

Starline



In this issue

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Queenie Chan on manga

showcasing school library web pages

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a Guided Inquiry journey

teacher librarians collaborating in assessment

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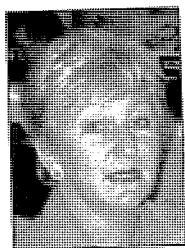
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From the Editor



Welcome to the spring issue of *Scan*. Engaging with new literacies, utilising technology and building cooperative

partnerships are topics covered in this final issue for 2008.

You should have received a renewal notice for your 2009 subscription. Information about 2009 *Scan* subscriptions and a form are available from the *School Libraries and Information Literacy* website <www.curriculumsupport.education.nsw.gov.au/schoollibraries_scan/subscribe>.

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>.

Thank you to our readers, contributors, reviewers and advertisers for your support this year. We wish you well for the rest of the year and look forward to your continued support during 2009. Enjoy the holidays.

Cath Keane
Editor

Connected Classrooms creating learning communities using video conferencing technology and Quality Teaching

How can the Connected Classrooms technology enhance students' learning, connect



them with contexts beyond their schools, and contribute to the vision of one global community? Jane Hunter and Sue Beveridge provide some interesting case studies to showcase the use of these tools. **Page 4**

An interview with Queenie Chan: Aussie queen of manga

The graphic novel and manga have increasing appeal for our students. Queenie Chan explains how to read manga and much more in her interview. **Page 8**



New literacies, New York & Web 2.0: a little insider knowledge is a helpful thing!

Dr Jon Callow entreats us to embrace the new mindsets and literacies of Web 2.0 that

provide our students with opportunities to meaningfully engage in the social construction of knowledge. Jon categorises these Web 2.0 resources and offers suggestions for their uses in teaching and learning. **Page 13**

School library websites virtually extending learning support

Have you been thinking about creating a school library webpage for your school?



This is the introduction to a suite of articles by

teacher librarians from primary and secondary schools, which offers terrific ideas for you to adapt for your own websites. Be inspired by the experiences, strategies and advice provided! **Page 17**

Research columns four, 2008: Evidence based education: taking up the challenge

Are you ready to be challenged by Dr Ross Todd again? In this issue, Ross advises teacher librarians to make decisions based on the evidence of rigorous research to shape and direct professional practice. He introduces the evidence for

practice journey of the teacher librarian, teachers and students at Caddies Creek Public School. **Page 32**

Sharing the fun: how teacher librarians can join English teachers on the adventure of the new HSC English Prescriptions

The title says it all. Michael Murray explains how the new *Prescriptions* provide opportunities for meaningful collaborations between teacher librarians and English teachers. **Page 43**

Collaborating in assessment: the teacher librarian's role

What place does a school library have in the assessment process in a school? How can the assessment process increase collaboration between the school library and classroom teachers? Sharon McGowan, teacher librarian, provides some answers in this article. **Page 46**



Currents



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School libraries and Web 2.0

The excitement and possibility of school libraries harnessing Web 2.0 technologies and supporting *Connected Classrooms Program* opportunities are again well represented in this issue of *Scan*. It is worth reflecting a moment to refocus our thoughts on the pedagogical issues and challenges. The *Quality Teaching* model provides a great framework for connected learning as we make the connections to enhance student creative endeavours.

These sorts of themes were reinforced by Dr Ross Todd at the recent *Leading learning through the school library* seminar hosted by Syba Signs. It was a nice culmination of a range of professional development opportunities available through the year, including the *School libraries leading learning!* conference, provided by our School Libraries and Information Literacy Unit in partnership with ASLA (NSW) Inc. at which Dr Todd was keynote, other statewide workshops, and conferences and workshops organised by local teacher librarian networks as well as ASLA (NSW) Inc.

A clear challenge is to explicitly support information literacy in its broadest possible sense through creative, engaging endeavours. An inspiring evidence based practice example of meeting this challenge can be seen in Jenny Scheffers' journey

trialling a guided inquiry approach, featured in *Research column* this issue, and which was also reported in her presentation at the *Leading learning through the school library* seminar.

Further inspiration can be drawn from the suite of articles on the ways teacher librarians are supporting teaching and learning for their school through the use of web pages which, together with *OASIS Web Enquiry*, can help make 24/7 learning support a reality.

Raps, blogs and wikis for ICT collaborations

The raps and book raps program is also embracing the use of blogs to support the discussion, along with wiki activities as relevant. This development has been enthusiastically received by participating students and teachers. You can explore and use examples in the raps pages at <www.schools.nsw.edu.au/raps/>, and check the forthcoming raps program for 2009 on the opposite page.

One of the 2009 raps for the Middle Years, *Identity: sharing our stories*, is a resource which will support curriculum connections across English, PDHPE, Music and Aboriginal studies for one of the forthcoming Secondary COGs. More information about the Secondary COGs can be found at <www.curriculumsupport.education.nsw.gov.au/>.

The opportunities provided by the raps and related resources provided online, offer an affirmative answer to the following question at the heart of teaching and learning activities integrating ICTs:

Is the focus on the technology, or on the learning the technology can enhance?

This is a question, in keeping with *Quality Teaching*, we must constantly ask ourselves as we consider why the

learning that we scaffold using Web 2.0 tools matters. Critical literacy, higher order thinking and recognising that knowledge is socially constructed, including for a range of multi modal texts, is more important than ever. Related to this is an interesting, thought provoking video presented by Howard Rheingold, which can be viewed from the *Hot topics* on the School Libraries and Information Literacy Unit site at <www.curriculumsupport.education.nsw.gov.au/schoollibraries>. This shows a version of what connected classrooms might look like. Rheingold challenges educators to teach the literacies required to use, manipulate, engage with and create knowledge using social media tools. He suggests this is more important than being a technological expert for every emerging tool

2009 workshops

For further information about 2009 workshops, including those in key learning areas and priority focus areas, and to register for them, go to <www.curriculumsupport.education.nsw.gov.au/schoollibraries>.

Scan subscription rates

For 2009 we are able to keep *Scan* subscription rates at the current level. Please be aware that the subscription rate may well need to increase for the 2010 calendar year.

It has been a pleasure to work with so many teacher librarians and colleagues throughout this year. I wish you well for the coming Christmas and New Year period. ■



Term 1, 2009

• *Belonging* by Jeannie Baker and other texts, for Stage 6 HSC English *Standard and Advanced* Area of study: *Belonging*. Dates TBA.

Term 2, 2009

• *Identity: Sharing our stories*. Stages 3 and 4 English, HSE, PDHPE, Music 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, this resource supports the Stage 4 secondary COG, Cultural identity. Dates TBA.

Term 3, 2009

• *Book Week 2009*. Stages and KLAs TBA once the shortlist is announced.

See Current and planned raps <www.schools.nsw.edu.au/raps>.

Connected Classrooms creating learning communities using video conferencing technology and Quality Teaching

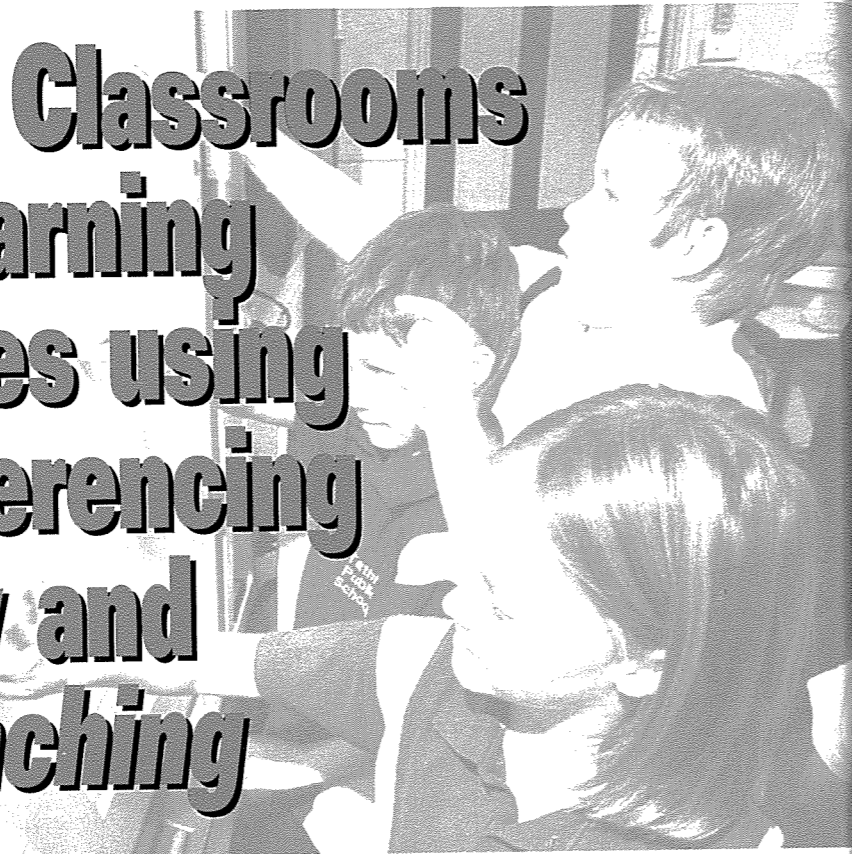


Figure 1 Students engaged with learning using IWBs



Jane Hunter, Senior Project Officer – Communications for the Connected Classrooms Program, and **Sue Beveridge**, Education Outcomes Business Change Manager for Schools in the Connected Classrooms Program, showcase this exciting investment in NSW public education.

About Connected Classrooms

The Connected Classrooms Program is the largest single investment in public education by the NSW State Government. It was announced as a \$158 million program of work in March 2007, and it includes \$66 million for the Interactive Classrooms Project.

By the end of June, the Interactive Classrooms Project in the Connected Classrooms Program had installed over 200 interactive classrooms in NSW Department of Education and Training schools. In 2011, there will be over 2200 such learning spaces across the state. Equipment in this interactive classroom comprises an interactive whiteboard (IWB), video conferencing kit and data collaboration software.

An online survey completed by school principals after installation indicated a high level of satisfaction with the process and the suite of equipment. Included in the data collected were the schools' plans for learning using the new interactive classroom (Figure 1).

Since July, schools in each region have begun activities that familiarise teachers with the tool and its prospective use in teaching.

The learning potential of IWBs as a central part of the equipment suite is supported in education literature (Higgins, 2005; Kennewell, 2006; Schuck and Kearney, 2007) and, to a similar degree, education knowledge of learning using video conferencing technology (Arnold, 2002; Chua, 2005). Case studies provide insight for use of this technology; in NSW public schools its use is already fulfilling what Marie Martin alerted us to a few years ago:

... video conferencing requires creative and imaginative teachers to unlock its potential.

Martin (2005), p.404

The real challenge, according to Martin, is not so much in operating the video conferencing equipment but in using it to exploit its potential to enhance and enrich teaching and learning. With video conferencing, as

with all other technologies, the focus should be:

... less on the fact that (technology) may be consciously employed to do a task, and come to see the task itself as central, with the technology as substrate.

Martin (2005), p. 403

Focus for teacher professional learning in video conferencing

Education literature (Gage, 2002; Heppell, 2004; Hu, 2006) emphasises that video conference professional learning for teachers in the school context is successful when it:

- raises awareness of what is already possible using the technology
- provides opportunity to learn about good practice through accessing actual case studies covering a range of curricular areas
- creates time to dialogue with educators – practitioners in the field
- revolves around holding workshops that enable brainstorming of ideas and creative approaches.

Much of this awareness raising and innovative thinking could actually be done by the video conferencing tool itself, saving time and energy and giving teachers hands-on experience of this user friendly technology.

Case study 1: Let the games begin

Prior to the start of the 2008 Beijing Olympic Games, Therese Coogan, Learning Systems officer from Illawarra and South-East Region, coordinated a group of Stage 3 and 4 students in 12 schools to speak via video conference with Alexandra Croak, a diver from the Australian Olympic Team (Figure 2).

Students prepared a set of questions to find out what motivates an elite athlete to keep performing, and they were intrigued to know if she still gets anxious up on the high platform. Alexandra is a former student of Kiama and Karabar High Schools and completed parts of her high school education via Distance Education.

Initially, students sent questions to the video conference coordinator. During the session, three students from each school conducted the interview with Alexandra who provided an expert perspective and information on her training regime, personal life, highs and lows of a diving career so far, time management opinions and experiences, as well as saying it was important for students:

to understand how to balance study and commitment when competing in sport at an elite level.

The students in these schools were also participating in a Moss Vale

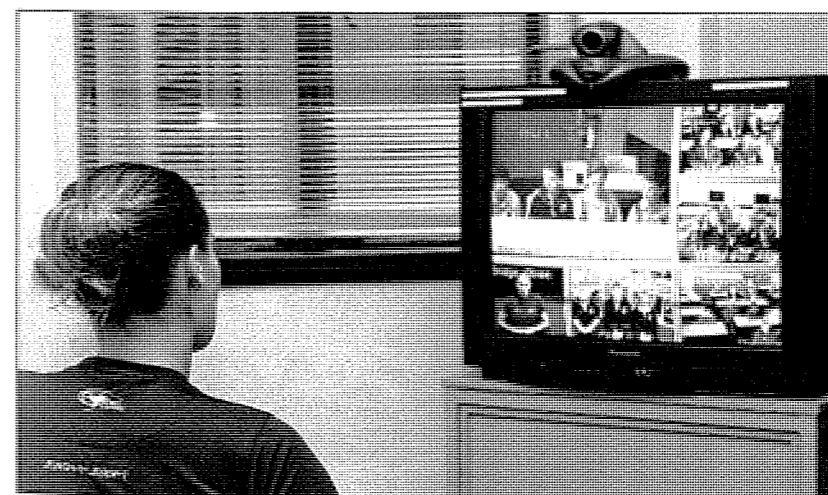


Figure 2 Students interviewing Alex Croak via video conference

Linkages Project, *Let the games begin*, and through this activity were able to gather first-hand information and facts for their games project. Findings from this work will be presented at an evening event involving local secondary and feeder primary schools in the near future.

This video conference is available on request @ E:<connectedclassroom-sprogram@det.nsw.edu.au> It can be downloaded and integrated into the *Let the games begin* Activstudio flipchart developed for iCommunicate, iCollaborate, iCreate: *Introducing the Connected Classroom* conference at <www.det.nsw.edu.au/strat_direction/schools/ccp/aboutccp/index.htm>.

Case study 2: Where is your class?

This question was asked by quizzical Year 6 students watching Dianne Read, a NSW Department of Education and Training numeracy consultant, teach the concept of fractions via multi-point video conference. In August, a group of Northern Sydney Region teachers at a professional learning workshop at the Macquarie Information and Communication Technology Innovations Centre (MICTIC), Macquarie University, watched Dianne team teach a mathematics lesson with teachers and students at Narrabri West Public School in New England Region and Cambewarra Public School in Illawarra and South-East Region.

Teachers at schools participating in the lesson, Peter Tarasenko and Steve Cornish, used a combination of hands-on computer and hands off interactive learning experiences with their students. The lesson was structured around two learning objects: *The pikelet cutter* and *Ribbon maker* (Figure 3), the interactive whiteboard, video conferencing and desktop sharing technology.

Team teaching for professional learning via video conference meant teachers in one location were able to observe the teaching and learning of

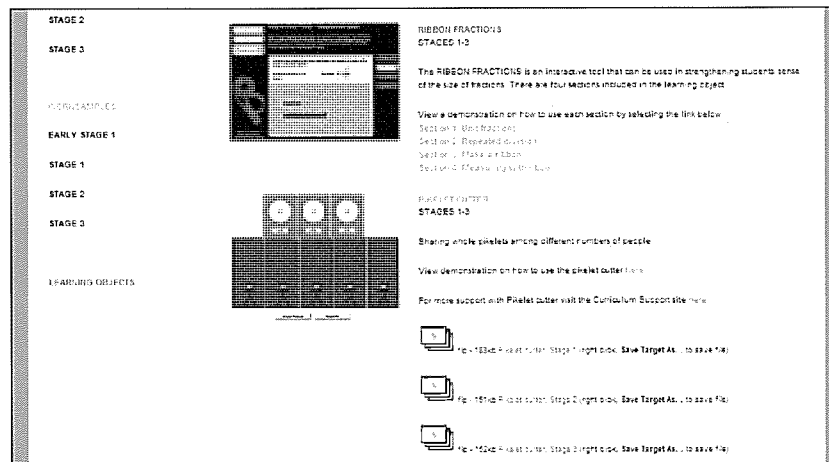


Figure 3 These learning objects are available from Mathematics K-6 programming support <www.curriculumsupport.education.nsw.gov.au/primary/mathematics/k6/programming/program_support/fractions/fract_learnobj.html>

students completing a Stage 3 Mathematics task, with a consultant in another location.

Students enthusiastically asked questions of each others' teacher and then demonstrated use of the learning objects. They also asked each other questions while completing the set task on desktop computers using Brigit.

At the conclusion of the session, the teachers agreed to meet again via video conference to set up other collaborative learning opportunities. Students were also eager to repeat the chance to learn with other students outside their immediate context.

The group of teachers were attending a professional learning workshop organised by Deborah Evans at MICTIC, as the 'next 40 schools' in Northern Sydney Region to receive an Interactive Classroom.

Why does learning using video conferencing matter?

Learning using this tool matters because it contributes to the vision of one global learning community. Teachers and students connect with contexts beyond the school gate, they have an opportunity to over-the-shoulder mentor other practitioners to expand and enrich their own pedagogical repertoire, and deepen their subject matter knowledge within a team teaching environment.

Six elements from the NSW model of *Quality Teaching* provide focus for lesson preparation for teachers who integrate video conferencing into student learning. These elements are:

- *deep understanding*: where students demonstrate a profound and meaningful understanding of central ideas and the relationships between and among those central ideas
- *problematic knowledge*: where students are encouraged to address multiple perspectives and solutions and recognise that knowledge has been constructed and is therefore open to question
- *engagement*: where most students, most of the time, are seriously engaged in the lesson or activity, they display sustained interest and attention
- *student direction*: when students exercise some direction over activities related to their learning and the means by which these activities are carried out
- *cultural knowledge*: where students can make contact with other students from diverse social groupings reflecting different economic class, gender, ethnicity, race, sexuality, disability, language and religion
- *connectedness* for knowledge of real life contexts or problems,

and a chance to share work and understanding with audiences beyond the immediate classroom and school.

Who do students want to speak to?

Becta research confirms that teachers report other outcomes, for instance, *improvement in student behaviour, access to other cultures, a sense of real audience and a shift to greater learner autonomy* (2004, p. 16) when video conferencing is integrated into learning for students.

Being aware of this evidence, we can also apply the pedagogical elements of student direction in the Quality Learning Environment dimension of *Quality Teaching*. With this in mind, members of the *Connected Classrooms Program* team approached the State Student Representative Council (SRC) to hear suggestions about who they would like to talk to via video conference. Some of the responses were:

- students in country schools ... if they live in the city (Figure 4)
- aid organisations like UNICEF and Amnesty International
- Aboriginal leaders
- writers – names like J.K. Rowling and Melina Marchetta were mentioned
- performers from well known theatre companies, both urban and regional



Figure 4 Students from Warialda High School participate in a video conference

- past HSC students
- professors of Mathematics
- documentary hosts
- experts at galleries and museums.

Ask an expert during a virtual excursion

The recent *Dig for a dinosaur* video conference demonstrated the capacity of the *Interactive Classrooms Project* to provide virtual excursions to enable students to talk to an expert. In this instance, the experts were Robert and Fran, palaeontologists at the Australian Museum. For 30 minutes, 300 students from 10 schools across regional NSW questioned and responded to these engaging experts (Figure 5). It was a simple concept which had all the ingredients for success:

- good planning
 - video conference practise for teachers
 - pre-work and a task for students
- compelling content
- engaging presenters.

We are looking forward to supporting the next steps teachers and students in schools will take with these important technologies for teaching and learning. ■



Figure 5 Robert and Fran, palaeontologists from the Australian Museum, respond to students' questions during the *Dig for a dinosaur* video conference

For further information about the *Connected Classrooms Program* please contact:

The Director, Dimi Papdakis <dimi.papadakis@det.nsw.edu.au>
Tel: (02) 9561 8932

Schools-Education Outcomes Business Change Manager, Sue Beveridge <sue.beveridge@det.nsw.edu.au> Tel: (02) 9561 8624.

For information about the suite of equipment contact Mathew Smith, Project Manager for the *Interactive Classroom Project* <matthew.smith@det.nsw.edu.au> Tel: (02) 9942 9902.

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An interview with Queenie Chan: Aussie queen of manga



Queenie Chan is an Australian manga artist and story teller who migrated to

Australia from Hong Kong when she was six years old. Queenie's popular mystery trilogy, *The dreaming*, is set in Australia and has been translated into six languages. Recently, *Scan Editor*, Cath Keane, spoke to Queenie about her drawing style, the inspiration for her work, and tips for reading manga.

Scan: Tell us about your school art and English experiences. You excel at writing, drawing, and you're technologically savvy! Did school help or hinder your creativity?

Queenie: I think it was a mixture of both. I really enjoyed creative writing in my early high school years but, as I got older, these kinds of chances lessened a bit. Particularly as we were encouraged to write essays more which developed my other kinds of skills. But I think, in retrospect, that had they had a more balanced component of creative writing, English would have been [laughing] more enjoyable.

I learned quite a bit in English but, 10 years ago, having a graphic novel in the curriculum would have been unthinkable back then. The demands of the teachers were very different as opposed to them now, I guess. Things have changed quite a bit.

As for art experiences, I never really enjoyed art in high school. Once again, it was, I think, that the teachers had a rather particular view of what art should and shouldn't be. I did a fair bit of cartooning in Year 7 because that's what I enjoyed drawing at the time. I didn't draw much, even as a child, but I wanted to do what I liked, in part because that's what I thought art class was about [laughing]. It turns out that it wasn't, and the teachers really discouraged me. Well not openly, but there was nothing in their demeanour that encouraged me to draw in that style, so, I just pretty much gave up art after that.

Scan: Yet you can see that the seed was there with the start of the comics perhaps?

Queenie: Ah, yes. I used to read comics from a very young age, since I was two, when I was growing up in Hong Kong, where they were widely available for children my age, and so I was always reading them when I grew up. Even over here, I used to get them from Chinatown. So for me, it was a long time passion. I didn't talk about it with anybody because they weren't into it. But it was a hobby for me and it was hard to develop it here because there was nobody to talk to. So, if you were to ask me whether high school art and English classes helped, in other ways, and much later on, I was able to draw on those experiences, but that's in my twenties, long after I'd left high school. The lessons certainly helped, but not directly, I must say. I had to develop my other skills as a person first before I was able to draw on my older experiences and channel them.

Scan: You started drawing, in this sort of style, at around 18 years. Do you think you were a late starter?

Queenie: Definitely. I think, in Asian families, they actively discourage you to become an artist. That really contributes to people not drawing much, unless they have a real kind of compulsion to draw. I know some artists who feel compelled to draw because they've been drawing since they were born and they feel uncomfortable if they're not drawing. I never really had that and, with no encouragement from anybody either. So [laughing], I just never drew as a child. It wasn't until I was 18 that I wanted to write my own stories and wanted to do them in manga form, that I decided that maybe I should give it a try. It turned out that I wasn't as bad as I thought I would be, so things went from there.

Scan: Now, from your website, where I've read a bit about you, you said that you do the written script first, then the artwork. How do you merge words and visual arts to create a unified work?

Queenie: For me (and everybody works differently. I've spoken to a fair number of manga artists who do things their own way), I see the finished page in my mind for that particular part of the story before I sit down and write the words. So for me it's like an instinct almost, which really doesn't help explain anything, does it? [laughing]. It's the way I've worked and I think it comes from a combination of experience and exposure to manga to know that, okay, this scene plays out in my head in this way, and now I've got to write it down in words, so I can show it to my editor, and then figure out how to do the panels because what's in your mind is always going to be different to what comes out on the page.

Scan: So, you have the plot already there, and the resolution, and even the coda.

Queenie: [laughing] Almost, I wouldn't say the resolution, but something like that.

Scan: At the 2008 CBCA conference, in Melbourne, you gave a great talk about manga and you used projected images to suggest some techniques for reading images and to show how the flow of panels created meaning. This was fascinating. Could you summarise those techniques for us?

Queenie: Well luckily I have something like this here [examples of some manga panels, printed from website].

