much easier by the site. Links also relate to studies in the Stage 2 COGs Unit (B): *Being Australian* and the Unit (G): *Our fleeting past*. R. Parnis

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K–6  
**SCIS SUBJECTS:** Australia – Discovery and exploration; Explorers, Australian  
**PUBLISHER:** J. Miers, Australia  
**REVIEW DATE:** 04/04/08 [994.02] SCIS 1345926

### **The discovery of Australian gold: a series of Web-based activities for middle school students**

[gracevilss.eq.edu.au/intranet/online/gold/title.html](http://gracevilss.eq.edu.au/intranet/online/gold/title.html)

Created by a teacher, this site provides internet lessons for students investigating the history of the Australian gold rushes. Activities cover several topics, including goldfields justice, bushrangers,

technology, picture analysis, and the Eureka Stockade. The site makes heavy use of pop up menus which annoyingly tend to disappear, and there is much clicking to move about, view and complete the tasks. Users must click on a numbered instruction and move the mouse to **Links and downloads** to follow through. Some navigational instruction may be needed. The activities link to some excellent material, on and off the site, and students should enjoy the tasks. The resource provides worthwhile material for the HSIE K–6 Unit: *Gold*. R. Darlington

**USER LEVEL:** Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K–6  
**SCIS SUBJECTS:** Australia – Gold discoveries; Australia – History – 1851–1901; Australia – Social conditions – 1851–1901; Gold – History; Gold mining – Australia – History  
**PUBLISHER:** P. Harrop, Australia  
**REVIEW DATE:** 04/04/08 [994.03] SCIS 1343779

### **Australia's centenary of Federation: birth of the nation, growth of the Commonwealth**

[www.abc.net.au/federation/fedstory/home.htm](http://www.abc.net.au/federation/fedstory/home.htm)

There is a shortage of accessible websites for Australian history but this site goes some way toward redressing that situation. The main page has sections titled: *The journey to Federation*; *Establishing the Commonwealth*; *A place in the world*; *Immigration and nation building*; *Aboriginal Australia: the unfinished business*; *A fair go economy* and *The centenary of Federation*. For each section there are links to: **Overview**; **Events**; **Places**; **People**; **Culture and Institutions**. Another link, **Federactive**, includes an interactive puzzle, a crossword and a quiz on Australian prime ministers. While lacking in terms of engaging visual presentation, the site is, nevertheless, clear and informative. It is important to be aware that information has changed and is subject to further change. R. Darlington



**USER LEVEL:** Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History 7–10  
**SCIS SUBJECTS:** Australia – Federation; Centenary of Federation, 2001  
**PUBLISHER:** ABC, Australia  
**REVIEW DATE:** 04/04/08 [994.04] SCIS 1036111

### **Past prime ministers**

[www.pm.gov.au/past\\_pm/](http://www.pm.gov.au/past_pm/)

Designed to inform young Australians about our past and present prime ministers, this website would be particularly useful when teaching government in Stage 3. The site gives photographs, dates, personal accounts and achievements of each of Australia's prime ministers, as well as archival material relating to the political climate at the time. The information is also available as a timeline and alphabetical list. The **Past prime ministers** link is part of the federal government site so when a site search is performed it searches the whole site. In **Kid zone** the information, in dense text, is presented in the form of questions and answers making it very readable and accessible for students. All information presented on this part of the site is referenced and while not visually stimulating it does serve the intended purpose. R. Higginbottom

**USER LEVEL:** Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K–6



SCIS SUBJECTS: Australia – Prime ministers – Biography  
 PUBLISHER: Office of the Prime Minister, Australia  
 REVIEW DATE: 04/04/08 [994.04] SCIS 1340179

### Australian story

[www.abc.net.au/austory](http://www.abc.net.au/austory)

Real life stories about famous, infamous and little known Australian people from all sections of Australian society can be accessed via this web page. The website is easy to navigate with links to broader areas of the site and a search facility for relevant programs. When a program is selected the user has the option of viewing a gallery of related photographs, a transcript of the interview or online video of the episode. A **Broadband** option is available for access to extended online editions. The website is a valuable research tool for students and would be excellent for teachers to use as a stimulus for class discussion. The programs cover a wide range of topics and therefore this site could be useful across a number of KLAs. Information is particularly relevant to the Community and Family Studies Core: *Groups in context*. C. Barlow

USER LEVEL: Stage 6 Professional  
 KLA: PDHPE  
 SYLLABUS: Community & Family Studies Stage 6  
 SCIS SUBJECTS: Australia – Biography; Australia – Social life and customs; Australian story (Television program)  
 PUBLISHER: Australian Broadcasting Corp., NSW  
 REVIEW DATE: 04/04/08 [994.06] SCIS 1039935

### Classroom Antarctica

[www.classroom.antarctica.gov.au/](http://www.classroom.antarctica.gov.au/)

#### ABSTRACT

An online teaching resource, the site has material particularly aimed at the middle years. Each unit has a selection of activities which teachers can mix and match to meet a school or state's learning objectives. Activities can be adapted to a range of student abilities and interests. **The ideas** looks at real world applications for science, mathematics and studies of society and environment. **The activities** can be used to enhance writing, literature, art, team building and creative thinking skills. Activities focus on the study of significant environmental and social issues from a global perspective and promote an appreciation of the important role of Australians in Antarctica. They are written to encourage students to think critically about the key issues currently facing Antarctica: climate change, tourism, whaling, fishing, mineral exploitation, resource management and the impact of humans on the environment.

USER LEVEL: Stage 3 Stage 4  
 KLA: HSIE; Mathematics; Science; SciTech  
 SYLLABUS: HSIE K-6; Mathematics K-6; Science 7-10; Science & Technology K-6  
 SCIS SUBJECTS: Antarctica – Discovery and exploration; Antarctica – Environmental aspects; Antarctica – Research; Antarctica – Study and teaching; Natural history – Antarctica; Tourist industry – Antarctica  
 PUBLISHER: Australian Antarctic Division  
 REVIEW DATE: 04/04/08 [998] SCIS 1083667

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

## Professional reading

Resources are in Dewey order.

### Sustainable futures: teaching and learning: a case study approach

/ edited by Margaret Robinson. ACER, Vic, 2007  
 ISBN 9780864314383 [333.7071]

With teaching for a sustainable future a goal for most teachers in the 21st century, this book will hopefully provide educators with some possible solutions. Written by scientists from around the world, this book is organised into two parts. The first part describes the challenges associated with sustainability, education and development, while the second part contains the more interesting in-depth case studies. These eight studies predominantly concern water and forest management themes. The study on water saving in Beijing is particularly interesting. Each study is enriched with succinct graphs and tables which could easily be adapted as stimulus material in the classroom environment. I. Mavin

USER LEVEL: Professional  
 KLA: HSIE; Science  
 SYLLABUS: Geography 7-10; Geography Stage 6; Science 7-10  
 Paper \$59.95 SCIS 1342027

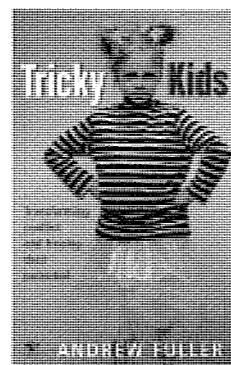
FULLER, Andrew

### Tricky kids: transforming conflict and freeing their potential

Finch, NSW, 2007  
 ISBN 9781876451769 [370.15]

Parents and teachers will find this engaging book a useful and easy to read guide for improving behaviour and potential. It provides great advice, both comforting and practical, and is thoroughly researched and based on the author's professional and personal experience as a clinical psychologist and family therapist. Fuller identifies six types of subject: manipulators; negotiators; debaters; competitors; dare devils and passive resisters. He follows them through infancy to adolescence. Every chapter uses humour to engage readers while informing them about everything related to behaviour, from brain chemicals to practical strategies for supporting children at different stages of development. Teachers, parents and even more mature children will find this optimistic and positive book both engrossing and helpful. K. Rushton

USER LEVEL: Community Professional  
 Paper \$24.95 SCIS 1301344



### Sue Roffey: promoting emotional literacy, wellbeing and caring, effective communities

[www.sueroffey.com](http://www.sueroffey.com)

Behaviour management is not the same as teaching children to behave well. This is a foundation stone of the philosophy of Sue Roffey, educational psychologist and consultant, and it runs through her website. There are links to her writings and workshops on behaviour and other issues. Roffey is a strong proponent of circle time, a structured framework for social and emotional learning. Through this method, which is widely used in primary and secondary schools, teachers are able to include all students in positive classroom relationships. The site is worth exploring for ideas to do with positive classroom practices. It has external links to NAPCAN and Wellbeing Australia. A. Soutter

USER LEVEL: Community Professional  
 SCIS SUBJECTS: Behaviour modification; Classroom management; Educational psychology; Students – Psychology  
 PUBLISHER: S. Roffey, Australia  
 REVIEW DATE: 04/04/08 [370.15] SCIS 1352041

McLEOD, Julie Hinde & REYNOLDS, Ruth

### Quality teaching for quality learning: planning through reflection

Thomson/Social Science Press, Vic, 2007  
 ISBN 9780170130936 [371.102]

The approach to *Quality Teaching* taken in this publication connects a values platform through concepts and philosophy, and it aims for teaching justice for all. Chapters offer insights into the practical application of *Quality Teaching* in NSW classrooms, including a detailed overview of the dimensions and elements of the *Quality Teaching* model. Each of the 18 elements is described in the context of what they mean for teaching and learning. Specific school case studies and teacher stories are used to illustrate the practical application of the model and how learning experiences can be designed to engage students in productive experiences. Once these ideas are established, strategies for addressing values, context, learning and teaching are outlined. F. Plummer

USER LEVEL: Professional  
 Paper \$46.95 SCIS 1333930

FLEMING, John & KLEINHENZ, Elizabeth

### Towards a moving school: developing a professional learning and performance culture

ACER, Vic, 2007  
 ISBN 9780864317025 [371.14]

Schools with strong professional learning and performance cultures are described here as moving schools. How schools become moving schools is explored through a collection of leadership strategies designed to develop a professional learning culture that raises student, teacher and school performance. Ideas for designing effective and powerful professional development programs are supported by a snapshot of contemporary research that addresses what works for school based professional development. Practical strategies for understanding and managing change and creating opportunities for collaborative enquiry into student learning are provided in a context of respecting the complexity of

teachers' professional knowledge base and the value of their work. A detailed case study of a community of schools is used to illustrate how professional learning and developing a culture of performance can work together. F. Plummer

USER LEVEL: Professional  
 Paper \$34.95 SCIS 1342028

READ, Carol

### 500 activities for the primary classroom

Macmillan Education, UK, 2007  
 ISBN 9781405099073 [371.3]

The activities in this book, of UK origin, are arranged in ten sections according to type: Art and craft; Games; Drama; ICT and multimedia; and so on. Each activity is identified by level, age, organisation, aims, language focus, materials, procedure, and comments and suggestions. The index is particularly thorough, enabling retrieval by categories including: Language structures and grammar; Topics and lexical sets; and Learning skills and attitudes, as well as by keyword and topic. Although developed for ESL classrooms, by a teacher with wide experience, the book will still have value for mainstream teachers, especially beginning teachers and those moving to an unfamiliar, earlier stage. W Smith

USER LEVEL: Professional  
 KLA: CA; English; HSIE; Mathematics; SciTech  
 SYLLABUS: CA K-6; English K-6; HSIE K-6; Mathematics K-6; Science & Technology K-6  
 Paper \$42.95 SCIS 1331622

### Click: a technology guide for parents

[www.schools.nsw.edu.au/media/downloads/schoolsweb/news/technology/click.pdf](http://www.schools.nsw.edu.au/media/downloads/schoolsweb/news/technology/click.pdf)

#### ABSTRACT

Developed to help parents protect their children at home or when they are out with friends, this guide helps to explain what ICT does and is capable of doing. It explains jargon that is unique to the world of the internet, mobile phone and other technologies. Sections are written by four identified contributors and are illustrated with large photographs. Sections are: **Staying safe online**; **Gaming**; **Cyberbullying**; **A love of learning**; **The A-Z of technology**; **Homework on the internet**; **Mobile safety**; and **Buying a computer**. The guide uses plain English to help parents understand blogs, wikis, vodcasts, podcasts and virtual worlds, and to deal with the issues they raise for young technology users. It explains what students do on social networking sites like *MySpace*, *Bebo*, *Facebook* and *YouTube*, and what parents should be on their guard against. There are specific references to some NSW syllabuses, schools, and technology projects, plus an extensive list of online resources.

USER LEVEL: Community Professional  
 SCIS SUBJECTS: Educational technology; Education – Parent participation  
 PUBLISHER: NSW Dept Education and Training, Australia  
 REVIEW DATE: 04/04/08 [371.33] SCIS 1358538

### Primary resources. P.E. resources

[www.primaryresources.co.uk/pe/pe.htm](http://www.primaryresources.co.uk/pe/pe.htm)

Teacher contributions on this site provide a variety of lesson ideas and games which could be useful for teaching physical education in primary schools. Activities are presented as simple PDFs, with the activity, resources and objectives laid out on a straightforward table. Most activities are clearly explained and easy to follow. They

cover the areas of Warm-up activities, Dance & gymnastics (although no gymnastics activities are online yet), Invasion games, Striking and fielding games, Net/wall games and Fitness & athletics. Most activities recommend age appropriateness and they use readily available equipment. The site supports the PDHPE K-6 Strands: Games and sports and Dance. V. Roach

**USER LEVEL:** Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
**SCIS SUBJECTS:** Curriculum planning; Dancing – Study and teaching; Education, Primary; Physical education; Sports – Study and teaching; Teaching – Aids and devices  
**PUBLISHER:** Research Machines, UK  
**REVIEW DATE:** 04/04/08 [371.33] SCIS 1338122

KEDDIE, Amanda & MILLS, Martin

### Teaching boys: developing classroom practices that work

Allen & Unwin, NSW, 2007  
 ISBN 9781741752427

[371.823]

Grounded in research and creatively illustrated with rich case studies of classroom practice that demonstrate a range of effective pedagogies, the book takes the reader through the boys' education debate. The authors recognise that stereotypical views of masculinity are a significant part of the problem for boys and girls in contemporary schooling. The complexity of gender issues and the questions these raise in classrooms is addressed in sensitive and practical ways, by offering positive stories and accounts of practices that have the potential to achieve real gains for student learning. Readers can visit Rachel's classroom and observe her strategies for developing respectful pedagogy, or read about Ross's approach to better align the school's commitment to social justice in addressing the inequities of privilege. F. Plummer

**USER LEVEL:** Professional  
 Paper \$35.00 SCIS 1338808

YANOFF, Jerome C.

### The classroom teacher's inclusion handbook: practical methods for integrating students with special needs

Arthur Coyle Press, USA, 2007  
 ISBN 0966594754

[371.9]

Every staffroom needs a reference guide like this for strategies regarding teaching children with special needs in mainstream classes. The first chapter gives general information about children with special needs and the 14 chapters that follow are each devoted to an area of special need, including giftedness. Each chapter defines the condition and then lists, by bullet point, important facts, characteristics and suggestions for working with students. There is a glossary of words used to discuss the condition and some useful websites. The book is a second edition and it refers to American disability laws but this is a minor concern in a very useful resource. A. Soutter

**USER LEVEL:** Professional  
 Paper \$29.95 SCIS 1341748

PARKER, Harvey C.

### The ADHD handbook for schools: effective strategies for identifying and teaching students with attention-deficit/hyperactivity disorder

Speciality, USA, 2005  
 ISBN 1886941610

[371.94]

Although the author is writing with North American elementary schools in mind, many of the suggested strategies and theoretical explanations of ADHD and its causes are appropriate for Australia. The author is a clinical psychologist and he uses his expertise to provide detailed but readable analyses of the conditions generally known as ADHD. He also provides useful practical scaffolds, which could be used by both parents and teachers to support primary children. There is a comprehensive list of resources, recommended readings, references and information on treatments from behavioural treatments to medication. The book includes reproducible contracts, report cards and checklists to help in developing social skills and improving participation and academic achievement at school. K. Rushton

**USER LEVEL:** Community Professional  
 Paper \$55.95 SCIS 1341989

STAMM, Jill

### Bright from the start: the simple way to nurture your child's developing mind

Penguin Group (Australia), 2007  
 ISBN 9780670070596

[649]

Dr Stamm has taken personal experience and turned it into a useful resource for parents and early childhood professionals. The resource provides an in-depth study into the developmental stages of children and how to enhance brain function. It provides key behaviours to identify when determining if a child has special needs. Negative behaviours of babies are examined and positive actions provided to change that behaviour. Detailed activities and notes explaining how each activity stimulates the brain function are linked to skills needed for school. The importance of bonding, childcare, communication and play and how these stimulate the brain are investigated. It provides useful case studies and basic brain diagrams. M. Timperley

**USER LEVEL:** Community Professional  
**KLA:** PDHPE  
**SYLLABUS:** Exploring Early Childhood CEC Stage 6  
 Paper \$29.95 SCIS 1335002

### Reel faces: the real-life people behind the true stories

[www.chasingthefrog.com/reelfaces/reel\\_faces.php](http://www.chasingthefrog.com/reelfaces/reel_faces.php)

Teachers of film will appreciate this site. In a Q&A format, the site gives an extensive amount of information about the real people and events depicted in films. The emphasis is on modern films, such as *Finding Neverland*, *The hours* and *Walk the line*. Some of the films analysed could be used in classrooms, and teachers will find the research useful for promoting discussion about a film's origin and interpretation. Other films are not suitable for schools, but the site's investigations really come to grips with factual content, and the analyses will make fascinating reading for teachers who are film buffs. C. Thomas

**USER LEVEL:** Professional  
**KLA:** English

**SYLLABUS:** English 7-10; English Stage 6  
**SCIS SUBJECTS:** Films – History and criticism  
**PUBLISHER:** Chasingthefrog.com, USA  
**REVIEW DATE:** 04/04/08 [791.43] SCIS 1340764

### Asia: journal of the Asia Education Teachers' Association

Asia Education Teachers Association, NSW, 2005-  
 ISBN none

[950.07]

A quarterly for educationalists, the journal is a useful combination of scholarly articles and hands-on resources. Targeting all NSW primary syllabuses, the journal draws from Australian and international sources and it abounds with thoughtful and interesting work sheets, ideas and information. A sample from past issues includes: a unit on refugees based on the picture book *A true person*; a WebQuest on Australian aid agencies; a set of work sheets for exploring Sydney's Chinatown; a detailed article on Asia's contribution to modern civilisation; and a visual piece on daily life in Korea. The journals are liberally illustrated with black and white photographs and engaging drawings. Work sheets are sparsely laid out with interesting questions, activities and graphics. The resource has wide applicability to schools and it is an excellent practical tool for teachers on a multitude of Asian topics. C. Thomas

**USER LEVEL:** Professional  
 SPOA (available from <aaeta.com>)  
 SCIS 1256798

### 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.

### Indij readers for little fullas, for big fullas: Series 3 [series]

Indij Readers, NSW, 2007 [305.89]

Well conceived and researched, these stimulating and often humorous illustrated readers have been written by various groups

of Aboriginal people, representing different community groups. An interesting balance of fiction and factual texts, the stated purpose of this series is to support students' and communities' dialects and natural languages, and help teachers to make reading, writing and visual literacy both personal and relevant for all students. A typical family trip to the supermarket, caring for a pet bird, dreaming about career aspirations, and a photo essay about Lake Mungo are some of the topics covered. *An Indij sport report* is accompanied by stunning photography from Melbourne's Commonwealth Games, and has brief profiles of Aboriginal athletes. *Dreamtime at the 'G'* focuses on the sporting achievements of AFL star, Michael Long. Extensive lesson notes for guided and modelled reading, questioning, glossaries, suggested Reading Recovery levels, recipes, blackline work sheets, by Anne Last and others, can be found in the supportive and informative, spiral bound *Teachers' guide*. Essential cultural information pages briefly explain terms and address the significance of smoking ceremonies, activism, and the Stolen Generations, among many other aspects relevant to contemporary life in Australia. I. McLean

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4 Professional  
**KLA:** English; HSIE; PDHPE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6; English 7-10; History 7-10; HSIE K-6; PDHPE K-6; PDHPE 7-10  
 Paper \$151.50 set

Reviewed titles in this series:

*An Indij sport report: XVIII Commonwealth Games, Melbourne* SCIS 1332956  
*Bush tucka, good tucka* SCIS 1332943  
*Dreamtime at the 'G'* SCIS 1332952  
*Fat Head the bird* SCIS 1332982  
*Firewood & rabbits* SCIS 1332974  
*Lake Mungo: our story* SCIS 1332947  
*Little fullas rap at the games* SCIS 1332962  
*Our Aunt Sharon* SCIS 1332980  
*Teachers guide* SCIS 1333009  
*What I wanna be* SCIS 1332966

### Puffin baby [series]

Penguin Group (Australia), 2007

What a great introduction to quality Australian literature this series of picture books provides. Author illustrators Pamela Allen, Tohby Riddle and Peter Sheehan will encourage even the youngest of children into the discovery of books and story. On strong, wipe clean pages, bright colours accompany simple, entertaining stories. They are also informative, focusing on first words, first concepts and first stories. *My first 123* is a simple counting book with sounds that children love. The pictures look very much as though they have jumped out of Allen's renowned picture books. *Dog and bird see the moon* is a simple story of the moon disappearing behind clouds. Will it come back? This is an ideal book for bedtime. In the wordless *Plane train truck and trolley*, children are encouraged to find things on each page. The use of different sizing and perspective is cleverly done and adds dimension. G. Maugle

**USER LEVEL:** Early Stage 1 Community  
 Paper \$12.95 each

Reviewed titles in this series:

*Dog and bird see the moon* SCIS 1334881  
*My first 123* SCIS 1330245  
*Plane train truck and trolley* SCIS 1330682

## Picture books

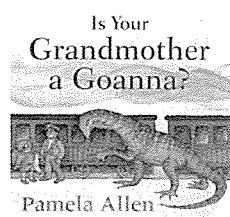
Picture books are arranged alphabetically by author. Some books in this section are nonfiction or have relevance to a particular KLA.

ALLEN, Pamela

**Is your grandmother a goanna?**

Penguin Group (Australia), 2007 (Viking)  
ISBN 9780670071128

A small boy takes an unusual train journey to visit his grandmother in this whimsical picture book. As the train pulls in to each station, the boy looks for his grandmother, but he is told by the station master that only goannas, elephants, walrus, gorillas or hippopotamus live there. Eventually he arrives at the correct station to find his grandmother waiting. Allen's repetitious language and colourful illustrations will capture small children's attention and have them chuffing and toooing along with the story. The book is suitable for readers' theatre and energetic reading aloud experiences. R. Parnis



USER LEVEL: Early Stage 1 Stage 1  
\$24.95

SCIS 1334579

ARENA, Felice

**Sally and Dave: a slug story**

Penguin Group (Australia), 2007 (Puffin)  
ISBN 9780143501886

Sally and Dave are neighbouring slugs who lead very different lifestyles. Dave spends his days lying on the couch sleeping, while Sally is the most active slug around. Sally is critical of Dave's lazy ways until he saves her from a hungry sparrow. Jam-packed with grammatical features, an abundance of verbs and adjectives and brimming with alliteration, this picture book is easily read aloud and perfect for analysis with a class. Simple and entertaining drawings assist in telling this uplifting tale of two very different slugs. It conveys a message to the reader that, even though we have our differences, we are all special in our own way and each person plays an important role in society with our own individual strengths. K. McDonell

USER LEVEL: Early Stage 1 Stage 1  
Paper \$14.95

SCIS 1326151

BANCROFT, Bronwyn

**An Australian 1,2,3 of animals**

Little Hare, NSW, 2007  
ISBN 9781921049828

[513.2]

Bancroft's latest picture book is aimed at the youngest students with its counting concept and simple text. Numbers one to fifteen are attractively illustrated with animals of the Australian bush. This

Aboriginal artist has used a stylised form of x-ray art, with the use of many bright colours creating a contemporary look. At the Early Stage 1 level, the book would be useful when teaching the Aboriginal perspective in the Mathematics Unit: *Maths with the mob*. At a more complex level, it would be highly suitable for Stage 2 and Stage 3 students to use when exploring and appreciating contemporary Australian art and artists. F. Moore

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3  
KLA: CA; Mathematics  
SYLLABUS: Creative Arts K-6; Mathematics K-6  
\$19.99 SCIS 1329910

BUTLER, John

**Can you growl like a bear?**

Orchard, UK, 2007  
ISBN 9781846160943

[821]

Highlighting many different animal noises, this illustrated poem is an excellent way to encourage choral reading and actions with Early Stage 1 students. With two lines of text on each double page and the animal noise in larger, bolder text, even beginning readers would find it an entertaining activity in the lead up to an afternoon rest. Softly coloured pictures of animals, including a bear, monkeys, bees, dolphins, elephants and frogs, allow for students to use a whole range of sounds and movements, concluding with the snuffling panda who settles down to sleep. This is a story to delight our youngest students. F. Moore

USER LEVEL: Early Stage 1  
\$28.99

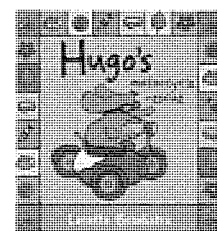
SCIS 1331056

BROEKSTRA, Lorette

**Hugo's motorcycle rescue**

Allen & Unwin, NSW, 2007  
ISBN 9781741750430

Action packed and featuring a heroic motorcycle riding elephant, this picture book will readily engage younger readers. Hugo the elephant rides his motorcycle around the countryside waving to friends on his way up to Magic Mountain. As he reaches the crest and hears a rumble of rocks, he scans the horizon and realises that the bridge which the young animals are about to cross is unsafe. Ingenious problem solving by the hero brings the story to a pleasing conclusion. The meandering written text outlines the journey and includes descriptive language. A detailed picture map of Hometown on the end papers will provide for a useful visual discussion of the story. This resource supports the Stage 1 COGs Unit (D): *Getting along* and the PDHPE Early Stage 1 Module: *Me and my friends*. D. Johnston



USER LEVEL: Early Stage 1 Stage 1  
KLA: PDHPE  
SYLLABUS: PDHPE K-6  
Paper \$14.95

SCIS 1306467

CALI, Davide &amp; CANTONE, Anna Laura

**A dad who measures up**

Wilkins Farago, Vic, 2007  
ISBN 9780958557177

Having a mother who is the best at everything is great for the little girl who is the main character of this curious French picture book.

The only problem is she has no father and she decides to advertise for a man to match her mother in as many ways as possible. He must be tall, strong, handsome, athletic, intelligent, and kind, with a liking for jigsaw puzzles. When the applicants arrive they are eliminated, except for one. Can he measure up to her expectations? Colourful, scribbled drawings are meaningful and they add to the quirky idea of the book. Discussions on the double meaning of the title and especially the concept of measuring up would add mathematical value to this narrative. R. Parnis

USER LEVEL: Early Stage 1 Stage 1  
KLA: English; Mathematics  
SYLLABUS: English K-6; Mathematics K-6  
\$26.95 SCIS 1329055

CALI, Davide &amp; BLOCH, Serge

**The enemy**

Wilkins Farago, Vic, 2007  
ISBN 9780958557184

Faux-naif illustrations characterise this handsomely produced, large format picture book. Originally published in French, it has a distinctly European tone and style. The simple, direct, understated language of the first person narrative emphasises the banality, boredom and loneliness of the soldier's existence in a foxhole, and the futility, pathos and absurdity of his presence there. The contrast between those in command, whose propaganda the soldier and his fellows believe, and the truth of his enemy's similarity to himself, is strongly demonstrated. The book deserves a place in classroom discussion of war and its causes and effects, especially on serving soldiers. Teacher's notes may be downloaded from the publisher's website. W. Smith

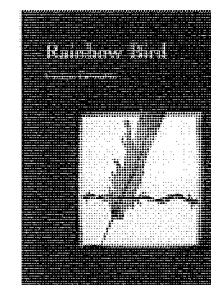
USER LEVEL: Stage 3 Stage 4  
\$29.95 SCIS 1338530

CAVOURAS, Czenya

**Rainbow bird**

Australians Against Racism, Vic, 2007  
ISBN 9781862547735

Written and illustrated by a teenager, following conversations with her grandfather, this picture book explores the subject of refugee families living in Australian detention centres in a visually poetic way. The book has remarkable depth and maturity. A few carefully chosen words coupled with rich visuals make the book hard to forget. The illustrations are deliberately simple, with a graphic quality that adds a symbolic message. The inclusion of related newspaper clippings adds to the impact. The book could be an interesting model for teenagers creating books within English syllabuses. S. Taylor



USER LEVEL: Stage 2 Stage 3 Stage 4  
\$24.95 SCIS 1333947

CHAPMAN, Jason

**Ted, Bo and Diz: the first adventure**

Koala, NSW, 2007  
ISBN 9780864617705

Three sweet little animal friends set off on a marine adventure, floating out to sea on a beautiful day in this gentle picture book. Soon they meet a group of Antarctic creatures drifting on an iceberg and they all become friends. A dilemma arises as the

iceberg begins to melt and shrink, but Ted recruits a group of passing whales to help. The tale will enchant young readers and introduce them delicately to environmental issues of animal protection and habitat destruction. Chapman's colourful and soft illustrations add to the positive and humorous charm of the text and the affable nature of the characters. R. Parnis

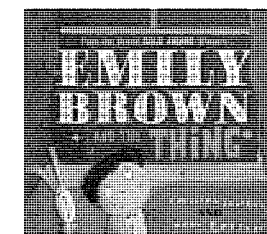
USER LEVEL: Early Stage 1 Stage 1  
Paper \$13.99 SCIS 1324533

COWELL, Cressida &amp; LAYTON, Neal

**Emily Brown and the Thing**

Orchard, UK, 2007  
ISBN 9781846166938

Young Emily is trying to sleep, despite the Thing that appears and makes many plaintive requests. Emily politely helps, in a possible subtext of denying responsibility for her actions by claiming it is the Thing who makes her do it. Finally, Emily gains enough courage to confront the non scary beast, and hence her anxieties, and she is able to at last fly off to dreamland. Youngsters will delight in the humorous antics of this picture book while perhaps exploring their own self identity and hidden fears. The presence of children's illustrations in the endpapers is a delightful inclusion. S. Taylor



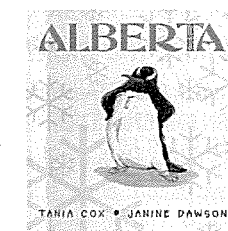
USER LEVEL: Early Stage 1 Stage 1  
\$28.99 SCIS 1339704

COX, Tania &amp; DAWSON, Janine

**Alberta**

Working Title, SA, 2007  
ISBN 9781876288860

Alberta never does anything on a small scale. When the other penguins make snowballs, hers are bigger. If they catch a fish, she makes sure hers are always larger. Her parents tell Alberta she is to be a big sister and her anticipation of large eggs turns to disappointment at their tiny size. After Alberta cleverly saves her siblings from an egg thief, by fooling the bird with a larger decoy, she accepts that big is not always best. Clear and simple watercolour illustrations accurately depict the Antarctic environment, and the picture book's short sentences will appeal to a young audience. J. Eade



USER LEVEL: Early Stage 1 Stage 1  
\$24.95 SCIS 1334123

DONALDSON, Julia &amp; SCHEFFLER, Axel

**Tiddler**

Alison Green, UK, 2007  
ISBN 9781407105031

Lilting, rhyming text, coupled with large and colourful illustrations make this picture book eye catching and engaging. Tiddler is a small fish who tells tall tales, but unlike the boy who cried wolf, his tales actually become his salvation. Clever puns about fish at school will not be lost on readers, and the many repetitive phrases will endear the text to younger readers and make it a most useful

classroom resource for readers' theatre. Bold and bright primary colours are used for illustrations and the poetic text is an excellent model for poetry construction, as well as for basic storytelling skills. A terrific read aloud text for younger students, the book holds many possibilities for the classroom. There is humour, drama – Tiddler is saved from the fishing net because he is a tiddler – and marine detail in words and illustrations. G. Cale

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
Paper \$14.95 SCIS 1338963

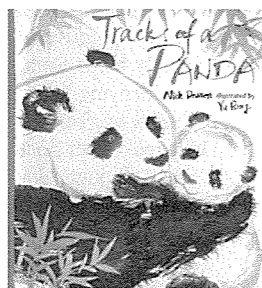
DOWSON, Nick & RONG, Yu

### Tracks of a panda

Walker, UK, 2007  
ISBN 9781844287338

[599.789]

The Chinese brush painting illustrations of this picture book imbue this simply narrated story with a sense of place and wonder. Facts about the appearance, life cycle, development, behaviour, diet and habitat of pandas are outlined and combined with the magic of storytelling to engage young readers. On each page a fact presented in a different font adds interest and understanding about pandas, conservation, national parks and China. At the end, readers are given a mini lesson in using an index as a device for accessing information and a paragraph on the plight of pandas. The text can be enjoyed as a narrative, and it is also relevant to the Stage 3 COGs Unit (A): *Living land*. N. Chaffey



**USER LEVEL:** Stage 1 Stage 2  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6  
\$27.95 SCIS 1331247

FOX, Mem & RADUNSKY, Vladimir

### Where the giant sleeps

Penguin Group (Australia), 2007  
ISBN 9780670071739

[A821]

Full to the brim with imagination, the well known author of this large picture book skilfully brings us into a land of children's dreams. The rhyming verse refers to goblins, pixies and elves, with word picture images, such as, *to make a quilt of moons and stars to wrap you in*. The concept of an imaginary dragon breathing fire and snorting also features. The wonderful muted illustrations take up each large double page and emphasise the author's ideas. Fox, in her inimitable style, has again provided us with a book to engage young students and stimulate discussion on mythical animals and fairyland. The back of the dust cover presents the scenes again in miniature, with questions for review and further discussion. D. Johnston

**USER LEVEL:** Stage 1 Stage 2  
\$24.95 SCIS 1341471

#### SCIS Reviewing Team

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

FRENCH, Jackie & WHATLEY, Bruce

### The Shaggy Gully Times: the f(p)unniest newspaper you'll ever read

Harper Collins, NSW, 2007  
ISBN 9780732284107

This tribute to country newspapers is, as the title suggests, full of jokes and puns. All the common elements of a newspaper are represented, including advertisements, poems, public notices and classifieds, as well as a sports section and personal columns. There are skewed fairytales with headlines such as *Blonde intruder and the three bears*. Many items contain characters familiar to fans of French and Whatley, such as Josephine the kangaroo ballerina, Pete the sheep, and Mothball the wombat. Witty, short pieces may be read in isolation and would be particularly good for reading aloud, providing an excellent basis for a class television or radio script as well as a great stimulus for students' creative writing. This entertaining book may also prove useful for community studies. A. Beedles



**USER LEVEL:** Stage 2 Stage 3  
\$24.99 SCIS 1335647

GALBRAITH, Ben

### The three fishing brothers Gruff

Hodder Children's, UK, 2007  
ISBN 9780340893425

In this picture book, a dark twist on a traditional tale, the three billy goats Gruff become three bickering fisherman who blame each other for dwindling ocean supplies. Initially, the book follows the pattern of the original in allegoric form, but an environmental theme is clarified when a conscientious whale warns the fishermen that oil leaking from their trawlers is causing the fish to die. The brothers continued lack of consideration leads to their rather violent death at sea. Youngsters may find this, and the fishermen's tombstones depicted in modern graphics slightly unsettling, but the book is artistic and it does make an important statement. S. Taylor



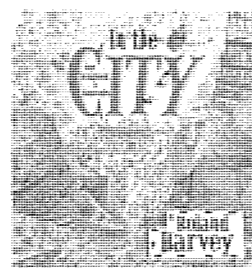
**USER LEVEL:** Stage 1 Stage 2  
Paper \$15.99 SCIS 1339369

HARVEY, Roland

### In the city: our scrapbook of souvenirs

Allen & Unwin, NSW, 2007  
ISBN 9781741144130

Country kids Penny, Henry and Frankie visit the city, sharing their holiday activities, observations and feelings with the reader. Both the subject and format make this picture book a companion volume to *In the bush* and *At the beach*. The map end pages, along with Harvey's characteristically detailed illustrations, are fascinating and entertaining, adding



interest by incorporating the cityscape from a variety of pictorial viewpoints. The city has hallmarks of a number of major Australian cities, incorporating the seen and unseen, real and imagined, making it both familiar and unfamiliar. The book would be a useful stimulus for critical thinking and discussions about built environments in the Stage 2 COGs Unit (A): *Local environments*. N. Chaffey

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English; HSIE; Scitech  
**SYLLABUS:** English K-6; HSIE K-6, Science & Technology K-6  
\$24.95 SCIS 1340529

HOBBS, Leigh

### Old Tom's big book of beauty

Allen & Unwin, NSW, 2007  
ISBN 9781741145229

Angela Throgmorton decides to give Old Tom a book on beauty in this latest tale. He actually pays attention to what he reads and before too long is the toast of the town, complete with various crazy hairstyles and new outfits, leaving poor Angela at home feeling lonely. Will Old Tom remember who loves him no matter how he looks? Hobbs has created another amusing, bright and colourful picture book for young readers to enjoy. His cartoon style illustrations complement the narrative, providing discussion starters on manners and appearance. The value of true friendship could also be debated following a reading of the text. R. Parnis



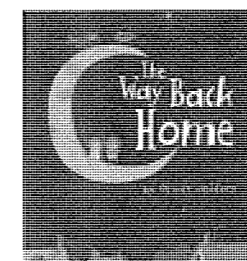
**USER LEVEL:** Early Stage 1 Stage 1  
\$24.95 SCIS 1334637

JEFFERS, Oliver

### The way back home

HarperCollins Children's Books, UK, 2007  
ISBN 9780007182282

In this extraordinary story, a young boy has adventures when he finds himself stranded on the moon, meets a Martian and learns the value of teamwork as he tries to make his way home. Young, competent readers will enjoy the easy flow of words, as well as the childlike illustrations throughout this picture book. It contains delightful illustrations displayed in varying formats; sometimes these are full page, sometimes they are comic-like to show gradual change. The narrative teaches a number of valuable lessons about first impressions being misleading, getting to know someone before passing judgement, and cooperation and teamwork. Children's imaginations will be stimulated by this delightfully amusing tale, and many writing experiences could easily follow. L. Doyle



**USER LEVEL:** Early Stage 1 Stage 1  
\$24.99 SCIS 1335598

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

KNAPMAN, Timothy

### Mungo and the spiders from space

Penguin Books Ltd, UK, 2007 (Puffin)  
ISBN 9780141500560

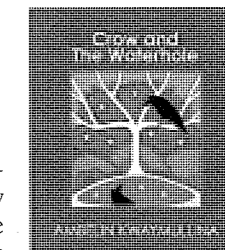
A brightly coloured picture book, using graphic novel format, this humorous and fast moving space adventure is brought to life – literally – for young reader, Mungo, who has been given someone's beloved book from a jumble sale. Engrossed in the gripping story of *Galacticus and Gizmo save the universe!*, Mungo is sucked into the book's action to thwart the gnashing, slashing gobblebeast, a robotic spider, and other intergalactic fiends. Alarming, it is discovered that the final page is... missing! Students will enjoy identifying meanings of fictitious verbs, such as *pinked* and *blerped*, from their contexts. The conclusion invites readers to consider the further adventures of a new character, Junior Space Ace. I. McLean

**USER LEVEL:** Stage 2 Stage 3  
Paper \$16.95 SCIS 1330648

KWAYMULLINA, Ambelin

### Crow and the waterhole

Fremantle Arts Centre Press, WA, 2007  
ISBN 9781863683036



The highly coloured, glossy illustrations of this Aboriginal legend are very appealing. The author is from the Pilbara and her warm narrative is strongly supported by her bold and visually appealing artwork. With the central message encouraging belief in yourself, the picture book supports classroom work aimed at recognising each person's worth and increasing the self esteem of all students. Crow is a character who performs brave, faithful, kind and wise acts as she flies about the land. But when Crow sees other crows, represented by her reflection in pools, puddles and rivers, she aspires to be like them: brave, faithful, kind and wise. It takes a kindly kookaburra to point out Crow already has these attributes, and she then, happily, becomes a teacher for those seeking their destiny. F. Moore

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3  
\$26.95 SCIS 1329151

LAWRENCE, Jamie & RUSSELL, Mark

### Flick, the little fire engine

Penguin Books Ltd, UK, 2007 (Puffin)  
ISBN 9780143502142

Reminiscent of the *Cars* movie and the *Bob the builder* series, this cheerful picture book is certain to be popular with young students who enjoy the personification of inanimate objects. The story revolves around Flick, the littlest engine at the fire station, who is not allowed to help put out fires with the other fire engines. The time comes however when Flick saves the day and is accepted as a fully fledged fire engine. This attractive picture book contains colourful and bold cartoons and a detailed, descriptive written text. The book is accompanied by a CD which plays the three songs from the original audio recording by Bert Reisfeld. Lawrence has suitably adapted that story. There are instructions to play each track at the right moment in the written narrative. Ten fire safety tips can also be found at the end of the book. J. Eade

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
Paper \$12.95 SCIS 1334893

LI, Cunxin &amp; SPUDVILAS, Anne

**The peasant prince**Penguin Group (Australia), 2007 (Viking)  
ISBN 9780670070541

[792.8092]

In this large, handsomely produced picture book, the author retells, in simple language for young readers, the already well known story of his life in China, and later in the West, as a poor peasant and then a ballet dancer. The story emphasises the strength, determination and perseverance needed to become an outstanding dancer, and it stresses the emotional deprivation of the young student so far from home.

An afterword explains conditions in China, under Mao's rule, during the author's childhood and youth. In Spudvilas' illustrations, two distinct and contrasting styles are deliberately employed to reflect the two parts of the author's life. W. Smith

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** CA; English; HSIE  
**SYLLABUS:** Creative Arts K-6; English K-6; HSIE K-6  
\$29.95 SCIS 1338487

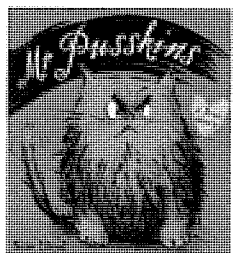


LLOYD, Sam

**Mr Pusskins**Orchard, UK, 2007  
ISBN 9781846163470

From the first glance of Mr Pusskins sliding and scratching down a wall, readers can imagine that he is no ordinary cat! Superficially a story about a little girl and her pet, this picture book also explores the deeper issues of knowing and valuing relationships, and the importance of friendship. Lloyd's large, colourful and often wild illustrations perfectly match the mood of the written text, presented through the eyes of the young. The old adage that the grass is always greener on the other side is explored and disproven as the storyline develops. A true testament that love conquers all, this is a book to warm the heart. G. Cale

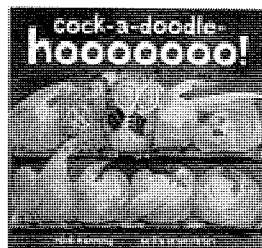
**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
Paper \$15.95 SCIS 1317033



MANNING, Mick &amp; GRANSTROM, Brita

**Cock-a-doodle-hooooooo!**Koala, NSW, 2007  
ISBN 9780864617798

Of what use is a rooster in a hen house? Adults will no doubt have several ideas, but innocent suggestions offered in this picture book include guarding the hens, marching up and down and puffing out feathers. Can a lost and lonely male owl be just as useful? The notion of conformity in fiction is indicative of the collective reaction of the hens in the henhouse. Initially they feel the need for a traditional cockerel, but by the end of this amusing story they realise that an owl which is capable of catching rats is acceptable as well.