But, first of all, I have to talk about how manga is different to graphic novels. Manga is more closely related to movies than to novels, I guess. A lot of the dialogue is broken up into more digestible chunks. It's a function of the Japanese language too because the amount of space that you take up on a page in Japanese is going to be a lot less than you do in English if you are saying the same thing. English just takes longer to write because the Japanese language tends to be more like the Chinese language. It just takes a shorter time to express the same kind of thing. And, when you think about it that way, the dialogue balloons will be smaller and the speed of reading will be faster. When you translate it into English, the same techniques still hold (placing word balloons and panels together) but you have to break the English down a lot more. to make sure you fit that kind of pacing. And that kind of pacing, in terms of reading a story from a reader's perspective, is always art and word balloon, art and word balloon, and that kind of order, in a way that balances the story out. Of course, sometimes there are long sequences of just pictures only, when you're setting a scene or action scene, or whatever. At other times there are more densely worded pages. They still have to be separated into a few pages as opposed to just one. Graphic novels don't have the same kind of rules. So, panel flow is very,

very important in manga but in graphic novels, the text is a lot more important.

I'll give you a good example here (Figure 1). This reads from here. A lot of the time I start with panels that set the scene, or are wide because then the reader doesn't get confused. [Queenie draws the line of sight, shown in red.]

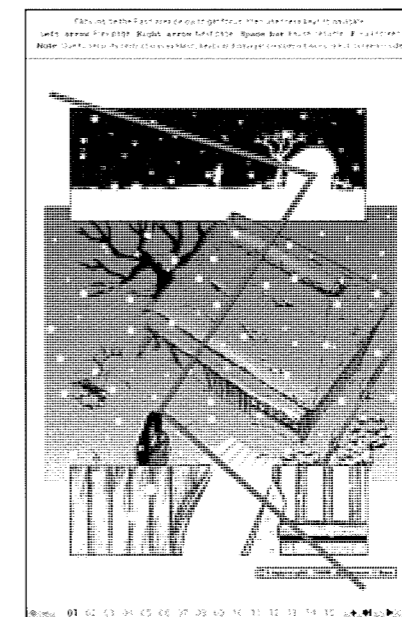


Figure 1 Panel 1 from Blood of snow

They know where to start. And I always call this the line of sight. When a reader reads a page in manga they tend to take about 10 seconds at the most, and that includes reading the words and looking at the art. And so, there is this definite line of sight that they follow through on the whole page and it has to be in a way that doesn't trip them up. You don't want someone to go back over a panel and say, *Hey, how do I read this? Am I reading this out of order?* If you are doing it right, it shouldn't have that problem. So, a line of sight in here would go like this, through the word balloon first, through the centre of the image, through another word balloon and on to the next panel, and more of that. See, so it's almost like a zigzag pattern through the page (Figure 2 & Figure 3). It depends on how the page is structured and some pages are easier because here it is obvious (Figure 1). If you start here, it's just straight down the page. And composition comes into it too

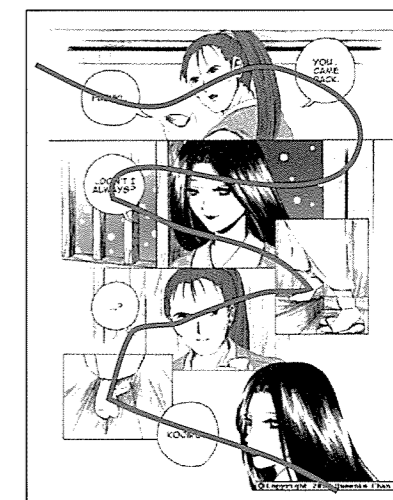


Figure 2 Reading sequence of panel 4, Blood of snow



Figure 3 Reading sequence of panel 5, Blood of snow

as in what elements you put in the foreground and what elements in the background show you what's important, and what is meant to draw the reader's attention. [Queenie draws the lines of sight]. Like that. Can you see?

Scan: Yes, I can see the progression. I chose this one (Figure 4 & Figure 5) because that seems to be setting it up outside the little hut and then, of course, we're back in the past. I love this, especially this section.

Queenie: Thank you. It's a bit hard to show just by talking.

Scan: This is a different way, of course (Figure 6). It has very obvious symbolism. You were saying that, in English, there were a lot more words, so this is quite a neat little trick to set the scene, and set the time, in a short story.

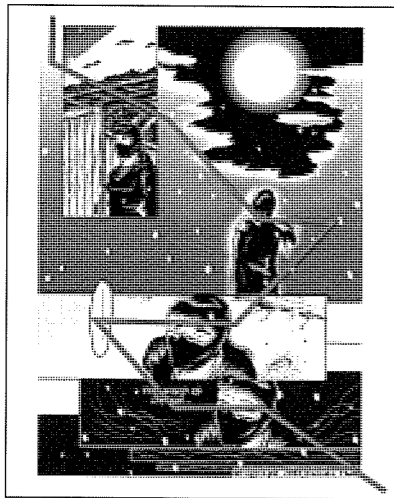


Figure 4 Reading panel 22 from Blood in snow

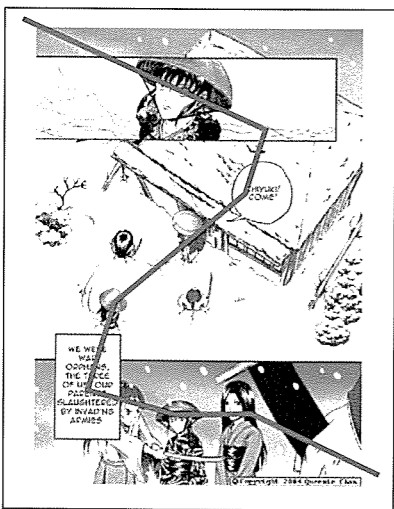


Figure 5 Reading panel 23 from blood in snow



Figure 6 Panel 1 from Queenie Chan's short story, Ten years ago today

Queenie: Well, it's a completely different kind of thing. Sometimes it depends on your page limits as well because, if you're doing it for a book,

and not a web comic, then there are always going to be deadlines and there's going to be: This has to be so many pages, and you have to preplan the story to make sure you don't go over the amount that has been set. For all the books that I've worked on, they pay me a certain amount for the number of pages that I'm going to do. I don't get paid more if I do more. So, while you want the story to be good, you don't want to get the page numbers wrong because, not only will the deadline be an issue when you have to do more work, but you won't get paid for that extra work. There is a lot to consider in panel placement. There's a definite kind of way to do it. If you learn it, it can be done.

Scan: Just looking at the eyes, the way the eyes are looking to a certain point. Is that a clue for us as readers to follow where those eyes are looking?

Queenie: Oh yeah. It's a kind of subtlety. There are subtle things that you put in a story. If a reader is noticing a character's eyes, and what they're looking at, then obviously that face is the focus the panel. You do want the reader to know that the character has noticed something. And if they look in a certain way, naturally the reader's point of view will follow that line of sight as well. I don't use it much because it seems to be something to use in a special kind of circumstance.

Scan: Sometimes there can be panels of nothing, just black. Is there a reason for that as well?

Queenie: Absolutely. I tend to use them as a way to separate scenes from each other. For example, one moment you're in a restaurant and one character is doing one thing. Then you are in a completely different place with another character, who may or may not be related to the same plot. On a page, you want to create some distance between these two scenes so that the readers would know that there is a scene transition that doesn't happen so suddenly, bang!, and then to the next panel, like *what's going on?*

Sometimes I use black panels, sometimes just pure white panels, and other times I make the gap between the panels bigger. It just depends on the situation and what I think works best for that particular page and this particular story. There are a lot of things to take into consideration.

Scan: As I'm certainly discovering. Also at the conference, you talked about good examples of graphic novels. There are some recommendations on your website too. What makes a good graphic novel?

Queenie: That's very personal, what kinds of things people like to read, but a good graphic novel will always be one that tells a good story. Depending on what your personal preferences are: some people prefer stories with strong characters and, if the plot isn't that strong, that's okay, they can live with that. Other people prefer love stories and other people prefer fantasy. I always believe that if a graphic novel is good then the storytelling has to work. A good story with bad storytelling will be turned bad because it's not reaching its fullest potential. Even if it starts out good it becomes half baked and in the end it's unsatisfying. So, that doesn't make it good, whereas, a mediocre story with good storytelling can be elevated to something that is better than the original idea. If you are able to draw an audience in, forget that they're reading a graphic novel, get them involved in the story, make it interesting with characters that are fun to read about, then that would be a good experience. I wouldn't get elitist about it and say that something that is purely for fun and kind of sweet and sugary is considered bad because what really makes a good graphic novel good is how the reader feels about it. For what it was, was it well executed?

Scan: As you say, it's personal choice. Are there girls' manga and boys' manga texts? Is there a difference?

Queenie: Yeah. For the Japanese market, they divide their readers into

demographics. They've been doing that for the past 30 years so it's gone a bit specialised. From the very beginning, they divided their stories into girls' stories, which are called *shoujo*, and boys' stories, which are called *shounen*. They have completely different magazines aimed at these markets with art and stories tailored to what they believe that demographic would like to read. So, girls' manga; this is something that is unique about Japan because gender segregation is so strong. It's assumed that girls may like to read boys' manga and vice versa, but that girls should have their own stuff that is only for girls. In some ways, when you look at it, it can be quite guy unfriendly with all the big eyes and flowery backgrounds and emphasis on romantic relationships. I would say that the equivalent of it in the west would be a little bit of the Mills and Boon market but that would be a simplified way of looking at it. Girls' manga tends to focus on relationships, female or feminine art, and an emphasis on the characters over the plot. That's a stereotype. Boys' manga, on the other hand, would focus on more action adventure. They would probably have male leads, whereas girls' manga would have female leads and the female point of view. It is assumed that boys would be interested in more action oriented stories with cool gadgets, cool things and maybe a little bit of in fighting, you know, a large cast, and a female love interest. Whereas in girls' manga, there would be several or just one male love interest, things like that. So, it really depends on what they believe girls would like to read, and boys, and it's quite an effective marketing strategy because it's helped them.

Scan: I'm just looking at your work, *The dreaming* (Figure 7). Is this girl manga?

Queenie: A lot of people would slot it into that category because the cast is nearly all female, but I would say it is a horror story. It kind of transcends those borders. Horror seems to be in a category of its own.

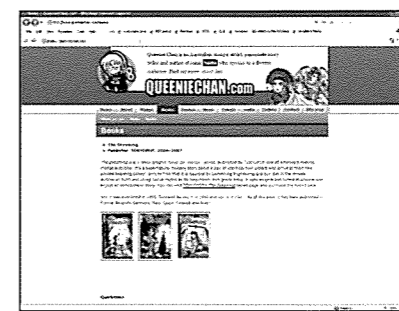


Figure 7 *The dreaming* is featured on Queenie Chan's website <www.queeniechan.com/books>

Scan: Covers must have a lot of appeal too and instantly you would think this is for girls, but then the horror may make you think twice. This is interesting, and I should have asked this before. These covers [from *The dreaming* series] are so colourful, yet manga seems to be black and white.

Queenie: I think for manga, they publish it in black and white for speed reasons. The artist needs to draw quickly because of the rate at which magazines come out in Japan, and they all come out in anthology style. A single story comes out chapter by chapter in a magazine and, it doesn't matter which magazine it is, they're all anthologies. So it's all serialised in Japan. That may explain why some are so long. So it's a bit like watching a soap opera on tv where the series is continued until there is a reason for it to not be continued. Some magazines are monthly, some are biweekly and some are weekly, so you do need to be fast for this to work. No matter how many assistants you have, if you want it to come out in a 20 page serial each week, it can't possibly be in colour. And colour would be a bit over the top and also it would be very expensive to print. Another reason for black and white is that the readers are more interested in the story rather than the artwork and that's why you want them to continue reading, because of the characters. So the emphasis has always been on being fast and being interesting, hence the lack of colour.

Scan: Reading manga is different to reading traditional fiction. Do you have any tips to help people who are beginning to read manga style texts? I know you've shown me graphically here, which I will show in the article, but maybe you can provide just a few clues for our readers.

Queenie: Sure. This is something interesting. Some of the readers of this Dean Koontz book, *In Odd we trust*, have talked about their reading experiences. They say, *Oh but I finished it so quickly*, so we had a convention where some of these fans came up to talk about their experiences. Dean Koontz fans have read his prose novels, so when they pick up a graphic novel they have a tendency to read all the word balloons and you can actually get the gist of the story from reading only the word balloons. It doesn't tell you the full story, but it tells you enough to know what's going on. So, this is what I say to people:

When you first pick up a graphic novel, don't speed read through the word balloons because you're only getting half the experience. You're meant to look at the pictures and read the words, and look at each panel as something self contained.

And this is something that people who are used to reading prose have trouble doing. Their eyes are attracted to text. So if you do have that problem, just hold back a little and slow down the first time you read something. You can always go back and look at it, but the first experience makes a real difference.

Scan: Manga by its nature has a strong Japanese influence. Your books show that, but you also have an Australian influence? Do you think that international manga will retain that Japanese essence?

Queenie: I think the Japanese essence will never go away because a lot of manga styles and the ways stories are told are so distinct from the western style of comic story, and something that

stands on its own. So, even if it ceases to be completely Japanese in that creators all over the world are getting into the game, the look will always be Japanese, and that's more to do with the history of the form than anything else. As for my Australian influence, I think that's a very good thing. I would like to retain that in my work as long as I live in Australia. I feel that other people would be interested in what Australia is like but not a lot of stories manage to leave these shores and get into the hands of Americans, Europeans or whatever. I think that it would be interesting and a bit different for Americans to experience. It's all an internet age, global village kind of thing, and I think people would be curious. So, I would like to bring Australia to the world table a bit more.

Scan: What are your plans beyond *The dreaming*?

Queenie: Well, recently I just finished a book called, *In Odd we trust*, which was a collaboration between the author, Dean Koontz, and myself. The book is a prequel to a series called, *Odd Thomas*. Right now it's in its fourth book and is slotted for six. Now, there's a total of seven books in the series. I think there's a movie in the works too. Dean is full on developing that so perhaps there will be more opportunities to work on his graphic books. I already know that there is one coming from another writer. That's what I've just finished. And I just gave a new pitch to my agent to shuffle around town. It's called, *Soul shaper*. It's kind of an action adventure, drama, romance story that's aimed at teenagers. That's in the pitching process right now and, hopefully, it does well.

Scan: Good luck with it.

Queenie: Fingers crossed.

Scan: When do you think it will be out?

Queenie: I don't know. Book publishers are different to comic publishers. They work entirely differently. Book publishers may take several months to approve a new project and then figure

out what kind of format they want to put it out in so it really depends, and I don't know what to expect right now. *In Odd we trust* is doing well, so hopefully it can ride off that publicity.

Scan: *Soul shaper* is a catchy title. Do you think the title will stay?

Queenie: I hope it will. You don't like title changes constantly [laughing] but that depends which publisher it ends up with.

Scan: Your website is colourful and current. How much time do you spend updating and organising the website? Is it a rewarding activity?

Queenie: I have to thank the guy who created my website, Jerry, and he did a really great job with the way it looks, and much better than I could do because I'm not really a website

designer. I don't spend as much time updating it as I would like to, probably because the system that Jerry installed is rather complicated and, even as an ex IT major, I just can't understand how it works. I don't have the patience to sit down and figure it out. If that was fixed, I would spend a lot more time adding bits and pieces to it because right now there are limitations as to what I can add where. Hopefully I can shape it up to be what I really want it to be. Which is probably more information at a more timely rate. So, is it a rewarding activity? When things work, yes. I always like people telling me how lovely it is. That would probably be the most rewarding part of it but it's just hard work. ■

CHAN, Queenie

The dreaming. Volume 1

Tokyopop, USA, 2005
ISBN 9781598163827

Japanese style sequential art tales, or manga, have become popular with western readers in recent decades. Merging mystery and horror, these stories involve twin girls who are newly enrolled in an exclusive boarding school set in ominously dense Australian bushland. They discover the school has a long history of pupils disappearing without a trace and their recurring nightmares and supernatural encounters point to something very sinister occurring. Told through black and white framed sequences with minimal written text, the books are a fine example of the artistry of the manga style. The plot is reminiscent of Joan Lindsay's *Picnic at Hanging Rock*, and this cross-cultural hybrid displays an eclectic blend of high and popular culture. Its atmospheric artwork calls for active engagement with the text. Intertextual links abound. Recognisable art nouveau and art deco influences enhance the detailed mise en scene. Artworks by Botticelli and John Millais are an obvious influence, as are the writings of Edgar Allen Poe, J. P. Lovecraft, and tales from Indigenous oral tradition. The books offer a valuable example of an increasingly popular style of text. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1262011

Other reviewed titles:
The dreaming. Volume 2 SCIS 1309742
The dreaming. Volume 3 SCIS 1355131

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New literacies, New York & Web 2.0: a little insider knowledge is a helpful thing!

Dr Jon Callow is a lecturer in literacy education at the University of Sydney. Jon discusses how new literacies and new technologies enable our students to share information and knowledge.

WEB 2.0 - BY NEWYORKJON

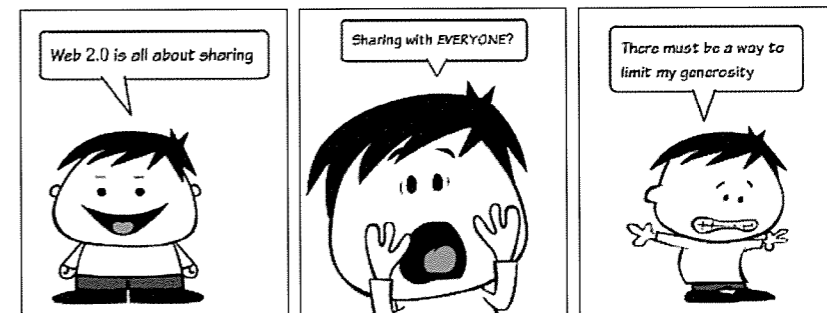


Figure 1 Web 2.0 on Toondoo <www.toondoo.com> where comics are easily made and displayed

New York: a 24 hour mix of crowds, yellow cabs, bright lights and entertainment where you can walk down Madison Avenue, past television starlets, millionaires, homeless people and pretzel vendors. Where do you start in the city that never sleeps? One solution is a local guide. First time visitors can arrange to have a local resident take them on a tour of the city. What is new for the first time visitor is more familiar to your local guide. With insider knowledge, they make helpful suggestions: the best place for coffee and bagels, how to get cheap Broadway tickets, which is the fastest subway line and how much to tip the waiter. They might introduce you to the guy who runs the coffee shop on the corner, and explain how New Yorkers see the world. Now you begin to develop not only new knowledge about the city, but also a new mindset by engaging with a local, an insider.

Compare a first visit to New York with engaging the new concepts around Web 2.0. Any cursory reading about

Web 2.0 seems to suggest that innovations appear almost daily, and that each one is better and more must have and must use than the last. Where to start and what to do? It can be just like visiting a foreign city for the first time. If we take the concept of new literacies and its related Web 2.0 technology, and try to gain a local's view or mindset, then we can begin to feel more confident in the types of resources or activities we might choose to explore and engage with in our classrooms.

Showing and sharing

Simply put, Web 1.0 (the web pre-2004) might be understood as *showing*, while Web 2.0 is all about *sharing* (Figure 1). The early years of the web involved showing mostly text and image, as well as audio and video. Some individuals created simple websites with words and pictures. Those with a little more technological nous could create their own audio and video, although it was more likely that corporate and media websites could show high end graphics, music and

One way of explaining the changes is by considering the mindset that appears to permeate not only changes in technology but in Western culture.

video. As the technology evolved, there has been a move to sharing (Alexander, 2006). Technologies such as IM (Instant Messaging), *Facebook*, *Flickr* and *Skype* allow users, particularly young people, to be in constant contact with each other, across rooms, streets and continents. Sites like *MySpace* and *Bebo* allow users to not only post photos, audio and video, but to instantly tell their networks when they have posted new information, whether they text, chat, blog or *poke* each other. Virtual worlds like *Second life* or games like *World of warcraft* are predicated on interaction with others, whatever avatar or character form they choose to take (Educause, 2008).

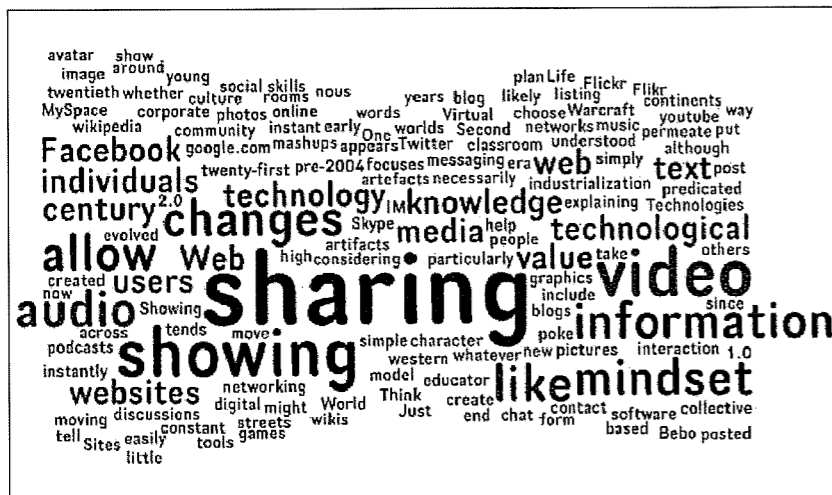


Figure 2 Wordle, a Web 2.0 tool, generated this word cloud from the text in this article <wordle.net>

Just listing technological changes and software will not necessarily help an educator plan for their classroom. One way of explaining the changes is by considering the mindset that appears to permeate not only changes in technology but in western culture (Lankshear & Knobel, 2006). Think about the mindset moving from a twentieth century industrialisation model, which focuses on *showing* the individuals skills, knowledge and artefacts. A 21st century mindset tends to value the *sharing* of information, where value is in the collective building of knowledge, with blogs, online discussions and community based wikis such as *Wikipedia*. The artefacts of this era now include tools (Figure 2) that allow sharing of information easily (*google.com*), production of digital media (*youtube*, *Flickr*, podcasts, mashups) or social networking (*Twitter*, *Facebook*).

What technologies are relevant and current for our students?

The question for educators involves reflecting on their own mindset as well as those of their students, in terms of what technologies are relevant and current for all learners (Oblinger, 2008). At the same time, those of us with more life experience understand that any showing or

... as teachers, we need to gather some local knowledge, from peers and students alike, as well as bring our own expertise and travel experiences when investigating new literacies and technologies.

sharing of information needs to be approached with a critical and reflective eye. What is shared now in youthful exuberance may be regretted next week, month or in years to come. Wandering through a virtual world may stimulate many learners, but overwhelm others. There have already been reports of virtual truancy when students have been on field trips in virtual environments.

The local guide

So, as teachers, we need to gather some local knowledge, from peers and students alike, as well as bring our own expertise and travel experiences when investigating new literacies and technologies. For an introductory guided tour to some of the basics of Web 2.0, the California School Library Association (CSLA) has a website tutorial entitled, *23 things*. It guides

you through 23 web activities that slowly introduce you to some key skills and tools on the web. A good example of a local guide experience is found at *School library learning 2.0* <www.schoollibrarylearning2.blogspot.com>.

Educational sites

For those with a little more experience, there are a variety of educational sites that list Web 2.0 associated links and resources. There are two sites that are particularly helpful. *WebTools4u2use* <webtools4u2use.wikispaces.com> is a wiki, which means you can not only access information but also add comments and information that is relevant. It was created for school library media specialists and is based in the University of Central Florida. Each subsection, including podcasting, social bookmarking and blogging, offers an introduction to the resource that is supported by short videos and then a *Five to test drive* starting list for each resource. The other website is *Shambles* <www.shambles.net/web2>. This site was created as part of The Education Project Asia (TEPA) which supports international schools in 17 countries in South East Asia. The Web 2.0 section offers extensive links with quite detailed commentary about each site that it lists, and its educational uses.

Of course, you may be the type of traveller who wants to jump in and have a go with some ideas that take your fancy. Below are some broad groupings for different Web 2.0 resources, along with samples sites and comments on how we might think about them in terms of new mindsets and new literacies (Figure 3).