There is a lovely, lyrical use of language with phrases such as a *flurry of feathers and clucks* to make the reading aloud of this tale a treat for young and old. A. Beedles

**USER LEVEL:** Early Stage 1 Stage 1  
Paper \$14.99 SCIS 1303585

MATTHEWS, Tina

**Out of the egg**Walker, NSW, 2007  
ISBN 9781921150357

[398.24]

Loosely based on the popular traditional folk tale of *The little red hen*, this very appealing, compact picture book takes the narrative beyond the known and expected. Instead of wheat, the hen plants a seed which grows into a beautiful tree. Her son, hatched from an egg laid beneath the tree, surprises the hen by questioning his mother's motivations in punishing the other animals for their earlier disinterest. The quirky and mostly monochromatic artworks, which resemble traditional woodcuts, are splashed with bold red and green ink. The simplicity is deceptive as both illustrations and written text are rich in discussion points about rights and responsibilities, city versus country issues, sharing, and family values. I. McLean

**USER LEVEL:** Stage 1 Stage 2  
\$24.95 SCIS 1334858

MORRIS, Jill &amp; MUIR, Lynne

**Nautilus: pearl of the deep**Greater Glider, Qld, 2007  
ISBN 9780947304775

Tila the nautilus is taken out of her natural habitat and forced to defend herself in this picture book that depicts the life cycle of a nautilus shell using a narrative. Scientifically correct illustrations extend the use of the text beyond enjoyment of a story of survival as the reader learns the fascinating details of a nautilus' life. Scenes of deep water creatures, giant squids and barracudas bring the underwater tropical sea alive. The detailed drawings of the nautilus shell itself show this unusual 500 million year old survivor of the oceans in its best light. The text could be used to support a study of ocean habitat or life cycles in the Science and Technology K-6 Strand: *Living things*. R. Parnis

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**KLA:** English; SciTech  
**SYLLABUS:** English K-6; Science & Technology K-6  
Paper \$19.80 SCIS 1339477

ODGERS, Sally &amp; STEWART, Chantal

**Dragon mode**New Frontier, NSW, 2007  
ISBN 9781921042577

An eye catching and intriguing cover sets the standard for this appealing picture book for young readers. Watercolour illustrations are vivid and detailed; the font is inviting and the language appropriate for the target audience. The story highlights the contrast between the feelings and actions of a young boy when he is behaving like a dragon, compared to when he is behaving as a boy, at different times of a day. Contrasting and comparing boy mode, as opposed to dragon mode, may lead to discussions, writing or drawing activities about different moods, personality changes, feelings and their conse-



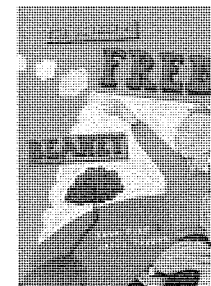
quences. This text is engaging and comical, and sure to elicit smiles and giggles. L. Doyle

**USER LEVEL:** Stage 1  
\$24.95 SCIS 1342000

RYAN, Kate &amp; RIPPIN, Sally

**The search of Fred Beaney**Hachette Livre, NSW, 2007  
ISBN 9780734410146

Fred Beaney is hunting the corners of the globe for a simple but specific type of watch that is proving difficult to find. He wants a ticking watch because it reminds him of his father. Long sentences and an interesting font are used in this picture book, and at times an unusual layout is displayed. The striking illustrations use charcoal as a feature, and often portray a gloomy atmosphere. This text could be read by newly independent readers, or shared as a group for enjoyment. The themes of people, places and things that are significant to us or that comfort us, and the reasons why this is so, may be explored by readers. Students could write about and draw these significant things, which could then be presented as a talking and listening exercise. L. Doyle



**USER LEVEL:** Stage 1 Stage 2  
\$28.99 SCIS 1332818

STANLEY, Elizabeth

**Tyger! Tyger!**University of Western Australia Press, WA, 2007  
ISBN 9781920694845

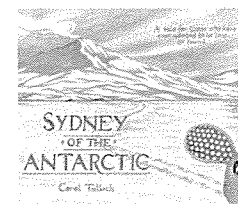
When a young monk becomes distressed by poachers' slaughter of native tigers, he prays for guidance. An internal voice tells him that to avoid their extinction he must offer the tigers refuge within the monastery. The monks are devoted to the tigers, who they believe are the gods of the jungle, and they build a moat around the monastery to provide a safe habitat. This fictional tale is based on the true story of a monastery in Thailand which won the fight against poachers. The text provides readers with facts about this monastery and statistics about the survival of Asian tigers. Excellent for newly independent readers or for reading to a class, the book's focus on wildlife conservation is accompanied by evocative illustrations. The author's intertextual link to William Blake's poem *The tiger* offers another dimension, making this a useful picture book for Stage 4 English students. K. McDonell

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4  
\$27.95 SCIS 1311355

TULLOCH, Coral

**Sydney of the Antarctic**ABC, NSW, 2007  
ISBN 9780733321023

Based on real events, this quaint tale relates the life of Sydney, a toy mouse who yearns for adventure. Eventually he gets his wish of visiting Antarctica but things do not go according to plan and he has to stay in Antarctica befriending the other animals who live there. As Tulloch explains in *The other story* contained within this picture book, Sydney really was left behind in Antarctica



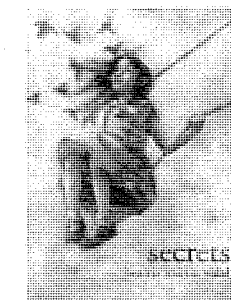
when the author visited as an expedition artist in 2005. Detailed coloured drawings from the artist's personal experience add to the realism of this story, told through the eyes of a toy. The book contains useful information sections and photographs. R. Parnis

**USER LEVEL:** Stage 1 Stage 2  
\$27.95 SCIS 1339711

VIDAL, Beatriz

**Secrets**Hachette, NSW, 2008  
ISBN 9780734410412

A revered, contemporary Spanish artist has illustrated and authored this exquisite picture book. The narrative tells of birds that come and lure children to different places of experience and wonder. They enchant children with their secrets. Using birds as a metaphor for fancy, imagination and creativity, the composer entralls readers with a tale that is predominantly told through the highly evocative illustrations. Black and white drawings, with drifts of muted colour, illustrate the children and birds. Delicate, yet resolute, the beautifully, soft artwork straddles the border between reality and fantasy. A book where reading the pictures is essential, this is a delightful, thought provoking visual resource for young adults. C. Sly



**USER LEVEL:** Stage 3 Stage 4 Stage 5  
\$28.99 SCIS 1357740

WHATLEY, Bruce &amp; SMITH, Rosie

**Alpha quest**

Scholastic, NSW, 2007 [428.1]

Detailed drawings hide a multitude of objects on each page of this look and find picture puzzle book. An archer begins his quest of finding 26 secret tokens, one for each letter of the alphabet, hidden on the pages. Each letter of the alphabet is illustrated with a mediaeval theme. The rhyming paragraphs contain clues for the quest and there is an extensive list of additional objects to be found on each page, at the end of the book. The large format book is visually attractive and can be explored over and over with students finding new details in the intricate illustrations each time. R. Parnis

**USER LEVEL:** Stage 1 Stage 2  
\$27.99 SCIS 1338484

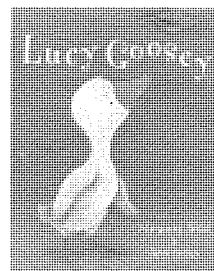
WHITING, Sue &amp; RYCROFT, Nina

**Elephant dance**Koala Books, NSW, 2007  
ISBN 9780864616661

Hugo and Millie are two young elephants who love doing everything together in this delightful picture book. One day they hear people music and Hugo discovers he loves to dance. At first Millie joins in too, but then she wants to play other games. Hugo just wants to dance and they end up arguing. Can their friendship survive? Beautiful watercolours enhance a simple written text about friends and their differences. The book will resonate with many readers and may help provide options for conflict resolution in students' relationships. The value of friendship is emphasised and the book could be used in lessons on values and friendship in the younger grades. R. Parnis

**USER LEVEL:** Early Stage 1 Stage 1  
Paper \$12.99 SCIS 1303464

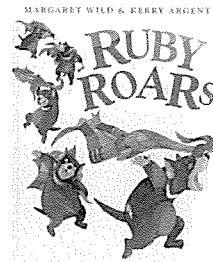
WILD, Margaret &amp; JAMES, Ann

**Lucy Goosey**Little Hare, NSW, 2007  
ISBN 9781921049873

The themes of unconditional maternal love and acceptance of change run through this heart warming story. A young gosling has to leave the only pond she has known and all her favourite places for the annual migration. Her fear of leaving and becoming lost on the journey are overcome by the reassurances of her mother, as she bravely flies into the unknown. Wild's rhythmic language and James' warm, brightly coloured illustrations make this a quality picture book to enjoy with young students, particularly those who may be fearfully facing change in their lives. F. Moore

**USER LEVEL:** Early Stage 1 Stage 1  
\$24.99 SCIS 1338488

WILD, Margaret &amp; ARGENT, Kerry

**Ruby roars**Allen & Unwin, NSW, 2007  
ISBN 9781741146134

Get your roars ready because you will need them for this wonderfully noisy read aloud picture book. The illustrations are brilliant as the colours glow and the expressions on the animals' faces are priceless. And how refreshing to see a male character knitting. The story bounces along as the main character, Ruby, a Tasmanian devil, tries to make scary noises. She fails to frighten anyone until she opens her mouth wide and makes the scariest sound of all. The detail in the illustrations offers much to be explored. Patterns of colour explode across the pages with full colour spreads interspersed with white backgrounds. Look out for the little mouse character that accompanies Ruby. Language and design are superb and the picture book will, without doubt, be a roaring success. G. Maugle

**USER LEVEL:** Early Stage 1 Stage 1  
\$24.95 SCIS 1340548

WILLIAMS, Marcia

**Archie's war: my scrapbook of the First World War, 1914-1918**Walker, UK, 2007  
ISBN 9781406304275

Simulating a scrapbook kept by a young boy in England during WWI, this publication is riveting. Through a pastiche of drawings, notes and annotations, newspaper clippings, photographs, letters, postcards, collectable cigarette cards, and other memorabilia, readers will be captivated by the collection of keepsakes. Viewing the war through the eyes of a boy aged 10-14 offers a very different historical perspective. The initial patriotism and glory of fighting for one's nation pales as family members are lost. War controversies and issues such as nationalism, conscription, universal suffrage, and rationing become evident. Fact and fiction

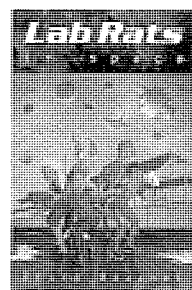
are melded with the intertextual inclusions of artefacts from the period; a picture page is reminiscent of Picasso's *Guernica*. Brilliantly conceived, the book's applications include a source book for History 7-10, a picture book study in English 7-10, and a graphic link to the study of Wilfred Owen's war poetry in Stage 6 English. C. Sly

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** English 7-10; English Stage 6: *Standard*;  
History 7-10  
\$29.95 SCIS 1338441

**Fiction for younger readers**

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

BOUCHET, Bruno

**Lab rats in space**ABC Books, NSW, 2007  
ISBN 9780733319655

The evil professor Xanex and his assistant, nicknamed Bumface, have been turning children into human lab rats and interchanging their body parts with those of animals and objects. Memories of their past life have also been erased. When five of them escape they engage their captors in a series of adventures as the custodians endeavour to find out where the children really belong. Set in the future, when space travel between universes is common, the children attempt to find their home before Xanex finds them. They find their appendages and alterations can be an advantage during this journey. This book is an ideal introduction to the science fiction genre with a creative use of language, especially in names. R. Higginbottom

**USER LEVEL:** Stage 2 Stage 3  
Paper \$14.95 SCIS 1313087

CLARK, Sherryl

**Sixth grade style queen (not!)**Penguin Group (Australia), 2007 (Puffin)  
ISBN 9780143303008 [A821]

Told via a series of poems in free verse, this narrative explores Dawn's problems with growing up. In a typical story about the popular girls at school, the protagonist grapples to find her identity amid school difficulties, family arguments and divorce. While the title suggests a primary school audience, the content is certainly applicable for Stage 4 readers, who may unfortunately be disengaged by the title. Teachers could find this text interesting to include with theme studies about friendship and growing up. Dawn's realisation that life does not always have answers keeps this narrative interesting. J. Webber

**USER LEVEL:** Stage 3 Stage 4  
Paper \$14.95

SCIS 1313595

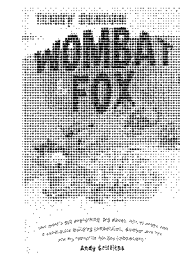
COWELL, Cressida

**How to twist a dragon's tale**Hodder Children's Books, UK, 2007  
ISBN 9780340902622

Teachers looking for a novel for readers needing literacy support should look at this resource. The novel is full to the brim with wordplay and excitement, and it draws on humour to capture and maintain reader attention. The font has a varying size and style, and many amusing line drawings are included. The language is descriptive, and the narrative tells the tale of a young Viking hero, his allies and their dragons, and the drama that unfolds as a volcano threatens to erupt, their enemies revolt, and the precious fire egg goes missing. This cleverly written novel encourages children's imaginations to run wild as they immerse themselves in a time of Vikings, dragons and unlikely heroes. L. Doyle

**USER LEVEL:** Stage 3  
Paper \$15.99 SCIS 1339680

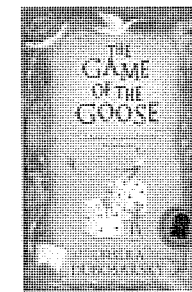
DENTON, Terry

**Summer in the city**Allen & Unwin, NSW, 2007 (Wombat & Fox)  
ISBN 9781741751307

The humorous eye catching cover of this chapter book will attract young readers looking for entertainment in their reading. Fox and Wombat begin their summer with a series of slapstick faux pas as they attempt to reach their holiday destination. Annoyed and disrupted by a crocodile and five monkeys, the journey becomes a race to reach Bandicoot's beach box. Wombat is directed by his stomach cravings and so every location they move towards reminds him of a special food treat. The happy conclusion features a beach picnic hosted by new friends after the sandcastle competition conflict has been settled. This is a lighthearted, summertime book to read to Stage 1 students. Stage 2 independent readers will be enriched by the descriptive vocabulary about fictional sea creatures and their environment. D. Johnston

**USER LEVEL:** Stage 1 Stage 2  
Paper \$12.95 SCIS 1326403

DUBOSARSKY, Ursula

**The game of the goose**Penguin Group (Australia), 2007 (Puffin)  
ISBN 9780141309231

When the dilapidated fences of neighbouring houses are demolished to make way for new ones, Fred, Rowley and Rabbit become good friends. They establish a club, meeting in Rowley's cubby house, and together they find a secondhand shop with an array of odd items. Fred discovers an old wooden box containing an antique board game. Little do the children know, but purchasing the enchanted *Game of the goose* will change their lives. A delightful and magical narrative, this is a story of the importance of friendship and the growth of self knowledge. There is delicate

use of symbolism, and the book operates on varied levels of understanding. It is engrossing from beginning to end. C. Sly

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
Paper \$16.95 SCIS 1326305

DYER, Heather

**The boy in the biscuit tin**Chicken House, UK, 2007  
ISBN 9781905294282

What child can resist the excitement of a magic kit? The novel taps into the fascination that many youngsters have with the notion that they can control their outside world. The central character, Ibb, is overcome with homesickness when she is sent to stay with her Aunt Carole. Her male cousins have nonstop calamities when one magic trick after another fails, so Ibb becomes too busy in the role of rescuer to miss her parents. While the characters of this text remain fairly two dimensional and the setting is very British, the plot contains enough twists and turns to propel readers towards the rather amusing conclusion. This is a satisfying junior novel containing plenty of good old fashioned entertainment. S. Taylor

**USER LEVEL:** Stage 2  
Paper \$12.99 SCIS 1332628

FIENBERG, Anna

**Tashi and the mixed-up monster**Allen & Unwin, NSW, 2007 (Tashi)  
ISBN 9781741751918

In these two adventures featuring Jack's imaginative friend, Tashi, Jack brings us the tale of what results when Much-to-Learn plays with magic that he can not yet master. After the conjuring of a Chimera it is up to Tashi to hatch a plan to bring the Chimera down and save the lives of his friends. This story is followed by another which revolves around the loveable characters Ah Chu, Soh Meen and Wise-as-an-Owl. In this tale, Tashi gets to the bottom of who killed Soh Meen's carp. Accompanied by black and white sketches, large font size and an appropriate blend of simple and complex sentences, this thrilling text will have readers in suspense. K. McDonnell

**USER LEVEL:** Stage 2  
Paper \$11.95 SCIS 1323104

FLYNN, Pat

**Treeified**University of Queensland Press, Qld, 2007 (Adventures of Danny)  
ISBN 9780702236235

Danny is back in another set of adventures, with the family as the theme. These seven bite sized stories are ideal for reading aloud as children will easily relate to Danny's world and the everyday adventures that befall him. In fact, they are not so much adventures but more like happenings that any child may experience. Whether it is the problem of sharing an iceblock with a younger sibling, being beaten at footy by an older brother, or being made to eat your vegetables before you get dessert, this book offers humour and entertainment. Issues such as stealing, dealing with the loss of a possession, and honesty, are dealt with in a realistic but sympathetic way. Humorous illustrations and endpapers will particularly



appeal to boys; the fact that Danny is a warm character is also positive for male readers. G. Maugle

USER LEVEL: Stage 2 Stage 3  
Paper \$16.95 SCIS 1326191

FLYNN, Rachel

### Roland and Eugenie

Penguin Group (Australia), 2007 (Puffin) (Aussie bites)  
ISBN 9780143302902

Roland thinks that the tin he discovers will make a great pen holder, so he is surprised when Eugenie pops out. Eugenie, a genie, yearns to be part of a real family. The story begins with a mother of three boys banning girls from the garden, the house and definitely their rooms. This does not reflect today's attitudes and students may not identify with this concept. The author states that she had difficulty thinking of a reason why Roland would wish he had a sister, and this is evident. The story is disjointed and could be confusing to an emergent reader. The most endearing character is Eugenie. Although her wish comes true, the ending is weak as everyone reacts as though she has always been there. The book reminds us that not all titles in a series are of equal quality. G. Maugle

USER LEVEL: Stage 2  
Paper \$11.95 SCIS 1326779

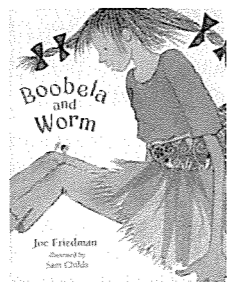
FRIEDMAN, Joe & CHILDS, Sam

### Boobela and Worm

Orion Children's, UK, 2007  
ISBN 9781842555392

An appealing and tactile cover will attract young readers to this book. This is a story of a friendship between Boobela, a giant eight year old, and a worm. Boobela does not have any friends as her size frightens people away, but her character is soft and warm. Finding herself alone, as her parents are away, Boobela strikes up an unusual friendship with a clever and wise worm. Each chapter contains a separate adventure that they share together. It is through Worm that Boobela gains confidence and friendship, with bravery and magic at the end of the book. Between chapters, more about Boobela and Worm and the world they live in is disclosed in a visually appealing way, which adds depth. Illustrations play an important role in enhancing the narrative. G. Maugle

USER LEVEL: Stage 2  
Paper \$15.95 SCIS 1325403

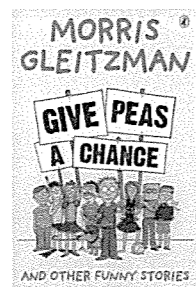


GLEITZMAN, Morris

### Give peas a chance

Penguin Group (Australia), 2007 (Puffin)  
ISBN 9780143302629

The wit of Gleitzman is evident in this book of 15 short stories. Each narrative revolves around different characters who all have problems to solve or questions to answer and who do so in an amusing fashion. Whether reading *Greenhouse gas*, in which a boy aims to increase global warming, or *Germ meets worm* which follows the adventures of two nose germs and an unwanted worm, the writer's humour will captivate the independent young reader. To add to its appeal, three short stories in this book are written using a non-traditional structure: one as a science experiment;



another in the intriguing language of text messaging; and a third as a play. These interesting presentations model imaginative writing in differing types of text. K. McDonell

USER LEVEL: Stage 2 Stage 3 Stage 4  
Paper \$16.95 SCIS 1326194

GREENBERG, Nicki

### Operation Weasel Ball

Pan Macmillan, NSW, 2007  
ISBN 9780330423168

The carnival is in town and everyone at school loves the rides, trying their luck at the sideshows and coveting the weasel ball prizes. They also all look down on the carnies and if things start to go wrong around the neighbourhood, you know who is going to be blamed. Antonia's mother has carnie friends staying at her house, and her school friends taunt and avoid her. The trouble those weasel balls are causing is a mystery that the lonely and unhappy Antonia needs to solve to make sense of all that is happening at home, at the carnival and at school. Antonia is a would-be journalist and she uses investigation skills to make sure the diamond robbers get their just desserts. This engaging cast of eccentric characters will entertain young readers. N. Chaffey

USER LEVEL: Stage 2 Stage 3  
Paper \$12.95 SCIS 1319719



GUILE, Melanie

### Ghost granny

Hachette Livre Australia, 2007  
ISBN 9780734410085

Granny's soul is up for grabs! Difficult, single minded, cranky and uncompromising in life, upon Granny's death the tally of her good and bad deeds is in equal balance. Not only is she back haunting her loved ones but time is running out for her soul. An accident prone and absent minded apprentice angel is trying to rescue Granny's soul from being conscripted, by a very unsavoury character, into the fiery pits of hell. The novel is a different kind of ghost story, and its characterisations provide humour and propel the plot. While the atmospheric descriptions of hell are a little unsettling at times, they do add drama and suspense. N. Chaffey

USER LEVEL: Stage 2 Stage 3  
Paper \$15.99 SCIS 1339690

HAMILTON, Richard

### Jack Bolt and the highwaymen's hideout

Bloomsbury, UK, 2007  
ISBN 9780747585107

Jack Bolt, holidaying in the country, is visited by the 18th century highwayman Lord Henry Vane who, looking for somewhere to hide his loot, breaks through into the 21st century. Jack becomes Vane's offsider, and he finds himself comparing his life now with the much grimmer and grimmer 18th century, as he helps Vane win back Lady Marchwell. Although the plot is slight, it has considerable humour, especially when Vane and his gang spend Halloween



in Jack's modern village. There are two strong female characters in Polly, a would-be highwaywoman and Lady Marchwell. While the book is not significant enough to be read as a class text, it is a rollicking read for confident readers. M. Davis

USER LEVEL: Stage 3  
Paper \$14.95 SCIS 1333813

HAWKING, Lucy & HAWKING, Stephen

### George's secret key to the universe

Doubleday, UK, 2007  
ISBN 9780385612708

George lives in England with his parents who are trying to save the Earth and so are critical of modern technology. His new neighbours are scientists who take him on an educational journey with the super computer *Cosmos*, and so George gets to explore space, from space. Included are fact files on parts of the universe and many coloured photographs as well as Stephen Hawking's latest theories on black holes. George seeks an answer to whether science is being used for the betterment or detriment of mankind. A website for further information and adventures is available in what could be a springboard for adventures that blend fiction and scientific theory. R. Higginbottom

USER LEVEL: Stage 3 Stage 4  
Paper \$27.95 SCIS 1338585

HILTON, Nette

### Star of the circus

UQP, Qld, 2007  
ISBN 9780702236006

In this delightful, feelgood story, Bonnie Belinda Bennett is a young girl who desperately wants to be the best at something. She is not great at spelling, or running, or art, but she always tries her best. Bonnie spends most of her time with the animals on her farm, talking to them, and teaching them to do the most extraordinary things. When the teacher announces there will be a pet show at school, Bonnie will do anything to win the trophy. This little girl has an incredibly optimistic and encouraging nature, which should have a positive effect on young readers. The author has created an endearing and down to earth character who children will relate to, and this makes the story all the more enjoyable. V. Roach

USER LEVEL: Stage 1 Stage 2  
Paper \$16.95 SCIS 1326170



HOLPER, Paul & TOROK, Simon

### Who dun it? [series]

Pan Macmillan, NSW, 2007

CSIRO scientists Holper and Torok have used their knowledge of forensic science to write these stories, with realistic detective work included. In each story, young detectives Hannah and Zac help out the local police. In *The rockstar robbery*, Hannah and Zac are at a rock concert while 10 million dollars is being stolen from a bank next door. In *The mystery of the mummy's mask*, Hannah and Zac are visiting the museum when they discover the pharaoh's gold burial mask has been stolen. Interspersed throughout the narrative are explanations of detective methods such as fingerprinting, marking money and DNA analysis. Some fact boxes relate



to historical information and interesting trivia about the cases. Students will be able to relate to the young heroes and they should be fascinated by the factual aspects of the fiction. R. Parnis

USER LEVEL: Stage 2 Stage 3  
Paper \$12.95 each

Reviewed titles in this series:

*The mystery of the mummy's mask* SCIS 1328215  
*The rockstar robbery* SCIS 1328222

HUNT, Elizabeth Singer

### Secret agent, Jack Stalwart [series]

Red Fox, UK, 2007

Aimed at would be secret agents, this action, adventure series has a style reminiscent of a combination of the Travelling Solo and Zac Power series. In each episode, Jack Stalwart is a young man with a secret mission, required to travel the globe instantaneously at bedtime to solve crimes using lots of intriguing gadgets. Scenes are set and missions clearly explained with many exciting bits and pieces to be learned about history and geography. Potential related activities may include code breaking and mapping, as Jack needs to decode a secret message and correctly identify and fit jigsaw like pieces to a world map in order to begin each mission. A. Beedles

USER LEVEL: Stage 2 Stage 3  
Paper \$14.99 each

Reviewed titles in this series:

*The caper of the crown jewels: Great Britain* SCIS 1321149  
*The pursuit of the ivory poachers: Kenya* SCIS 1321101

HURST, Elsie

### The night garden

ABC Books, NSW, 2007  
ISBN 9780733318306

Hurst uses detailed illustrations to weave a fantasy narrative about Sally and her cat, Strange, who embark on a highly imaginative journey through a mysterious garden that appears in the dark of night. The narrative is lyrical and creative, and very suitable for young students. It could be useful to teachers as a motivational starting point for the Centre for Learning Innovations initiative, *Through my window* <[www.cli.nsw.edu.au/cli/elearning/c1\\_projects/Through\\_my\\_window/index.htm](http://www.cli.nsw.edu.au/cli/elearning/c1_projects/Through_my_window/index.htm)>, which promotes descriptive creative writing based upon what students see out of a window. The book provides educators with engaging material to explore the fantasy genre with young readers in English. It has interesting potential for linking English with Mathematics in showing how the text illustrations depict time of day. D. Croker

USER LEVEL: Early Stage 1 Stage 1 Stage 2  
KLA: English; Mathematics  
SYLLABUS: English K-6; Mathematics K-6  
\$27.95 SCIS 1338688

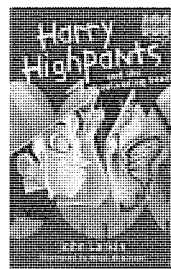
LARKIN, John

### Harry Highpants and the salivating beast

ABC Books, NSW, 2007 (ABC kids fiction)  
ISBN 9780733320675

Harry is an average boy with an extraordinary dream: he wants to be the world's greatest superhero. He battles evildoers, and rescues cats stuck in trees, although his neighbour's dog may prove a greater challenge for the great, high-pantsed superhero. His annoying brother, his friends, and the fact that his cape will not

stay around his neck, all add to the trials and tribulations of a true superhero. Words and illustrations carry the narrative equally. Larkin's words and Heath McKenzie's energetic illustrations have created a book full of intriguing characters and quirky jokes that will keep readers thinking and wondering what will happen next. The book will tickle the funny bone of young readers. V. Roach



USER LEVEL: Stage 1 Stage 2  
Paper \$11.95

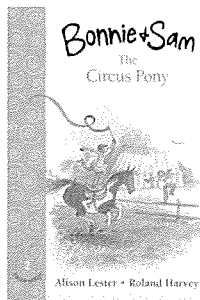
SCIS 1333924

LESTER, Alison &amp; HARVEY, Roland

**The circus pony**

Allen & Unwin, NSW, 2007 (Bonnie & Sam / Horse-crazy!)  
ISBN 9781741148879

For horse enthusiasts, Bonnie and Sam's second adventure is an exciting read. This time the girls practise trick riding for a local talent quest. When disaster strikes the trick rider at the visiting circus, Bonnie is ready to step into the breach – with great success. Lester's obvious love of horses shines through the narrative. The short chapters and Harvey's water-colours on most pages add to the appeal of the book. Particularly engaging is Harvey's highly detailed map of the town on the front end page showing the paddocks of each of the horses and highlighting the local landmarks. F. Moore



USER LEVEL: Stage 2 Stage 3  
Paper \$12.95

SCIS 1334619

LOVELL, Robin

**The secret life of Hedley Wheelspin**

Hachette Livre Australia, 2007  
ISBN 9780734409119

In two short stories we are introduced to a robot, Hedley Wheelspin, and then shown his amazing abilities. Dicko Vickery makes a robot which is captured by aliens and upgraded to a Mark XXVII GP robotech model before it is returned to Earth. Robot fans will enjoy the creative features of the robot with its human emotions and its literal interpretations of our language. Dicko decides to keep Hedley's abilities secret, so while Hedley seems to be only a toy, the animals and Dicko realise the robot's true strengths. The visual attraction of this book is enhanced by pictures of exquisite paper sculptures by artist David Miller. R. Higginbottom

USER LEVEL: Stage 2 Stage 3 Stage 4  
\$28.95

SCIS 1315088

MATTHEWS, Cecily

**Oom pah pah!**

ABC books, NSW, 2007  
ISBN 9780733320682

Although tall enough, and with long enough arms to hold the tuba she has been given to play in the school band, Rosie still has a problem. Her concern is how to get the tuba to and from school two days a week for band practice and rehearsals. How she deals with this, and the family resources she calls upon to help her,

comprise the narrative thread of this slight novel for newly independent readers. It is based, in part, on the author's own daughter's experiences in a school band. Lively line drawings by Mitch Vane add to the reader's understanding of Rosie's solution. W. Smith

USER LEVEL: Stage 1 Stage 2  
Paper \$11.95

SCIS 1333950

McSKIMMING, Geoffrey

**Cairo Jim and the astragals of Angkor: a tale of extraordinary entanglement**

Hachette Livre Australia, NSW, 2007 (Cairo Jim chronicles)  
ISBN 9780733616617

Flavoured with language such as *you squawking squab of squalor* and concepts such as the Araldite O'Gordian knot, readers will either dismiss this book as deeply silly or relish it for that very silliness. The main characters are a Shakespeare quoting macaw, a camel with mind reading communication skills, a villain called Neptune Flannelbottom Bone, a disgusting malaprop uttering raven, and a hero who is a bit of a nonentity in this creative company. McSkimming is highly inventive and amusing, but do not expect substance in character or plot. M. Davis



USER LEVEL: Stage 3 Stage 4  
Paper \$15.99

SCIS 1339661

O'HARRIS, Pixie

**The Pixie O'Harris fairy book**

Macmillan, NSW, 2007  
ISBN 9781405038201

This is a compilation of some of this famous Australian author's most popular poems and stories about fairies. The text is wonderfully descriptive and manages to maintain a level of understanding with the younger reader, while still employing interesting and challenging vocabulary choices for the older reader. Some phrases are a little outdated and will require additional explanation. The text is accompanied by beautifully detailed sketches in a deep purple to match the print colour. Dotted throughout is a small selection of vibrantly coloured illustrations. These images are excellent catalysts for a discussion of the use of line and block colour in visual arts. M. Whitfield

USER LEVEL: Stage 1 Stage 2 Stage 3  
KLA: CA; English

SYLLABUS: Creative Arts K-6; English K-6  
\$29.95

SCIS 1341710

METZENTHEN, David

**Winning the World Cup**

Penguin Group (Australia), 2007 (Puffin) (Aussie nibbles)  
ISBN 9780143302780

Children will devour this book which will especially, but not only, appeal to boys. Although the series is aimed at a younger audience, this title will appeal to older sports minded readers as well as ESL students. Countries of the world unite! Where? On a soccer field of course! Every day Marco and his friends play for their own World Cup in the local paddock. The boys come from countries all over the world. The

book is a great mixture of cultures, cooperation and goal scoring excitement. Add a cow and a bit of manure and you have another Metzenthen feel good, laugh out loud reading experience. G. Maugle

USER LEVEL: Stage 1 Stage 2  
Paper \$10.95

SCIS 1317812

ORR, Wendy

**Nim at sea**

Allen & Unwin, NSW, 2007  
ISBN 9781741148619

Enjoyable and humorous, and full of suspense and adventure, this novel contains a wealth of simple, descriptive language, which paints vividly realistic pictures for young readers. It is a fast paced, readable novel, interspersed with line drawings, and is a perfect text for newly independent readers. It tells the story of a young girl, Nim, who has led a sheltered life on a remote tropical island, until she finds herself on a tourist cruise ship headed for New York, where she lands in the midst of an animal napping crisis. Class activities which compare city and island lifestyles, and the differing needs of wildlife protection and tourism conservation, could spring from reading the novel. L. Doyle



USER LEVEL: Stage 2 Stage 3  
Paper \$14.95

SCIS 1317827

RODDA, Emily

**The key to Rondo**

Scholastic, SA, 2007 (An Omnibus Book)  
ISBN 9781862917439

When Leo Zifkakh inherits an ancient music box from his aunt, the intricate scenes painted on the box fascinate him. Along with this family heirloom go strict rules on how it is to be used. Obediently, Leo adheres to these rules. Unfortunately, his headstrong cousin, Mimi, does not. Her over winding of the music box unleashes its secrets, including the Blue Queen, who absconds with Mimi's little dog, Mutt. In pursuit of Mutt, the children find themselves drawn into the world of Rondo. Their challenging and dangerous quest leads them into contact with all manner of strange and sinister characters. An absorbing musical fantasy, this tale takes readers on an amazing journey into a labyrinth of ancestral mystery. C. Sly

USER LEVEL: Stage 3 Stage 4  
\$29.99

SCIS 1338535

ROSS, Stewart &amp; Inlink

**DK eyewitness readers. Level 4 [series]**

DK, UK, 2007

These graphic novels dramatise adventures from the ancient worlds of China, Greece and Rome. Readers can travel back in time to enjoy these tales: intrigue and treason in ancient China; the rivalry of the Olympic Games; and the life and times of a slave in ancient Rome. The books employ a vivid comic book style. This extends readers' understanding of world history as the illustrations let them see the characters reacting to events. Each book includes a map, timeline, illustrated glossary with page references to the story, as well as facts on each page. The books could be fruitfully used to



encourage independent reading about world history. C. Koop

USER LEVEL: Stage 3 Stage 4  
KLA: English; HSIE  
SYLLABUS: English K-6; English 7-10; History 7-10  
Paper \$17.95 each

Reviewed titles in this series:

*Instruments of death* SCIS 1314970  
*The price of victory* SCIS 1308569  
*The Terror Trail* SCIS 1308578

ROSSELL, Judith

**Sam and the killer robot**

Little Hare, NSW, 2007  
ISBN 9781921272103

An amusing and creative story, this book cleverly combines themes of robots, aliens and insects, with strong, non stereotypical female roles. It will certainly appeal to a wide audience. Set in the school holidays, the context of being bored and annoyed by one's siblings is immediately familiar to the reader and allows the author to fully develop her main characters and their relationships with each other. The plot entices the reader at each stage as pieces of the puzzle slowly come together, just like the pieces of Sam's robot. This book has excellent possibilities for extended learning in the area of designing and making machinery, learning about planets and planetary bodies, as well as discovering some weirdly fascinating creatures. M. Whitfield

USER LEVEL: Stage 2 Stage 3  
Paper \$14.99

SCIS 1338540

REEVE, Philip

**Starcross, or, The coming of the moobs!, or, Our adventures in the fourth dimension!: a stirring tale of British vim upon the seas of space and time!**

Bloomsbury, UK, 2007  
ISBN 9780747589136

The prim and proper world of 19th century London clashes with intergalactic space travel in this bold novel. Art Mumby, his ancient mother and younger sister, Myrtle, are invited by Mortimer Tifler to holiday at his premiere resort hotel, Starcross. However, plans for a peaceful time go awry upon the family's arrival, as they are drawn into a gargantuan battle to save the universe from marauding hats and greedy aristocrats. The story is told from Art and Myrtle's perspectives, and the reader becomes an active participant in the romping adventure. Interspersed with quirky illustrations, the novel has many unexpected twists and turns which are sure to appeal to students. H. Gardiner

USER LEVEL: Stage 3 Stage 4  
\$24.95

SCIS 1341995

RUSSON, Penni

**Josie and the Michael Street kids**

Penguin Group (Australia), 2007 (Puffin) (Aussie chomps)  
ISBN 9780143303442

It is well known that moving can be one of life's great traumas and Josie realises this as she packs up her family home and treasures, already having had more trauma than one would expect for one so young. A good resource for independent readers, this story of



growing up will warm the heart and buoy the spirits of readers of both genders. As Josie learns more about her new surroundings she is able to let go and move on. Becca's surprise gift helps Josie and in many ways becomes a rite of passage for her. The book has easy to read text in the vernacular of the intended audience. Readers will identify with Josie's hopes and fears and delight in this feel good tale, as it moves rapidly but smoothly to a happy conclusion. G. Cale

USER LEVEL: Stage 2 Stage 3  
Paper \$12.95

SCIS 1331232

SIMONS, Moya

**Hello God**

HarperCollins, NSW, 2007  
ISBN 9780732285340

Kate is a young girl who likes to chat and have late night talks with God. As the story unfolds, Kate tells God about her cool friends and the new girl, Stephanie, who is quiet and different. When Kate starts wearing glasses and is seen as different too, she begins to see Stephanie in a new light. As she gets to know Stephanie, Kate realises that she is a very thoughtful and intelligent girl who is actually writing a book. When tragedy strikes in the form of Stephanie's cancer and her subsequent death, it is evident in Kate's handling of the tragedy that she has grown emotionally in the narrative. This is a beautifully written and sensitive story, which would have to be handled carefully given its content. J. Eade

USER LEVEL: Stage 2 Stage 3  
Paper \$15.99

SCIS 1329916

ST. JOHN, Lauren

**The white giraffe**

Orion Children's, UK 2007  
ISBN 9781842555637

When 11 year old Martine's parents die in a house fire she is sent to live on a game reserve in Africa with a grandmother who she did not know existed. Along with a blend of spiritual beliefs related to the environment, the writer paints a descriptive picture of the African landscape and issues related to game reserves. Martine is told the story of a mythical white giraffe that comes to represent the spirit of Africa. It is up to her to save the giraffe after she inadvertently leads poachers to it. With a lyrical combination of dreams and reality, Martine, in the care of her grandmother, discovers her true home. R. Higginbottom

USER LEVEL: Stage 3 Stage 4  
Paper \$15.99

SCIS 1339363

VALENTINE, James

**The true history of stuff. Volume 1, Shampoo, peanut butter, the days of the week**

ABC, NSW, 2008  
ISBN 9780733321580

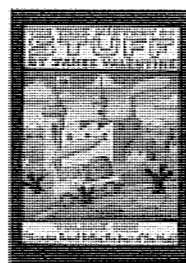
An attractive small book, with illustrations by Reg Mombassa, this fantasy romp uses parody and a narrative style to take the reader through the invented origins of three everyday things. The premise



is that all things were invented in the land of Trapezia: the shampoo story is an improvisation on the fairytale format that has the poor boy winning the princess; peanut butter provides an unlikely vehicle for a satirical look at the demanding nature of dictators; and the account of the origin of the days of the week pillories resistance to change. The language is entertaining and some of the ideas amusingly absurd, such as woolly turtles. The book has much entertainment value, but it could also provide a light introduction to difficult literary concepts. M. Davis

USER LEVEL: Stage 3  
\$19.95

SCIS 1345096

**Fiction for older readers**

Resources are arranged alphabetically by author.  
Some of these items are also suitable for upper primary students.

BAUER, Michael Gerard

**Ishmael and the return of the dugongs**

Scholastic, SA, 2007  
ISBN 9781862917644

Ishmael and his Year 10 friends are seen as the nerds of the debating team. However, when Ishmael rescues the little brother of the prettiest girl in school, he and his friends go through some hilarious hoops to help Ishmael remain cool and attractive to the opposite sex. Written in the first person, Ishmael wittingly portrays his crazy friends, other school members, and his family. There is a smorgasbord of similes and metaphors, as Ishmael sets up a scenario then humorously presents it. The novel deals with bullying in a fearless and practical way and it is full of clever witticisms while carefully portraying the inner strength of the characters. This is an enjoyable sequel to *Don't call me Ishmael!* F. Campbell

USER LEVEL: Stage 4 Stage 5  
Paper \$17.99

SCIS 1333939

BRIAN, Janeen

**Cross-currents**

Hachette Livre Australia, 2007 (A Lothian Children's book)  
ISBN 9780734410078

A family trip to the outback with the new smarty pants stepbrother is challenging, and Julia thinks he is such a creep to be stuck with. First, the car breaks down and they are beyond mobile phone coverage. Then Julia's stepfather breaks his leg and a downpour floods the valley. Is real tragedy about to strike? The pace of this novel is breathtaking. As much as the external events hold our attention, it is the internal dialogue which



becomes significant as Julia realigns her perceptions of the people around her. This is a most satisfying work with plenty for students to identify with and enjoy. V. Davidson

USER LEVEL: Stage 3 Stage 4  
Paper \$17.99

SCIS 1339653

COLBERT, June

**Volcano**

Hachette Livre, NSW, 2007  
ISBN 9780734408525

Direct prose immediately engages the reader in the lives of Sara and her father, the Supreme Meatball. Meatball is a vulcanologist who takes the temperature of volcanoes by climbing into them. This information is used in disaster assessment and for recommendations to governments. During the routine study of the inactive volcano of Mount Cumbal, in Colombia, they begin to notice it is not dormant, as previously supposed. This concern, combined with unfriendly locals and hostile mining companies with a vested interest in mountain, results in a detailed, fast paced narrative. The novel is well written and includes elements of fear, relationships with family and friends, and information on plate tectonics. An outstanding story, it will captivate middle school students. A. Frost

USER LEVEL: Stage 3 Stage 4  
Paper \$17.99

SCIS 1332833

CONDON, Sean

**Michael Sweeney's method**

Penguin Group (Australia), 2007  
ISBN 9780143006503

Seventeen year old Michael Sweeney views life his own way. When he and his friend Dud meet a new school student who has recently arrived from America, the three of them find themselves caught up in the high school drama group. They meet some very famous people. This is a story about managing home, school and love. Reading Michael's internal dialogue provides an insightful and humorous look into life and love through an adolescent boy's eyes. His ability to laugh at himself and others and his sense of social justice, as he ends up promoting the school concert to help a young Australian sent to death for drug trafficking in Thailand, is compelling. Occasional use of coarse language needs to be considered for its appropriateness in schools. F. Campbell

USER LEVEL: Stage 5 Stage 6  
Paper \$19.95

SCIS 1336299

D'ATH, Justin

**Pool**

Hybrid, Vic, 2007  
ISBN 9781876462512

The town of New Lourdes has developed a reputation for being a place of miracle cures. People travel from around Australia to remedy their maladies by swimming in the healing waters of the local pool. It is here that pool attendant and keen entomologist Wolfgang Mulqueen encounters blind teenager Audrey Babacan. A strange friendship develops between the two when Audrey's father offers money to buy Wolfgang's companionship for his daughter. An extraordinary tale of the supernatural begins to develop where

rare black butterflies, social estrangement and deceit impact on the teenagers' lives. Due to the relative complexity of the plot, this intriguing novel would be most appropriate for older readers who enjoy a challenge. H. Gardiner

USER LEVEL: Stage 5  
Paper \$19.95

SCIS 1332798

D'LACEY, Chris

**The fire eternal**

Orchard, UK, 2008  
ISBN 9781846164262

The bizarre combination of humans and dragons and bears will not surprise fans of D'Lacey's books about fictional cult author, David Rain. In this book, Rain has mysteriously disappeared five years earlier in the Arctic. Alexa, the daughter he has never met, is now five and lives with her mother in a world shared with an array of magical clay dragons. Many unanswered questions and foreboding events, including the strange activities of polar bears in the Arctic regions, get the narrative underway. What unusual abilities has Alexa inherited from her parents and how will the mysteries be solved? A powerful blend of fantasy and environmental issues, this book is sure to intrigue its readers. C. Sly

USER LEVEL: Stage 3 Stage 4  
Paper \$16.99

SCIS 1341186



GERVAY, Susanne

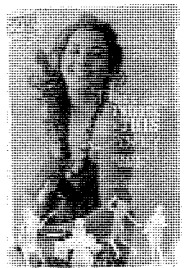
**That's why I wrote this song**

HarperCollins, NSW, 2007  
ISBN 9780207200861

Teenagers Pip, Angie, Karen and Irina are school friends who have formed a band. The band's foray into the fickle music world is the focus of this entertaining novel. The story tells of the girls' complex relationships with males, especially their fathers. Told from the first and third person, the plot includes flashback sequences that provide additional depth, plus some coarse language and sexual references. Readers can download two songs that are featured in the text, and thorough teaching notes contain a variety of learning experiences. Due to its subject matter, this novel is best suited for older girls. H. Gardiner

USER LEVEL: Stage 5 Stage 6  
Paper \$15.99

SCIS 1329923



HAYES, Rosemary

**Mixing it**

Francis Lincoln Children's, UK, 2007  
ISBN 9781845074951

When Steve, of no real religious persuasion, and Fatimah, a devout Muslim, meet in the worst circumstances possible, can they rise above community distrust and learn to understand each other? Fatimah and Aisha, her best friend, are walking to school when an exploding bomb takes Aisha's life. Fatimah saves Steve, and their lives change. The narrative describes the difficulties facing people when ways of life collide. The characters effectively deal with

discrimination from both cultures. The story is told in third person, from viewpoints of both main characters, with interspersed notes on the physical movements of the mysterious bomber. The bomber's identity is discovered in the climax, and the resolution is positive. K. McCulloch

**USER LEVEL:** Stage 5  
Paper \$16.95 SCIS 1309363

HEARN, Lian

### *The harsh cry of the heron*

Hachette, NSW, 2007 (Tales of the Otori)  
ISBN 9780733621901

Beyond the conclusion to the original Otori trilogy, this fourth volume, created as a sequel, has extended the saga for Otori fans. Set in feudal Japan, 16 years into the reign of Otori Takeo and his wife Otori Kaede, readers are again immersed in the realm of the Three Countries. All that Takeo has learnt and fought for, since he was rescued as a boy and adopted by Lord Otori Shigeru, has come to pass. Enchantment, intrigue, prophecy and magic once again combine in a thrilling narrative. In this epic tale of warlords, warriors and sages the search for a balance between war and peace continues. The lives of Takeo and his family are threatened by factions that have harboured animosity for years. Exquisitely written, with a unique control of language that resonates with both sound and silence, this is an enthralling and highly satisfying sequel to its preceding trilogy. C. Sly

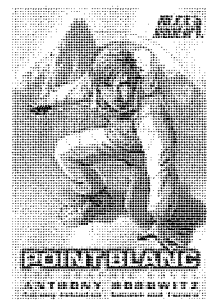
**USER LEVEL:** Stage 5 Stage 6  
Paper \$24.95 SCIS 1325882

HOROWITZ, Anthony

### *Point Blanc: the graphic novel*

Walker, UK, 2007  
ISBN 9781844281121

Alex Rider, teenage superspy working for MI6, saves the world from being taken over by cloned 14 year olds. He thwarts the plans of Dr Hugo Grief and his mad offside, Mrs Stellenbosch. The novel has been scripted to achieve a cracking pace and has colourful, appropriate illustrations by Kanako Damerum and Yuzuru Takasaki, two marvellous manga artists. Characters are stereotypically action heroes or villains, and the plot is conventional in its twists and turns, until the end. Has the real Alex Rider survived or is it his evil clone? This dilemma for readers can be solved by looking closely at the final graphic. The novel questions the ethics of organisations like MI6, so apart from the thrilling easy reading there are interesting ideas to discuss. This graphic novel is sure to be popular. H. Cobban



**USER LEVEL:** Stage 4 Stage 5  
Paper \$19.95 SCIS 1338579

LARBALESTIER, Justine

### *Magic's child*

Penguin Group (Australia), 2007  
ISBN 9780143007371

Magic is more than powerfully enriched perceptions, it is also transformation and transportation beyond rational explanation. However, magic also carries a high risk of madness or premature

death. Reason Cansino is 15, pregnant and a magician. She must find out where her relationships with love and family fit into the context of her capacities to transcend the normal world where even Fibonacci sequences and prime numbers assume a poetic dimension. More importantly, Reason must come to understand mental illness. Set between the recognisable inner west of Sydney and the iconic downtown area of New York, this sequel to *Magic lessons* rewards the committed reader. V. Davidson

**USER LEVEL:** Stage 4 Stage 5  
Paper \$19.95 SCIS 1317335

LE GUIN, Ursula

### *Powers*

Orion Children's, UK, 2007 (Annals of the Western shore)  
ISBN 9781842555316

Featuring the adventures of Gavir, a slave boy journeying through richly described kingdoms, this third book in the series can be read on its own. Written from the perspective of an older Gavir, the story will fascinate accomplished readers. Gavir's early life is a preparation for tutoring the children of the Master. He can foretell the future and also memorise literature, but he keeps these gifts a secret. This reflective hero gradually gains an awareness of the deep inequalities endured by slaves and women. Not for teenagers who like action on every page, the novel will fascinate those who love to see history brought to life. The writer takes the reader deep inside an intricate fictional world, creating many memorable minor characters with dilemmas which resonate long after the last page is turned. E. Chase