There are some significant opportunities for engaging learners in deeper understanding about multiple perspectives and recognising that knowledge is socially constructed (problematic knowledge).

| Web 2.0 resource categories | New mindsets, new literacies | Examples to get you started |
|-----------------------------|--|---|
| Audio and podcasting | Sharing audio and music (legally) is a key feature of Web 2.0 capabilities. Software to record, blend and mash voice, sound and music creates new texts. Students engage in new literacies to understand, use and enjoy the results. | <ul style="list-style-type: none"> • <i>Voicethread</i> <voicethread.com> has an educational area. Children can add audio to photos, documents, videos. As part of the collaborative aspect, different users can add comments. Provides authentic audiences for students and ESL learning. • <i>Audacity</i> <audacity.sourceforge.net> is free software for recording a podcast (Windows or Mac). • <i>Podomatic: create, find, share podcasts!</i> <www.podomatic.com> allows you to create podcasts online and host them on your own site for others to access. |
| Blogs and wikis | While blogs and wikis have been around for a while on the web, the ability to tag (assign your own classification terms) to your site for others to search is more recent. | <ul style="list-style-type: none"> • <i>Edublogs</i> <edublogs.org> hosts blogs designed for teachers and students. These blogs offer features such as embedded podcasts, videos and talking animated characters called vokis. • <i>AllStars</i> <allstars.edublogs.org/category/projects> This shows the variety of ways information can be shared on a blog by primary school students. • <i>WebTools4u2use: RSS</i> <webtools4u2use.wikispaces.com/RSS> This link explains RSS (really simple syndication) showing how you can create your own newsfeed of information from your choice of blogs, creating a regularly updated source of information on topics of interest. |
| Drawing and art | Sharing traditional texts online such as artwork and comics, encourages visual literacy as well providing larger viewing communities. | <ul style="list-style-type: none"> • <i>Toondoo</i> <www.toondoo.com>. Make and share comics in a site built for students. • <i>Artsonia</i> <www.artsonia.com/museum> is an international art gallery where students from around the world share their artworks. |
| Photo and video | Multimedia and multimodal information is the common currency on the web. Sharing this type of information, with appropriate safeguards, allows users to share and collect a variety of learning resources. | <ul style="list-style-type: none"> • <i>Animoto</i> <www.animoto.com> creates videos with your photos and music, editing them automatically. • <i>Flickr</i> <www.flickr.com> is the most well known photo sharing site. However, if you want more limited sharing, try • <i>Dropshots</i> <www.dropshots.com> for photo and video sharing by invitation. • <i>TeacherTube</i> <www.teachertube.com> has educational videos for teachers and students to search and share. |
| Presenting information | Presenting information across various modes and sharing it across networks means utilising new literacies as both viewer and designer. | <ul style="list-style-type: none"> • <i>Wordle</i> <wordle.net>. This site generates word clouds, a visual representation of the most common words or tags in a website or text. (See example in main body of article). • <i>ClustrMaps</i> <clustrmaps.com/index.htm>. Added to your blog or website, a world map showing the location of visitors to your site. Helps students see the global connections when they publish on the internet. |
| Search engines | Sharing information also means being able to search for relevant, clear and appropriate content on the web. | <ul style="list-style-type: none"> • <i>Kigose: safe search engine</i> <www.kigose.com> is a search engine for schools that filters information for age appropriate content (Figure 3). • <i>Searchme</i> <www.searchme.com> is a search engine that previews each website visually. |

| Web 2.0 resource categories | New mindsets, new literacies | Examples to get you started |
|-----------------------------|--|---|
| Social networks | While social networking is a key feature of Web 2.0, many sites are not for younger students. Some however, have been set up to allow the same community experience for younger users. Valuing this experience as part of students' cultural lives helps connect home and school technology experiences. | <ul style="list-style-type: none"> • <i>Imbee for teachers and schools</i> <www.imbee.com/teacher>. This social networking site is for 8–14 year olds and has the option of including classroom and teacher interactions. • <i>Club Penguin</i> <www.clubpenguin.com>. This Disney owned site is currently one of the most popular with primary aged students (Figure 4). The focus is on games and social interaction via penguin avatars. |

Figure 3 Examples of Web 2.0 tools for new mindsets and new literacies

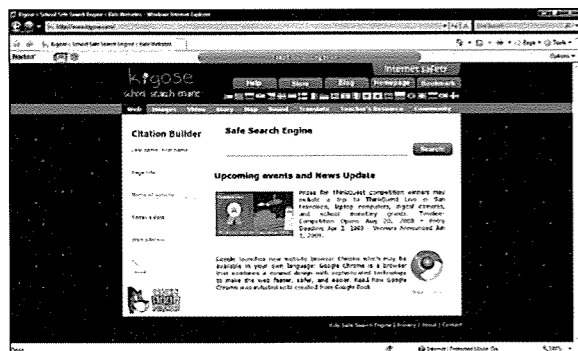


Figure 4 Kigose: safe search engine <www.kigose.com>

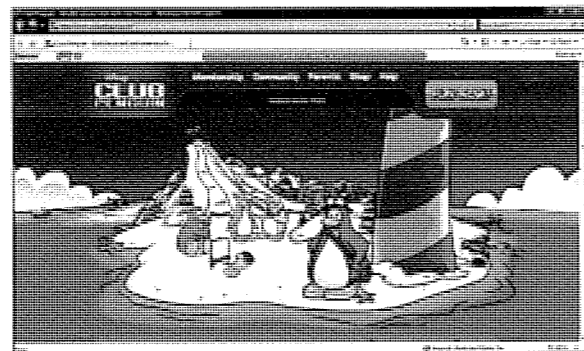


Figure 5 Penguin Club <www.clubpenguin.com>

Off you go

Often it is not until you have explored a new city that you then discover the places that are most interesting or useful. Having visited some new sites and considered that a different mindset might be helpful, educators

can then re-imagine their current curriculum practices and requirements, as well as begin to share in ways of communicating and interacting that these new resources offer. There will of course be practical considerations about time, resources, relevance and appropriateness. The

key factor will be a willingness to explore, learn and question those with local knowledge (students and teachers), reflect on your own mindset and then continue to share your own learning experiences with others you meet on your travels. ■

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The following suite of articles reflects the knowledge and skills of teacher librarians to provide an exciting teaching and learning resource to support the needs of their particular schools. School library web pages extend library collections and services to support connected learning. They partner well

with effective use of *OASIS Web Enquiry*. Although each library website mentioned in the following articles is unique, all have threads of commonality:

- a strong teaching and learning rationale
- weblinks for appropriate sites

- community access for information about school events
- uncluttered organisation for ease of accessibility.

There is something for everyone in the array of strategies in the following articles. See which ideas you would like to use or adapt for your school learning priorities.

An update for NSW Departmental schools

Faruk Avdi is Online Communication Manager, Corporate Communication, NSW Department of Education and Training.

The Schools Website Service (SWS) will be made available to all public schools on an opt-in basis from the end of October this year. The service will allow schools to very easily create and maintain their own websites, producing their own local content supplemented by some materials centrally maintained.

SWS is the fruit of efforts by Corporate Communication Directorate working with the IT Directorate in close consultation with the Secondary Principals Council and NSW Primary Principals Association. A human-centred design process, placing the users of the system in the centre of each key decision along the way, has been core to the project. The project team has been to over 50 schools across the state in remote and central locations, working with staff, parents and students to make the features and design of the service as relevant and as easy and pleasurable to use as possible.

Teacher librarians have been involved in some of the schools visited, as well as in the initial schools website trial that was conducted 2006–07. Partly owing to this input, the service will allow for schools to create sections, pages and links that make sense to the school, including links, for example, to local school library resources. Principals will be able to allocate publishing and authoring rights to staff as appropriate, retaining quality control on the one hand; while on the other, the easy to use authoring and publishing tools will make the service accessible to a much greater number of staff than is currently the case with most website creation tools.

A fuller article about the service will be made available in the next edition of *Scan*. Meanwhile, please find more information on the DET staff intranet at: <detwww.det.nsw.edu.au/lists/directoratesaz/communications/onlinecommu/projects/swp/index.htm>.

Kempsey High School library: changing priorities

Linda Sneddon, teacher librarian at Kempsey High School, believes that the ongoing involvement of students and staff keeps the library website relevant and useful.

Internet access became a reality for Kempsey High School library in 1995. It was an exciting tool for locating information that was difficult to obtain in a rural community but, at the time, this technology was not used effectively. Consequently, designing and building a library website was an opportunity to provide a user friendly platform tailored to the needs of our users. It was a natural progression of my role supporting students and staff in the effective use of all types of resources; the internet simply being the latest.

Flexible, responsive learning support

In 1999, the first version of our website was developed. My aim was to create a main page that had a simple, uncluttered, permanent core featuring the most requested sites that would make the internet more accessible. Linked to this were flexible, dynamic pages, able to be changed and updated regularly depending on the specific needs and interests of users. Some of these pages have been developed collaboratively with teachers as part of the planning phase of a library unit. Many are very basic while others are more elaborate, with clickable worksheets designed to direct the learning process so that students spend less time searching the internet

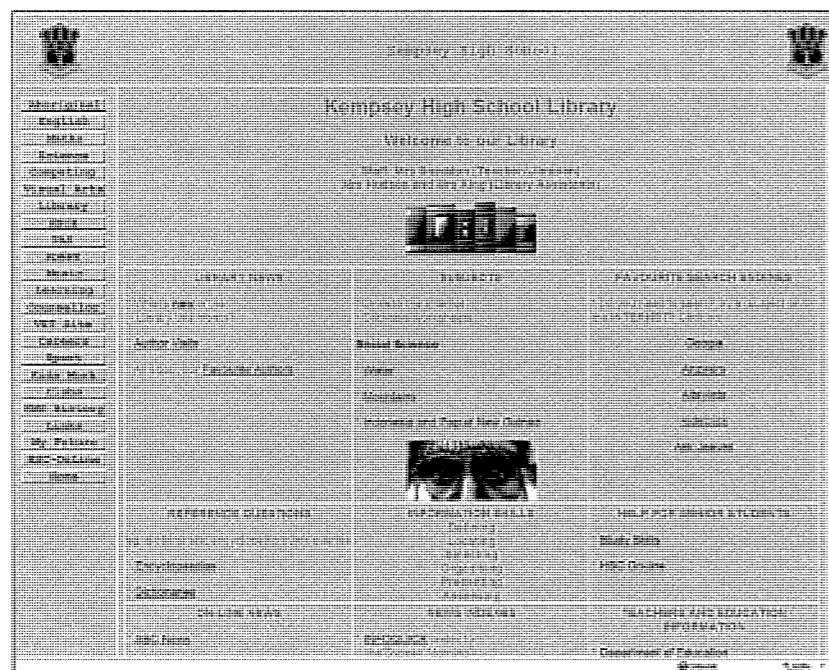


Figure 1 Kempsey High School Library's home page <web3.kempsey-h.schools.nsw.edu.au>

and more time completing their assignments. The staff is enthusiastic about pages they have been involved in planning, and students are engaged by the fact we created the pages together (Figure 1).

Of course, almost 10 years later many things have changed. Web design software has improved and all those fun animated images that seemed so wonderful in 1999 now look a bit naive. Staff and students are now much more confident with technology but need to become more critical in their use of the internet as a tool in their teaching and studies.

Students creating and learning

The library web pages have evolved in a number of different ways. One example can be seen in the promotion of reading. Originally, the library

website simply provided students with a shortcut to the websites of their favourite authors. Most recently our Year 9 students have been encouraged to take a more interactive approach by designing their own websites to promote reading, as part of our *Library e-mates program* (Figure 2). Their enthusiasm has raised the profile of reading in our school through reviews on their own websites of their favourite books, and discussions of why they love reading. These websites are linked to the library page on our school intranet and can be enjoyed by the whole school. The success of this book chat program, designed to connect students by e-mail to overseas school students, has turned around student attitudes to reading and the library. The Year 9 e-mates pages are also used by Year 8 students in an English reading program called, *Novelty*.

[Home](#)

[My e-mate and I](#)

[Book Reviews](#)

[The Truth Is Out There](#)

The War of the Words

Our life is made up of written words. From the day you were born and someone named you, you were stuck with them. But there is always an escape, from all these useless everyday words. Books. Before you groan and roll your eyes hear me out. There is something out there for you to read that you will actually like. Books for; the traveller, the explorer, books for the girly girl, books for the punk, goth, emo, scientist, computer genius, brainiac, musician, skater, athlete, alternative person etc. There is something out there to touch us all. To make us laugh, cry, roll our eyes and something that we'll never want to put down. It's like going to the gym for the first time. You might be a little out of shape. You check out some weights, treadmill and the swimming pool. Sure it's

Developing and maintaining a library website can be a rewarding experience. At times there have been other priorities and, fortunately, at those times the site has remained useful, if not dynamic. The most exciting aspect for me over the last two years has been having the opportunity to teach the students how to develop web pages and to watch these become the most popular part of our library page. I believe it is the ongoing involvement of both students and staff in the process that has kept our library website relevant and useful. It has also taught students and staff to analyse the required design elements of web pages and, as a result, to be more discerning when using the internet. ■

Figure 2 An excerpt from Katie's e-mates page on the library intranet page

South Grafton Primary School: engaging learners via the library web

Nigel Paull, teacher librarian at South Grafton Primary School, has created a library website to enable users to access relevant websites to support their learning.

With the advent of internet access in the South Grafton Primary School (SGPS) library years ago, it quickly became apparent that allowing students to use their own search strategies was proving inefficient. I quickly determined to do two things: create search strategies for the internet that could be incorporated into our information literacy program; and to develop our own school's website featuring a library component.

The SGPS website has been in existence now for several years, albeit in various formats, with staff members collaborating on its format and content. The current layout is

produced using a freeware program, *Namu 6*. As I am also the computer coordinator, I find this program quick and easy to use, but not as encompassing as some other programs which feature more sophisticated graphics and capabilities.

We have always endeavoured to have an easily navigated and concise website. Another feature we have incorporated is the smooth integration of all pages using the same theme. The layout, as a whole, features the school environment, student activities, teacher resources, and library resources (Figure 1). The article by Ric Tester, 'Building your own library intranet' in *Scan* (2007), is a good starting point for those contemplating creating a school website.

Authoritative links

The rationale for the library section of the website is to engage and assist users to locate and use the most appropriate websites for units being studied in each

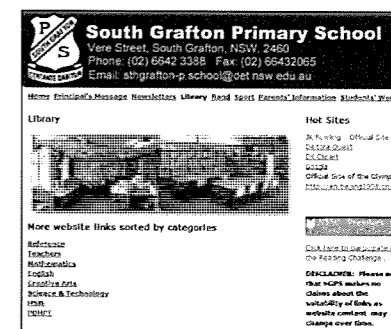


Figure 1 The South Grafton Public School library website <www.sthgraffton-p.schools.nsw.edu.au/4558>

KLA. General material is also featured, including reference, teacher specific material and current issues (e.g. Olympics, Premier's Reading Challenge). As a rule, the only sites featured, and hence having our recommendation, are selected from reviews in *Scan* or the Curriculum Corporation's publication, *Connections*. By featuring these authoritative websites, teachers become familiar with the content and students can access the information using the SGPS website at home as well as at school (Figure 2).



Figure 2 Students use the library website to access the featured authoritative websites for information

Keep the library website manageable

The numbers of selected sites are kept to a manageable level and support the units taught in classes. The websites are checked regularly to ensure there are no dead links, and are culled or added to as necessary. Students are also encouraged to seek additional material from other sources including the internet, print and elsewhere. The strategies for selecting those additional resources are a key component of the school's information literacy program.

OASIS Web Enquiry

Websites are an integral part of our catalogue and are added to regularly, using SCIS records. With the advent of OASIS Web Enquiry we have added many more websites because students can use the terrific hotlink feature and go straight to the site. In the past, students had to write down the URL for websites featured on OASIS and then transfer to another computer and type in the URL. This was often the cause of mistakes and frustration and was a deciding factor in having a library component on our SGPS website.

In the future we will continue to highlight quality links on our websites grouped by KLA headings or Connected

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Outcome Groups (COGs) headings if needed. Having a limited number of quality websites makes planning units and researching topics easier for staff and students. I am interested in using the forthcoming NSW Department of Education and Training's pro forma website service which will be offered to schools at the end of 2008 as an alternative to our current software and design. However, I will still be collaborating with staff, students and parents to refine and enhance the SGPS website and, particularly, its library component with the inclusion of Web 2.0 material. We are endeavouring to create a centre of information experience in the near future. ■

Lambton High School library: a big picture focus on serving the school community

Margaret Badger, teacher librarian at Lambton High School, has created an uncluttered, user friendly site to promote reading and information skills, and inform the wider community about the activities undertaken by students in the library.

Teacher librarians are useful people to have on school website and intranet committees, our technological expertise aside. In our working environment, we have a valuable big picture focus in the schools we serve. We embrace the

dimensions and diversity of our schools without favour, and we willingly showcase student achievement. We develop our libraries with a clear sense of purpose, with the right balance, depth, relevance, authority, inspiration and quality in our collections. We understand the importance of process. We know our target audience, and the value of being well organised. We embrace clarity, including visible and meaningful signage, logical pathways and consistent nomenclature. All these skills are needed for creating websites. As websites become virtual libraries, we need to mark this area out as our new ground.

The library has been included on our website since the site's inception in

2001. Our website is a formal one with classic features and clean lines, uncluttered and logically sequenced in its layout, and a tribute to talented art teacher, Helen Schatz, our web designer. When I designed the library module, the website predominantly targeted parent and community. It served as a broad school prospectus which showcased major student achievement. In tandem, we developed a resource rich intranet and internet environment to support the students. Today, the school website is far more comprehensive and acknowledges the interests of all stakeholders.

It has been my choice to leave the library (Figure 1) in the *Information about* section of the site, predominantly

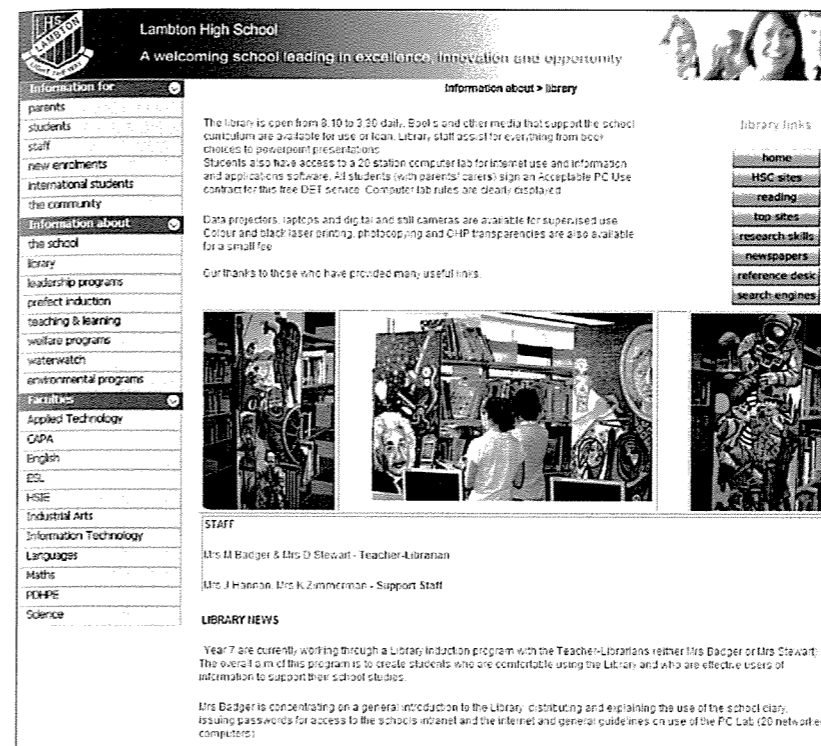


Figure 1 The Library home page <www.lambton-h.schools.nsw.edu.au/Information_about/library/home.htm>

targeting parent and community because it is the one place we can inform parents about what we do. The eight library web pages have changed little over the years and it is probably time to look at them again to ascertain whether or not they reflect the focus, function and flavour of our unique library.

Web page organisation

The library *Home* gives a general overview, our philosophy, resources, staff and access, and a hotlink to our reading promotions. Various activities students undertake in the library are showcased because parents need to be informed.

The second page, *HSC sites*, provides links to the key candidate responsibility areas for HSC students and their parents and carers. We resist the temptation to fill this site with a multitude of useful links.

Supporting reading and learning

The third page, *Reading* (Figure 2), reflects the huge importance we place

on encouraging and supporting this activity, and we want the community to know this. We have a wonderful, diverse library collection and a core of committed readers. We promote reading actively through the Premier's Reading Challenge, the Years 7–10 English Wide Reading Program, through Book Week and National Literacy and Numeracy Week, and through various competitions with prizes. We also promote reading through our Reading Rewards Circle, a section of the library furnished with

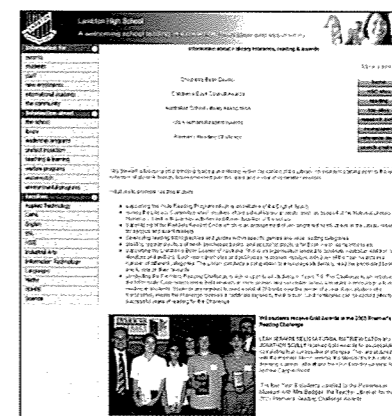


Figure 2 The library's reading web page <www.lambton-h.schools.nsw.edu.au/Information_about/library/libraries_1.htm>

comfortable red leather bucket chairs. Only readers may enter here! Diana Stewart drives this focus (she wears my hat two days each week), ably assisted by staffers Jill and Kate, who have read and promoted children's literature all their working lives.

Research skills is the last of the core elements and a focus of our work in students learning. An outline of the information process is complemented by hotlinks to websites which supplement it with more flamboyance to engage students. Continuity in style across our website is our signature. Parents need to know what we do and what they can do to help.

The other five pages are self explanatory and more generic. *Top sites* are rotated regularly using icons, the links often inspired by websites found in *Scan*. Once replaced, they move into *The archives*. Once again, parents need to be aware of the range of excellent sites that support student learning. We have a substantial population of students with a Sudanese background in our school, so Africa receives regular attention.

Newspapers complements what we receive in local and national dailies, and serves as a reminder to students and community that not everyone sees the world through Australian eyes. Our ESL and African students know exactly how to find their homeland newspapers, even if only to look up local soccer results.

Reference desk and *Search engines* may not survive our next revision in their current form and have no particular connection to Lambton High School. There is nothing like being enlisted for an article in *Scan* to make you cast a critical eye over your own efforts. As I gain more experience I find myself moving to a minimalist (less is more) school of thought, for concise, meaningful teaching and learning support. ■

Canterbury Public School library online

Lisa Haller, teacher librarian and computer coordinator at Canterbury Public School, has designed a library webpage to provide student access to information at school and home.

Due to the ever changing nature of information and communication technology and the impact it has on our lives, it is imperative for teachers and teacher librarians to embrace ICT and focus on the ways in which it can enrich their teaching, and facilitate access to information and the achievement of curriculum outcomes by their students. In order to relate to the learner of 2008 and beyond, we must take risks and realise that our own learning never ends. We must be open to change and be willing to experiment in order to link up with the world of our students, tapping into it to meet their needs. We can do this through information communication technologies.

As the teacher librarian and computer coordinator at Canterbury Public School, I try to lead by example. My

dual role allows me to have influence in the integration of ICT at my school.

Enabling learning

Designing and maintaining the school's website and the library webpage (Figure 1) has allowed me to:

- introduce the use of new technologies
- create an online presence for the wider school community
- provide access to information 24/7, giving my students and their parents and carers a way to communicate outside the traditional methods and times, which are not always ideal or realistic for the busy life we live today.

During lessons in the library the students can easily move between *EduWeb*, the library web page and *OASIS Web Enquiry* to locate and select relevant resources and information. This connectedness saves valuable time and enables the teacher librarian more opportunities to guide students to analyse, synthesise and organise information.

The library web page is simple, easily updated and within the realm of my

web skills at this stage. It provides an information service and another form of communication for the school's community.

The library page:

- caters for the information needs of students, caregivers and staff
- links users with information or services which may be needed, such as *OASIS Web Enquiry*
- guides and provides access to sites, such as Book Week and Olympics sites
- introduces and provides opportunities to experiment with new technologies
- explains what new technologies are and how they can be used.

I have created a blog for the library users. At the moment it is a testing ground for staff and students to experiment and learn, and then provide feedback. Hopefully, once the students and staff gain confidence in using the blog and understand its benefits, the *CPS library blog* (Figure 2) will have a greater influence and role in a wider range of learning programs for our students.