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
\$28.99 SCIS 1342601

MACKAY, Duncan

### *Storm callers*

Fremantle Arts Centre Press, WA, 2007  
ISBN 9781863682763

Twelve year old Mike and his mother live in a small seaside town where Mike helps his mother run the local caravan park. Nothing much happens here, so when Kirsty, a girl around Mike's age moves in to town, the boredom subsides. They create their own world on an isolated beach and start to invoke the sea god, Poseidon. Calling up Poseidon has more in store for them than they bargain for. Written in the first person, this novel lacks substance. It is not wholly convincing in terms of characters and the events that unfold. A story of mild interest, it culminates in the sea ejecting a body as if the sea god had performed this act himself. Overall, it is a disappointing novel. F. Campbell

**USER LEVEL:** Stage 4  
Paper \$16.95 SCIS 1330694

MOLONEY, James

### *The house on River Terrace*

University of Qld Press, Qld, 2007  
ISBN 9780702236303

Ben Fielding begins reading old family diaries when his father, Rob, a conservative politician, creates a documentary on their derelict property. Ben gets engrossed in the family history and their convict links. At the same time he meets a street kid, Jess, who encourages Ben to develop an understanding of self and to question his father's perspectives. This realistic narrative, set in

Brisbane, investigates the intricacies of families, and particularly father and son relationships. It looks at social issues and responsibilities, freedom of expression, and the media. Re-released, this well written novel will engage students who are negotiating the complexities of young adulthood. A. Frost

**USER LEVEL:** Stage 4 Stage 5  
Paper \$19.95 SCIS 1319954

MORPURGO, Michael

### *Best mate*

HarperCollins Children's, UK, 2007  
ISBN 9780007262434

The title of this novel establishes the role played by the main character. He is a loyal greyhound who appears just at the right time in the lives of his successive owners. The narrative traces the life of the dog from a young puppy to a retired champion greyhound. He has many varied experiences and interestingly these suit his age and level of development. As a puppy he is owned by a schoolboy, later he offers relief to a teenage girl and finally he is a companion for a retiring and recently widowed gentleman. Predominantly told in the third person, the narrative adopts the dog's perspective. An engaging fast paced tale with endearing black and white illustrations throughout, this should inspire readers, especially those who have an affinity with dogs. J. Webber

**USER LEVEL:** Stage 3 Stage 4  
\$19.99 SCIS 1333719

NEWTON, Robert

### *The Black Dog Gang*

Penguin Group (Australia), 2007  
ISBN 9780143302148

Set in the Rocks area of Sydney in 1900, this fast paced, gritty historical novel will immerse readers in the sounds and smells of life of shabby Sydney town at a time when the bubonic plague caused panic throughout the community. Frankie Maguire relates the narrative about his gang, named after one of the villainous pirates in *Treasure Island*. These five scruffy boys from the Ragged School for poor children forge a bond in common defiance of bullies and violence. Catching rats to sell for 6p each during the plague, Frankie and the boys learn a little more about the value of friendship, fairness and loyalty in harsh times. Authentic and humorous dialogue helps create empathy for characters. C. Koop

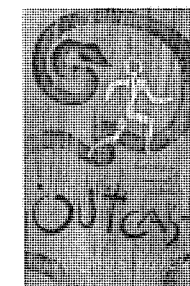
**USER LEVEL:** Stage 4  
Paper \$17.95 SCIS 1330924

PAVER, Michelle

### *Outcast*

Orion Children's Books, UK, 2007  
ISBN 9781842551738

Torak is different and is seen as being different. He wants to belong to his clan. He wants to be with his friends. Is he marked by evil? Events conspire to exile him and send him on a journey of escape and resolution. The author has constructed a remarkable world of Neolithic myth and fantasy; references to leatherwork and



sewing, fishing and hunting enhance the sense of life experiences in the forest and on the lake. There are multiple levels for interpretation including superstition, animism and nature. Just when the writers seems to overreach her *ability*, the integrity of plot and character regain the reader's attention and insert sparks of delight. This is a major work by a significant writer. V. Davidson

**USER LEVEL:** Stage 4 Stage 5  
\$28.99 SCIS 1339678

REEVE, Philip

### *Here lies Arthur*

Scholastic, UK, 2007  
ISBN 9780439955331

The legend of King Arthur is questioned in this adventure novel. Set in south west Britain around 500AD, it is told through the innocent eyes of Gwyna, a young slave who must disguise herself as a boy to survive. The novel establishes the idea of telling tales and the impact that these tales can have. Some elements of historical information underlie the narrative, but essentially it is fictional. In her own style of storytelling, Gwyna recounts her experiences with King Arthur and the events that surround him. The book readily engages readers and it will compel them to become absorbed in this historical era. J. Webber

**USER LEVEL:** Stage 5 Stage 6  
\$24.99 SCIS 1320819

ROSOFF, Meg

### *What I was*

Penguin, Vic, 2007  
ISBN 9780141383927

A beautifully told story, this novel explores the issues surrounding the outsider, growing up and the importance of friendship. While predominantly recounting events from 1962, the novel is timeless. Set in an English boarding school and its coastal surrounds, the narrative juxtaposes society and the role of the institution, along with its rules, regulations and expectations, with the autonomy that nature allows. The emotive impact of the novel is enhanced through the voice of the first person narrator, as he discovers love, loneliness and issues of gender. This is a story for the discerning reader. It is intense and powerful, with an unexpected twist. J. Webber

**USER LEVEL:** Stage 5 Stage 6  
Paper \$17.95 SCIS 1330705

ROY, James

### *Town*

University of Queensland Press, 2007  
ISBN 9780702236372

A cleverly told unusual narrative, this resource interweaves 13 characters across 13 short stories. It explores the lives of young people and their experiences throughout the course of a year in Australia. It is humorous, emotive, inspiring and shocking. The generic title allows readers to interact, bringing notions of their own familiar town or community to their reading. This text would be a valuable addition to English programs focusing on the short story genre. It is an insightful collection which exemplifies the power of the narrative and it could be studied either as a whole text or as individual stories. J. Webber

**USER LEVEL:** Stage 5 Stage 6  
\$19.95 SCIS 1326643

SEDGWICK, Marcus

**My swordhand is singing**Orion Children's Books, UK, 2007  
ISBN 9781842555583

The dark and chilly snow laden forest of 17th century Chust is the setting for this grim tale. Peter and his father are woodcutters who live on the edge of the village. Throughout Peter's life they have moved from place to place and he is hoping they will settle at last. As outsiders, they are not totally accepted by the villagers even though they try to accommodate the puzzling beliefs and rituals of the locals. Strange superstitions and eerie folktales appear to have substance in this place and Peter is increasingly terrorised by a menacing presence in the forest. The unexpected friendship of a gypsy girl, Sofia, leads Peter to discover the horror that lurks in the town and its links to his father's well kept secret. A wonderfully atmospheric introduction to the horror genre, this book is a page turner that will keep readers absorbed throughout. C. Sly

**USER LEVEL:** Stage 3 Stage 4  
Paper \$15.95 SCIS 1324332

**Shards: a collection of short short stories**/ edited by Richard Bains. Oxford University Press, Vic, 2007  
ISBN 9780195560473

IN this collection of 24 short stories, each is accompanied by appropriate and stimulating discussion questions and writing tasks. The tasks can be completed in one lesson. They could inspire a drama activity, or be a complete project on its own. They are organised into six themes: fears and fantasies; weird and wonderful; twists and turns; friends and neighbours; song and dance, and now and forever. Amongst the teaching activities, there are useful tips that explain how authors develop short stories and the elements and tricks involved in captivating a reader. This collection will be useful for budding young writers. F. Campbell

**USER LEVEL:** Stage 4  
Paper \$34.95 SCIS 1332478

SINGLETON, Sarah

**Sacrifice**Simon & Schuster, UK, 2007  
ISBN 978146917083

Three teenagers find their lives linked in a desperate attempt to break the power of a magic lily which has caused madness, murder and addiction over many centuries. Miranda has the power to predict the future, Jacinth can astral travel, and Jack is brave and loyal. This exciting and suspenseful novel pieces together a gripping story from three perspectives. Filled with rich historical detail which never slows the momentum, the novel summons up desert, city and country settings in scenarios ranging from Crusades warfare in the middle ages to suburban London in 1890. The main characters are quirky and involving and they grow through the moral dilemmas they face. Singleton avoids simplistic, black and white portrayals of actions or people. The novel has pace and texture, twists and turns, which continue to surprise the reader until the end. E. Chase

**USER LEVEL:** Stage 4 Stage 5  
Paper \$16.95 SCIS 1318257

TAYLEUR, Karen

**Chasing boys**Black Dog Books, Vic, 2007  
ISBN 9781921167607

Life is changing for Ariel. Gone are the big home, the private school, and financial security. Dad too has temporarily gone, at least that is what Ariel stubbornly has us believe. Meanwhile, the only thing that keeps her spirits up at Blair Secondary College is Eric Callaghan, sporting hero. Brooding and disengaged at home and school, Ariel's crush on Eric complicates and compromises relationships with family and friends. At last she gets what she wants, only to be disappointed, and Ariel realises that she has imposed imagined qualities on her Adonis. Ariel personifies the angst, agony and ecstasy of adolescence as she begins to accept reality, forgive herself and move on. N. Chaffey

**USER LEVEL:** Stage 5 Stage 6  
Paper \$16.95 SCIS 1313960

**Top stories. 1.**Heinemann Harcourt Australia, Vic, 2007  
ISBN 9781740818384

These collections of short stories roll out 26 of the biggest names in Australian fiction for children and young adults. Many stories have an Australian flavor, and they cover a range of writing styles and content. *Top stories. 1.* utilises generally mundane settings and direct tones, childlike themes and styles, humour, and some elements of fantasy. *Top stories. 2.* is much more interesting and adult like, with some challenging linguistics, and issues of drama, death and treachery. Both books have a combination of story length, with several longer and more complex stories appearing in each. The books have no introduction, no analysis and no author information. They are strong collections because they are stories only, and the stories are interesting examples of the genre. C. Thomas

**USER LEVEL:** Stage 4 Stage 5  
Paper \$16.50 SCIS 1320141

Other reviewed title:

**Top stories. 2.** SCIS 1320142**Information, poetry and drama**

Resources are in Dewey order.

NIEUWENHUIZEN, Agnes

**Right book, right time: 500 great reads for teenagers**Allen & Unwin, NSW, 2007  
ISBN 9781741148831 [011.625]

An outstanding resource, this is particularly valuable for teacher librarians and teachers as a ready reference for choosing and

recommending books for young adults. The publication is divided into a number of thematic areas, including action, fantasy, romance, sport, humour, conflict, picture books and graphic novels. It offers information on a wide range of adolescent fiction and nonfiction. Appealing illustrations, varied fonts and the inclusion of book covers enhances the visual appeal. An accessible and well indexed reference, this is an exceptional resource. A. Frost

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Community  
Professional  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6  
Paper \$35.00 SCIS 1331641

**Higher or lower [game]**Jabiru Trust, NSW, 2005  
ISBN none [030.2]

A trivia-style game, inspired by the idea that questions in similar games were just too hard for some people to answer, this resource is structured so that winning is not wholly based on existing knowledge. Answers to all questions are of a numerical value, either a date, time or quantity. If the correct answer is not given at first, the questioner then states higher or lower. The players continue to guess until the correct answer is stated. The player moves up the board with spaces depending on the number of guesses this takes. Appropriate for ages eight and above, this game suits the classroom and family use. Questions draw primarily from history, geography, and mathematics. The game develops general knowledge in an entertaining and non threatening way, and it could help develop social cooperation skills within the classroom. R. Parnis

**USER LEVEL:** Stage 2 Stage 3 Community  
\$49.95 SCIS 1332475

**Speaking from the heart: stories of life, family and country**/ edited by Sally Morgan, Tjalaminu Mia & Blaze Kwaymullina. Fremantle Arts Centre Press, WA, 2007  
ISBN 9781921064838 [305.89]

Eighteen Aboriginal voices tell their stories of connection to the land and the importance of family in this resource. Contributors show how they have achieved respect in their communities as elders, artists, academics or advocates for their people. An ideal resource for Aboriginal Studies, the book emphatically shows the personal impact that government policies have had on Aboriginal families. The power of these stories comes from each individual voice, speaking clearly and in detail about their childhood and the daily lives of parents and grandparents. These are enjoyable tales, outlining the pleasures as well as the hardships which the storytellers have experienced. Each writer concludes by explaining their deeply held values and beliefs about the significance of their Aboriginal identity. The broad sweep of Aboriginal social and political history emerges from the individual accounts of these quietly impressive Australians who have given so much to their communities. E. Chase

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History 7-10  
Paper \$27.95 SCIS 1319816

YOUNG, Lola

**Lola Young: medicine woman and teacher**Fremantle Arts Centre Press, WA, 2007  
ISBN 9781921064272 [305.89]

Autobiographical, amusing and informative, this is an engaging and most readable book. Devised to pass on the author's extensive knowledge of bush food and medicine, relating to her life in the Pilbara, almost half the book details plants in photograph and word, and the rest forms the story of Young's interesting life. Crossing KLAs, like a true autobiography, the book includes a CD of songs given to the author by her parents. Sung by Young, the songs are given contextual meaning in the book. Young is a positive and enthusiastic writer who uses dialogue and a wonderful voice to teach and explain.

Her voice is authentic and entertaining, objectively describing episodes of family life, historical and spiritual experiences. This straight talking style is what makes the book valuable for teachers and student researchers, and it will engage senior students. Primary teachers will find ample material to support the Stage 3 COGs Unit (A): *Living land*. C. Thomas

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Creative Arts K-6; HSIE K-6; Music 7-10  
Paper \$29.95 SCIS 1329053

LEE, Karla

**Child's perspective on divorce [toy]**K. Lee, NSW, 2003  
ISBN none [306.89]

Containing four hand puppets, this resource is designed to help children whose parents are undergoing or have been through a divorce. The puppets represent family members and they are designed to help children express their feelings through role play. Lee tells the story of her parents' divorce when she was nine and how it affected her life in the accompanying book *Please-don't go!* which is aimed at teenagers and parents. She is very honest about her feelings and how she overcame them. Another accompanying book, *Is it my fault?*, contains four illustrated stories aimed at primary children. It gives suggestions for parents on the best way to leave the family home and how to introduce potential stepparents to a child. The resource's approach is sincere but narrow, with characters stereotyped into cultural and gender roles. R. Parnis

**USER LEVEL:** Community Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6; PDHPE 7-10  
\$85.00 SCIS 1336973

Other reviewed titles:

*Is it my fault?: a companion book for children of divorce* SCIS 1151678  
*Please-don't go!: a child's perspective on divorce* SCIS 1160311

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

**Simple city** [electronic resource]

2Simple Software, Vic, 2007  
ISBN none

[307.76]

On screen locations can be creatively developed by young students using this award winning UK computer program. Simple drag and drop activities add different animated icons and characters, such as children, animals and playground equipment, into a given scene. As each icon is dropped into place the noun is heard and an animation may begin. Ten locations can be developed. These include: a farm; a zoo; a recycling centre; a café; and a doctor's surgery. Video interviews of people at work from various cultures link the real world to this ICT simulation program. The program will support literacy in younger grades as well as HSIE K-6 Units: *Local environments*; *All about me*; and *Workers in the community*. D. Johnston

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6  
\$POA

SCIS 1329184

**Living in an Australian city** [videorecording]

Pro Doco, NSW 2007 (27 min.)  
ISBN none

[307.7640994]

An updated remake of a program made in the 1990s, this DVD supports the study of Australian urban ecology in the Geography 7-10 Focus Areas: *Changing Australian communities* and *Australia in its regional and global contexts*. Video recordings, photographs, a map and diagrams complement interesting, clear dialogue, and contemporary music. Fact boxes highlight important information and identify key locations within the city. A brief history of a number of Australian cities and regions is provided, including a summary of the area's development. Invaluable student worksheets and essay suggestions provide a range of questions that support curriculum differentiation. A. Frost

**USER LEVEL:** Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Geography 7-10  
\$99.00

SCIS1331923

**Coastal management** [videorecording]

Pro Doco, NSW, 2007 (47 min.)  
ISBN none

[333.91]

An interesting DVD, this teaching aid outlines a range of coastal management issues in New South Wales, Queensland and Western Australia. In addition, the concept of ecologically sustainable development is reviewed. Clear, informative discourse throughout the DVD complements the visual content. The footage ranges from high quality motion pictures to simple videorecording, outstanding colour photographs, plates, and maps. Contemporary music enhances the visual and verbal content. The DVD is supported by an invaluable study guide that contains related questions, as well as case studies of several coastal communities. It supports Focus Area 5A3: *Issues in Australian environments*, in the Geography 7-10 syllabus. A. Frost

**USER LEVEL:** Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Geography 7-10  
\$99.00

SCIS 1331912

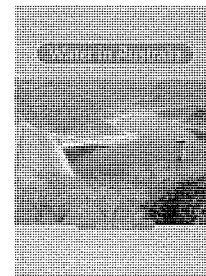
PYERS, Greg

**Water in Australia**

Echidna, Vic, 2007 (Behind the scenes)  
ISBN 9781740706841

[333.91]

Suitable for students of the Science and Technology K-6 Strand: *Earth and its surroundings*, this book presents information regarding different types of water. Present and future needs for Australian water requirements are discussed using recent facts and figures. Visual literacy is addressed through graphs and maps with clear, colour coded keys. Coloured fact boxes offer interesting snippets to capture children's imaginations such as 13 000 cattle grazing on sewage fertilised paddocks near Melbourne. Issues relating to the Murray-Darling Basin are discussed under the heading of Australia's catchments. With a lovely, uncluttered format, and easy to understand language throughout, this book provides accessible information for student research. A. Beedles



**USER LEVEL:** Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K-6  
\$29.95

SCIS 1328536

**Macmillan world library**

Macmillan Education Australia, Vic, 2007

Outstanding colour photographs and graphics complement the clear layout of these books which will attract and maintain students' attention. In depth feature boxes and quick fact files highlight and reinforce key facts on a range of environmental issues. Short, descriptive and well written paragraphs are easy to read, with bold headings separating key themes. Information on the use of environmental resources in the past is interesting and provides a perspective to current issues. Suggestions for further research enable students to enhance their awareness. These excellent resources support the HSIE K-6 Strand: *Environment: relationships with places* and Focus Areas 4G1, 4G2, 4G3, and 4G4 of the Geography 7-10 syllabus. A. Frost

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** Geography 7-10; HSIE K-6  
\$45.00 each

*Reviewed titles in this series:*

**Future energy** SCIS 1331914  
**Our world our future** SCIS 1331894  
**Recycle, reduce, reuse, rethink** SCIS 1331899  
**Threats to plants and animals** SCIS 1331910

DENT, Peter

**Constitution matters: an introduction to the Constitution**

Dent, NSW, 2007  
ISBN 9780646479125

[342.9402]

This self published book is colourful, contemporary, well illustrated and illuminating. Dent reviews each chapter of the Constitution, colour coding, highlighting and interpreting the main issues, although he does this with an A-Z structure which seems contrived and unnecessary. Dent has been selective in his areas of focus: he simplifies the language of the constitutional refer-

ences; some sections are omitted; some examples are truncated to the point where they would mean little to many readers. These shortcomings aside, this is a worthwhile and useful effort. It makes the Constitution interesting and accessible and is a definite asset for the History student. G. Spindler

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** History 7-10; Legal Studies Stage 6  
Paper \$20.00 (available from  
<lawbooks.com> SCIS 1341717

HOUGH, Richard

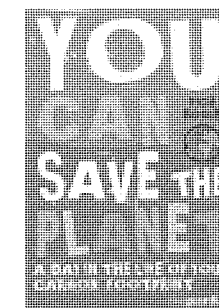
**You can save the planet: a day in the life of your carbon footprint**

Black, UK, 2007

ISBN 9780713686883

[363.7]

An action packed, wonderfully illustrated guide to being green for the average person, this book provides practical advice on making a difference every day. The book is laid out in chronological order, in a typical day. Each double page highlights a statistic that contributes to global warming in our world. The book has suggestions on how readers can implement changes to help broach social change and environmental preservation. Liberally illustrated with creative use of fonts, the style will appeal to teenagers, with plenty of facts and figures on sustainable living to support the argument for environmental protection. British statistics are used, however the suggestions apply regardless of country. K. McCulloch



**USER LEVEL:** Stage 4  
**KLA:** HSIE  
**SYLLABUS:** Geography 7-10  
Paper \$24.95 SCIS 1338399

SMITH, Penny &amp; SHALEV, Zahavit

**A school like mine: a unique celebration of schools around the world**

Dorling Kindersley, UK, 2007

ISBN 9781405320511

[371]

Forty-one students from countries on different continents are profiled in this fascinating resource. Captioned photographs give insight into the school experiences of children from diverse cultures and socio-economic backgrounds. Information, though minimal, is pertinent, interesting and consistent under headings throughout the resource, thus making it easy to compare and contrast each country. Excellent photographs and maps support the written text. Providing an overall view of how the children of each country learn, this resource strongly supports the HSIE K-6 Topics: *School days*; *Living in communities* and *Global connections*. G. Cale



Excellent photographs and maps support the written text. Providing an overall view of how the children of each country learn, this resource strongly supports the HSIE K-6 Topics: *School days*; *Living in communities* and *Global connections*. G. Cale

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
\$39.95 SCIS 1331065

WILKINSON, Carole

**The dragon companion: an encyclopedia**

Black Dog, Vic, 2007  
ISBN 9781742030005

[398.24]

Created by an award winning author, this book is a result of her obsession with dragons. A compilation of dragon stories and legends, the publication is a work of fiction designed to enthrall independent readers who are captivated by the magical world of dragons. The clear contents page guides the reader to main facets of the text, comprising maps, an A-Z of dragons, a glossary and lists of dragon related books and movies. Additional information and explanations are given in margin annotations. Graphic illustrations and diagrams help to spark imagination and bring dragons to life in the eye of the reader. K. McDonell

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
\$26.99 SCIS 1339831

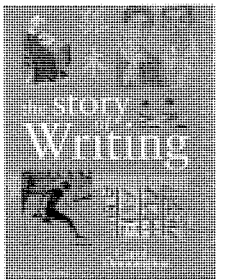
DONOUGHUE, Carol

**The story of writing**

British Museum Press, UK, 2007 (The British Museum. Knowledge)  
ISBN 9780714130231

[411.09]

The book is a chronological and pleasantly visual record of how writing has developed from before the first alphabet through to email and mobile phones. Writing helps us to communicate with other people, to share information and to keep records. Thousands of years ago people used writing for the same reasons and each page presents examples and many wonderful illustrations. The written text is presented in simple terms in small blocks, with highlighted words appearing in the glossary. The reader can also refer to the world map located at the rear of the book for a geographical location of the information. K. McCulloch

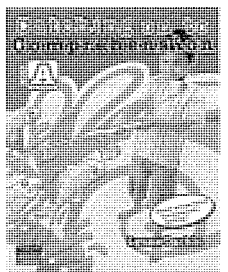


**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
\$29.95 SCIS 1331282

**Catching on to comprehension** [series]

Pearson Education Australia, Vic, 2007

Each of these full colour textbooks contains enough units of work to cover the year's comprehension studies. Units have a teacher directed page that focuses on a particular skill, followed by student activities which reinforce and practise that skill. The books can be used as workbooks. Different text types and skills, such as predicting, summarising, sequencing, comparing and contrasting are covered. There are units on vocabulary, visual literacy story structure, and using references. Questions vary from multiple choice to short answer and an answer CD is available. A clear contents and unit overview is included for ease of planning. Passages are taken from popular children's literature texts and they utilise topics from daily life. The series is visually attrac-



## resources

tive and useful, with large print, photographs and drawings. It would be an effective teaching tool. R. Parnis

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K-6  
 Paper \$14.95 each

*Reviewed titles in this series:*

**Catching on to comprehension Book A** SCIS 1333211  
**Catching on to comprehension Book B** SCIS 1333212  
**Catching on to comprehension Book C** SCIS 1333213  
**Catching on to comprehension Book D** SCIS 1333214  
**Catching on to comprehension Book E** SCIS 1333215  
**Catching on to comprehension Book F** SCIS 1333216

DUBOSARSKY, Ursula

### *The word spy*

Penguin Books Group Australia, 2008  
 ISBN 9780670072279 [420]

Full of fascinating details on the history of the English language, this book is engaging for both late primary and secondary students, especially those with an interest in words. Containing secret messages and challenges, it traces the origins of the language from 4000BC and highlights the influence of a range of alphabets and the invention of the printing press. Exploring the etymology of spelling in English, it manages to make the complex nature of the language appear coherent and even logical. The section on punctuation is illuminating and the word and letter enjoyment continues with entertaining pieces on palindromes, clichés and Tom Swifities, among others. This fascinating publication covers the quiriness of English with humour and maintains its light-hearted and informative tone throughout. H. Evans

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
 \$24.95 SCIS 1355512

### *Reading bug box. Levels 24-30. Blackline masters.*

Macmillan Education, Vic, 2007  
 ISBN 9781420264494 [428.6]

The quality within this box of 56 factual and fictional readers is uneven. Most of the fiction is well plotted and amusing with often humorous illustrations by a variety of illustrators, although some, especially at the higher levels, will fail to engage young readers. The topics in the factual series, three per book, are diverse with an emphasis on environmental matters. The factual books are attractive in layout and design, with well chosen photographs and a variety of visual texts. The blackline masters are wide ranging and mostly appealing. The box concept encourages parent involvement, and materials are designed to be taken home and read. Content covers two Stages and caters well for different levels in one class group. M. Davis

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6  
 \$154.00 SCIS 1347285

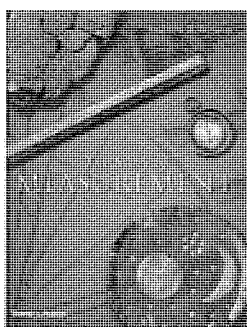
Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

ROBINSON, Andrew

### *The story of measurement*

Thames & Hudson, UK, 2007  
 ISBN 9780500513675 [530.809]

Describing how measurement units have been designed and used throughout our history, this outstanding reference book covers topics from every major branch of science. The sections on atoms, the Earth, universe, body and instruments are especially relevant. Science teachers and students will find the book a pleasure to read, while enriching their knowledge base with countless facts and information about the history of the measurements that we use every day. Information on radioactivity, earthquakes and alcohol content is particularly interesting. Each topic is written about with straightforward language and illustrations of outstanding pictures and graphs. The book is an excellent teaching tool for outcomes on the history of science. I. Mavin



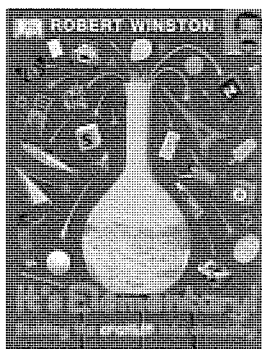
**USER LEVEL:** Stage 4 Stage 5 Professional  
**KLA:** Science  
**SYLLABUS:** Science 7-10  
 \$59.95 SCIS 1339393

WINSTON, Robert

### *It's elementary!*

DK, UK, 2007  
 ISBN 9781405318570 [546]

Chemistry has never been presented so colourfully as in this wonderful book which is packed with countless interesting facts and diagrams about every element in the periodic table. The book is divided into three sections with the first describing the history of chemistry in a succinct and interesting format. Common elements like nitrogen, oxygen, carbon and helium are presented in relevant detail in the second section. The book finishes with the history of each element. Science students completing outcome 4.7.4 on elements and outcome 4/5.1 on the history of science will find this book very valuable. The language used throughout is appropriate to Stage 4 level. Overall, it is an excellent book that will capture the imagination and attention of students. I. Mavin



**USER LEVEL:** Stage 4  
**KLA:** Science  
**SYLLABUS:** Science 7-10  
 \$25.95 SCIS 1328898

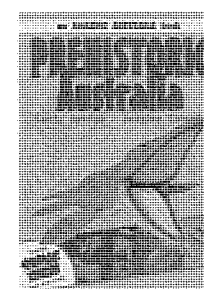
PATRICK, Kevin

### *Prehistoric Australia*

Random House Australia, NSW, 2007  
 ISBN 9781741662696 [560.994]

Prehistoric Australia, its creatures, its researchers and how they work to find and date fossils, are displayed in this wonderful book.

From amazing facts about some of the lesser known Australian dinosaurs, to flow charts explaining how fossils are formed, the book is intriguing. There is a coloured comic strip, biographical reports of famous Australians involved in paleontology, references to useful internet sites, Q&A and quizzes throughout the text. For dinosaur enthusiasts, there is a list of museums and societies where they can find out more. This book is an ideal resource when studying *An ancient land* in Stage 3 Science and Technology, as well as for modelling text types, such as scientific explanations and information reports. M. Whitfield



**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English; SciTech  
**SYLLABUS:** English K-6; Science & Technology K-6  
 Paper \$14.95 SCIS 1333512

FOX, Allan

### *Wild habitats: a natural history of Australian ecosystems*

ABC, NSW, 2007  
 ISBN 9780733319471 [577.0994]

Stunning photographs from Australian photographer Steve Parish will capture and sustain the attention of students reading this fascinating book on the diversity of Australian habitats. Divided into sections on Australian oceans, forests, woodlands, scrublands and grasslands, this very attractive book has potential use by Stage 4 Science students when covering outcome 4.10 on Australian ecosystems. There is also a relevant chapter on rocks and the role of erosion in creating the Australian landscape. This could be useful for students investigating the lithosphere. This book is enhanced by a substantial index, further reading and glossary sections. Use of this particularly large book may be best achieved through explicit teacher direction. I. Mavin

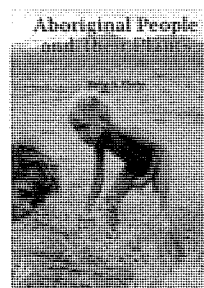
**USER LEVEL:** Stage 4  
**KLA:** Science  
**SYLLABUS:** Science 7-10  
 \$69.95 SCIS 1339384

CLARKE, Philip

### *Aboriginal people and their plants*

Rosenberg, NSW, 2007  
 ISBN 9781877258516 [581.6]

Centred mainly on the peoples of the Northern Territory and South Australia, this book contains an extensive collection of data about native plants. It has been well researched and developed with Aboriginal people, giving it a depth that is both historical and contemporary. The information, whilst focused on food and health, also brings in social changes as non-Aboriginal peoples have become aware of the depth of knowledge held by the traditional custodians. Primarily useful for secondary Aboriginal Studies, the detailed bibliography, common and scientific plant names and general index will allow readers to further their knowledge and find information readily. C. Dorbis



**USER LEVEL:** Stage 5 Stage 6

**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6  
 \$39.95 SCIS 1321539

HONIGMAN, Roberta & CASTLE, David J.

### *Living with your looks*

University of Western Australia Press, WA, 2007 (Contemporary issues)  
 ISBN 9781920694951 [616.85]

Written by a psychiatrist and social worker the book is a good resource for students with body image issues, and their families, teachers and school counsellors. It looks at fatness and thinness, men and women and at how the mass media influence our view of ourselves, especially through the emphasis on idealised, airbrushed images. The book also gives an insight into the way people try to change their appearance through dieting, tattooing, piercing, Botox and plastic surgery, and it provides information on distortions of body image because of eating disorders and other dysmorphias. There are case histories, treatment options and advice for people living with someone with body image problems. A. Soutter

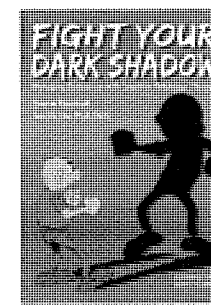
**USER LEVEL:** Stage 5 Stage 6 Community Professional  
 Paper \$29.95 SCIS 1321768

ROSENVALD, Therrie

### *Fight your dark shadow: managing depression with cognitive behaviour therapy*

Depressionmanaged.com, Qld, 2007  
 ISBN 9780646470320 [616.85]

Depressed students will not have the energy to read much, so this book for teachers and older students presents information in readable chunks. The approach, using cognitive behaviour therapy, is appealing because it demystifies the treatment of depression. It presents depression as a problem to be solved by examining unhelpful and erroneous beliefs and challenging them. At the same time, it outlines the danger signals which indicate a need for professional help. A male cartoon character brightens up most pages, making this book especially useful for young men. This is important as most self help books are aimed at women and girls. School counsellors are finding this book very useful. A. Soutter



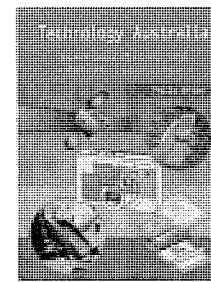
**USER LEVEL:** Stage 6 Professional  
 Paper \$24.95 SCIS 1330449

BRYAN, Philip

### *Technology Australia [series]*

Echidna, Vic, 2007

Overflowing with fascinating and relevant information, these visually appealing books will be devoured by students who are curious to know how things work. An effective layout, with a page for each topic, clear diagrams and photographs encourage students to undertake further investigation. Websites are given for each product



to aid this research. As well as explaining clearly and simply what each piece of technology does, fascinating facts in coloured boxes capture attention. Each book contains 25 everyday technologies, including electronic line calls for tennis, barcodes, asthma inhalers, bike helmets, and luggage metal detectors. The series supports a range of KLAs, with an emphasis on TAS and the sciences. There is direct support for the Science and Technology Strand: *Products and services*. G. Maugle

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** SciTech; TAS  
**SYLLABUS:** Science & Technology K-6; Technology (Mandatory) 7-8  
\$29.95 each

*Reviewed titles in this series:*

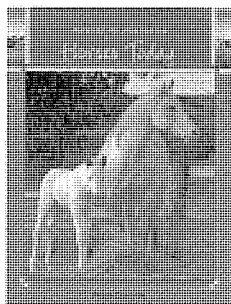
**Communications and retail technology** SCIS 1320304  
**Health, environment and food technology** SCIS 1320416  
**Technology in the home and in sport** SCIS 1320411  
**Transport and construction technology** SCIS 1320412

CROCOMBE, Angela

### *Horses in Australia* [series]

Echidna, Vic, 2007

From the First Fleet to just prior to the 2007 equine influenza outbreak, these books describe the uses of, and national attitudes to, horses. They show how horses have influenced and assisted in the development of the military, agriculture, transportation, communication, law and order, and recreation in Australia. Photographs, illustrations and pertinent text boxes on each topic add interest, detail and colour to the historical perspective and contemporary appreciation of our reliance on and ongoing interest in the horse. The books introduce a diverse range of topics, including the evolution of horses and Australian horse breeds, bushrangers, pony clubs, horse care, careers, fiction and most horse sports. Polocrosse, rodeos and camp drafting, all popular pastimes in rural Australia, are omitted. N. Chaffey



**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE; TAS  
**SYLLABUS:** Agricultural Technology 7-10; History 7-10; HSIE K-6  
\$29.95 each

*Reviewed titles in this series:*

**Horses in the past** SCIS 1324221  
**Horses today** SCIS 1324226

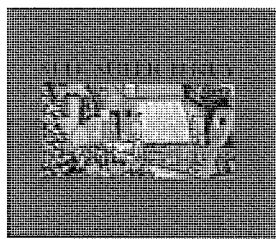
SEYMOUR, John & SUTHERLAND, Will

### *The concise guide to self-sufficiency*

Dorling Kindersley, UK, 2007  
ISBN 9781405320207 [640]

Typically green and environmentally sound, this updated version of a classic guide is an excellent introduction to Agriculture and school farming. It covers a lot of ground quickly, with basic farming information and a can do attitude, using an anecdotal and chatty style. The authors extol the virtue of working with the land and its natural cycles; they refer to seasons, making the book applicable to an Australian context. They define terms, processes, and tools for working with crops and animals, and they give an

understanding of why things are done, instead of just what and how. They explain and illustrate how to lay out a vegetable patch, build planter boxes and fences, gut a fish, bake bread, prune grapes, sow seeds, manage waste, collect honey from a hive, tie knots, and a host of other worldly skills. To get students interested in the topic, and to show what students can do in a small space at school, the book is a positive and useful tool. C. Thomas

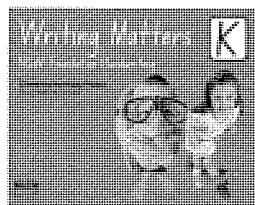


**USER LEVEL:** Stage 4 Professional  
**KLA:** TAS  
**SYLLABUS:** Agricultural Technology 7-10  
\$35.00 SCIS 1336641

### *Writing matters. K: NSW foundation handwriting*

Pearson Education, Vic, 2007  
ISBN 9780733985942 [652]

Each of these handwriting skills packs contains a book which has writing drill exercises and a grid lined workbook for teacher developed lessons. The writing exercises range in complexity from individual letter formation in Early Stage 1 to cursive and fluency exercises in Stage 2 and Stage 3. Passages are drawn from children's literature, and exercises include grammar and punctuation. Sections on computer use and assessment and revision pages are included. The series is the new edition of the popular *Longman handwriting for NSW* books and it promotes correct letter formation, legibility and speed in writing NSW foundation style. R. Parnis



**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K-6  
Paper \$10.95 SCIS 1334127

*Other reviewed titles:*

**Writing matters 1 value pack** SCIS 1334145  
**Writing matters 2 value pack** SCIS 1334164  
**Writing matters 3 value pack** SCIS 1334177  
**Writing matters 4 value pack** SCIS 1334198  
**Writing matters 5 value pack** SCIS 1334186  
**Writing matters 6 value pack** SCIS 1334192

BRESLIN, Anthony

### *Anthony Breslin's Trybe: an opera in paint*

[videorecording]  
A. Breslin, Vic, 2006 (40 min.)  
ISBN none [702.8]

Anthony Breslin is a contemporary Australian artist who uses paint, dance, music and drama to express his ideas in a close interaction between performers and music. The aerial filming in this resource allows the audience to see the exciting and complex layering of colours, combined with dance and music, to create a final colour saturated and object filled image. An interview with Breslin and musical composer Greg Long provides insight into their role within the production, the symbolism behind the colours used and the musical interpretation of these. The interview and

slideshow allow the viewer to see the performance from a photographic angle which captures the gestures of the performers. Students could find the pace of this DVD slow, however the outcome is visually pleasing and the revealing of the performer at the end piece is fascinating. N. French

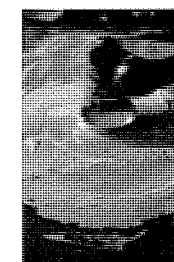
**USER LEVEL:** Stage 6  
**KLA:** CA  
**SYLLABUS:** Dance Stage 6; Drama Stage 6; Visual Arts Stage 6  
\$30.00 (available from <green-woodgallery.com>  
SCIS 1341304

KRUG, Margaret

### *An artist's handbook: materials and techniques*

Laurence King, UK, 2007  
ISBN 9781856695237 [702.8]

Extensively illustrated, this book is a treat. It gives information on the commonly discussed areas of artists' media. Students will be able to find a number of interesting and unusual approaches to common materials, with an apt illustration to illuminate even further. Complementing each section is a brief historical background that traces such techniques as encaustic and the mysteries of trulisiatio. Many of the traditional methods are explained, often with a series of clear photographs to further explore the procedure. Historical examples are used, and reference is made to contemporary artists who work using earlier materials and methods. K. Ashley



**USER LEVEL:** Stage 5 Stage 6  
**KLA:** CA  
**SYLLABUS:** Visual Arts 7-10; Visual Arts Stage 6  
Paper \$45.00 SCIS 1331303

BELL, Julian

### *Mirror of the world: a new history of art*

Thames & Hudson, UK, 2007  
ISBN 9780500238370 [709]

Bell posits a view that throughout the world at any given time a community could be producing artworks or artifacts that are mirrored across the other side of the globe. Because the human condition is a shared experience, he considers that styles in art are reflected back to us, in a sense lighting the path to cultural and social revelation. So, a Venus figurine from the Neolithic age may resonate in the female form painted in Gentileschi's *Susanna and the elders*. The book is designed for the tertiary student, but teachers and senior students with an interest in the connections of art and history will find this compelling reading. K. Ashley

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Visual Arts Stage 6  
\$75.00 SCIS 1335635

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

NORDEN, Linda

### *Sarah Sze*

Harry N. Abrams, USA, 2007  
ISBN 9780810993020 [709.04]

Found objects have rarely been utilised in such an original and creative manner as in the work of Sarah Sze. Her unique style of practice is reminiscent of artists such as Kippel and Cornell. The book is mainly images, with written text offering a short overview of Sze's ideas and achievements. Large photographs of Sze's installations offer opportunities for students to discuss the contemporary use of small materials and lighting. The extremely intricate construction of everyday minute objects makes for interesting and detailed compositions, sometimes utilising site specific requirements. These delicate, unique, and gravity defying constructions are fascinating to view. N. French

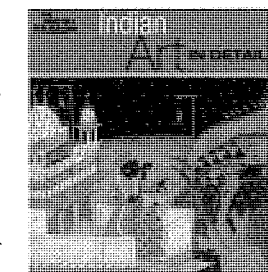
**USER LEVEL:** Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Visual Arts Stage 6  
\$95.00 SCIS 1317144

DALLAPICCOLA, A. L.

### *Indian art in detail*

British Museum Press, UK, 2007  
ISBN 9780714124438 [709.54]

Our exposure to the wealth of art from other cultures is often dependent on a visual publication. In this small catalogue, containing much of the collection of Indian art in the British Museum, we have a wealth of historical, religious and artistic references. Here we see photographs of beautiful sculptural and painted examples of works that illustrate the Buddhist, Jain and Hindu religious traditions. Senior students will find ample information to address the cultural and structural frames from the syllabus, with the added bonus of seeing the works detailed in close-up images. Chapter headings such as *Heroes, Devotion and Courtly and village life* place the artworks in context. K. Ashley



**USER LEVEL:** Stage 5 Stage 6  
**KLA:** CA  
**SYLLABUS:** Visual Arts 7-10; Visual Arts Stage 6  
\$45.00 SCIS 1331305

### *Art: 21: art in the twenty-first century. 4*

/ edited by Marybeth Sollins. Abrams, USA, 2007  
ISBN 9780810993761 [709.7309]

Contemporary art reflects the world in which we live. This resource supports an award winning television series about a diverse cross section of American artists. In thematic divisions of protest, ecology, paradox and romance, 20 artists talk about their work, discussing artistic practice and offering insight into their ideas and intentions in a form very suitable for students. Artists pose rhetorical questions about how they see the world and how that translates in practical terms to how and what they create. Glossy images of artworks support the written text, detailing a range of material practices, with a dominance of sculptural, photographic, and mixed media works. The page layout is inviting and

interesting to view, and, combined with simple, direct language, the book offers some valuable knowledge and understanding of contemporary art. N. French

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Photographic & Digital Media 7-10; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts 7-10; Visual Arts Stage 6 \$75.00 SCIS 1335638

### Photo simple (electronic resource)

2Simple Software, Vic, 2007 [775]

Introducing the tools and skills for enhancing digital imagery, this photograph editing program is suitable for young students and beginners in ICT skills. The simple and advanced modes can be used to create a variety of different effects to alter images in relation to brightness, contrast, blur, oil painting and mosaics. Manipulating tools include crop, rotate and resize. Photographs may be scanned in, a frame selected and manipulated, before the image is shared via email. Useful video guides support teachers and students using this program and learning the finer points of photograph editing. The video segments could also be useful for staff professional learning. The program runs on Windows 2000 or XP. Discussion of visual literacy can also transpire as photographs and images are added to complement teaching and learning programs with younger students. D. Johnston

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**SPOA** SCIS 1329179

BALLINGER, Alexander & GRAYDON, Danny

### The rough guide to film noir

Rough Guides, UK, 2007 (Rough Guides reference)  
 ISBN 9781843534747 [791.43]

A terrific resource for understanding the genre, this book has detailed notes on techniques, people and films, and great film stills which boldly illustrate the best of film noir. Readers will gain a surprising amount of information from the guide. This is due to its terse language and efficient layout, and an analytical style that praises and criticises objectively. The book will allow students to come to grips with the genre as a film study, and for students and teachers to select the best texts for particular study purposes. Almost half the book deals with 50 films regarded as the canon. There is some historical context, explanations of locations and identities, and a section on associated films including some non-English, comedy and documentary works. The book is a vibrant and informative resource with its brief, readily accessible segments of information. C. Thomas

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6 Paper \$24.95 SCIS 1328285

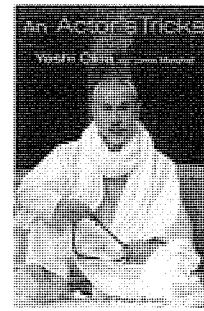
OIDA, Yoshi & MARSHALL, Lorna

### An actor's tricks

Methuen Drama, UK, 2007  
 ISBN 9780413774491 [792.02]

As its name implies, this superb text explores strategies to develop and strengthen performance techniques. Revolving around a day in an actor's life, the first person narrative includes anecdotes, elaborations and points of clarification. The importance of physicality,

especially posture and movement, are explained and numerous suggestions for developing character are offered. There are interesting insights to drama techniques used in Noh and Kabuki theatre which may present different perspectives for teachers and students. Throughout the text, the significance of feedback to assist learning is emphasised. In addition, a number of useful drama activities are contained in an appendix. Undoubtedly, this outstanding text will enhance the study of Drama Stage 6. H. Gardiner

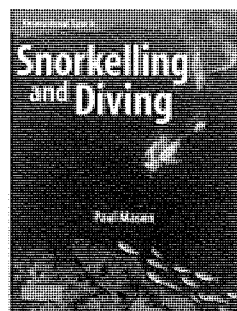


**USER LEVEL:** Stage 6 Professional  
**KLA:** Drama  
**SYLLABUS:** Drama 7-10; Drama Stage 6 Paper \$33.95 SCIS 1322843

MASON, Paul

### Recreational sports [series]

Macmillan Library, Vic, 2007



Well presented, with a visually appealing layout and format, these books form an interesting and general introduction to a variety of activities. Each page is logically structured, with relevant headings and concise, practical points, which make reading very easy. Photographs, labelled diagrams, and process drawings give clear information about how to do the activity. Diagrams are easy to follow and understand, and each one has practical value for aspiring hobbyists. Each book has illuminating quotations from practitioners, and an interview with an enthusiast which may inspire students to research athletes' favourite places, books and websites. Another useful tool is the world map with information on major locations of the sport. The series has a gender balance in examples and illustrations, and it encourages an appreciation of recreational activities in the great outdoors. The books' stimulating depictions of energy and machines have multiple applications in Stage 2 and Stage 3 COGs Units. V. Roach