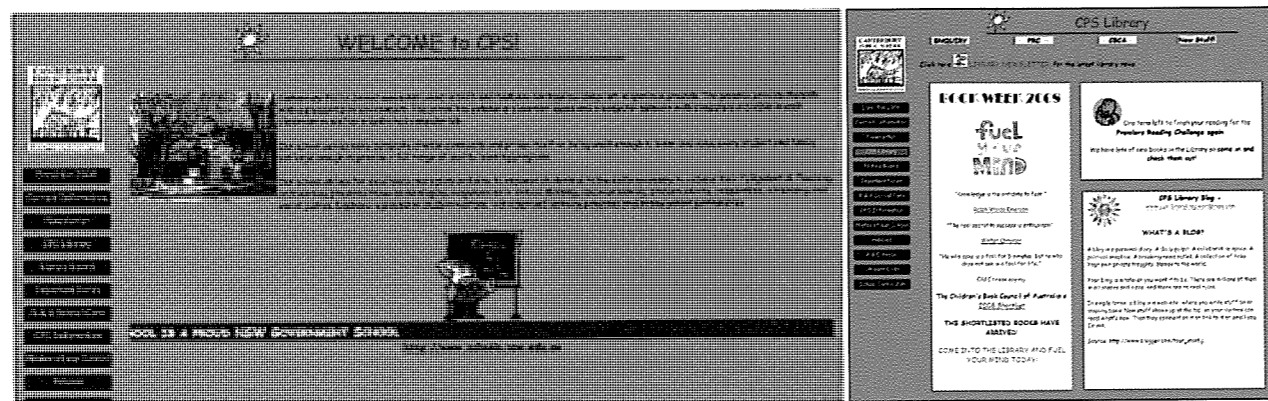


Figure 1 The CPS library webpage <www.canterbury-p.schools.nsw.edu.au/Library.htm> is easily accessible from the CPS home page and has the same format and colour theme

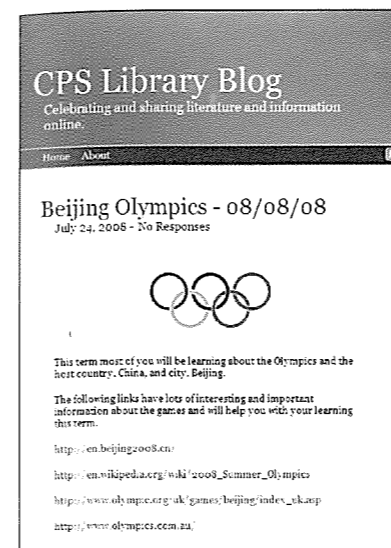


Figure 2 CPS library blog <cpslibraryblog.wordpress.com>

An exciting and rewarding challenge

My skills are gained by jumping in the deep end head first and using the

technology. It is a steep learning curve but seeing how students embrace learning via less traditional channels is so exciting and rewarding. ■

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Williams, J. (2008) 'Using OASIS Web Enquiry to support teaching and learning', *Scan* 27(1), pp. 12-13.

@ your library: Grafton Public School

Tracy Tees, was the teacher librarian at Grafton Public School, until recently. Tracy explains how she created the school library website which is attractive, user friendly and relevant to the school's needs.

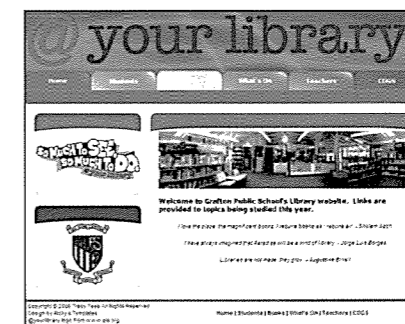


Figure 1 @ your library website at Grafton Public School <www.grafton-p.schools.nsw.edu.au/Libweb/index.html>

The @ your library website at Grafton Public School (GPS) began in 2006, primarily as a convenient way of providing links for students to relevant websites to support subjects being studied in the classroom and related library support (Figure 1). It also serves as a way of publicising library events.

Supporting COGs units

The trial introduction of Connected Outcomes Groups (COGs) at the school prompted teacher librarian, Tracy Tees, to create a COGs specific section (Figure 2). Links from the COGs unit outlines are on pages organised by Stage, unit and KLA. The website has become even more

useful to teachers and students. It allows them easy and organised access to the websites.

The installation of interactive whiteboards in the library and several classrooms allows teachers and students to explore and use websites together in the context of units of work and to support information literacy.

Technical issues

There is no point to a beautiful library website if the creator is the only one who visits! Here are some aspects to consider when beginning a library website.

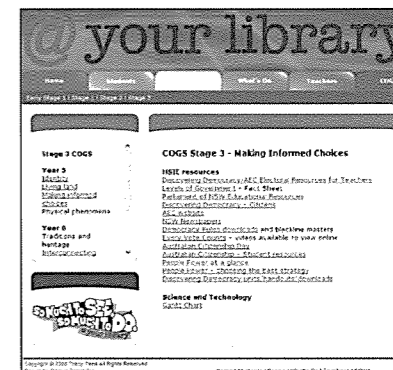


Figure 2 COGS Stage 3 - Making informed choices is located in the COGS section of the website <www.grafton-p.schools.nsw.edu.au/Libweb/cogs.html>

Become skilled or find someone with the skills necessary to create the website. The teacher librarian at GPS subscribed to a website that creates web templates (*Bravenet: free websites and web tools*). They are able to be edited through *Frontpage* or another HTML editor. Importing your own images, and choosing relevant menu titles, allows the template to be customised to suit the school. Make use of the many tools available to website creators. There are free web counters, allowing you to analyse

where your visitors are coming from, and which pages are the most popular. Minimally priced redirection tools (such as *Create a shortURL*) allow you to create a short, easy to type URL for students and teachers to type. It also allows you to change where the site is hosted with no disruption to users.

Ideas for publicising the library website

The library web pages need to be easily accessible and the website needs to be publicised. Here are some ideas:

- link your library web page on the *OASIS Web Enquiry* front page
- ensure accessible links on your school website (Figure 3)
- include the library pages in the school website structure
- explain how to access and use the site to your classes
- print the URL on signs in the library
- put signs in your staffroom(s)
- talk at meetings and provide memos on how to use the library website
- print the address in your school newsletter.

At GPS, the @ your library logo was deliberately chosen as an international library symbol, as created by the

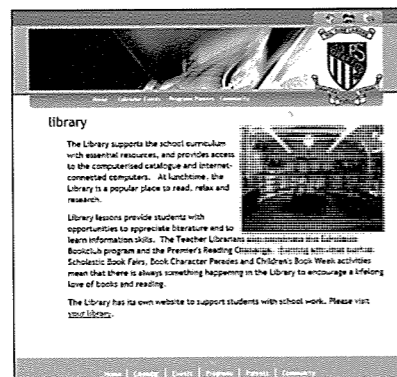


Figure 3 The library has a presence on the school website and a link to @ your library

American Library Association (ALA). There are specific guidelines on its usage and many public libraries in Australia also use the logo. It ties in with other material such as bookmarks and posters that can be used when promoting your library.

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Maintenance

Check your links regularly and keep information current. Have a succession plan for your library website, so that the site is not affected when staff leave or are transferred. Try to keep detailed written instructions ready for when you pass responsibility for your school library website to someone else. At GPS, the resignation of Tracy Tees means that content creation has been passed on to acting teacher librarian, Tracy Avery, and the technical aspects given to a teacher with website experience, Leah Fowles. A change of staff can also be a great opportunity to consider revamping the website, updating its style or emphasis to suit the changing needs of your library. ■

Library 24/7 @ Kotara High School

Liza Moss, teacher librarian at Kotara High School, created a virtual library to host screencasts and provide library access to students beyond the confines of the school building and teaching hours.

A few years ago Kotara High School's website changed to a more easily edited format, and the opportunity to create a library

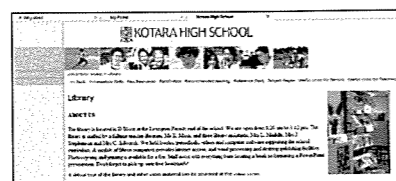


Figure 1 The library page <www.kotara-h.nsw.edu.au/index.php?page=169> is accessible from Kotara High School's home page

presence on the web became a reality. Having previously used Web-and-Flow and experimented with Filamentality, I

was keen to broaden the reach of the library and complement its physical presence. The new website had a library link almost from the beginning and the link was easily located on the home page (Figure 1).

The library web pages are a site within a site: a home page which outlines staff, hours and services available, and branches off into Information skills, New resources, Pathfinders, reference, subject specific pages and useful links

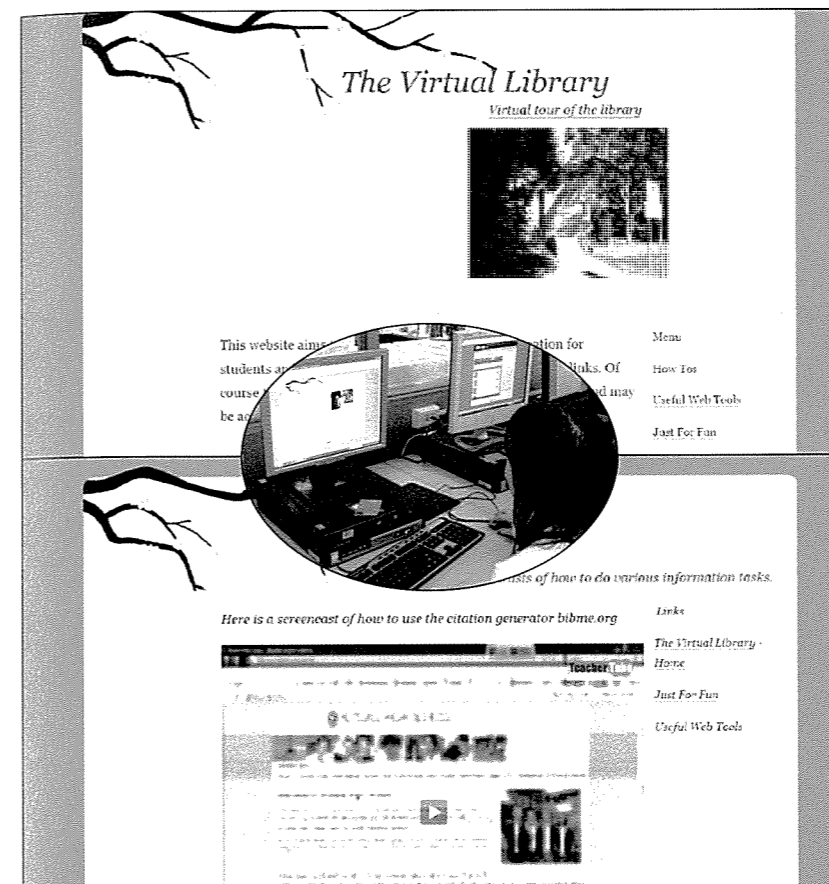


Figure 2 Students access screencasts on The virtual library <thevirtuallibrary.googlepages.com/home> which is linked to the school library website <www.kotara-h.nsw.edu.au/index.php?page=169>

for students and teachers. It is an easy site to maintain with a basic page template and default font ensuring uniformity of style and not much scope to vary the layout. The ease of editing (no html or program knowledge required) allows each faculty to share the load and maintain its own pages without having to request the support of a web manager. The website provides an invaluable teaching resource for information skills. I can easily include links I want the students to access, avoiding time-wasting mistyping by students manually entering URLs. I also use it to model aspects of information literacy we cover in class. At the foot of each page is the author information and the date last updated, and all the illustrations are original photographs, original diagrams created in *Microsoft Paint*, or copyright free pictures and clipart. When evaluating web pages, the importance of being able to identify the creator and establish

their expertise is stressed, and ethical practice with regards to images is another area I endeavour to model.

Creating a virtual library

The ease and simplicity of the school's website, which are such strengths, are also limitations. There is a rigid page format and the type of material able to be incorporated restricts what one is able to do. I saw the need to find somewhere I could incorporate video material and explored free hosting to create an add-on site. The idea of

creating screencasts of small skill areas which can be accessed at point of need, such as using the footnoting feature in a word processing program or using an online citation generator, led to some ICT problem solving of my own as I experimented with screencasting software (ending up with the free download of *Windows Media Encoder*).

The next step was to find somewhere to establish the linked website. *Google Labs* includes the website creation application *Google Page Creator* and once I knew that the name, *The virtual library*, was available, the decision was made. On the new site there is a virtual tour of the library, a slideshow demonstrating some of the differences between the old and new versions of *OASIS Enquiry* and the screencasts. The idea is to extend the reach of the library. Screencasts can be accessed 24/7. *My library* puts the library catalogue into the classroom, the staffroom, even the bedroom, and library websites do the same with links created by teacher librarians, slideshows, email reference services and anything else included without necessarily having users coming into the physical library. It is early days. The site has not been well publicised to the school community yet as it was regarded as important to have something substantial in place first. A combination of email, the school newsletter, staff meetings and working with students is changing this. The virtual library is here. ■

[Editor's note: *Google Page Creator* has been replaced by *Google Sites* <sites.google.com> to create websites, wikis, intranets, and projects sites and more.]

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Thirroul Public School's library hotspot

Sharon McGuinness, teacher librarian at Thirroul Public School, has created a library website to inform the school community about the valuable teaching and learning that occurs in the library.

A golden opportunity

A library page on a school website provides a golden opportunity to inform, enlighten and even entertain the school community. But what if your school is like ours and does not yet have a website?

How do we inform our parent community about the learning opportunities created by lessons in the library? How can we make them aware of the important role that the teacher librarian and school library plays in the education of their children? How do we show the school community the library and teacher librarian's capacity to make a difference to their child's learning, beyond being a keeper of books? These were issues with which I had been wrestling during Term 1 this year and I decided to do something about it.

Luckily, I already had a vehicle to house a school library information page. Most of the students and parents at Thirroul Public School were already familiar with Mrs Mac's library site, designed using Google Page Creator, with many accessing it from home for virtual support 24/7. This gave me the impetus to design a new page which could hang off the Mrs Mac's site, but what should I include?

Firstly, I wanted to inform parents about what we were doing in lessons

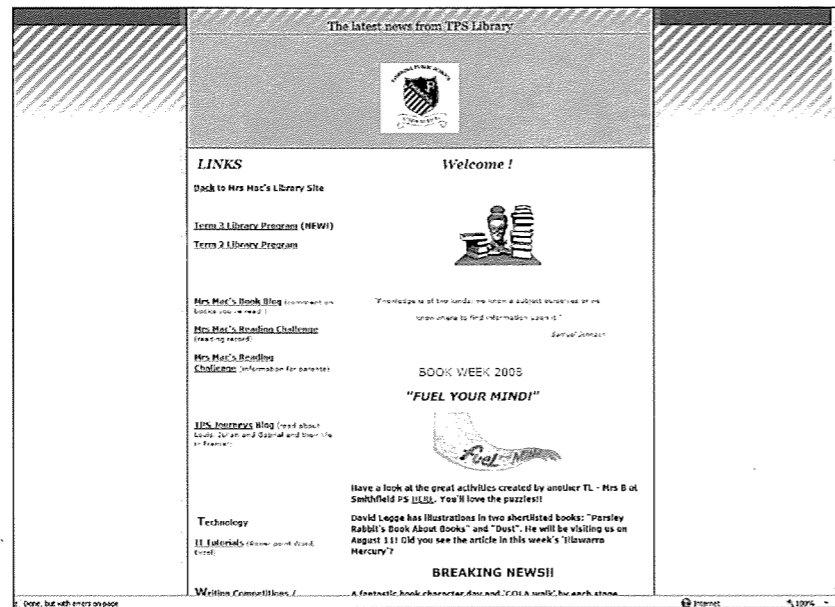


Figure 1 The TPS library hotspot <smclibrary.shaz.googlepages.com/mrsmacslibraryhotspot>

in the library. An overview of my term programs from K-6 has been added, including the titles of books read to classes, and any learning tasks or tools that are used or created. From a programming point of view, this has allowed our principal to experience the activities directly, making the library program an interactive experience!

Next, space was needed on the page to grab the school community's attention regarding any library news and events. This area has been used to highlight Book Week, providing a direct link to online activities that students can use at home, and is regularly updated.

Several useful links were added, including

- our own TPS library blog
- writing opportunities
- tips for searching and some search engines
- a page containing information literacy definitions and links

- educational sites, including teacher librarian sites
- our local public library.

The objectives of our school library, and some thought provoking quotes were added. Access to teacher librarian professional websites provides parents with links to more information about school libraries and how they can support student learning.

Parents are now better informed about their children's learning during lessons in the library, and have sent positive feedback about the site.

The page is a work in progress and will continue to respond to the needs of students and parents. At no cost and easy to set up, it provides a point of contact, that I hope will continue to be used, providing information about how our school library makes a difference to student learning. ■

[Editor's note: Google Page Creator has been superseded by Google Sites <sites.google.com> to create websites, wikis, intranets, projects sites and more.]

Sandy Beach Public School library e-resources

Audrey Nay, teacher librarian at Sandy Beach Public School, describes her introduction into the world of library web design and her ongoing journey to maintain its relevance.

Over the years I was an avid collector of websites useful for teaching and learning. I had thousands of favourites tucked away inside folders in the way I wished to organise our library website. With the introduction of the interactive whiteboard (IWB) into our library there also came an increased need to find stimulating and engaging resources to support our teaching and learning units. Using the IWB also significantly increased the interest in finding good quality, relevant digital resources.

At first, I was at a loss as to how to develop an inviting website to share the wonderful e-resources and tools with my staff and students.

During January 2008 school holidays, I attended the Commonwealth funded English Summer School, where we were introduced to and encouraged to use Google Page Creator to create our own websites. Straightforward, and without the need to learn html, it meant I was in control of the process.

As the website grew, some of the visions of what I had wanted to create seemed very difficult to achieve because of the limitations of the software. Over time, I worked out many shortcuts and easier ways of creating what I wanted to see. Copying from Microsoft Word into Google Page Creator allows me to format tables which I felt gave a more

uniform and neater look. I am predominantly a visual learner so I tend to use a lot of colour and images (Figure 1). I am hoping to provide resources across a broad range that includes all learning styles.

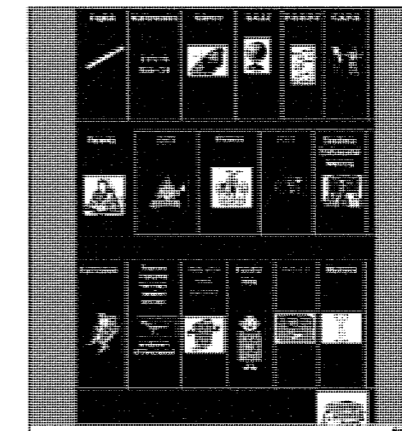


Figure 1 SBPS library weblinks <sbpslibraryweblinks.googlepages.com>

I have attempted to keep some consistency with the theme of the site, although I chose a different template to differentiate unit topics and theme topics. I try to use larger rather than smaller font to assist reading and viewing through the data projectors that many of our teachers are currently using. It is very important to have regular access to the site to enable constant updates. It is an ongoing task, dynamic and ever evolving.

Working with teachers

After building units across the Stages for the first two terms in Mrs Nay's library weblinks, I realised that I was running out of room and revisited my website planning. Another site (Figure 2) is now the entry page. It focuses on information literacy and allows for classes to link with their own page

(Figure 3). Teachers can build their own sites in to link with this.



Figure 2 Library-internet branch <sandybeachpublicschool.googlepages.com>

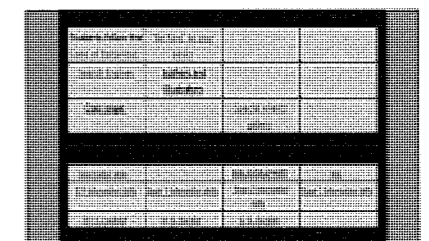


Figure 3 Access to class pages and information skills

The site is very much a work in progress, and I am building it as teachers require carefully selected resources for units. It is time consuming but when I see the excitement as the students or teachers find valuable resources quickly it makes it all worthwhile. I also find and share many wonderful e-resources through my Delicious: social bookmarking account <delicious.com>.

The website was launched on Staff Development Day Term 3, 2008 and is proving to be a useful gateway for our learning community. ■

[Editor's note: Google Page Creator has been replaced by Google Sites <sites.google.com> to create websites, wikis, intranets, and projects sites and more.]

The resonance of fairy tales - sources and extrapolations.

Part 2: Time for the tales

Cathy Sly, literacy researcher and mentor, continues the collaborative journey with English teacher, **Victoria Lewis**, and teacher librarians, **Laraine Rawling** and **Kathryn Davis**, to plan, program, teach and assess a Stage 6: English Preliminary (Extension) module at Barrenjoey High School. The ideas discussed here would complement or lead into related work with substantial texts to ensure students are well prepared for the demands of HSC Extension 1 English. Read Part 1 of this journey in Scan 27(3).

Along with other children's and young adult literature, fairytales have become the focus of a great deal of academic attention. Linguists, semioticians, psychologists, sociologists and philosophers have discovered that reversions of fairytales mirror changing cultural values. Theorists like Bruno Bettelheim, Maria Tartar, Jack Zipes and Maria Warner have taken the study of fairytales into scholarly realms. Practitioners like Neil Gaiman, Angela Carter, Anne Sexton, Terry Pratchett and Gwen Strauss have reinvented traditional wonder tales in the light of contemporary cultural theories including feminism, postmodernism, Marxist theory and psychoanalytic theory.

There is something profoundly existential about folktales, whether it be a fairytale, legend, anecdote, fable, or myth. They call on both the protagonist and listener to become divine artists of their own lives. ... The protagonist must learn to create meaning and values through courageous conduct and action. There is no one answer to the protagonist's dilemma. Like an artist he or she must work towards resolution. Jack Zipes p. xxiii in *Outfoxing fear*, (2006)

I was invited to give a lesson to Victoria Lewis' English Preliminary Extension 1 class on postmodern fairytales. This was a very rewarding activity. I discovered that the students had a sound knowledge of the historical background and changes that have occurred over time in the retelling of fairytales. It was not difficult to engage them in negotiating a range of postmodern elements and to demonstrate their higher-order thinking by applying these to con-

temporary composers who have incorporated such tendencies in their work. Using a graphic representation as a focus, I explained some of the facets occurring in literature that have been termed postmodern (Figure 1 & Figure 2). This gave students the metalanguage required to critique the texts. Presenting a range of illustrations of *Little Red Riding Hood* from different cultural contexts, a YouTube video clip of *Du riechst so gut* by German heavy rock group Rammstein,

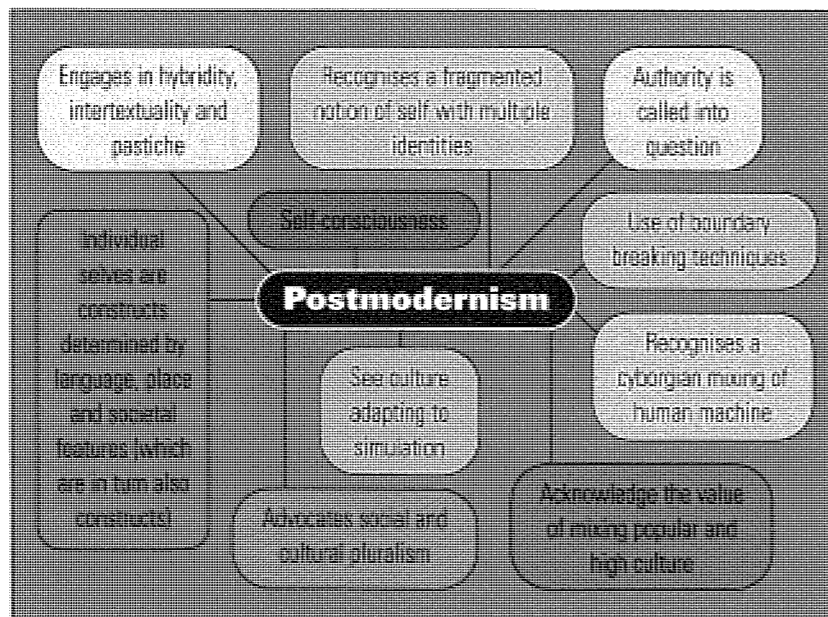


Figure 1 Some elements of postmodernism

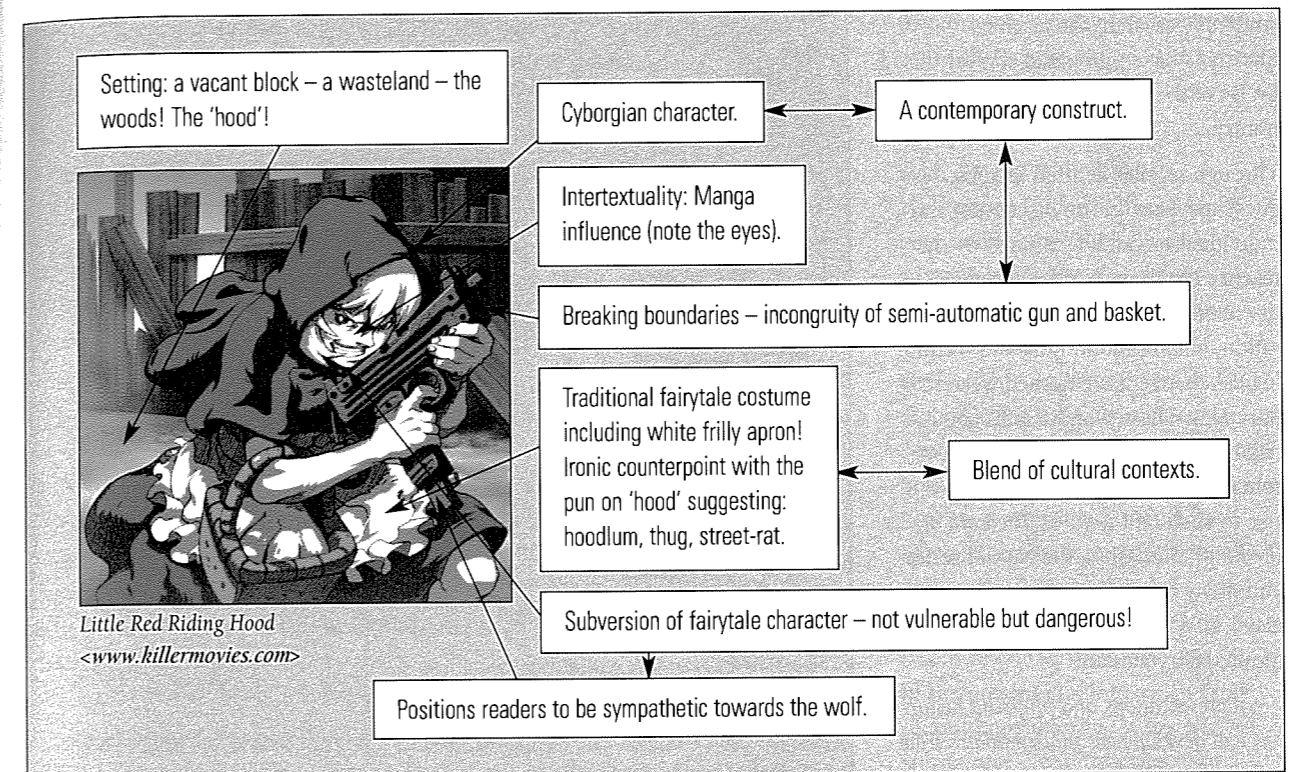


Figure 2 Some elements of postmodernism

and selected picture books including *Who's afraid of the big bad book?* by Lauren Child and *Snow White in New York* by Jackie French, students were encouraged to apply their understanding of postmodern elements and identify, explain and discuss any of these tendencies occurring in the multimodal texts presented.

The contemporary visual texts were greeted with a great deal of enthusiasm and students were ready to share their observations.

The contemporary visual texts were greeted with a great deal of enthusiasm and students were ready to share their observations. Their teacher and two teacher librarians were also present and actively involved themselves in discussion along with the students. The two hour lesson comprised a wonderful example of a community of learning. In terms of follow-up, in

subsequent lessons, students applied the knowledge gained from this lesson on postmodernism, along with other lessons, to create their own tutorial presentations, using a range of texts. The students have also demonstrated their deep understanding of how fairytales

- began as oral tales for vastly illiterate audiences
- were later appropriated to print versions for literate upper class readers
- have been popularised, in more recent decades, through a range of technological media.

The wide ranging appeal of the fairytale formula and their often amorphous meaning makes them easily malleable and readily appropriated for recontextualisation. The Disneyfication of fairytales like *Snow White and the seven dwarfs* (1937), *Pinocchio* (1940), *Cinderella* (1950), *Sleeping Beauty* (1959) and *The little mermaid* (1989) presented sanitised animated versions of the tales for family consumption. While the Disney animations are representative of their socio-historical

context, they have been criticised by a number of theorists for showing scant respect for the integrity of the original creations of authors... His treatment of folklore is without regard for its anthropological, spiritual, or psychological truths (Sayers, 1965).

Those who argue against the fairytale purists see value in Walt Disney's pioneering of animated feature films and his ability to create wholesome entertainment for the masses, regardless of whether he uses fairytales or other classic sources as his basis. In relation to his use of fairytales it is interesting to consider how Disney's work reflects the values of his age. Films like *Labyrinth* directed by Jim Henson (1986), *Ever after* directed by Andy Tennant (1998) and *Pan's labyrinth* directed by Guillermo del Toro (2006) have manipulated the tales for audiences in a different cultural context. A critical comparison of films based on fairytales allows students to appreciate how and why texts are valued in and appropriated in a range of contexts. In support of the

students' research, the teacher librarians have purchased several DVDs of these films for the school library.

Through teacher-centred lessons, guest speakers, group discussion and individual research facilitated by the teacher librarians, students have also discovered how a history of exploration, colonisation, trade and technological change has enriched western fairytales. These wonder tales about negotiations of power are steeped in romance and magic, and have given rise to such cult texts as *The Lord of the Rings*, *Star Wars*, the *Narnia* series, and many more contemporary fantasy classics. With their appeal to all age groups, fairytales are

representations of a profound historical development that emanates from the cultural intersection of oral and written traditions from many different countries.

Zipes, J. (2001), p.101

Globalisation and technologically based communication have seen western readers engaging more with tales from other cultures. All cultures appear to have their own versions of a fairytale genre and symbolism of these tales demonstrates a cross-cultural collective consciousness.

The teacher explained to the class, that

there is an ever-growing pool of writers who experiment with the form and features of the genre to explore the concerns of the human condition with all its darker forces in contemporary times. ... And that the puzzle of the human mind/heart/environment nexus is pursued through modern reworking of the tales in written and mixed media texts. A combined contribution of visual and word texts, sculptural forms, music, movement etc. relating to fairytales still abounds.

Victoria Lewis

So the next focus for the class is on the composition of original written texts (Figure 3 & Figure 4).

Task:
Syllabus outcome: Students develop skills in extended composition in a range of modes and media for different audiences and purposes.

This next assessment task will comprise writing an imaginative response to a tale from the canon and a reflection statement.

Select one of the following tales:

From Perrault:

- *Master cat (or Puss in boots)*
- *Bluebeard*
- *Little thumb*
- *The ridiculous wishes*
- *Donkey-skin*

From Grimms:

- *Rapunzel*
- *The frog prince*

(No more than two students per title.)

Instructions:
You are to generate an original tale of 700 – 1000 words.

First analyse the original tale for stable elements, aspects of context that can be altered to another context while maintaining the forms and features of the genre.

Include an accompanying reflection statement of 500 words in which you include the following:

1. An account of fairytale elements extracted from the original.
2. An explanation of the voice you have chosen for your narrative and a statement of character, position and intention of the voice.
3. Reference to wide reading and research that has inspired you in your writing.
4. An explanation of the context you have chosen and the values you hope to explore.
5. A statement about what you value in the original tale and what you hope to have valued in your own creation.

V. Lewis 2008

Figure 3 Written assessment task

Once upon a time in the vast city of Wood York, a small boy and girl, Hunter and Georgia, and their not so well to do family endured the everyday battles of a tough life. Hunter and Georgia had had a hard past, losing their mother at a young age. Their easily persuaded father had remarried a spoilt younger woman, who had lost her inherited fortune to a gambling addiction.

The ensuing tale involves a devious plan by the wicked step mother, to get rid of the children. Lured into a toy store in a more dubious area of the city, they are entrapped and enslaved by the enthusiastic but sleazy shopkeeper.

Using their wits and agility to make their escape, they find help and their beloved father who tells them of their cruel step mother's untimely death, being hit by a taxi when she was stumbling out of a casino in the early hours of the morning.

Naturally the small, but now happy family live contentedly and joyfully for the rest of their days.

(Segments extracted from a tale by Rachel.)

Figure 4 Sample excerpts from student's original tale

Within this study module students have been exposed to, and have undertaken, independent research in relation to academic theorists and practitioners in

order to assess why these texts have been valued in different contexts. Contemporary scholars and exponents of fairytales have been informed by current

theories. Bruno Bettelheim's Freudian analysis unpacks fairytales through a psychoanalytic approach. Theories of Jacques Lacan, including the Mirror Stage, the notion of the Gaze, and Desire, offer fascinating means of analysis. Julia Kristeva's feminist approach and notions of abjection and intertextuality can also be seen as underpinning some revisions of fairytales in recent decades. Informed by such notions of critical theory, students are able to unpack traditional and contemporary versions of fairytales using a range of different strategies.

Offering a solid grounding for genre studies and addressing the outcomes for English Preliminary (Extension), this fairytale focus has been a challenging and rewarding study. Tales of past eras and from earlier periods of our lives can be revisited with a more scholarly approach in order to comprehend the value of these archetypal tales that impinge on our psyche in a very unique way. They present us with images and symbols that can transcend culture and time.

As Romanian philosopher Mircea Eliade explains,

Symbolic thinking is not the exclusive privilege of the child, of the poet or of the unbalanced mind: it is consubstantial with human existence, it comes before language and discursive reason. The symbol reveals certain aspects of reality—the deepest aspects—which defy any other means of knowledge. Images, symbols and myths are not irresponsible creations of the psyche; they respond to a need and fulfil a function, that of bringing to light the most hidden modalities of being.

Eliade, M. (1991), p.12

Fairytales are ingrained with archetypal images and symbols that are passed from generation to generation. A study of fairytales from different contexts allows students to observe the impact of socio-cultural changes on the way in which the tales are told and received. Constructing their

own original writing in the fairytale genre elicits reflection on the present socio-cultural values that inform their work.

Such a study at the English Preliminary (Extension) level has been ambitious, scholarly, and stimulating. It has engaged a community of learning involving teachers, teacher librarians and students in a collaborative project. Teaching has not only focused on content, but also on how to research, how texts are valued in different contexts and how to write critically and creatively in relation to texts that have emerged from the oral tradition into written form and, in the present era, into a vast array of multimodal forms. It has elicited substantive communication and has proven to be an expansive teaching and learning program for all who have collaborated on this project. ■

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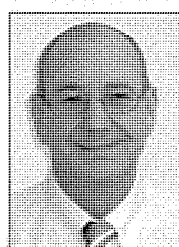
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four 2008

Scan's regular Research columns feature is refereed by Dr Ross J. Todd. Research columns continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems. This issue documents key findings, and challenges teacher librarians and teachers to reflect on our profession, and the nature of collaboration within a knowledge outcomes paradigm.

Evidence based education: taking up the challenge



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It is encouraging to see a strong focus in evidence based education, not just in Australia, but also around the world. Evidence based education is fundamentally about educational practice being informed and guided by best available evidence of what works. This has important implication for school librarianship and the work of teacher librarians, as the professional practice of school libraries sits at the confluence of education and librarianship.

Educational systems around the world are increasingly giving higher priority to using evidence from scientifically-based research, particularly the use of objective measures to compare, evaluate and monitor student progress, and to identify causal and associative relationships and interactions.

Underpinning this emerging focus on scientifically-based research as a framework for professional decision making and action is the need to avoid fad, fancy, and personal bias, and the advocating of stances and positions which are not underpinned by a strong research tradition, which Whitehurst (2001) refers to as *strong calls to action*, without the supporting evidence derived from empirical research. Davies (1999) likewise argues that turning to evidence based education would make education less vulnerable to *political ideology, conventional wisdom, folklore, and wishful thinking*, not to mention *trendy teaching methods*.

The Department of Education and Training in NSW clearly values educational research. It highly values research that contributes to findings likely to produce lasting educational value for stakeholders in education and training. Its 2009–2011 priorities (*The Office of Schools Plan; Australian Government Quality Teacher Programme*) have explicitly focused on research that addresses *Quality Teaching* in schools, and student engagement.

According to Willinsky (2001), evidence based education would mean that teachers would opt for teaching methods in any discipline that consistently proved more effective than other methods. For example, it means that teacher librarians would develop and implement instructional programs built on research tested

and validated frameworks. Eldredge (2000), a key proponent of evidence based librarianship, similarly argues that its goal is to improve library practice by utilising the best available evidence combined with a pragmatic perspective developed from working experiences in librarianship. It places emphasis on evidence based decision making over opinion based decision making, and on the conscientious interpretation and integration of research derived evidence to shape and direct professional practice.

The growing interest in evidence based education has not been without criticism. Some people claim that evidence based education is a passing fad. Ironically, the evidence based education movement seeks to move the educational community away from advocacy influenced decision making! Others claim that, because the education profession is not strongly steeped in the research traditions of the carefully testing instructional practices and educational interventions, it creates major gaps in expertise and professional discomfort with engaging in and utilising such evidence.

These are important concerns in the practice of school librarianship.

- What is the research platform for the practice of school librarianship?
- Does a research platform characterise and define the work of teacher librarians?
- Does the broader educational community outside of the school

library see the work of the teacher librarian being informed and shaped by a strong research tradition?

- Can teacher librarians cogently articulate the research basis for their practices?
- How do they inform the school community of this?

The question of evidence goes well beyond using research to inform practice. Broader questions, not just about the sustainability and continuous improvement of quality school libraries, but also about the actual need for school libraries staffed by professional teacher librarians, are being asked against a backdrop of educational accountability. This brings into sharp focus the importance of research evidence:

- as a foundation for practice
- for engaging with evidence generated in practice
- to clearly articulate evidence of practice, that is evidence of outcomes and impacts of professional practice based on student generated evidence, and grounded in professional actions based on research of what works in the profession.

The current emphasis on evidence based education challenges the school library profession to take on a more holistic approach to evidence: evidence for practice, evidence in practice, and evidence of practice (Todd, 2007; 2008).

- *Evidence for practice* focuses primarily on examining and using

best available empirical research to form practices and inform current actions, and to identify best practices that have been tested and validated through empirical research. This is the *informational dimension* of school library practice.

- *Evidence in practice* focuses on school librarians integrating available research evidence with deep knowledge and understanding derived from professional experience, as well as local evidence to identify learning dilemmas, learning needs, and achievement gaps to make decisions about the continuous improvement of the school library practices to bring on optimal outcomes and actively contribute to school mission and goals. This is the *transformational dimension* of school library practice.

- *Evidence of practice*, as the measured outcomes and impacts of practice, is derived from systematically measured, primarily user-based data. It focuses on the real results of what school librarians do, rather than on what school librarians do. It focuses on impacts, going beyond process and activities as outputs. It establishes what has changed for learners as a result of inputs, interventions, activities, processes, and charting the nature, extent and quality of effect. This is summed up in the following table:

The column in this issue of *Scan* documents the evidence based practice journey of students, teachers and teacher librarian at Caddies Creek Public School, NSW. Based on the research validated model of the Information Search Process (Kuhlthau, 2004), the evidence based journey of the school is founded on evidence for practice. ■

| | |
|---|--|
| Evidence FOR Practice Research evidence as inputs | FOUNDATION – INFORMATIONAL Existing formal research provides the essential building blocks for professional practice. |
| Evidence IN Practice Applications/Actions Evidence as process | PROCESS – TRANSFORMATIONAL The wisdom of practice is meshed with research based evidence to provide a dynamic decision making environment. |
| Evidence OF Practice Results – impacts and outcomes; evidence of closing of gaps | OUTCOMES – FORMATIONAL User-reported evidence: learner changes as result of inputs, interventions, activities, processes. |

Table 1 Holistic model of evidence based practice for school libraries

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Guided Inquiry: a learning journey

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School context

The library at Caddies Creek Public School (CCPS) integrates cooperative planning, programming and teaching (CPPT), flexible timetabling, resourced based learning (including ICT), *Quality Teaching* and information skills to foster the development of students' knowledge and understanding of targeted syllabus outcomes. The teacher librarian works collaboratively with the teaching staff, striving to provide relevant, motivational and challenging teaching and learning experiences for students.

In 2007, the teacher librarian attended two professional development days centred on Guided Inquiry, an evidence based instructional framework to foster the development of deep learning through information resources. Guided Inquiry is defined as

carefully planned, closely supervised targeted intervention of an instructional team of school librarians and teachers to guide students through curriculum based inquiry units that build deep knowledge and deep understanding of a curriculum topic, and gradually lead towards independent learning. Guided Inquiry is grounded in a constructivist approach to learning, based on the Information Search Process (ISP) developed by Kuhlthau, for developing students' competence with learning from a variety of sources while enhancing their understanding of the content areas of the curriculum.

CISSL <www.cissl.scils.rutgers.edu/guided_inquiry/introduction.html>

In Term 2 2007, after undertaking further professional reading, the teacher librarian felt inspired to take the plunge with Guided Inquiry. The motivation for this came from the fact that Guided Inquiry is backed by over twenty years of research studies in the USA and, more recently, in Victoria, Australia. Guided Inquiry places great importance on initially building students' background knowledge before launching students into the research task. This development of background knowledge provides students with a grounded footing in readiness for their research task. As noted by Fitzgerald (2007), Kuhlthau's Information Search Process (ISP) which comprises seven research stages, *not only provides input on the thinking and behavioural processes of students, it also accounts for the feelings students encounter as they carry out an inquiry project.* This affective domain of ISP adds further depth to the research framework for learners. In addition, the School Library Impact Measure (SLIM) survey toolkit, developed by the Center for International Scholarship in School Libraries (CISSL) to chart the development of knowledge through inquiry based units, provides valuable insights into students' learning experiences as well as being a most useful tool for evidence based practice. Guided Inquiry also incorporates many aspects of *Quality Teaching* including deep knowledge and deep understanding. It was felt that Guided Inquiry would help to lift the bar for teaching and learning at CCPS.

Getting started

During Term 3 2007, all five Stage 3 classes participated in a ten week CPPT Guided Inquiry unit. This International Aid Organisation WebQuest program, which was based

on the NSW Department of Education and Training's Country Areas Program (CAP) WebQuest, supported the classes' current Human Society and Its Environment (HSIE) program based on *Global connections*, and addressed the learning outcome:

SS3.7: *Resource systems* Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.

The research task posed was: *You and your partner are members of a District Committee which has raised \$20 000 for overseas aid. Your task is to research 2 worthwhile aid projects.*

Choose the one YOU feel most worthy of the donation and write an exposition supporting your choice. You will present your case to the class (format to be revealed later!)

You will need to consider:

- location of project
- type of project e.g. education, health, agriculture etc.
- who is helped by the project
- expected outcomes of the project.

Throughout the research unit, most students were highly motivated and conscientious. The responsibility of donating \$20 000 to a chosen organisation was viewed seriously. Generally, students' final exposition presentations (in the form of colour brochures or PowerPoint presentations) were of an exceptionally high standard and demonstrated the higher order thinking processes that student had undertaken.

All Stage 3 students completed the three SLIM surveys throughout the unit. However, because the data entry was a very time consuming task, only the Year 6 students' surveys were collated for evidence based practice. This sample size was forty- six

students. The results indicated a growth in students' factual knowledge and, in a few cases, a growth in students' conceptual knowledge and understanding. Most students were very motivated with the research task, although their interest declined during the Exploration stage. However, there were some conflicting findings. Whilst some students indicated that they found it easy to develop and use successful strategies for locating information, copy and paste relevant information and to work cooperatively with a partner, other students found these same tasks difficult. When surveyed as to what they learnt from this research unit, most students stated factual knowledge about International Aid Organisations, how to produce an appropriate presentation, and how to think critically.

An additional question regarding what students enjoyed about their research was included in the final survey. Students listed producing a PowerPoint or brochure, working cooperatively with partner and using book marked internet sites and books to find relevant information.

At the conclusion of the unit the five class teachers were also surveyed. The teachers expressed overwhelming support of Guided Inquiry and its further development at CCPS. Teachers believed that the combination of the Guided Inquiry framework and open ended, higher order thinking WebQuest resulted in higher levels of student motivation and achievement.

In Term 4 2007, the teacher librarian presented an overview of this trial Guided Inquiry unit at a staff meeting. The Guided Inquiry approach, the WebQuest task, students' responses and final presentations were outlined. The teacher librarian explained that the library program would be adopting Guided Inquiry as the framework for future units.

Further developments in 2008

In Term 2 2008, a Stage 3 *Gold* WebQuest Guided Inquiry unit was

tried with six classes. This unit was integrated with the classes' current HSIE program and addressed the HSIE learning outcome:

CCS3.1: *Significant events and people* Explains the significance of particular people, groups, actions and events in the past in developing Australian identities and heritage.

Several planning meetings were conducted with the Stage 3 teachers prior to the commencement of the unit and tasks delegated, including the reviewing of relevant and user friendly internet sites and designing of student proformas. The teacher librarian also explained and revised the concept of Guided Inquiry with the teachers involved; four of whom had collaborated on the earlier Guided Inquiry unit. The use of the modified *Skinny* toolkit to track students' progress throughout their research journeys was also discussed. The *Skinny* toolkit, which is a simplified version of the SLIM toolkit, was suggested by teacher librarian, Lee Fitzgerald, in her trials of Guided Inquiry.

In addition, teachers were keen to trial Web 2.0 in the form of a *Gold quest* blog <goldquest.edublogs.org>. The teacher librarian made enquiries with colleague, Ian McLean (teacher librarian at Penrith Public School), who has expertise in Web 2.0. Coincidentally, it was discovered that the Penrith Stage 3 classes would also be studying the topic of gold. Whilst students at CCPS would be focusing their research on four major Australian goldfields, students at PPS would be studying Australian bushrangers. A joint blog was set up to enable students from both schools to share their research findings and experiences, internally in their own schools and also between the two schools. This was a most exciting development for students and teachers alike!

As detailed in the accompanying program, the Guided Inquiry WebQuest task, based on the CAP WebQuest, *Gold! Gold! Gold!*, was:

It is period 1850–1870 in Australia—the time of Australian History known as the first Gold Rush. You live in Old Sydney Town and like many others, you and your friend are rather poor and are tempted to head to the goldfields to make your fortune. There are several goldfields to choose from and much organising to do before you find any gold.

1. Which one of the following goldfields will you chose to try your luck at and why?
 - Bathurst
 - Ballarat
 - Charters Towers
 - Gympie
2. Compile a list of mining equipment and provisions that you will need to either take with you or buy once you reach the gold field.
3. What possible problems might you face?

Remember, you have little money and no experience.

Points to Consider:

- Distance to the gold field: How far do you need to travel and how will you get there?
- Which gold mining area offers the best chances of 'striking it rich'?
- Which type of gold mining best suits you?
- What mining equipment and other provisions will you need?
- What problems might you face?

Assessment:

- student self assessment rubric
- teachers' student assessment rubric
- *Skinny* (modified SLI.) surveys)

Presentation:

Students will be given a choice of presentation formats, which will be announced once all research is completed.

Instructional interventions

The program was implemented from Weeks 2–10 of Term 2. Each class booked in for two CPT lessons per week (1 X hour lesson and 1 X 30 minute lesson) over 9 weeks (Figure 1). Students worked with a partner of

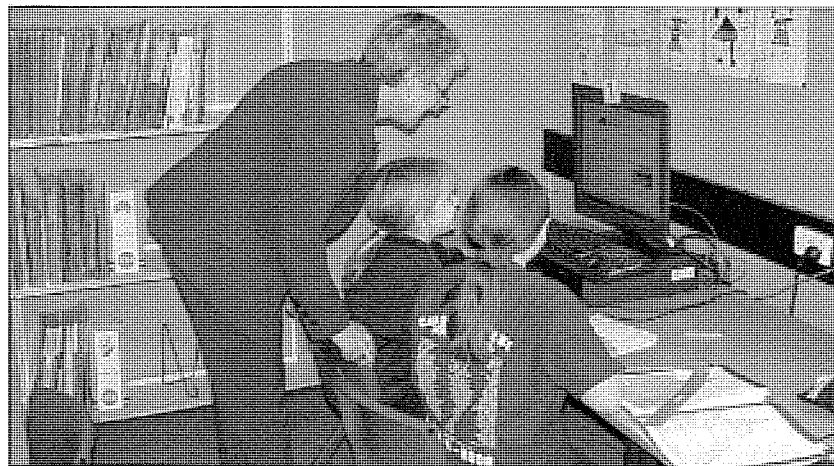


Figure 1 Mrs Scheffers checks the students' progress

their own choice, with the exception of Class 5/6L who used a lottery draw for selecting partners. Each student was issued with a research booklet, kept in a plastic sleeve together with their partner's booklet. The booklet contained: the WebQuest task, sequenced scaffolds and proformas, three *Skinny* toolkit surveys and students' journal sheets.

Throughout each of the ISP steps, students progressed through a series of explicit teaching and learning activities (refer to unit program):

1. Initiation:

- whole class discussion of students' prior knowledge about gold (brainstorming using interactive white board)
- WebQuest task explained to class, and students organised into pairs.

2. Selection:

Students build their background knowledge about gold and the Australian gold rush by:

- completing general internet search of various bookmarked gold internet sites using proforma eg. *What is gold? What are some properties of gold? Where & when has gold been discovered in Australia?*
- viewing Australian gold video & complete *View, listen & connect proforma*.

3. Exploration:

- research the four given goldfields using bookmarked internet sites

and non reference books.

Complete *Australian goldfields* proforma (eg. distance from Sydney, year of first gold discovery, types of mining, problems).

4. Formulation:

- pairs of students narrow choice of goldfields from four to two. Complete *Comparison of 2 preferred goldfields* proforma (advantages and disadvantages of the two chosen goldfields)
- pairs of students decide on which goldfield they will try their luck at and reasons why.