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** HSIE; SciTech; TAS  
**SYLLABUS:** HSIE K-6; Marine & Aquaculture Technology CEC 7-10; Science & Technology K-6 \$29.50 each

#### Reviewed titles in this series:

**Biking** SCIS 1322321  
**Fishing** SCIS 1322339  
**Hiking and camping** SCIS 1322328  
**Kayaking and rafting** SCIS 1322338  
**Rock climbing and abseiling** SCIS 1322335  
**Snorkelling and diving** SCIS 1322332

JOHNSTON, Alexa

### Reaching the summit: Sir Edmund Hillary's story

Penguin Group (NZ), 2007  
 ISBN 9780143006664 [796.522]

The book has a most timely release. Most people know Hillary as the man who first summited Everest with Tenzing Norgay,

but he was much more than a mountain climber. Written for the junior high school reader, the book is a readable and fairly engaging biography, written with some empathy and without too much detail. It briefly tells of Hillary's life, from his childhood in a New Zealand small town to his successful climb, his marriage, and voyage by tractor to the South Pole. Hillary is shown as a man determined to help the Nepalese with hospital and school building ventures. The simple written text is supported by black and white photographs and one inadequate map. K. McCulloch

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10 Paper \$17.95 SCIS 1330688

### Passion & persuasion: exploring Australian non-fiction

/ edited by Deb McPherson. Oxford University Press, Vic, 2007  
 ISBN 9780195560497 [808]

A multiuse resource for English teachers, these books contain extracts from a variety of texts and writers. Expertly chosen for student usability and interest, and for showing the passion of the writer, both books contain thoughtful pieces with a strongly contemporary flavor. The extracts will entertain and engage students and extend their understanding of language and non-fiction, in the spirit of the senior English syllabus. Activities are pitched at Stage 6 and they are particularly suitable for strengthening student responses in each part of the first paper in HSC English. The books will also prove useful for students gathering supplementary material in the future Area of Study: *Belonging*. C. Thomas

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6 Paper \$34.95 SCIS 1333861

#### Other reviewed title:

**Attitudes & experiences: exploring Australian non-fiction** SCIS 1333860

WOLFF, Jurgen

### Your writing coach: from concept to character, from pitch to publication: everything you need to know about writing novels, non-fiction, new media, scripts and short stories

Nicholas Brealey, UK, 2007  
 ISBN 9781857883671 [808]

Wolff aims to be a writing coach via his excellent book and a linked website. He succeeds, as his book has a very pleasant and encouragingly direct tone, passing on plenty of neuro-linguistic knowledge about writing and practical strategies for brainstorming and creative thinking. These strategies, that surpass tips usually found in writing manuals, are very useful models and descriptions of techniques that will help both struggling and experienced writers. Wolff analyses successful story structures and he shows how to critique and use these approaches, supporting critical literacy as well as writing classes. Exercises offer some unusual and useful thoughts. The website's multimedia resources, accessed through code words given in the book, cleverly support each chapter. C. Thomas

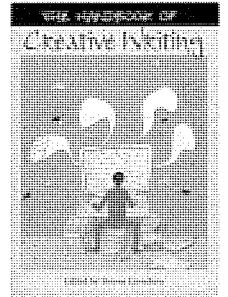
**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6 Paper \$27.95 SCIS 1331308

### The handbook of creative writing

/ edited by Steven Earnshaw. Edinburgh University Press, UK, 2007  
 ISBN 9780748621361 [808.042]

A must for libraries and English teachers, this handbook covers many theoretical and practical issues in writing. It is divided into three sections: theories and contexts of writing; the craft of writing; and the writer's life. Each section is supported by references and reading lists. The middle section contains chapters on writing prose, including short stories, memoirs, crime fiction and humour, as well as suggestions for composing poetry and scripts of all kinds. It is filled with practical advice and exercises, ideas about structure and style and examples of successful writing. There are chapters on the awareness of cultural differences, critical essay writing, writing for the internet and how to publish. Supported by an extensive glossary, website list and index, this book is a valuable resource. H. Cobban



**USER LEVEL:** Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6 Paper \$49.95 SCIS 1331433

LESTER, Alison

### Talk to the animals [series]

ABC Books, NSW, 2007

Intended for young readers and carried along on a predictable pattern of an observation and a repetitive question for the animal, these charming books include many interesting words to stretch and delight students. *Curious, belligerent, languid, and tawny* are the most sophisticated. The illustrations, as you would expect from Lester, are visually appealing and there is scope for improvisation using the images on the endpapers. The language is varied and it offers descriptions at a simple level and an experience of alliteration. There is scope for talking about characteristics of the animals, as expressed in the illustrations, and for extending thinking by comparing illustrations with photographs of the same animals. M. Davis

**USER LEVEL:** Early Stage 1  
 \$9.95 each

#### Reviewed titles in this series:

**Moo: talk to the farm animals** SCIS 1338654  
**Purr: talk to the pet animals** SCIS 1338653  
**Roar: talk to the wild animals** SCIS 1338652

### True blue?: on being Australian

/ edited by Peter Goldsworthy. Allen & Unwin, NSW, 2008  
 ISBN 9781741750591 [A820.8]

The book is an anthology of Australian poetry, novel extracts, short stories, essays, transcripts of lectures and interviews, newspaper columns, journal articles, and visual texts such as cartoons, photographs and paintings. Texts challenge stereotypes and attitudes, using a diversity of cultural and gender perspectives. They explore the concept of Australian identity through five focus

areas: people, symbols, place, sport, and words. Over 100 contributors include familiar names like Tim Winton, David Malouf, Sally Morgan, Paul Kelly, Kate Grenville, Michael Leunig, Les Murray, Tracey Moffatt, Max Dupain and several politicians, as well as some interesting new voices. Most texts are contemporary; some provide perspectives from the past. The book is a rich mine of accessible and engaging bite size resources, especially relevant to the new Area of Study: *Belonging*; the *Standard* electives: *Distinctive voices* and *Distinctively visual*; and the *ESL* electives: *Australian voices* and *Australian visions*. M. Murray

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7–10; English Stage 6  
 \$Distributed free to NSW schools, February 2008 SCIS 1347615

STANNERS, Barbara

### Horror

Phoenix Education, NSW, 2007 (Exploring genre)  
 ISBN 9781921085420 [820.9]

The horror genre is thoroughly dealt with in this exceptional text. Particularly useful as a reference for teachers of senior English, the text contains an excellent definition of horror. It contains in-depth information about the themes, conventions and motifs of the genre. Detailed chapters examine texts ranging from *Beowulf* to *Frankenstein* to Michael Jackson's 'Thriller'. In addition, each chapter contains comprehension questions and extended written response activities, website links and activities that integrate ICT. With the easy to use format adding to its appeal, English teachers could use this text to develop and broaden students' knowledge of the horror genre. H. Gardiner

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English 7–10; English Stage 6  
 Paper \$39.99 SCIS 1332494

### Carnival of the animals: poems inspired by Saint-Saens' music

Walker, UK, 2007  
 ISBN 9781406305142 [821]

Brimming with rich language, each poem is recited before the musical images reflected in this wonderful orchestral presentation are played. The book features a CD with the reading of each poem followed by the corresponding music. The poems include *Lion*, *Tortoise*, *Kangaroos* and *The swan*. The moving action of *Kangaroos* is expressed through descriptive vocabulary which is then reflected musically in ascending arpeggio form. Each outstanding illustration by Satoshi Kitamura reflects the content and mood of the poem and supports the appropriate piece of orchestral music. This valuable resource will support dance and drama as well as the teaching of Creative Arts, integrated with literacy for primary students. D. Johnston

**USE LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3  
**KLA:** CA; English  
**SYLLABUS:** Creative Arts K–6; English K–6  
 Paper \$17.95 SCIS 1328369

### The best Australian poetry 2007

/ edited by John Tranter. UQP, Qld, 2007  
 ISBN 9780702236075 [A821.408]

Guest editor John Tranter has chosen 40 poems for this slim volume of contemporary Australian poetry. Representing both established

and emerging voices, the poems have a broad range in theme and style. The art of poetry is explored in Robert Adamson's *Double-eyed fig parrot*. Barbara Fisher's *The poet's sister*, focuses on Dorothy Wordsworth. Clive James explores the power of art and social commentary is offered by Joanne Burns. One of the most moving poems is *Tribute to Aunt Kath* by Dennis Foley, a captivating, lyrical reminder of the significance of Oodgeroo Noonuccal. This appealing anthology includes biographical and reference material and is suitable for teachers and senior students. H. Cobban

**USER LEVEL:** Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English 7–10; English Stage 6  
 Paper \$24.95 SCIS 1334865

VALENTINE, Alana

### Parramatta girls

Currency Press, NSW, 2007  
 ISBN 9780868198118 [A822]

Produced to critical acclaim in 2007, this play is a wonderful example of witness theatre. Valentine interviewed many who were incarcerated at the Girls Training School at Parramatta and her resulting characters, eight indigenous and non-indigenous women, return for a reunion to the defunct school. Through their dialogue and flashback, we have an insight into their harrowing experiences. Though obviously disturbing, their stories are told with humour and a strong sense of the human potential to rise above suffering. The script is overtly theatrical, with actors slipping back and forth between their younger and mature selves. Much of the mistreatment is conveyed through mime and imagery rather than documentary realism and many teachers will appreciate the value of this style of drama. A play about important issues, it is presented in a thoroughly engaging and uplifting manner. P. Gilchrist



**USER LEVEL:** Stage 6  
**KLA:** CA; English  
**SYLLABUS:** Drama Stage 6; English Stage 6  
 Paper \$21.95 SCIS 1330723

WILDING, Ian

### October

Currency, NSW, 2007  
 ISBN 9780868198026 [A822.4]

Tim, in his late fifties, and Angela, in her thirties, appear comfortable in their careers and relationship until a sinister stranger enters their lives. Dez makes nasty threats and insinuations of infidelity, creating a disturbing sense of unease. When they hire a private investigator to sort out their difficulties, Tim and Angela are forced to confront moral dilemmas. How far do they go to stop Dez? Should they condone his murder? Although there is an implied resolution, Tim and Angela's communication is forever changed. Their final dialogue is simple, halting and repetitive, reminiscent of the end of *Who's afraid of Virginia Woolf?* Written in absurdist style, with strong language and a sense of menace, the play complements the study of Harold Pinter or Tom Stoppard. Its length also makes it a suitable model for English Stage 6: *Extension 2* students who are engaged in script writing. H. Cobban

**USER LEVEL:** Stage 6  
**KLA:** CA; English

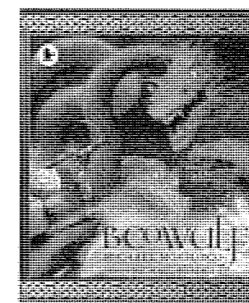
**SYLLABUS:** Drama Stage 6; English Stage 6: *Extension 2*  
 Paper \$14.95 SCIS 1330298

MORPURGO, Michael

### Beowulf

Walker, UK, 2007  
 ISBN 9781406305975 [829]

Deemed to be the greatest Anglo-Saxon tale, this epic poem tells of the heroic quests of Beowulf. The Norse hero slays the monstrous Grendel and his equally heinous mother. After 50 years as king, Beowulf finally meets his nemesis, a demon dragon, and fearlessly goes into combat for the last time. This contemporary, boldly illustrated version revives the tale for modern readers. Studies focusing on the heritage of English literature or heroic tales that have shaped our literary culture could be greatly enhanced by this new recount of the story. A tale that still inspires modern writers and film makers, this publication makes the classic legend readily accessible to children. C. Sly



**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K–6; English 7–10  
 Paper \$19.95 SCIS 1338417

WILKINSON, Toby

### Lives of the ancient Egyptians

Thames & Hudson, UK, 2007  
 ISBN 9780500051481 [932]

Among the 100 short biographies in this impressive book there are the expected pharaohs, viziers, high priests and nobles. We also find many common personalities, including Hesira, chief dentist at the court of Djoser; Perniankhu, a court dwarf; Hemira, a priestess; Hekanakht, a farmer; Userhat, a scribe; Raia, a musician; Paneb, a common criminal who robbed tombs; and Wennefer, a doctor of snake bites who rose to membership of the ruling dynasty's inner circle. Thoroughly researched, lucidly written and with 200 illustrations, this book provides fresh insight into ancient Egyptian life. It is a valuable resource for all ancient Egyptian options in Ancient History Stage 6. R. Darlington

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Ancient History Stage 6; History 7–10  
 \$75.00 SCIS 1338969

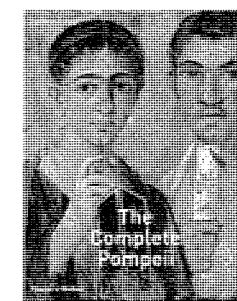
BERRY, Joanne

### The complete Pompeii

Thames & Hudson, UK, 2007  
 ISBN 9780500051504 [937]

Pompeii is endlessly fascinating as a time capsule of ancient Roman life, seared forever into human memory by the eruption of Vesuvius. This book is a detailed examination of Pompeii's origins, the devastating events of AD 79, the site's excavation processes since 1748, the public and private lives of its people, its architecture, culture and its religious and economic life. Berry points out that we know the names of many of those who died at Pompeii through graffiti,

including an abundance of sexual graffiti. There are some poignant images among the 318 illustrations, diagrams, maps and photographs in this lavish publication, none more so than the contorted body of a burnt dog represented by a plaster cast of the void left in the hardened volcanic ash. Images are well chosen and comprehensive in explaining the nature of life in Pompeii. This is an indispensable resource for the Ancient History Stage 6 Core Study: *Cities of Vesuvius – Pompeii and Herculaneum*. R. Darlington



**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Ancient History Stage 6; History 7–10  
 \$75.00 SCIS 1337272

MACINNIS, Peter

### Kokoda Track: 101 days [sound recording]

Louis Braille Audio, Vic, 2007 (255 min.) (Out loud! audio)  
 ISBN 9781921339035 [940.54]

Read by Francis Greenslade, this unabridged audio book gives a thorough description of the battle for the Kokoda Track. The Australian resistance to the Japanese invasion of New Guinea is explained over four CDs. Some may say it covers familiar ground: the poorly trained nature of the Australian troops; the horrendous conditions; and the sporadic incompetence of the military hierarchy. The author's style is informative rather than engaging and the common interruption of the narrative flow with the insertion of notes is distracting. The author's habit of inventing correspondence, supposedly written at the time, is off-putting though the immediacy of these letters may prove a point of contact for some students. The CDs are tracked every three minutes, but without an index this is of limited aid. An especially dedicated teacher of Stage 5 History may find this resource useful for listening activities. P. Gilchrist

**USER LEVEL:** Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History 7–10  
 \$64.95 SCIS 1316023

WEBB, Ken

### Germany 1918-1939

Kimberly Broadbridge, NSW, 2007  
 ISBN 9780977597215 [943.085]

A study guide rather than a text, the resource provides content summaries, sound historiographical information, revision exercises and specific advice on answering HSC style essay questions. However, the author also states that the book endeavours to provide detailed information on German history, and this it fails to do. The guide supports the Modern History Topic: *National Study C: Germany 1918-1939*, although students will not achieve any deep historical understanding from the book. Rather, it could be useful as a support for essay writing in the NSW HSC context. It has a clear and spacious layout, with much use of graphics to demonstrate points visually. R. Darlington

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Modern History Stage 6  
 Paper \$46.95 SCIS 1314704



PARKER, Derek

**Outback: the discovery of Australia's interior**

Sutton, UK, 2007

ISBN 9780750948210

[994.02]

Expeditions led by Mitchell, Oxley, Sturt, Gray, Burke and Wills, Eyre, Stuart, Leichhardt, and others, met extreme hardship with amazing fortitude in penetrating the harsh and often perfidious Australian interior. Parker's engagingly written and suitably illustrated accounts of these expeditions make ripping yarns, mainly because he relates events from the explorers' point of view. Our age is drenched in communications technology, and these extraordinary, often improperly resourced and sometimes inept expeditions into the unknown challenge our imagination. In retelling an important part of the nation's history, Parker provides a valuable perspective on encounters with Aboriginal Australians who played a critical part in most expeditions. G. Spindler

**USER LEVEL:** Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History 7-10  
Paper \$34.95

SCIS 1331301

WILLIAMSON, Wendy

**We built a village: the heritage of Coomba Park**

Coomba Park Production, NSW, 2002

ISBN 0858643431

[994.42]

Focusing on the history and development of a small northern NSW coastal community, this resource provides a good example of a local area study. Utilising a range of sources, including photographs, documents, diaries and firsthand accounts, it presents a comprehensive journey from the past to the present. The book has value as an example of how to approach, construct and research a study of this type. The first Aboriginal inhabitants are acknowledged and their connection with the area is outlined with respect. The narrowness of the subject matter and the major focus on events 30-40 years ago does limit its usefulness as a classroom resource. B. Kervin

**USER LEVEL:** Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History 7-10  
Paper \$POA (available from ph 02 6554 2448)  
SCIS 1224706

**SCIS Reviewing Team**

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

**Who reviews?**

Reviewers for **Scan** and the **DET** website are selected from teachers and teacher librarians across the state.

Kristin Ashley, Newcastle HS  
Colleen Barlow, teacher Wyong HS  
Aveen Beedles, teacher librarian  
Gayle Cale, teacher librarian  
Francie Campbell, teacher librarian  
Nell Chaffey, Tamworth PS  
Elizabeth Chase, Chifley College, Bidwill Campus  
Heather Cobban, Fort Street HS  
Donna Croker, Old Bar PS  
Robert Darlington, teacher  
Victor Davidson, Birrong Girls HS  
Meg Davis, Literacy Consultant  
Chris Dorbis, Information Management, Curriculum K-12 Directorate  
Lee Doyle, Matthew Pearce PS  
Jan Eade, Lane Cove West PS  
Nicole French, Cranebrook HS  
Amanda Frost, The Hills Sports HS  
Heather Gardiner, Kanahooka HS  
Maree Gary, teacher, Nirimba Education Precinct  
Paul Gilchrist, Strathfield GHS  
Ruth Higginbottom, Tomaree PS  
Bronwyn Hull, Goulburn HS  
Di Johnston, Cambridge Park PS  
Bede Kervin, Bowral HS  
Cheryll Koop, Literacy Consultant K-12  
Karen Lissa, Mt Annan HS  
Gillian Maugle, Wiley Park PS  
Ian Mavin, Jamison HS  
Karen McDonnell, Leithbridge Park PS  
Karen McCulloch, Jannali HS  
Ian McLean, Penrith PS  
Fiona Moore, Beaumont Hills PS  
Rhonda Parnis, Sherwood Grange PS  
Trudie Paton, PDHPE, Curriculum K-12 Directorate  
Frances Plummer, AGQTP  
Vanessa Roach, Meadowbank PS  
Kathleen Rushton, teacher  
Cathy Sly, Barrenjoey HS  
Wendy Smith, Tamworth PS  
Alison Soutter, Student Services and Equity  
Graham Spindler, Parliament House, NSW  
Irene Summers, North Sydney GHS  
Susan Taylor, Lindfield PS  
Carol Thomas, School Libraries and Information Literacy  
Michelle Timperley, The Entrance HS  
Jodie Webber, Gosford HS  
Merryn Whitfield, Bald Face PS

**Articles – Authors**

**C**  
CHASE, Lizzie 7  
**F**  
FOLEY, Colleen 12  
FOSTER, Lyndall 15  
**J**  
JOHNSTON, Di 39

**K**  
KING, Julie 15  
**L**  
LONGWORTH, Anne 41  
**M**  
MARTIN, Sue 33  
MASON, Ruth 35

**P**  
PERICLES, Kim 4  
**R**  
RIDGE, Judith 42  
**S**  
SHEPPARD, Pauline 29  
STEPHENS, Kelly 37

**T**  
TODD, Ross 19  
**V**  
VASSILA, Harry 15

**Articles – Titles**

**C**  
Connected Learning Advisory Service (CLAS) 37  
Connected Learning Awards: combining creativity and collaborative learning, The 35  
**E**  
Embracing the opportunity for professional development 39

**H**  
Happily blogging @ Belmore South 4  
How can teacher librarians support technology learning? 15  
Importance of Human Society and Its Environment, global education and Asia, The 29

**N**  
new literature project for young people in western Sydney, A 42  
NSW HSC Online updates 33  
**R**  
*Research columns two, 2008:* The dynamics of classroom teacher and teacher librarian instructional collaborations 19

Resource, rebuild and recollect. Part 3 41  
**S**  
*School Libraries Leading Learning* conference: a joint ASLA (NSW) Inc. and School Libraries and Information Literacy initiative 12  
**U**  
Using ICT to inspire hesitant writers in Stages 3 and 4 7

**Internet sites – Titles**

**A**  
A. Einstein: image and impact 51  
Academy of Achievement: a museum of living history 59  
Ali Teo 57  
American Friends of Lafayette: welcome to the official website of Major General Gilbert Motier de Lafayette 60  
Ancient Greece 59  
Anime News Network 58  
artsConnect 55  
Australia Zoo: the home of the Crocodile Hunter 52  
Australia's centenary of Federation: birth of the nation, growth of the Commonwealth 61  
Australian explorers 61  
Australian merino wool: celebrating 200 years 54  
Australian story 62  
Australian wildlife cam 52  
**B**  
BAM! 53  
Bereavement Care Centre, The 47  
Black Past: remembered & reclaimed: an online guide reference to African American history, The 48  
Book-pop: web-enhanced reading adventures 58  
**C**  
Children and YA author Cynthia Leitich Smith 59  
China from the inside: an exploration of China, her people, her past, and her present 60  
Classroom Antarctica 62  
Click: a technology guide for parents 63  
Climate change kids site 50

Computer arts: tutorials 57  
**D**  
Darwin200 51  
Digital Roman Forum 56  
discovery of Australian gold: a series of Web-based activities for middle school students, The 61  
Do mandrakes really scream? – magic and medicine in Harry Potter 59  
Drug info @ your library 49  
**E**  
Eat well be active 53  
Eleanor & Harry: the correspondence of Eleanor Roosevelt and Harry S. Truman 61  
English theatre 58  
**F**  
Fighting the fires of hate: America and the Nazi book burnings 59  
Film locations travel guide: the worldwide guide to movie locations: the ultimate travel guide to film sites around the world 58  
Fossils, rocks and time 51  
fruit pages: everything you want to know about fruit, The 55  
**G**  
Giant panda 53  
Grammar bytes! 50  
guided tour of the visible human, A 53  
heart, The 54  
**H**  
Homeless: six cities, six stories, six lives 49  
How to tie dye shirts 57  
**I**  
International Children's Digital Library 11  
International Year of the Potato 2008 54