5. Collection:

- draft their historical recount stating their case for choosing this particular goldfield, listing mining equipment and provisions required and possible problems they may face. Students are required to list at least three reasons for their choice.
- design one *PowerPoint* slide to use as a supporting backdrop to their oral presentation.

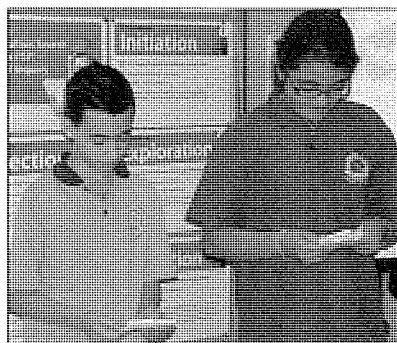


Figure 2 Student partners present an oral recount

6. Presentation:

- pairs of students present an oral recount, with the support of one *PowerPoint* slide (Figure 2).

7. Assessment:

- three *Skinny* toolkit surveys, self assessment rubric and teacher assessment (of student) rubric

Dipping our toes in Web 2.0

A most exciting and valuable extension of this WebQuest was the joint *Gold quest* blog with Penrith Public School (PPS). The two teacher librarians from both schools worked closely together to establish the *blog*, and then oversee its ongoing development. Teachers and students from CCPS set up their own *Edublog* usernames, passwords and avatars, whilst the teacher librarian at PPS posted students' and classes' messages on their behalf.

The structure of the blog program was similar to that of a book rap, with the following sequence of teaching and learning activities:

- *Class introductions* from each of the ten classes (six from CCPS and four from PPS)
- *Fascinating Gold quest research findings* – pairs of students from CCPS shared two interesting facts about gold and the Australian gold rush and described their feelings and thoughts about their research journeys thus far
- *Law on the goldfields: plus, minus and interesting facts* – classes from PPS shared their learnt facts about Australian bushrangers
- *CCPS WebQuest presentations* – classes voted on the best three oral recount presentations which were then posted onto the blog for students from both schools to read
- *PPS Bushranger bounties* – Students posted their own newspaper clippings about the most notorious or most dangerous Australian bushrangers.

Students and staff felt very proud of what their first attempts at a blog had achieved! Students within each school and between the two schools were able to share their research experiences and findings. As each school was studying a different aspect of the Australian gold rush, the blog broadened the topic for students. If more teaching time had been available, further online discussion, questioning and sharing could have occurred.

Class 5/L's journal entries highlight the value and excitement felt by the students about the blog:

I felt excited about blogging with Penrith PS. It was really fun and I can't wait to do it again!

Student One

I felt very pleased because my partner and I worked hard to make an excellent (blog) message.

Student Two

I felt excited because I've never posted a blog message before.

Student Three

I felt great because we got to type a message to our Penrith PS bloggers on the Gold Quest blog.

Student Four

Collated *Skinny* survey results

Students from the six classes completed the three *Skinny* surveys; at the commencement of the unit (Selection), in the middle of their research (Exploration) and after their final presentations (Presentation). When time permitted, the respective class teachers and teacher librarian discussed individual comments with students. The surveys provided valuable insights into individuals' and pairs' progress and what difficulties they were experiencing.

At the conclusion of the unit, data was collated from the thirty-two students in Class 5/L, (the highest academic class) in order to obtain an overall picture of students' performances and experiences. The findings are listed below.

Survey 1

Question 1: *What do you know about gold and the Australian gold rush?*

As expected, 75% of students stated factual knowledge they had gained about the history of the Australian Gold Rush, such as facts about Edward Hargraves and the Welcome Stranger nugget. Many students (63%) stated the properties of gold and 25% students recorded the uses of gold.

Question 2: *What difficulties are you having with your gold research?*

Many students (47%) indicated that they were experiencing difficulties finding useful and relevant information from book marked websites. In some instances, students were encountering conflicting information.

... many sites give you different information and that makes it difficult to write what is true.

Student Five

About one third of students had trouble note taking whilst watching a DVD gold documentary.

I found when we were watching the DVD I found it difficult because when I was writing, something else, there was some other thing that was good.

Student Six

Survey 2

Question 1: *What more do you know about gold and the Australian gold rush?*

Students were instructed to record any new knowledge or understandings they had gained since completing Survey 1. About 40% of students reported that they had gained greater factual knowledge about the four respective gold fields, whilst 30% of students had increased knowledge about the mining equipment needed. About 25% of students also stated the necessary provisions for life on the goldfields and the various problems faced by gold miners.

Simple things like blankets were needed.

Student Seven

Many people didn't find gold.

Student Six

Question 2: *What difficulties are you having with your gold research?*

The majority of students (63%) were continuing to experience problems finding relevant and specific information on the internet (eg. the amount of gold discovered at particular gold fields and information about Ballarat).

A few students expressed their strong objection to not being able to freely search for alternate sites on Google.

I really hate not being able to search Google! It is really annoying me! The sites in Favorites are a little bit off track.

Student Eight

Such comments provided immediate and valuable feedback to the teachers, who then reconsidered allowing students the freedom and flexibility of independently searching the internet, once the bookmarked sites had been exhausted.

At this stage of their research task, several students (28%) were having difficulties cooperating with their partner. This may have been partly due to the fact that in this particular class a lottery draw was used to randomly select partners. Other difficulties included note taking and recording keywords (25%), DVD note taking (19%) and finding relevant information in nonfiction books (16%).

Information in the books is very unfamiliar and most information we don't need and use (for our research task).

Student 3

Survey 3

Question 1: *What do you now understand about gold and the Australian gold rush?*

In the final survey, 38% of students stated that they increased factual

knowledge about the Australian gold rushes. About 18% of the class also stated that they had increased knowledge regarding the properties of gold, its uses, the various ways of mining gold and more about the Eureka Stockade.

Importantly, 22% of students noted that they had a greater appreciation about the problems at the goldfields. As demonstrated in the following quotes, about one quarter of the class displayed a deep understanding about the struggles experienced by gold seekers.

I understand that life on the goldfields was hard.

Student Nine

Life I those days was tough - finding food and money was not easy to find and earn.

Student Five

In those days you could only count on yourself and nobody else. Bushrangers could steal your gold and your partner could betray you.

Student Five

I understand that the gold rush days were very tough. You had to worry about many different things to survive. I also found that when it comes to gold people are crazy, but they should know that gold isn't everything.

Student Three

Question 2: Thinking back on your research, what did you find the most difficult to do? Please list as many things as you like.

Although the teachers had checked the bookmarked internet sites prior to the commencement of the unit, half the class experienced difficulty finding relevant information from these sites and nonfiction texts. Many students (28%) also had problems working cooperatively with their designated partner.

Sometimes I had difficulty understanding what my partner had to say.

Student Three

About 25% students noted that they had trouble drafting their joint recount / speech.

The most difficult thing was to put all our research into a recount.

Student 10

We had difficulty putting the speech into perspective.

Student One

As would be expected, several students (25%) were nervous about presenting their speech to the class.

... getting over my nerves and presenting the speech.

Student 11

Getting the confidence to speak in front of the crowd (class).

Student 12

Question 3: Thinking back on your research, what did you find the easiest to do? Please list as many things as you like.

A large number of students (63%) found designing their PowerPoint slide easy, whilst 31% found working and cooperating with a partner easy. Interestingly, 19% of students indicated that they had no trouble with note taking and finding relevant information. This finding contrasted with the results in the previous question.

Question 4: What skills did you learn in doing this research project? List as many things as you like.

About one third of students stated that they learnt how to cooperate with a partner.

Cooperating with a partner from Year 6 (student in Year 5).

Student 13

Working with different people.

Student 10

Making new friends.

Student 14

One quarter of the class noted that they had increased their factual knowledge about gold and the Australian Gold Rush.

... how to actually pan.

Student 15

About 19% of students also commented that they had learnt how

to write an oral recount presentation and 16% stated they had improved their note taking skills.

Writing things that are appropriate.

Student Three

Question 5: What did you enjoy about this research unit? List as many things as you like.

About one third of students enjoyed designing a PowerPoint slide, which was used as a presentation backdrop. Many students (25%) enjoyed working with a partner and presenting their final speeches. Several students (16%) liked finding out more information about gold.

I enjoyed increasing my knowledge on the topic of gold.

Student Eight

Some students enjoyed viewing and note taking from DVD documentaries, the open ended WebQuest task and communicating on our shared blog with Penrith Public School.

... having a free choice.

Student 15

Chatting with Penrith P.S. on the Edublog.

Student 16

Student learning journals

At the end of most lessons, students recorded their research activities and their related feelings. Many of the journal comments, which were collated from Class 5/6, reflected Kuhlthau's affective domain of the ISP.

Initiation:

I felt challenged because it was hard. (Building background knowledge – 1st lesson, introductory gold research on internet)

Student 17

I felt great today because even though I was working with my opposite gender (which is a bit out of my comfort zone) everything worked out quite well.

Student Five

I felt sought of relieved to have

finally started on our CPT sessions in the library. I also felt glad because my partner is not so bad as I thought.

Student Three

Selection:

I was interested to see and not just read about what happened on the goldfields. (viewing documentary and note taking)

Student 11

I felt shocked that Edward Hargraves took all the credit. (DVD viewing)

Student 12

I was interested because I saw what happened visually in the Australian gold rush. (DVD documentary)

Student Four

Exploration:

I felt bored because I couldn't find much and (Student Three) was going too fast.

Student 18

I felt disappointed because I didn't get enough information. (researching a particular gold field)

Student 19

I felt disappointed because it was hard looking for research on Bathurst.

Student 20

I felt sparkly because I got further than I thought I would.

Student 20

Formulation:

I felt happy because we narrowed it down to only one goldfield and we are doing our draft presentation.

Student 21

Collection:

It was fun because my partner and I worked well and I was really pleased with how far we got in the recount.

Student 22

I was completely concentrated because I really wanted to finish our recount.

Student Four

Presentation:

I felt nervous talking in front of everyone. (Presentation)

Student 12

Assessment:

I feel excited because we have learnt a lot.

Student Nine

Teacher survey

At the conclusion of this Guided Inquiry unit, a survey of the seven teachers was collated.

Question 1: What research skills and knowledge did the students develop?

All of the teachers had observed an increase in students' factual knowledge about gold and the Australian gold rush.

... more thorough understanding of life on the goldfields which linked well with in class lessons.

Teacher One

In addition, students' internet research skills, Web 2.0 blogging skills, summarising and note taking skills, and social skills were all enhanced.

... promoted decision making and communication skills among each pair of students, when deciding on which goldfield to visit.

Teacher One

Question 2: In general, what aspects of the unit / program did students have difficulty with?

The main perceived student difficulties were the time frame, as an additional few lessons would have benefited some classes. Some students needed a lot of assistance with finding enough relevant information from the internet and books, and editing their recount speeches.

Question 3: In general, how did the students respond to the unit?

All seven teachers reported that students were generally very keen about their research tasks, although this enthusiasm did wane during the Exploration Stage, when

students were wading through large amounts of information about the four nominated goldfields. Students were highly motivated about the collaborative Gold quest blog and were always eager to post and read messages from both schools. Generally, students' final oral presentations were of a high standard – all the hard work had paid off!

They responded very well. Very keen and interested. Also responded well to being put in groups / pairs randomly.

Teacher Two

Children loved the unit and were keen to learn and find out facts. Children cooperated well with each other.

Teacher Three

The majority of students worked very well. I was surprised with the cooperation shown by students. Very impressed with their speeches.

Teacher Four

Students enjoyed the goldfields task and really liked the pair work. This also worked well when delivering the oral presentation as students had not experienced speaking [presenting] with another person before.

Teacher One

Question 4: Were the resources sufficient / suitable / useful?

The teachers felt that the bookmarked websites had basically all the information students needed although permitting students to independently search the Internet may have resulted in additional information. The library's bank of sixteen computers facilitated pairs of students research work and there was also a variety of nonfiction books, atlases and DVDs.

Question 5: What other resources would have been useful?

The main recommendations were for additional related nonfiction texts and websites and extra lesson time.

Question 6: What aspects of the CPT Guided Inquiry WebQuest could have been improved and how?

Most of the teachers agreed that additional lesson time would have been useful. Perhaps by reducing the number of nominated goldfields from four to three this problem could have been alleviated.

Always difficult but more time for speech preparation would have been good – last little bit seemed a bit rushed.

Teacher Five

Question 7: Were there any benefits for you working collaboratively with the teacher librarian on the Guided Inquiry WebQuest unit? If so, what were they?

All six class teachers responded most positively to this teaching partnership and were very keen to be involved in future Guided Inquiry units.

The stated benefits included the sharing of professional expertise, knowledge and ideas and development of Web 2.0 blog skills. Several teachers also commented on the lower teacher: pupil ratio which enables students to receive more responsive teacher assistance.

Many! Expertise, knowledge of resources, Guided Inquiry process, knowledge of Web 2.0, teamwork.

Teacher Two

Two of the teachers made very direct and supportive comments about Guided Inquiry:

I was impressed with the final presentations. I think the (Guided Inquiry) process helped bring this out – quality [of students' work] was improved.

Teacher Five

I have used the same approach [GI] in my class last year and this year and think it works very well.

Teacher One

Future directions

Now that our school has started so successfully down the path of Guided Inquiry and Web 2.0, we intend to further develop, extend and refine these teaching programs. Currently, Stage 2 classes at CCPS are participating in another Guided Inquiry CPPT unit, based on the *Convicts of the First Fleet* WebQuest. Once again, the *Skinny* toolkit surveys will be used to assess and guide students' progress.

With the recent implementation of the New South Wales Department of Education and Training's *Connected Classrooms Program*, the opportunity for future Guided Inquiry and Web 2.0 collaborations will be accelerated.

By working cooperatively with teachers within our school and from other schools, students are sure to experience even more exciting and rewarding learning journeys! ■

Appendix A: Guided Inquiry model: Gold! Gold! Gold! WebQuest

Caddies Creek Public School Stage 3 Library CPT Guided Inquiry Unit:

GOLD! GOLD! GOLD! WebQuest

WebQuest Problem & Task:

It is period 1850–1870 in Australia - the time of Australian History known as the first Gold Rush. You live in Old Sydney Town and like many others; you and your friend are rather poor and are tempted to head to the goldfields to make your fortune.

There are several Gold Fields to choose from and much organising to do before you find any gold.

TASKS:

- Which one of the following gold fields will you choose to try your luck at and why?
 - Bathurst / Ophir
 - Ballarat
 - Charters Towers
 - Gympie
- Compile a list of mining equipment and provisions that you will need to either take with you or buy once you reach the gold field.
- What possible problems might you face?

Remember, you have little money and no experience.

Points to consider:

- Distance to the gold field... how far do you need to travel and how will you get there?
- Which gold mining area offers the best chances of "striking it rich"?
- Which type of gold mining best suits you?
- What mining equipment and other provisions will you need?
- What problems might you face?

Assessment:

- student self assessment rubric
- teachers' student assessment rubric
- SLIM surveys

Presentation:

Students will be given a choice of presentation formats, which will be announced once all research is completed

Resources:

- prepared students' research sheets (booklets), including 3 *Skinny* Surveys (adapted SLIM survey sheets) and journal sheets
- relevant Australian gold rush internet sites, which will be bookmarked for students to access in *Favourites* on the school's intranet.
- numerous nonfiction gold DVD resources from our library
- interactive white board (IWB)
- Microsoft PowerPoint* for supporting presenting students' final oral presentations
- double side evaluation rubric (students' self assessments and teachers' assessments of students' performances)
- Gold quest* blog to trial with CCPS Stage 3 classes and Penrith PS Stage 3 classes

Syllabus outcomes:

Human Society and Its Environment K–6 syllabus (1998)

CCS3.1

Explains the significance of particular people, groups, actions and events in the past in developing Australian identities and heritage.

Subject matter:

- the Australian gold rush
- difficulties / problems of the gold rush era

Focus computer competencies

- access bookmarked Internet sites
- navigate various relevant Internet sites
- use *PowerPoint* as a support / prop for final oral presentation
- all Stage 3 classes trialling a *Gold quest* blog with Stage 3 students from Penrith PS

<goldquest.edublogs.org>

Gold quest blog program:

Class introductions – from each of the 10 classes (6 from CCPS and 4 from PPS)

Fascinating Gold quest research findings

Pairs of students from CCPS share 2 interesting facts about gold and the Australian gold rush and describe their feelings and thoughts about their research journeys thus far.

Law on the goldfields: Plus, minus and interesting facts

Classes from PPS share their learnt facts & opinions about Australian bushrangers.

CCPS WebQuest presentations

Classes vote on the best three oral recount presentations which are then posted onto the blog for students from both schools to read.

PPS Bushranger bounties – Students post their own newspaper clippings about the most notorious or most dangerous Australian bushrangers.

Teaching and learning activities / strategies (and related Information Search Process skills):

Note: Students complete a journal entry at the end of each lesson. Most weeks, classes will read and / or post messages to the *Gold quest* blog.

Week 3: Introducing the WebQuest Task

Lesson 1: Pre-unit assessment to gauge current level of understanding:

- Whole class discussion of students' prior knowledge about gold and the Australian gold rush. Using the IWB, each class constructs a concept map about gold & the Australian gold rush.
- The teacher librarian and class teacher explain the WebQuest task to the class. Students are organised in to pairs. **(Initiation)**

Building background knowledge:

- The teacher librarian demonstrates how to access gold sites, which have been bookmarked on the school's intranet.
- Working in pairs, students complete a general internet search of various bookmarked gold sites, using a proforma in students' booklets – *What is gold? What are the properties of gold? What are the uses of gold? Where & when has gold been discovered in Australia? How is gold mined?* **(Selection)**
- Students complete their individual journal entry, which includes the date, activity completed and at least 1 sentence about how they felt and why. (eg. I felt because)

Lesson 2: Building background knowledge – viewing & notetaking of DVD

- As a whole class, students view DVD about gold, *Finders' Keepers* and complete *View listen connect* proforma. Students then share their thoughts & ideas with partners & other groups (Think Pair Share) **(Selection)**
- Individually, students complete *Research reflection survey* Sheet no. 1 (modified SLIM Toolkit)

Week 4: Continuing to build background information, Gold quest blog & commence gold fields research

Lessons 1 & 2:

- In classtime, students view another DVD about gold and complete *View listen connect* proformas. Students then share their thoughts & ideas with partners & other groups (Think Pair Share) **(Selection)**
- Teachers explain & demonstrate the *Gold quest* blog to students. A class introductory message is posted.
- Working in pairs, students commence Australian goldfields proforma, which focuses on 4 specific Australian goldfields (includes locations of goldfields, how to travel there, year of first gold discovery, size of gold finds, equipment needed etc). Pairs of students access relevant bookmarked Internet sites and non fiction books to locate & select relevant information. **(Exploration)**

Week 5: Researching 4 nominated Australian goldfields

Lessons 1 & 2:

- Continue with gold field research **(Exploration)**

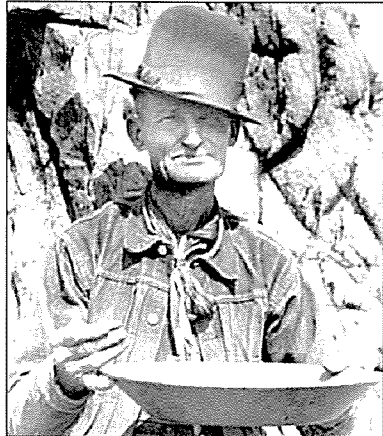
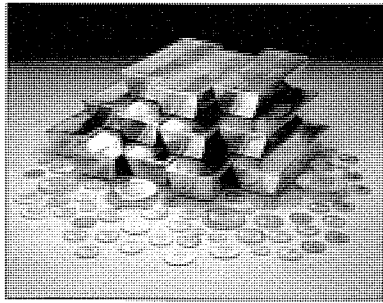
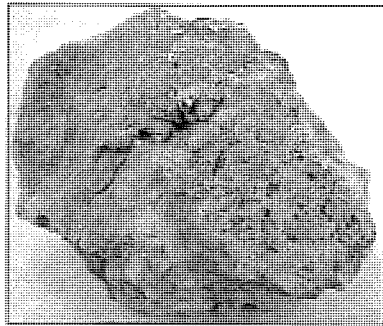
Week 6: Complete researching 4 nominated Australian goldfields

Lesson 1:

- Working in pairs, students complete *Australian goldfields* proforma **(Exploration)**
- Individually, students complete *Research reflection survey* sheet no. 2 (modified SLIM Toolkit)

Lesson 2: Narrow choice of gold fields & make final selection

- Pairs of students narrow their choice of preferred Australian goldfield from 4 to 2 and record the advantages & disadvantages of these 2 goldfields.
- Each group then decides on their final choice of goldfield & reasons why. **(Formulation)**



Weeks 7 & 8: Drafting Presentations

Lessons 1 & 2:

- Teacher librarian and class teacher explain & model the presentation choice to class: Speech (Historical recount text type)
- Pairs of students draft their oral recount presentations; stating their case for choosing this particular goldfield, listing mining equipment & provisions required & possible problems.
- Pairs of students design *PowerPoint* (1 slide) as a prop / support for speeches.
- Students consult with a teacher about their draft presentations. **(Collection)**

Week 9: Final Presentations

Lesson 1: Practising presentations

- Pairs of students practice & refine their presentations.

Lesson 2:

- Students present their final oral recounts to the class. Audience provides positive feedback and suggestions for improvement. Each class votes on the best 3 presentations, which will be published on the *Gold quest* blog. **(Presentation)**
- Teachers complete rubrics for students' oral presentations.

Week 10: Assessment

Lesson 1:

- Individually, students complete a self evaluation rubric of their research work & then consult with a teacher who completes the assessment rubric of student performance **(Assessment)**
- Individually, students complete their *Research reflection survey* sheet no. 3. (modified SLIM Toolkit)
- Students, whose oral presentations were voted the best in each class, post their recounts on the *Gold quest* blog.

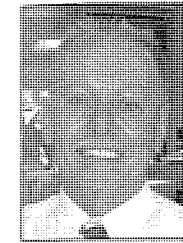
Post unit assessment to determine progress towards stated outcomes:

- observation of individual students during Library lessons
- students' work booklets
- students' final presentations
- students' journal entries
- students' 3 SLIM Toolkit surveys
- students' self evaluation rubrics and teachers' rubric evaluations of students' performances

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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 <<https://www.det.nsw.edu.au/proflearn/areas/qt/resources.htm#1>>.]

Sharing the fun: how teacher librarians can join English teachers on the adventure of the new HSC English Prescriptions



Michael Murray,
 Chief Education
 Officer, English,
 Curriculum K-12
 Directorate, raises

awareness of the new Prescriptions to assist meaningful collaborations between teacher librarians and English teachers.

There is a special affinity between English teachers and teacher librarians in secondary schools. Most English teachers are avid users of school libraries. They borrow books for their own reading, utilise the resources for student research and wide reading, and take advantage of library spaces for debating and public speaking. Of course, English teachers and teacher librarians are united by a love of books, and literary texts in particular.

The new *Stage 6 English Prescriptions 2009-2012 (Prescriptions)* provides a wonderful opportunity for English teachers and teacher librarians to work together for the benefit of students. *Prescriptions* is a NSW Board of Studies document that provides the list of electives and texts available for study for the *Standard*, *Advanced*, *ESL* and *Extension 1* English courses in the Higher School Certificate. The latest version of *Prescriptions* was published last year for implementation from the start of Term 4, 2008 until the HSC exams of 2012.

The difference between the *Stage 6 English Syllabus* and *Prescriptions* is

that the Syllabus sets the broad parameters for study in the Preliminary and HSC courses while *Prescriptions* details the particular contexts in which HSC English students can learn. In NSW, we have had our current Syllabus since 1999, first implemented in the 2000 Preliminary and the 2001 HSC; *Prescriptions 2009-2012* is the latest of three *Prescriptions* we have had since the current Syllabus was introduced.

These different versions of *Prescriptions* are probably best identified by the Areas of Study. We started with *Change*, then moved to *Journeys*, and now we have *Belonging*. The Area of Study: *Belonging* is a common component of the *Standard* and *Advanced* courses and is currently worth 40% of assessment in the HSC examination. The *ESL* course includes a language study within Area of Study: *Belonging*, but this version is different to that in the *Standard* and *Advanced* courses. Each Area of Study has a set of prescribed texts, of which students must study one in *Advanced* or *Standard* and two in *ESL*. Apart from the Area of Study, there are three modules in each of the *Standard* and *Advanced* courses and two in the *ESL* course. Each module includes two electives and for each elective there is a set of texts available for study. *Advanced* students must study four prescribed texts for their modules, *Standard* students must study three and *ESL* students must study two.

Prescriptions also lists the electives and texts available for study in the *Extension 1* course. There are eight electives over three modules. Students must study one elective and three texts from the prescribed list for that elective.

In total, *Advanced* students study five prescribed texts for the HSC. These texts must cover five categories: Shakespearean drama, prose fiction (novels and short stories), poetry, drama/film and nonfiction/media/multimedia. The four prescribed texts studied by *Standard* students must include one example of prose fiction, drama, poetry and film/nonfiction/media/multimedia. The four *ESL* prescribed texts do not need to fall within particular categories. Nor do the *Extension 1* texts, although the three texts must include a minimum of two print texts.

Other than the prescribed texts, students in all four courses must identify and use texts of their own choosing for the *Advanced/Standard* Area of Study and for some of the modules. For *Advanced* Module B: *Critical study of texts*, students must identify and use different readings of their prescribed text. Teacher librarians in the know can provide valuable support to students by advising them about appropriate texts and sources.

The complete *Stage 6 English Prescriptions 2009-2012* can be found at the Board of Studies website <www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-prescription-09-12.pdf>. There is also a convenient poster version of this document at <www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc_english_poster_09-12.pdf>.

Teacher librarians will be interested to peruse the list of prescribed electives and texts, particularly if they have had some experience of the previous list. A study of this document will show that

the electives have mostly changed, some subtly and other significantly. While many of the texts will look familiar because the Board of Studies sets an upward limit of 10% new texts for any new *Prescriptions*, you will also find that many of these recycled texts are now sitting in very different learning contexts and that your current library resources for these texts may no longer be appropriate for students to use.

It is always exciting getting in copies of new texts to see which composers and texts are at the cutting edge of HSC English learning in NSW. The Board of Studies provides useful annotations for all new texts at <www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-annotation-09-12.pdf>.

Needless to say, English teachers around the state have been working frantically to ensure that they are well prepared for the implementation of *Prescriptions* for the 2009 HSC, and will continue to do so throughout the year. Not that this is a terrible burden for most English teachers. They are used to the challenges of programming in their discipline and for many this work is a labour of love as they struggle to get it right.

Teacher librarians can play a vital role in helping English teachers and students at their school to implement the new *Prescriptions*, and share in the joy of this experience! Here are ten practical ways in which they can help:

How can teacher librarians support teaching and learning in HSC English at their schools?

1. Purchase copies of new HSC texts – perhaps start a book club for English teachers to promote discussion of these and other new texts. How can English teachers make decisions about the best texts for their students unless they have savoured the alternatives?

- Identify, and purchase if necessary, texts of own choosing for *Belonging* and electives being studied at your school. Such texts might include novels, short stories, biographies/autobiographies and other nonfiction, substantial magazine and newspaper articles, plays, poetry, sophisticated picture books, graphic novels, paintings, photographs, cartoons, websites, films, television and radio programs. The possibilities are limitless, but texts should be accessible to students yet still allow for sophisticated discussion. Check with English teachers about the suitability of these texts.
- Collect readings of texts being studied for Advanced Module B at your school. Again, it would be useful to collaborate with English teachers to ensure you are on the right track.
- Identify, and purchase if necessary, quality critiques and study guides that directly address the Area of Study and electives prescribed in the current *Prescriptions*. For example, a general critique of *The crucible* might not be particularly helpful to students, but a study guide written for NSW students studying Area of Study: *Belonging* that analyses *The crucible* in this context might be more useful. As always, look at such secondary sources critically as the quality is variable. The NSW English Teachers Association (ETA) publication *Metaphor* often includes relevant articles. One of your English teachers, if not the whole faculty, is bound to be an ETA member.
- Consider placing all HSC resources, including English resources, in a special HSC closed reserve. This stops students from other years borrowing these books. Also HSC students can be required to return these resources after a short period, perhaps two days, so that the opportunities to borrow resources are fairly distributed. If you already have a

HSC closed reserve, remove any texts relevant to the old *Prescriptions* list but no longer relevant to the new *Prescriptions* list. Ideally this should be done by the end of Term 3, 2008.

- Find out what assessment tasks and long term assignments English teachers have given students. This knowledge can be especially helpful when students come to the library in study periods and claim they have nothing to do.
- Help English teachers organise a wide reading program for Preliminary students. Apart from its obvious intrinsic benefits, such a program will allow students to discover texts that could be helpful as texts of own choosing when they come to HSC English the following year.
- Assist *Extension 2* students with their Major works by identifying, and if necessary purchasing:
 - texts which are models for the kinds of texts students are composing
 - texts which provide stimulus for ideas
 - texts which provide insight into the process of composing.
- Make the English teachers at your school aware, if they are not already aware, of the wonderful resources, developed to support the implementation of the new *Prescriptions*, now available on the English 7–12 page (Figure 1) of the NSW Department of Education

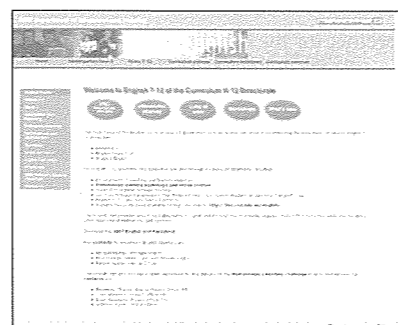


Figure 1 Welcome to English 7–12 at the Curriculum K–12 Directorate <www.curriculumsupport.education.nsw.gov.au/secondary/english>

Curriculum Support website <www.curriculumsupport.education.nsw.gov.au/secondary/english>.

These resources include 14 units of work for the *Advanced*, *Standard* and *ESL* courses and seven unit starters for the *Extension 1* course. Available in PDF and *Word*, these documents can be used as they are or tailored to suit the particular needs, interests and abilities of students. Teachers will also find on this webpage an outline of the process for developing a quality unit of work, templates for developing an

original unit of work and an evaluation tool to ensure the quality of units being developed.

- Display the poster listing the electives and texts for the new *Prescriptions* in the school library, from the start of Term 4 2008. This will help reassure students that they are studying the right electives and texts, and in the right combinations.

Above all else, smile at and be nice to English teachers – they are your soul mates! ■

[Editor's note: Use *OASIS Web Enquiry* for a list of HSC English resources for 2009. A list of resources to support the Area of Study: *Belonging* will be available on the *School Libraries and Information Literacy* website <www.curriculum-support.education.nsw.gov.au/schoollibraries>.]

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National Literacy and Numeracy Week 2008



Bernard Pryor,
Project Officer,
National Literacy
and Numeracy
Week, describes

the series of activities and events conducted during National Literacy and Numeracy Week (NLNW), and provides an overview of the information and support available on the NLNW website.

National Literacy and Numeracy Week is an Australian Government initiative run in collaboration with all State and Territory Governments which was conducted from 1–7 September 2008. National Literacy and Numeracy Week is a cross-sectoral project supporting Government, Catholic and Independent schools. It aims to:

- showcase the hard work that school communities are undertaking in improving literacy and numeracy skills

- recognise and celebrate the outstanding results that have been achieved
- raise community awareness of the importance of developing students' effective literacy and numeracy skills
- build on national initiatives to improve literacy and numeracy standards among young Australians.

During the Week, each state and territory conducted a series of activities and a major event. The major 2008 NSW event was the creation of a range of informative short videos (vidcasts) available on the NSW

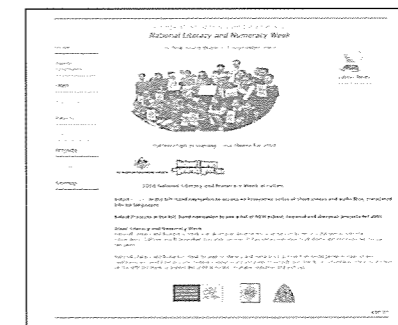


Figure 1 Celebrating literacy and numeracy: National Literacy and Numeracy Week in New South Wales 1–7 September 2008 <www.nlnw.nsw.edu.au>

website <www.nlnw.nsw.edu.au> (Figure 1). The vidcasts feature topics and information for parents and teachers about quality literacy and numeracy practices. Available with the vidcasts are downloadable Word documents of the transcripts.

NAPLAN

The acronym NAPLAN refers to the National Assessment Program: Literacy and Numeracy initiated in 2008 for all students in Years 3, 5, 7 and 9 nationwide. The explanatory vidcast, *What is NAPLAN?* (Figure 2), supports parents in understanding this new initiative. Translations of the transcript of are available on the website in six

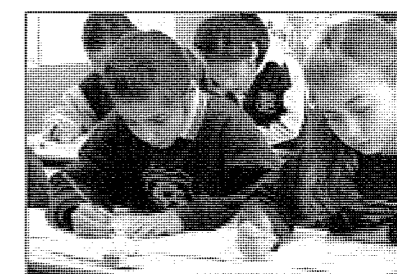


Figure 2 Students from Strathfield North Public School sitting for the NAPLAN assessment. Watch the *What is Naplan?* video <www.nlnw.nsw.edu.au/events.htm>

languages: Arabic, Chinese, Korean, Spanish, Turkish and Vietnamese in both audio and written forms.

Ambassador

Annually, each state and territory appoints an Ambassador. The 2008 NSW Ambassador is children's author, Christopher Cheng. Cheng's novel, *New gold mountain*, was used as the basis for a Masterclass vidcast intended for teachers about narrative writing. In this vidcast, Cheng uses explicit and systematic teaching techniques in which he incorporated modelled, guided and independent writing. Along with the vidcast is an interview with Cheng and some teaching resources.

Parent tips

Also available on the NLNW website are ten audiofiles suitable for downloading to an MP3 player for parent/carer support in building children's literacy and numeracy skills at home: three for

K-2; two for Years 3-4; and five for the Middle Years of schooling. Each audiofile is available in seven languages as well as Word document versions.

School projects

In early 2008, 75 grants of up to \$1000 were offered to individual schools, regions and dioceses as the NSW activity. The projects that schools, regions and dioceses have initiated and awarded a grant for will be available following completion for teacher investigation from late October at <www.nlnw.nsw.edu.au/projects.htm> The titles of the projects will be hyperlinked to a description, associated teaching materials and student samples (where relevant).

Postcards

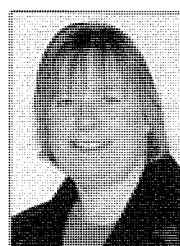
During August, 92 000 postcards that advertised the availability of the vidcasts and other resources were distributed to every teacher in every school in all education sectors in the

state. Usually the National Literacy and Numeracy Week website receives from 30 000-40 000 hits each month. The impact of this advertising on the website was immediately evident with the number of hits in August rising to 69 000 and by 15 September rising to 93 000.

Additional resources

At the National Literacy and Numeracy Week website, there is a considerable range of parent support booklets translated into six languages other than English <www.nlnw.nsw.edu.au/parentb.htm> that can assist in building children's literacy and numeracy skills. Additionally, at the website there is a *Kids' link* <www.nlnw.nsw.edu.au/kids.htm> wherein children can explore and build their literacy and numeracy skills in many secure and engaging websites. ■

Collaborating in assessment: the teacher librarian's role



Sharon McGowan,
Information
Resource Centre
(IRC) Coordinator

and Professional Learning Coordinator
at Mount St Benedict College,

At Mount St Benedict College, a Years 7-12 Independent Girls Catholic High School at Pennant Hills, a key focus of the curriculum and professional development activities in 2007 was in the area of assessment for learning. AGQTP funding was secured for professional

development in the area and, throughout the year, a number of meetings with heads of department, the entire teaching staff and faculty focused on current research and creating a common language and approach that teachers, students and parents could understand.

- What place does a school library have in this assessment process in a school?
- How can the assessment process increase collaboration between the school library and classroom teachers?

The common language and approach

One of the initial decisions was to investigate a common assessment

template, owing to concerns that students, particularly those with learning difficulties, were having difficulty in understanding what assessment tasks required them to do. The Teaching and Learning Resource Team (TLRT), which included the teacher librarians, met during one period per fortnight to explore a common assessment template.

Throughout the first term of 2007, various templates were discussed with the heads of department and feedback from faculty members occurred during faculty meetings. Further improvements were made and test runs were conducted by the TLRT throughout Term 2.

At the start of Term 3, further professional development was undertaken by all teaching staff in the area of assess-

ment for learning. The full implementation of a common assessment template for all courses across Years 7-11 began with all tasks printed with a cover sheet in one colour (violet) to help students identify formal assessment tasks. In addition, an assessment checklist (Figure 1) was made available so that heads of departments and teachers could tick off that their tasks reflected sound assessment principles.

Finally, the TLRT was involved in a review of the assessment tasks process. This process is based on the assumption that there is a willingness of teachers within the College to take on board suggestions from other staff, as it reflects sound collaborative practice and is in the best interest of the students. This process has undergone a few reviews and, in 2008, is best summed up by the following flow chart (Figure 2).

What is the teacher librarian's role in the assessment process?

The teacher librarian should be involved in the creation of the task. This is something teacher librarians advocate but it is not always possible in a busy school setting. At Mount St Benedict, the teacher librarian is involved in the development of the assessment tasks, which is acknowledged with the heading, Information Support / Agreed Conditions. The box, Student Confirmation of their own work and use of technology, also allows the teacher librarians and teaching staff to further promote the Board of Studies, *All my own work* modules.

Once students have been given assessment tasks, a copy of each is placed on the Information Resource Centre (IRC) assessment noticeboard and on the College intranet for students to access from school or home. The lines of communication are clear and consistent.

At the review stage of assessment tasks by the TLRT (if not contacted earlier)



Common Assessment Task Checklist 7-12

Completed Checklist and a draft copy of the task MUST be given to the HOD for approval and then hard copy to AP Dean of Curriculum for TLRT review at least 3 days before task is distributed to students. This checklist is to be filed with a hard copy of the assessment task. Once review completed Assessment task can be emailed to print room to be printed on Violet paper.

The assessment task includes the following:

FRONT COVER

- Outcomes to be assessed
- Task Description (instructions are written in simple language that ALL students can understand)
- Task Objectives

INFORMATION SUPPORT

- Text type is identified and linked to outcomes.
- Text type scaffold is included OR students are directed to scaffold on the intranet
- IRC/ICT resources are referred to
- Support from IRC/ICT has been arranged

LEARNING SUPPORT

- Task has been differentiated to cater for all abilities and ALL students can complete some of the task
- If research is required, the available information is accessible by students with poor reading skills

TEACHER AND STUDENT FEEDBACK

- Teachers will give written feedback appropriate to assessment.
- Students will be given the opportunity to reflect on their assessment for learning.

MARKING CRITERIA

- Marking guidelines are linked to the outcomes by including the wording of the syllabus outcomes and relevant performance descriptors
- Each outcome or section of the task has its own marking criteria
- Marking criteria includes marks, linked to grades A-E (U for non attempt/plagiarism)

HOD FINAL CHECK

- Type of assessment task is appropriate for the outcomes being assessed
- Task reflects the weighting and components specified in the Assessment Schedule
- Due date matches the date in the Assessment Schedule and Term Calendar
- Task has been reviewed in the last twelve months
- Task hard copy to AP Dean of Curriculum for TLRT review

HOD Signature

Date

Figure 1 Common assessment task checklist 7-12

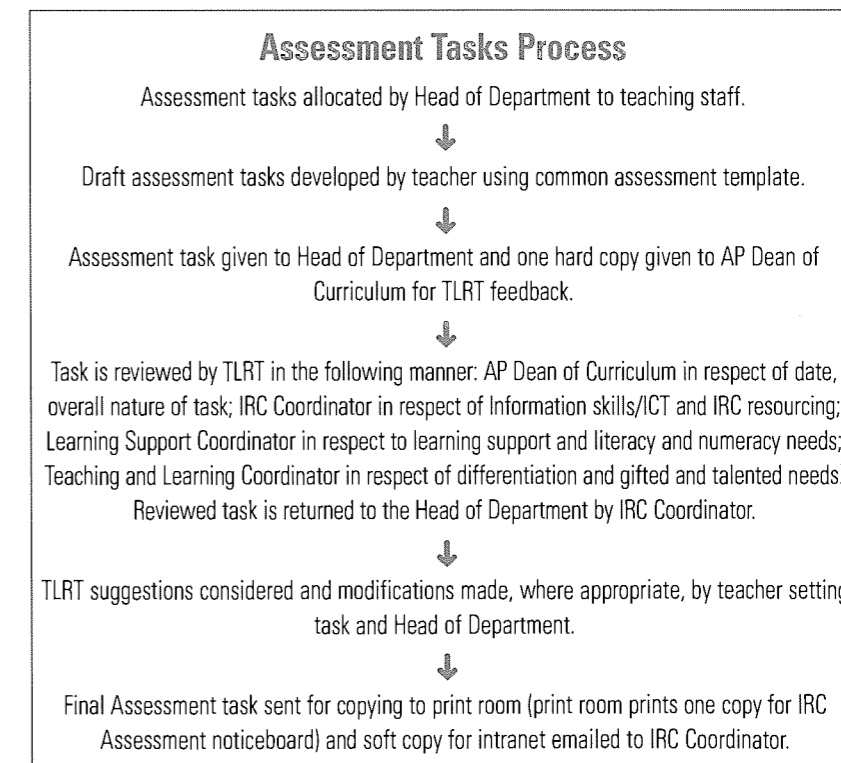


Figure 2 Flow chart of Assessment tasks process

the teacher librarians give advice as to the best resources that would support students in completing the task. At this stage we also let teachers know how we can work with the teacher and the class to teach related information literacy skills and ICT skills and what other services we can provide, such as hotlists of web resources (Figure 3), closed reserve book boxes (Figure 4), and displays.

Planning tools for the teacher librarian

Another significant benefit from the assessment process is the planning tool it provides for the teacher

librarian. It provides the opportunity to plan our teaching support for units of work in the IRC to link with the curriculum, and use a planning diary to highlight daily activities to be completed. With the knowledge of topics and subject areas to be studied in the College during the year, we have identified weaknesses in the collection and have had time to research and purchase needed resources to meet the requirements of teachers and students.

Examples of collaboration on assessment tasks

Important collaborations between the teacher librarians and subject special-

ists have increased since the adoption of the new assessment process.

In Year 7 Languages, a cultural based assessment task is completed for each Language, French, German and Japanese, that the girls study. Two lessons per Language are spent in the IRC with the teacher librarians and classroom teachers team teaching the skills needed to complete the task, and then the teacher librarians mark the task and give feedback to the students. Each task is written in collaboration and involves activities such as:

- using different search engines
- modelling and joint construction of note taking skills using an IWB
- using *Photo story* software to create a digital story
- using the College's online encyclopaedia
- locating resources in the IRC
- emailing documents
- using the College bibliography template.

To build on the work with Languages, in Year 7 History each class spends one lesson with a teacher librarian investigating and evaluating web and text resources to complete their first assessment task and consolidate their knowledge of the College bibliography template. Collaboration occurs initially between the History faculty and teacher librarians to ensure that the sites of historical significance within Sydney to be studied have either text or web resources available, and a hotlist of web resources is created by the teacher librarians.

In Year 8 Visual Arts, an assessment task on Impressionist artists includes a lesson with the teacher librarians to support the information process. This lesson is also an opportunity for the teacher librarians to show students resources which have been placed in closed reserve book boxes, and to revise the bibliography format of the College with individual students who need guidance. The lesson also provides an opportunity for the girls

to have assistance with printing for their Visual Arts portfolio by teaching them to enlarge, reduce and scan images on the IRC photocopier.

In Year 9 Science, one assessment task requires the girls to spend a lesson with the teacher librarians using electronic database resources to find, select and use a range of different types of media articles, journal, newspaper, online encyclopaedia, and also to cite these resources in a bibliography. This task allows the teacher librarians to:

- teach ethical use of resources,
- demonstrate the online journal and newspaper resources to which the College subscribes
- ensure awareness of the range of relevant resources
- advertise public library resources that students can use in addition to our College resources.

In Year 10 Physical Activity Sports Science (PASS), the teacher librarians, in collaboration with the classroom teacher, support one assessment task with information skills teaching support and a closed reserve resource box. An online media file of newspaper articles and video clips was also created to support a task looking at drug taking in sport.

Increased collaboration to support senior students occurs between the History faculty and teacher librarians, and the English faculty and teacher librarians to ensure that resources are purchased to support new teaching options chosen, and that students have an understanding of the Oxford Referencing system for history.

What next?

After almost a year of the assessment process at the College, it is time to review the school library collaboration in the process with students and staff. To begin this process we have been collecting student numbers in the IRC statistics, and collecting statistics from the online resources to which we subscribe. These resources are promoted in the information support area on the assessment template and include online encyclopaedia and EBSCO. Based on research from *Student learning through*

Ohio school libraries: the Ohio Research Study (2004), we created eight specific questions for the student survey about the importance of the school library support for to the assessment process.

With the teaching staff we will discuss the student feedback and our own teacher librarian experiences, increased team teaching opportunities, our ability to plan resource support, and the use of displays.

I look forward to sharing these findings with you in the future! ■

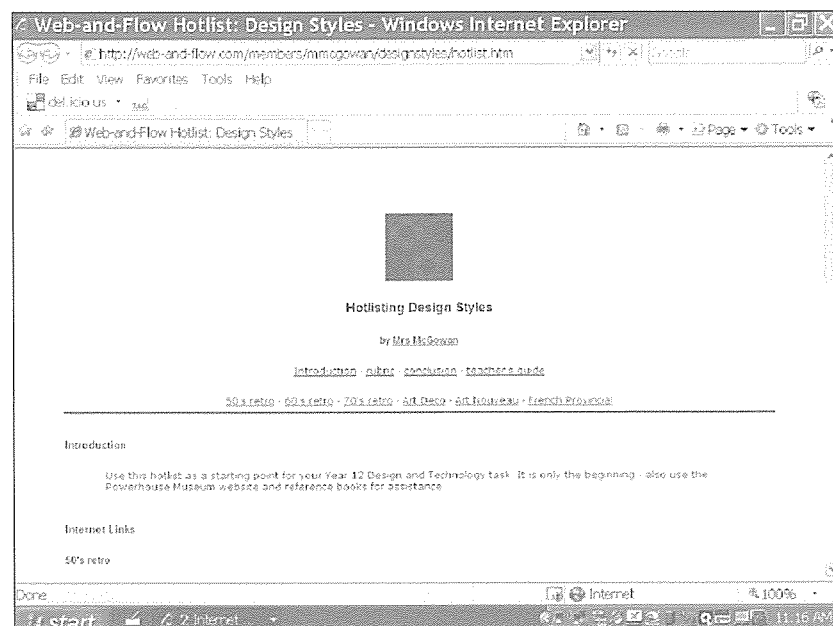


Figure 3 Hotlists of web resources are designed for specific KLA investigations to support teaching and learning

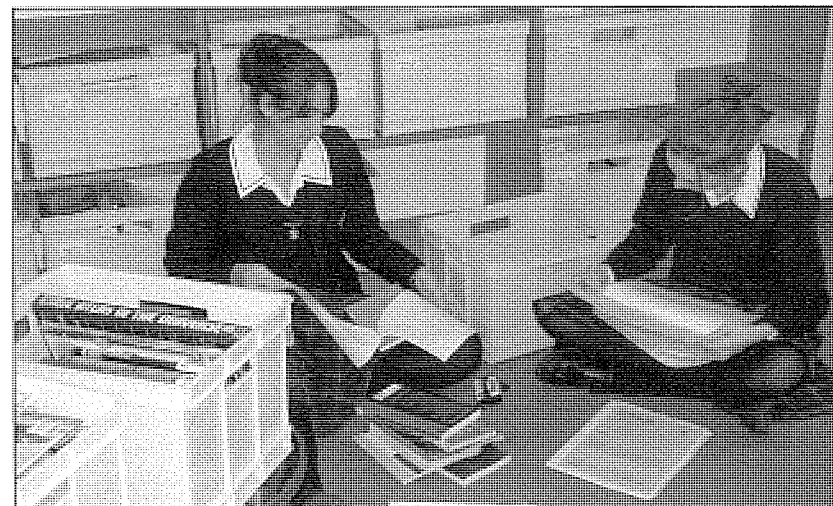


Figure 4 Students access information from resource boxes in closed reserve

Editor's note: Enquiries about assessment for NSW Department of Education and Training teachers can be directed to:

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Sadie Gow, Senior Assessment and Reporting Officer K-6 <sadie.gow@det.nsw.edu.au> or tel: 9886 7792

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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>

OASIS Library Stocktake

using *Thin Client*: some reminders

The School Systems team

The following notes refer to the OASIS Library stocktake training booklet available online at: <detwww.det.nsw.edu.au/directorates/profcurr/schoollib/pdf/stocktake.pdf> and 'Stocktake enhancements after OASIS V1.06 Update' in Scan 23(4), pp. 40-41.