**J**  
JFK in history: Cuban Missile Crisis 60  
**K**  
Kenneth E. Behring Family Hall of Mammals 53  
Kids Create 57  
KidsClick!: web search for kids by librarians 47  
KidsHealth: welcome parents 54  
**L**  
Learning about renewable energy 48  
Legal Information Access Centre (LIAC) 49  
life cycle of plants, The 52  
Living with mosses 52  
Long journey, young lives: an online documentary 48  
**M**  
Makebeliefscomix.com: create your own comic strip: it's easy and fun! 56  
Manga-media.com 56  
Merino innovation.com 55  
Mexico for kids 60  
Multimedia math glossary 51  
My environment 47  
**N**  
Ned Kelly: Australian ironoutlaw 50  
**P**  
PALEOMAP Project 51  
Past prime ministers 61  
place to think, A 58  
Primary resources. P.E. resources 63  
Psychedelic 60s: literary tradition and social change, The 48  
**Q**  
Queenie Chan 56

**R**  
Readytech 57  
Reel faces: the real-life people behind the true stories 64  
**S**  
sacred site: the Australian Broadcasting Corporation's gateway to religion online, The 47  
Scratch 47  
Soundry, The 51  
Space.com 50  
Sue Roffey: promoting emotional literacy, wellbeing and caring, effective communities 63  
Sunbeams and sundials 50  
**T**  
Take a tour of the DDC 47  
Textile2central.com 55  
TinyURL.com 46  
TrainingStationInc.com: animated exercise examples: over 100 exercises, The 54  
**U**  
Unique Australian animals 52  
Universal Leonardo 56  
**W**  
Workplace health and safety's interactive café: the hazards of hospitality 49  
World Shiori Network 57  
Wormspit.com: a site about silkworms, silkmoths and silk 55  
**Y**  
Youth gardening 54  
YouthSafe: safety first or expect the worst 49

**Resources – Authors**

**A**  
ALLEN, Pamela 66  
ARENA, Felice 66  
ARGENT, Kerry 72  
**B**  
BALLINGER, Alexander 90  
BANCROFT, Bronwyn 66  
BAUER, Michael Gerard 78  
BELL, Julian 89  
BERRY, Joanne 93  
BLOCH, Serge 67  
BOUCHET, Bruno 72  
BRESLIN, Anthony 88  
BRIAN, Janeen 78  
BROEKSTRA, Lorette 66  
BRYAN, Philip 87  
BUTLER, John 66  
**C**  
CALLI, Davide 66, 67  
CANTONE, Anna Laura 66  
CASTLE, David J. 87  
CAVOURAS, Czenya 67  
CHAPMAN, Jason 67

CHILDS, Sam 74  
CLARK, Sherryl 72  
CLARKE, Philip 87  
COLBERT, June 79  
CONDON, Sean 79  
COWELL, Cressida 67, 73  
COX, Tania 67  
CROCOMBE, Angela 88  
**D**  
D'ATH, Justin 79  
D'LACEY, Chris 79  
DALLAPICCOLA, A. L. 89  
DAWSON, Janine 67  
DENT, Peter 84  
DENTON, Terry 73  
DONALDSON, Julia 67  
DONOUGHUE, Carol 85  
DOWSON, Nick 68  
DUBOSARSKY, Ursula 73, 86  
DYER, Heather 73  
**F**  
FIENBERG, Anna 73  
FLEMING, John 63

FLYNN, Pat 73  
FLYNN, Rachel 74  
FOX, Allan 87  
FOX, Mem 68  
FRENCH, Jackie 68  
FRIEDMAN, Joe 74  
FULLER, Andrew 62  
**G**  
GALBRAITH, Ben 68  
GERVAY, Susanne 79  
GLEITZMAN, Morris 74  
GRANSTROM, Brita 70  
GRAYDON, Danny 90  
GREENBERG, Nicki 74  
GUILLE, Melanie 74  
**H**  
HAMILTON, Richard 74  
HARVEY, Roland 68, 76  
HAWKING, Lucy 75  
HAWKING, Stephen 75  
HAYES, Rosemary 79  
HEARN, Lian 80  
HILTON, Nette 75

HOBBS, Leigh 69  
HOLPER, Paul 75  
HONIGMAN, Roberta 87  
HOROWITZ, Anthony 80  
HOUGH, Richard 85  
HUNT, Elizabeth Singer 75  
HURST, Elsie 75  
**I**  
Inklink 77  
**J**  
JAMES, Ann 72  
JEFFERS, Oliver 69  
JOHNSTON, Alexa 90  
**K**  
KEDDIE, Amanda 64  
KLEINHENZ, Elizabeth 63  
KNAPMAN, Timothy 69  
KRUG, Margaret 89  
KWAYMULLINA, Ambelin 69  
**L**  
LARBALSTIER, Justine 80  
LARKIN, John 75  
LAWRENCE, Jamie 69

LAYTON, Neal 67  
 LE GUIN, Ursula 80  
 LEE, Karla 83  
 LESTER, Alison 76, 91  
 LI, Cunxin 70  
 LLOYD, Sam 70  
 LOVELL, Robin 76  
**M**  
 MACINNIS, Peter 93  
 MACKAY, Duncan 80  
 MANNING, Mick 70  
 MARSHALL, Lorna 90  
 MASON, Paul 90  
 MATTHEWS, Cecily 76  
 MATTHEWS, Tina 70  
 McLEOD, Julie Hinde 63  
 McSKIMMING, Geoffrey 76  
 METZENTHEN, David 76  
 MILLS, Martin 64  
 MOLONEY, James 80  
 MORPURGO, Michael 81, 93  
 MORRIS, Jill 70  
 MUIR, Lynne 70

**N**  
 NEWTON, Robert 81  
 NIEUWENHUIZEN, Agnes 82  
 NORDEN, Linda 89  
**O**  
 O'HARRIS, Pixie 76  
 ODGERS, Sally 70  
 OIDA, Yoshi 90  
 ORR, Wendy 77  
**P**  
 PARKER, Derek 94  
 PARKER, Harvey C. 64  
 PATRICK, Kevin 86  
 PAVER, Michelle 81  
 PYERS, Greg 84  
**R**  
 RADUNSKY, Vladimir 68  
 READ, Carol 63  
 REEVE, Philip 81, 77  
 REYNOLDS, Ruth 63  
 RIPPIN, Sally 71  
 ROBINSON, Andrew 86  
 RODDA, Emily 77  
 RONG, Yu 68

ROSENVALD, Therrie 87  
 ROSSOFF, Meg 81  
 ROSS, Stewart 77  
 ROSSELL, Judith 77  
 ROY, James 81  
 RUSSELL, Mark 69  
 RUSSON, Penni 77  
 RYAN, Kate 71  
 RYCROFT, Nina 71  
**S**  
 SCHEFFLER, Axel 67  
 SEDGWICK, Marcus 82  
 SEYMOUR, John 88  
 SHALEV, Zahavit 85  
 SIMONS, Moya 78  
 SINGLETON, Sarah 82  
 SMITH, Penny 85  
 SMITH, Rosie 71  
 SPUDVILAS, Anne 70  
 REYNOLDS, Ruth 63  
 STAMM, Jill 64  
 STANLEY, Elizabeth 71  
 STANNERS, Barbara 92  
 STEWART, Chantal 70

SUTHERLAND, Will 88  
**T**  
 TAYLEUR, Karen 82  
 TOROK, Simon 75  
 TULLOCH, Coral 71  
**V**  
 VALENTINE, Alana 92  
 VALENTINE, James 78  
 VIDAL, Beatriz 71  
**W**  
 WEBB, Ken 93  
 WHATLEY, Bruce 68, 71  
 WHITING, Sue 71  
 WILD, Margaret 72  
 WILDING, Ian 92  
 WILLIAMSON, Wendy 44  
 WILKINSON, Carole 85  
 WILKINSON, Toby 93  
 WILLIAMS, Marcia 72  
 WINSTON, Robert 86  
 WOLFF, Jurgen 91  
**Y**  
 YANOFF, Jerome C. 64  
 YOUNG, Lola 83

Resources – Titles

500 activities for the primary classroom 63  
**A**  
 Aboriginal people and their plants 87  
 ADHD handbook for schools: effective strategies for identifying and teaching students with attention-deficit/hyperactivity disorder, The 64  
 Alberta 67  
 Alpha quest 71  
 An actor's tricks 90  
 An artist's handbook: materials and techniques 89  
 An Australian 1,2,3 of animals 66  
 Anthony Breslin's Trybe: an opera in paint [videorecording] 88  
 Archie's war: my scrapbook of the First World War, 1914-1918 72  
 Art: 21: art in the twenty-first century, 4 89  
 Asia: journal of the Asia Education Teachers' Association 65  
**B**  
 Beowulf 93  
 best Australian poetry 2007, The 92  
 Best mate 81  
 Black Dog Gang, The 81  
 Boobela and Worm 74  
 boy in the biscuit tin, The 73  
 Bright from the start: the simple way to nurture your child's developing mind 64  
**C**  
 Cairo Jim and the astragals of Angkor: a tale of extraordinary entanglement 76  
 Can you growl like a bear? 66  
 Carnival of the animals: poems inspired by Saint-Saens' music 92  
 Catching on to comprehension [series] 85  
 Chasing boys 82  
 Child's perspective on divorce [toy] 83  
 circus pony, The 76  
 classroom teacher's inclusion handbook: practical methods for integrating students with special needs, The 64  
 Coastal management [videorecording] 84  
 Cock-a-doodle-hooooo! 70  
 complete Pompeii, The 93  
 concise guide to self-sufficiency, The 88  
 Constitution matters: an introduction to the Constitution 84  
 Cross-currents 78  
 Crow and the waterhole 69  
**D**  
 dad who measures up, A 66  
 DK eyewitness readers. Level 4 [series] 77  
 dragon companion: an encyclopedia, The 85  
 Dragon mode 70  
**E**  
 Elephant dance 71  
 Emily Brown and the Thing 67  
 enemy, The 67

**F**  
 Fight your dark shadow: managing depression with cognitive behaviour therapy 87  
 fire eternal, The 79  
 Flick, the little fire engine 69  
**G**  
 game of the goose, The 73  
 George's secret key to the universe 75  
 Germany 1918-1939 93  
 Ghost granny 74  
 Give peas a chance 74  
**H**  
 handbook of creative writing, The 91  
 Harry Highpants and the salivating beast 75  
 harsh cry of the heron, The 80  
 Hello God 78  
 Here lies Arthur 81  
 Higher or lower [game] 83  
 Horror 92  
 Horses in Australia [series] 88  
 house on River Terrace, The 80  
 How to twist a dragon's tale 73  
 Hugo's motorcycle rescue 66  
**I**  
 In the city: our scrapbook of souvenirs 68  
 Indian art in detail 89  
 Indij readers for little fullas, for big fullas: Series 3 [series] 65  
 Is your grandmother a goanna? 66  
 Ishmael and the return of the dugongs 78  
 It's elementary! 86  
**J**  
 Jack Bolt and the highwaymen's hideout 74  
 Josie and the Michael Street kids 77  
**K**  
 key to Rondo, The 77  
 Kokoda Track: 101 days [sound recording] 93  
**L**  
 Lab rats in space 72  
 Lives of the ancient Egyptians 93  
 Living in an Australian city [videorecording] 84  
 Living with your looks 87  
 Lola Young: medicine woman and teacher 83  
 Lucy Goosey 72  
**M**  
 Macmillan world library 84  
 Magic's child 80  
 Michael Sweeney's method 79  
 Mirror of the world: a new history of art 89  
 Mixing it 79  
 Mr Pusskins 70  
 Mungo and the spiders from space 69  
 My swordhand is singing 82  
**N**  
 Nautilus: pearl of the deep 70

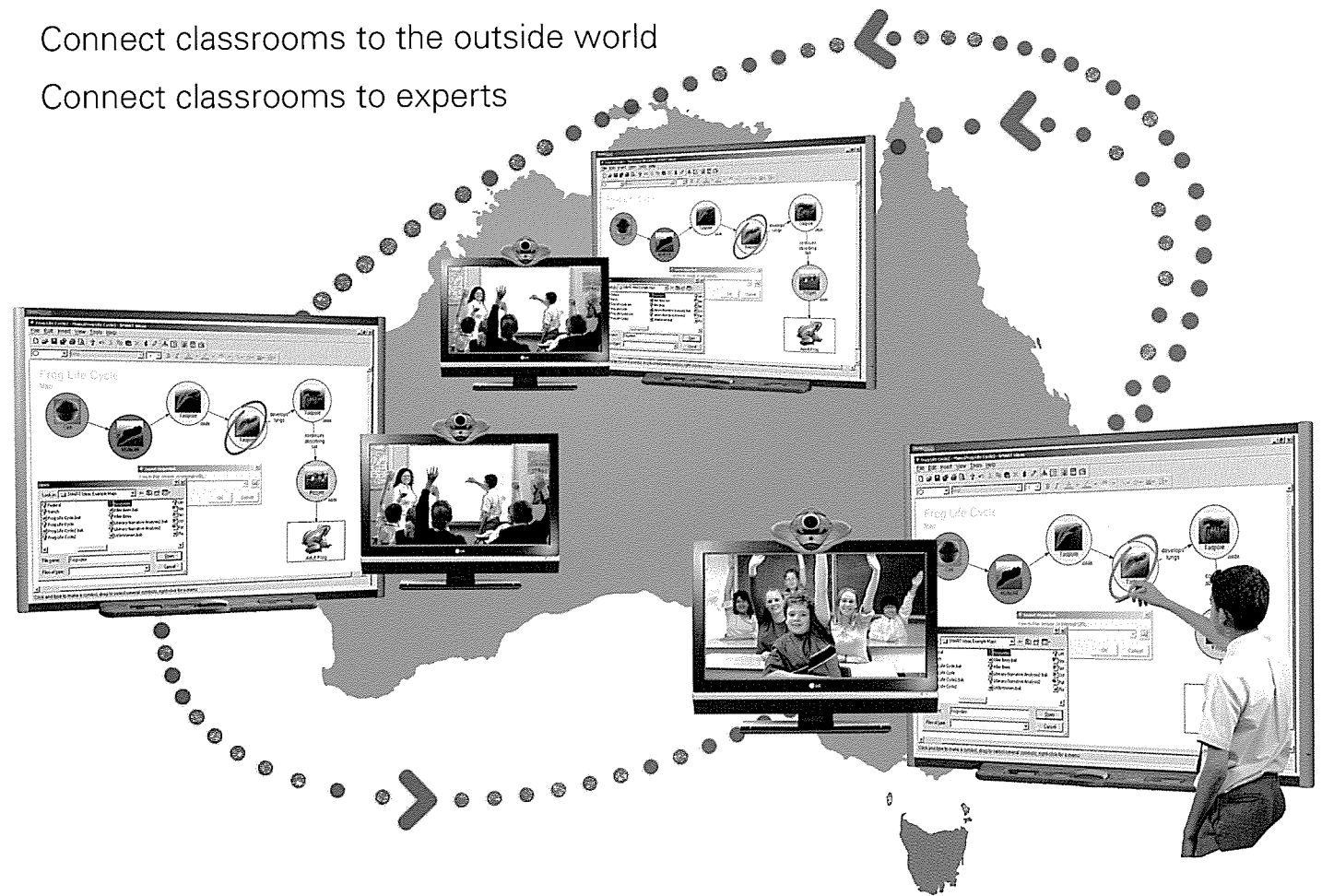
night garden, The 75  
 Nim at sea 77  
**O**  
 October 92  
 Old Tom's big book of beauty 69  
 Oom pah pah! 76  
 Operation Weasel Ball 74  
 Out of the egg 70  
 Outback: the discovery of Australia's interior 94  
 Outcast 81  
**P**  
 Parramatta girls 92  
 Passion & persuasion: exploring Australian non-fiction 91  
 peasant prince, The 70  
 Photo simple [electronic resource] 90  
 Pixie O'Harris fairy book, The 76  
 Point Blanc: the graphic novel 80  
 Pool 79  
 Powers 80  
 Prehistoric Australia 86  
 Puffin baby [series] 65  
**Q**  
 Quality teaching for quality learning: planning through reflection 63  
**R**  
 Rainbow bird 67  
 Reaching the summit: Sir Edmund Hillary's story 90  
 Reading bug box. Levels 24-30. Blackline masters. 86  
 Recreational sports [series] 90  
 Right book, right time: 500 great reads for teenagers 82  
 Roland and Eugenie 74  
 rough guide to film noir, The 90  
 Ruby roars 72  
**S**  
 Sacrifice 82  
 Sally and Dave: a slug story 66  
 Sam and the killer robot 77  
 Sarah Sze 89  
 school like mine: a unique celebration of schools around the world, A 85  
 search of Fred Beaney, The 71  
 Secret agent, Jack Stalwart [series] 75  
 secret life of Hedley Wheelspin, The 76  
 Secrets 71  
 Shaggy Gully Times: the flplunniest newspaper you'll ever read, The 68  
 Shards: a collection of short short stories 82  
 Simple city [electronic resource] 84  
 Sixth grade style queen (not!) 72  
 Speaking from the heart: stories of life, family and country 83  
 Star of the circus 75

Starcross, or, The coming of the moobs!, or, Our adventures in the fourth dimension!: a stirring tale of British vim upon the seas of space and time! 77  
 Storm callers 80  
 story of measurement, The 86  
 story of writing, The 85  
 Summer in the city 73  
 Sustainable futures: teaching and learning: a case study approach 62  
 Sydney of the Antarctic 71  
**T**  
 Talk to the animals [series] 91  
 Tashi and the mixed-up monster 73  
 Teaching boys: developing classroom practices that work 64  
 Technology Australia [series] 87  
 Ted, Bo and Diz: the first adventure 67  
 That's why I wrote this song 79  
 three fishing brothers Gruff, The 68  
 Tiddler 67  
 Top stories. 1. 82  
 Towards a moving school: developing a professional learning and performance culture 63  
 Town 81  
 Tracks of a panda 68  
 Treeified 73  
 Tricky kids: transforming conflict and freeing their potential 62  
 True blue?: on being Australian 91  
 true history of stuff. Volume 1, Shampoo, peanut butter, the days of the week, The 78  
 Tyger! Tyger! 71  
**V**  
 Volcano 79  
**W**  
 Water in Australia 84  
 way back home, The 69  
 We built a village: the heritage of Coomba Park 94  
 What I was 81  
 Where the giant sleeps 68  
 white giraffe, The 78  
 Who dun it? [series] 75  
 Wild habitats: a natural history of Australian ecosystems 87  
 Winning the World Cup 76  
 word spy, The 86  
 Writing matters. K: NSW foundation handwriting 88  
**Y**  
 You can save the planet: a day in the life of your carbon footprint 85  
 Your writing coach: from concept to character, from pitch to publication: everything you need to know about writing novels, non-fiction, new media, scripts and short stories 91

# Bridge the gap

## & connect your classroom

Connect classrooms to classrooms  
 Connect classrooms to the outside world  
 Connect classrooms to experts



Close the long distance gap by using your SMART Board™ Interactive Whiteboard and video conferencing systems to share desktops and teachers. Collaborative learning is now available for teachers and students at the touch of a button.

Enrich, engage and enthuse your teaching and learning practices. Connect and create with an interactive class.



To see the unbelievable benefits of the SMART Board, contact your SMART Board education consultant today.

**ELECTROBOARD**  
 Leaders in Innovative Education Technology

www.electroboard.com  
**1800 622 800**  
 www.interactivewhiteboard.net.au

# Library News



ASP Microcomputers - 456 North Road Ormond VIC 3204

T: 03 9578 7600 F: 03 9578 7727 E: solutions@asp.com.au W: www.asp.com.au

TOLL FREE: 1800 061 642

**Data Technology**  
Hardware • Software  
Design • Consulting

## NATIONAL BARCODE ZAPPER™ ROUNDUP

Yes, you've known it for a while - your trusty old Barcode Zapper could do with an upgrade!

All those years of ever reliable zapping has left it looking a little worn out ...

The Barcode Zapper has been enhanced with a Linear Imaging scan engine allowing it to zap barcodes even better than before - especially those damaged or hard to read ones!

We've heard the feedback from you left-handers out there, so the New Zapper now has buttons on both sides, making it easy for left or right handers. As with the old model, we have kept the flexibility in the new Barcode Zapper with a single interchangeable cable available for USB, RS232 or Wand Emulation (to work with your trusty Z4 Portable Barcode Reader). **If you think upgrading your Zapper might be too expensive, we invite you to take a look at our unbeatable offer below:**

We are offering a special price of \$179 ex GST for you to upgrade to our latest model Barcode Zapper, which comes with a FIVE YEAR WARRANTY!\*. This is a saving of \$120! Upgrade two or more of your Barcode Zappers, and each will be priced at \$149 ex GST! All you need to do is write in your Barcode Zapper (or other scanner) serial number when you raise your Purchase Order and you will automatically qualify for this price. \*1 year warranty on zapper interface cable.

out with  
the old...



... and  
in with  
the new!

## SLIMSCAN BT™ vs Z4 DATATRAQ™



### SlimScan BT

- No downloading required - transmits scans up to 100 metres away
- Hands free scanning at circulation
- Ideal for small-scale stocktaking
- Laser scan engine - makes for exceptional scanning

### Z4 DataTraq

- Completely Portable - scan anywhere in the school for download later
- Handheld scanning at circulation desk
- Ideal for large stocktaking requirements
- See what you are scanning so you know where you are up to
- On the spot manual entry of damaged barcodes
- Can also be used for Asset Management and other applications

While Bluetooth technology is becoming more widely used in school libraries for its ease of use and convenience for on-the-spot scanning, there is still a requirement to have a completely portable reading device for stocktaking, particularly when books are in different locations across the school. Some barcodes cannot be scanned due to normal wear and tear, therefore it is great to be able to manually key in these numbers right there and then, making stocktaking a much speedier task. So which 2 in 1 portable barcode reader do you choose? See table above for a summary of the benefits for both of our popular 2 in 1 portable barcode readers: the SlimScan BT Bluetooth Cordless Scanner and the Z4 DataTraq Portable Barcode Reader, both of which are able to be used at the circulation counter, as well as for stocktake.

### SUPPORT SNIPPET

#### A handy reference for your ASP Portable Barcode Reader/Z4 DataTraq

Some of your most commonly used functions for your portable barcode reader - cut or copy and keep this in a handy place!

Function 19 - clears memory

Function 11 - download

Function 10 - displays amount of memory used

Function 23 - displays the number of scans

For friendly service and support contact ASP on 1800 061 642



- Z4 DataTraq PBCR Kit, with Barcode Zapper and USB Homebase: **\$849 ex GST (normally \$1004 ex GST, save \$155!)**
- SlimScan BT Kit - USB: **\$799 ex GST (normally \$895 ex GST, save \$96!)**
- Can't make up your mind between the two? Why not have both!  
Z4 DataTraq PBCR Kit/SlimScan BT Kit Bundle **\$1599 ex GST (save a further \$95!)**

## The ASP Loyalty Bonus

Client Loyalty allows ASP to do business our way, with genuine care for our clients. Our Loyalty Bonus prices are to say "thank you". Once you have purchased from ASP you are eligible to take advantage of these prices the next time you buy. Just quote the serial number of existing ASP equipment and ask if there is a Loyalty Price on the equipment you are after (most usual school purchases are covered). There's no need to trade-in, saving you freight.

- All offers valid until end of July 2008.
- Please specify code L32 on your School Order to receive these prices.
- All prices shown exclude GST and freight.

ASP MICROCOMPUTERS is a Division of Grayline Holdings Pty. Ltd. ABN 81 004 940 729. Prices are subject to change. Call for full range and latest pricing. ASP reserves the right to suspend or change the conditions of its Customer Loyalty Bonus without notice. Product names may be Trademarks of ASP Microcomputers or their respective company.