Stocktake does not change using OASIS Thin Client. The process is the same, however the backup strategy is different. Take advantage of the fact that a K1 data backup is completed overnight. This is one less thing to do during the day. Hence, you can begin an initialisation in the morning without having to do another backup. During the day, you may need to complete backups prior to initialising a new section.

Preparation for stocktake

Spending a small amount of time before initialising a stocktake will pay huge dividends in enabling it to run smoothly and produce reliable reports and statistics at the end. Before commencing a stocktake (all or partial) it is important to follow these steps.

- Check the consistency of location and classification in the shelf list (Figure 1). Access from <Enquiry>. (See OASIS Library stocktake, p.19 for details.)
- Check that barcodes are correct. (See OASIS Library stocktake, p.23 for details.)
- Make corrections PRIOR to initialising the stocktake.
- Ensure that the areas initialised reflect the true state of the collection (Figure 2). Select on a real data range, not a mythical

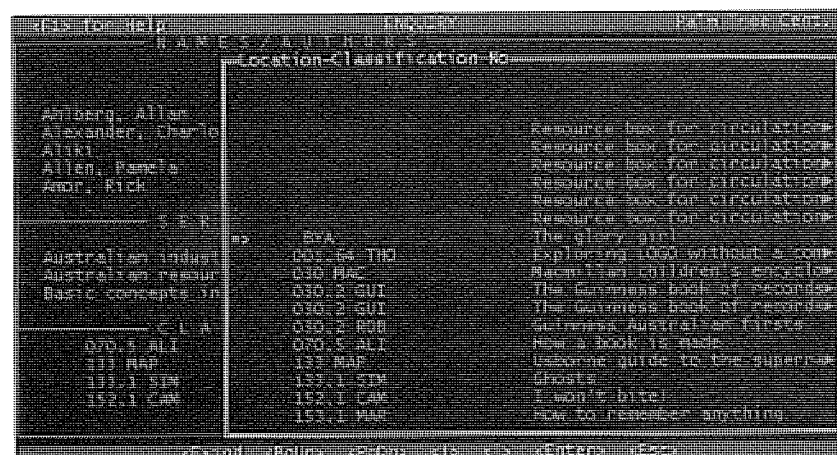


Figure 1 Use Enquiry to check consistency of location and classification in the shelf list



Figure 2 Select real data range for stocktake initialisation

one. For example, your non fiction collection may run from 001.64 CAT to 994.92 AUS. To ensure statistical reports that you run after stocktake are accurate, you should initialise on this range, not an imaginary one like 000.000 AAA to 999.999 ZZZ.

- Initialisation ranges should be noted in the stocktake plan (Figure 2).
- NB: for a partial stocktake you need to not only initialise on a data range but to also finalise on that range.

Any changes or corrections to data should be made prior to the commencement of stocktake. NO additions or changes should be made once stocktake has commenced. Mark items for disposal prior to initialisation.

During stocktake

- Run <B4 N4> Weekly housekeeping as prompted and after any loan and returns sessions.
- Ensure the barcode reader memory is cleared before scanning commences.

- Ensure that the <H4> report is run regularly to check that any missing items are found prior to finalisation
- Give preference to downloads of scanned resources from the barcode reader memory rather than scanning items individually in <H3>. Do not clear the barcode reader memory until the <H4> report is run. If there is a problem, you can run the download again, rather than have to rescan all the barcodes.

Finalising stocktake

- For all the initialised lines of the stocktake as they appear in <H1>, the same line must be selected to finalise. The user is prompted in <H5> to use these lines of initialisation. You can no longer initialise sections in a partial stocktake and then finalise the stocktake using <All>. If you initialise <All>, you must finalise <All>.
- The Thin Client environment provides the opportunity to save a copy of the finalisation report before

sending it to the printer. You only get one opportunity to produce the report, so saving it before sending the job to the printer ensures that you do not lose the report if there is a printer problem.

- Q1 and Q2 reports will not necessarily give the same results as they are designed for different purposes. The Q1 Stocktake statement is the only report required to be produced at the end of stocktake, and presented to the Principal for signature. The Q2 Current stock report is produced in between stocktakes if a report is required to give accurate and current stock statistics.
- The Q1 report prompts for: Date of previous stocktake. This is recorded in your stocktake history which is available from the option bar in <H1> Initialisation.
- In the Thin Client environment, you can save all stocktake reports to a folder that you create, for example Stocktake 08. You need to save this folder so that it is

available for audit purposes for seven years, just as you were required to keep paper records.

Global changes

If you need to complete global changes of location as part of preparation for stocktake, the following link provides the necessary details: <www.curriculumsupport.education.nsw.gov.au/schoollibraries/faqs/faqssoasis.htm>.

Additional report for Missing/Disposed items

<F2> Run reports offers Library 101 which reports by data range.

Stocktake FAQs

Additional information is available at the School Libraries and Information Literacy website <www.curriculum-support.education.nsw.gov.au/schoollibraries/faqs/faqssto.htm>.

If further assistance is required please contact the Help Desk on 1800 338 483. ■

TROP JR: The World's Largest Short Film Festival for Kids! By Kids!

This short filmmaking competition is open to kids aged 15 years and younger. Trop Jr will take place during the afternoon before the main Tropfest festival, at the Crescent Precinct in Sydney's Domain on Sunday 22 February 2009. Entry is free. Information and entry guidelines are available at <www.tropjr.com.au>.

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books, useful hints, proven teaching tips and much more. <www.elit.edu.au>.

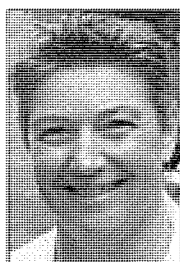
ASLA XXI Biennial Conference 2009

Engage, Explore, Celebrate is the theme of the conference which will be held at Perth Convention Exhibition Centre, Perth, Western Australia from 29 September to 2 October 2009. Details: <www.asla.org.au/pd/conference>.



Children's Book of the Year Awards 2008

The awards were announced by the Children's Book Council of Australia (CBCA) on 15 August <cbca.org.au>. Reviews of the winners and shortlisted books are available on the School Libraries and Information Literacy website <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/bookweek/bookweek2008.htm>. ■



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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.curriculum-support.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>.

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>

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>.

PRICES: please be aware that the price of a text may change between the time we print the issue and the publication of the resource review. 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.

Commoncraft www.commoncraft.com/

The site demonstrates a number of technological concepts, normally considered difficult to explain and understand, in a very clever way. Podcasting, blogs, wikis and online photograph sharing are among the activities presented through online videos. These use simple paper cut-out symbols accompanied by a verbal explanation in easy to understand English. This type of demonstration would suit both visual and auditory learners. One drawback may be that if the user's computer or internet connection is not fast enough, the video presentation may be disjointed and slow. L. Doyle

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

SCIS SUBJECTS: Computer literacy; Elearning
PUBLISHER: Common Craft, USA
REVIEW DATE: 02/09/08 [004.6] SCIS 1375828

Visual dictionary online visual.merriam-webster.com

The site's search facility gives a clear illustration of how this dictionary works, as does **About the visual.** The search function is multilayered, with alternatives to the search term appearing in the images frame. Clicking on one of these brings up a list of alternative, related keywords, and thence onwards to comprehensive information. There are two ways of accessing the 15 major **Themes**, via a word menu or graphics, with the theme displayed on cursor rollover. There are engaging word **Games**, and the **Game of the week** is based on associating words and images. **Tools** presents concise information for using the site's information within blogs. F. Crum



USER LEVEL: Stage 3 Stage 4 Stage 5
SCIS SUBJECTS: General knowledge - Dictionaries
PUBLISHER: QA International, Canada
REVIEW DATE: 02/09/08 [030.2] SCIS 1376752

Listen: making sense of sound www.exploratorium.edu/listen/index.php

This exciting multimedia site explores the art and science of listening and the ways we use our hearing in everyday situations. Five **Listening guides** use audiovisuals to describe how people use listening skills in their lives; subjects include a wildlife tracker and a man with a cochlear implant. Students watch and listen on the site. They will especially enjoy the listening games in **Online activities**, solving the sound puzzles where they must put together sonic puzzle pieces, and constructing soundscapes at a train station and the beach. This section encourages students to practise new ways of listening. The site gives a fascinating insight into the complexity of sound and the importance of listening skills. Sections such as **Listening to solve problems** will be valuable across KLAs. A. Vella

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Educational games; Listening
PUBLISHER: Exploratorium, USA
REVIEW DATE: 02/09/08 [153.7] SCIS 1377645

Media awareness network www.media-awareness.ca/english/index.cfm

The aim of this site is to provide students and teachers with information about media and how readers and viewers are positioned by marketers. Drop down menus list lessons in terms of age groups and subjects. Interactive games are suitable for a wide range of students and include **Advertising & marketing**, **Cyber bullying** and **Video games**. For older students, focuses include alcohol advertising, **Body image**, **Stereotyping** and **Online hate**. Information is presented using engaging cartoon characters, bright colours, music and voice-over. The materials for younger students would also be useful for students with learning difficulties and students learning English as a second language. There are detailed teacher notes on each topic. Easy to navigate materials will definitely engage students. K. Rushton



USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Mass media
PUBLISHER: Media Awareness Network, Canada
REVIEW DATE: 02/09/08 [302.23] SCIS 1215754

Students of the world studentsoftheworld.info/

For students seeking knowledge about other countries, or a chance to communicate in a language other than English, this site offers possibilities for rich experiences. Through **Countries of the world**, the user can choose a country and find **Basic information** or **Detailed information**. The interactive maps, graphs, and statistics enable students to access information easily; the site provides examples of how to organise information graphically. **Schools of the world** contains some school websites which are excellent sources of further research. **Penpals of the world** enables searchers to choose a country and then filter pen friends by sex, age, hobbies and language. Teachers are advised to alert students to the information in **Warning** and this offers an opportunity for teaching about the risks for unwary students using the internet. Teachers need to check links and be aware of the content in **Blogs**, **Chat**, **Clubs**, and **Forums**. M. Davis

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE; Languages
SYLLABUS: English K-6; French K-10; HSIE K-6
SCIS SUBJECTS: Cultural relations
PUBLISHER: Etudiants du Monde, France
REVIEW DATE: 02/09/08 [303.48] SCIS 1380491

Picturing women www.picturingwomen.org/

Dealing with how women are represented in portraits, fashions and narratives, this site promotes discussion on female image and identity. Images of women across historical periods are presented with sample questions that encourage students to consider the different ways in which women are depicted. Teacher resources provide additional support and lesson plans. **The juxtaposer and other interactives** provides activities for students so they can analyse images more closely. The written text is concise and informative with open questions to prompt discussion. Although the site does not deal with contemporary female figurative artworks, the selected artworks are still relevant to a study on the cultural representation of females. N. French

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6
SCIS SUBJECTS: Gender identity - Exhibitions; Humans in art; Women - Portraits
PUBLISHER: Eduweb, USA
REVIEW DATE: 02/09/08 [305.4074] SCIS 1372388

African American history www.watson.org/~lisa/blackhistory/index.html

With articles on critical events ranging from **The Dred Scott case of 1857** to the **School integration movement during the 1950s-1970s**, this carefully constructed site provides students with an outline of key developments in African American history. Most of the site is directly relevant to Modern



History Stage 6 studies of **The civil rights movement**, from the murder of Emmett Till in Mississippi in 1955 to the racist violence suffered by civil rights campaigners in Selma, Alabama in 1964. Although the site would benefit greatly from inclusion of primary sources in addition to the short extracts used to support Cozzens's narrative, it is useful background for the Modern History Stage 6 Case Study: *The civil rights movement in the USA in the 1950s and 1960s*. R. Darlington

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: African Americans – Civil rights – History; Slavery – History; United States – History; United States – Race relations
PUBLISHER: L. Cozzens, USA
REVIEW DATE: 02/09/08 [323.1196] SCIS 1380558

Credit where credit is due: Grameen Bank, Bangladesh

www.globaleducation.edna.edu.au/globaled/go/cache/offonce/pid/1540

The International Year of Microcredit in 2005 brought the issue of microfinance to world prominence. This marvellous website provides an overview of the initiative from its beginnings in Bangladesh in 1976. **Small start** defines the rationale behind the establishment of Grameen Bank by Nobel Prize winner, Professor Muhammad Yunus, and the possibilities involved in making small loans, mostly to women. The successful growth of the bank continues to provide a way **Out of poverty** for millions of women in Bangladesh. Appropriate for the Stage 3 COGs Unit (E): *Global and social issues* because of its language and photographs, the site is a small but excellent source of case study material for this topic. D. Imison

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS SUBJECTS: Banks and banking – Bangladesh; Poverty
PUBLISHER: AusAID, ACT
REVIEW DATE: 02/09/08 [332.2] SCIS 1048810

The Billion Tree Campaign

www.unep.org/billiontreecampaign

In this focal point for a worldwide tree planting campaign, visitors to the site are encouraged to enter tree planting pledges online. The objective is to plant at least one billion trees worldwide each year. The site hosts a wide range of downloadable publications including audio, video, graphic and storybook formats. There are many links and many facts and figures about the world's forests. The site has information about the relationship between trees and humanity as well as a step-by-step guide on how to plant a tree. It is a great way to encourage students to be active citizens by using the internet to commit to tree planting action in the school or local community. D. Giorgi

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10; HSIE K–6
SCIS SUBJECTS: Environmental protection; Trees – Environmental aspects
PUBLISHER: Billion Tree Campaign, Kenya
REVIEW DATE: 02/09/08 [333.72] SCIS 1375880

United Nations Convention to Combat Desertification

www.unccd.int/main.php

The battle to combat land degradation and desertification around the world is explored on this site. It could be effectively used to support the study of Geography 7–10 Focus Areas and numerous areas of the Stage 6 Geography syllabus, especially the Topics: *Ecosystems at risk* and *People and economic activity*. After navigating an initially complex homepage, a wealth of information can be accessed through **Publications**. Teachers will find an online **Interactive education kit**, fact sheets, case studies, a simplified version of the convention, and various online and print resources. Case studies within the kit that are related to soil degradation through runoff and land management would be of use to teachers of the Earth and Environmental Science Module: *Water issues*. C. Beckett



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Earth & Environmental Science Stage 6; Geography 7–10; Geography Stage 6
SCIS SUBJECTS: Conservation of natural resources; Deserts; Erosion; Soil conservation; United Nations
PUBLISHER: United Nations, Germany
REVIEW DATE: 02/09/08 [333.73] SCIS 1252458

Kids.mongabay.com: helping children learn about rainforests

kids.mongabay.com/

This site's author is an animal and environmental conservationist and his website teaches students about tropical rainforests while raising awareness of environmental and conservation issues. There is extensive information about the structure and importance of rainforests, the threats to rainforests and what we can do to save them. The site is easy to navigate with large headings and subheadings and it is available in 24 languages. Most material is suitable for the Stage 3 COGS Unit (A): *Living land*, and the interviews with scientists in **Teacher resources** on biodiversity and conservation support the teaching and learning of these issues in Geography 7–10. Vivid photographs of the world's rainforests and the people and animals that inhabit them are simply amazing and convey a passion for this topic. A. Vella

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: Geography 7–10; HSIE K–6; Science & Technology K–6
SCIS SUBJECTS: Rainforests
PUBLISHER: R. Butler, USA
REVIEW DATE: 02/09/08 [333.75] SCIS 1376566

Marxists Internet Archive

www.marxists.org

In the last 150 years Marxists have played a profound role in shaping the course of world history. Using this huge site, students can access a truly international collection of the writings of leading Marxists and many other revolutionaries, and find well researched articles about them. Searches can be made by **Selected Marxists**, historical documents, subjects and an online **Encyclopedia of Marxism**. **History** is an extensive archive



of material, with interesting written pieces and graphics from Australian history. There is an enormous amount of material here, including almost everything written by Lenin, Trotsky, Stalin, Mao Zedong and Ho Chi Minh. This makes the site a valuable resource for many Modern History topics on places and personalities, national studies and conflict in the 20th century. R. Darlington

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
SCIS SUBJECTS: Communism
PUBLISHER: Marxists Internet Archive, USA
REVIEW DATE: 02/09/08 [335.4] SCIS 1380549

Global education

www.globaleducation.edna.edu.au/globaled/jsp/index.jsp

Providing an opportunity for deep understanding of **Global issues** and environments, this website is an invaluable gateway for the study of citizenship in Stage 4 Geography and environments HSIE K–6. The site raises awareness about international issues, development and poverty, globalisation and active citizenship. Particularly useful for teachers are the country profiles, teaching tools, and curriculum links. **Country profiles** include an online atlas with maps and information about issues concerning geography, population, culture, and physical features. **Teaching tools** include **Case studies**, **Learning quests**, templates and teaching strategies and activities. Students and teachers can engage online in global projects, with resources and activities such as mapping, literacy, discussion forums, movie clips, games and databases. This is an excellent teaching and learning resource. D. Giorgi

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7–10; HSIE K–6
SCIS SUBJECTS: Australia – Foreign relations – Developing areas; Developing areas; Economic assistance; Human rights; Poverty
PUBLISHER: Education.au, Australia
REVIEW DATE: 02/09/08 [338.91] SCIS 1117641

Relief in sight: Australia's international disaster response in pictures

www.reliefinsight.com.au/default.html

Aimed at creating awareness of humanitarian crises, this online exhibition is easy to navigate and an interesting site for photographic students to explore. In **Photographs**, enlarged images are annotated with an extensive background showing date and place of the image. Photographs are emotive and powerful in composition, and they would provide good points for Visual Arts discussion. **Curriculum materials** and the **Quiz** illustrate aspects of the nature of Australian aid for Stage 5 Geography students and the Focus Study: *Australia in its regional and global contexts*. The site would serve as an excellent introduction to this topic. N. French

USER LEVEL: Stage 4 Stage 5
KLA: CA; HSIE
SYLLABUS: Geography 7–10; Photographic & Digital Media 7–10
SCIS SUBJECTS: Australia – Foreign relations – Developing areas; Disaster relief; Disasters – Management; Economic assistance; Rescue work; Tsunamis
PUBLISHER: AusAid, Australia
REVIEW DATE: 02/09/08 [338.91] SCIS 1379619

We all win when we get rid of plastic bags

www.noplasticbags.org.au/home/default.aspx

The cost of plastic bags to our community and environment, and alternatives to plastic bag usage, are clearly outlined on this site. Presenting specific examples of what some companies are doing to address the issue of waste from plastic bags is a practical aspect of this site. **Plastic bags—the price we pay** is the most useful part of the site, with a valuable presentation of perspectives in relation to individuals, the environment and the nation. There is valuable information on the different alternatives to plastic bags. The site contains handy facts and figures that are useful for students' research on this issue. **Plastic bag phase-out** looks at government policies and industry initiatives to phase out plastic bag use. S. Field



USER LEVEL: Stage 3 Stage 5
KLA: HSIE
SYLLABUS: Geography 7–10; HSIE K–6
SCIS SUBJECTS: Packaging – Environmental aspects; Plastics – Environmental aspects; Plastics – Recycling; Recycling (Waste, etc.); Shopping – Environmental aspects
PUBLISHER: Australian Retailers Association, Australia
REVIEW DATE: 02/09/08 [363.72] SCIS 1375464

The bushranger site

scs.une.edu.au/Bushrangers/home.htm

A great deal of information about bushrangers has been collected and organised on this comprehensive website, which covers questions students often ask, such as, **Who were the bushrangers?** Details about bushrangers' haunts and hideouts, clothes and firearms form some of the informative pages. Poetry and song lyrics that pay tribute to the bushrangers are included and a **Frequently asked questions** section connects to pages that reveal answers. **Classroom activities** lists six units of study relating to bushrangers with teacher notes. Activities integrate poetry and other writing styles, debating and drawing. **Ask the bushrangers expert** allows students to email questions to Andrew Stackpool, a renowned researcher of the bushranger era. Studies of Australian history, especially the gold rush era and British colonisation, would be enhanced by the use of this website. R. Parnis

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
SCIS SUBJECTS: Bushrangers
PUBLISHER: University of New England, Australia
REVIEW DATE: 02/09/08 [364.15] SCIS 1034415

From A to B

www.ecan.govt.nz/Flash/From-a-to-b/flash.html

Describing the reasons for and benefits of catching the bus, this site is useful for the Early Stage 1 COGs Unit (E): *Our needs* and the Stage 1 COGs Unit (E): *Products and services*. It has three interactive activities featuring Billy the Bus and a bouncy theme song. The aim of each game is to get a bus licence, which may then be printed and coloured. The first activity requires students to listen to characters speaking about why they catch the bus, the second is a memory activity, and the third is a click and drag activity to construct a colourful bus. The site is bright and its simple layout and audio will appeal to young students. A. Vella

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
SCIS SUBJECTS: Buses; Educational games
PUBLISHER: Canterbury Regional Council, NZ
REVIEW DATE: 02/09/08 [388.3] SCIS 1379492

Aesop fables

www.aesopresource.com/

Simple in content and simple to access, this site contains versions of Aesop's fables in no more than four paragraphs. Although it presents like a blog, users stay on the site. The site has limited content, but its processes are a virtue for young students, as they aid the development of skills in searching and reading from the internet. In **Characters**, the stories include **Fox, Snake and Mouse**. *Most popular fables* are provided, such as **The lion and the mouse**. The site allows users to submit a moral for each story in addition to the moral provided. The morals submitted so far present as comments on the blog, rather than morals per se. M. Davis

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Fables, Greek
PUBLISHER: AesopResource.com, USA
REVIEW DATE: 02/09/08 [398.2] SCIS 1380495

Myths and legends story creator

myths.e2bn.org/story_creator/

A fantastic resource for use when planning narratives, this site provides an excellent opportunity for students to experiment with different facets of the writing process in an enjoyable and motivating way. The interactive site allows users to choose from dozens of settings, characters, objects, speech bubbles, and animals to form a storyboard. Selections can be resized, repositioned, rotated, flipped, the scale can be changed and text added. Stories of up to 10 chapters, each with a storyboard of up to nine frames, can be created. There is an option to upload additional JPEG images or record audio. In the modelling and presenting stages, this resource would be valuable for use with an interactive whiteboard. L. Doyle



USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Legends - Problems, exercises, etc.; Writing (Authorship)
PUBLISHER: E2BN, UK
REVIEW DATE: 15/10/08 [398.2] SCIS 1383964

LearnEnglish central

www.britishcouncil.org/central.htm

Comprehensive and easily accessible with excellent support material, this site targets NESB learners and other students needing support in English. Practical and accessible content includes 150 **Themes** archived across the topics of **General, Sport, Culture, Science and History**. Themes are cross referenced through links and available independently. Other content involves **Skills, Practice and Fun**. Students can practise listening, grammar, reading and user generated writing. Changing weekly activities feature a theme accompanied by an article, story or poem. Test features online testing to broadly estimate learning level. Podcast archives have texts available for simultaneous viewing. F. Crum

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: English as a second language - Problems, exercises, etc; English language - Grammar; English language - Vocabulary
PUBLISHER: British Council, UK
REVIEW DATE: 02/09/08 [428.076] SCIS 1376723

Web activities: Department of German Studies: the University of Arizona

w3.coh.arizona.edu/german/web_activities.htm

The site's activities, developed from the online book *Kontakte*, are excellent for use both in the classroom and at home in order to consolidate and extend the reading and responding skills of students undertaking the German syllabuses. Students can complete quizzes and grammar activities online by going via one of the web activity links and exploring the book. Language activities are easy to access and grouped into 12 *kapitel*. These online activities could helpfully supplement an existing program and they allow for individualised student progression as well as providing immediate feedback to the students. A. Fuller



USER LEVEL: Stage 5 Stage 6
KLA: Languages
SYLLABUS: German K-10; German Stage 6: *Beginners, Continuers*
SCIS SUBJECTS: Elearning; German language - Computer-assisted instruction; German language - Study and teaching
PUBLISHER: University of Arizona, USA
REVIEW DATE: 02/09/08 [438.007] SCIS 1373979

Cogito.org: connecting young thinkers around the world

www.cogito.org/

An interesting website designed for talented Mathematics and Science students, this resource encourages students to take their learning beyond the classroom. It has been created as an online community for academically talented young people. Members are able to participate in online interviews with experts and engage in young scientist forums. The website contains **News, Editorials, Podcasts**, digital libraries, virtual tours and **Competitions**. Featured topics include subjects like nanotechnology, biofuels, and global warming. There are research projects by young scientists. Students can access resources, associated websites, blogs and online tutorials. S. Richards

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Mathematics 7-10; Physics Stage 6; Science 7-10; Senior Science Stage 6
SCIS SUBJECTS: Mathematics; Science
PUBLISHER: John Hopkins University, USA
REVIEW DATE: 02/09/08 [500] SCIS 1375713

Radiocarbon WEB info

www.c14dating.com/

Designed to provide online information concerning radiocarbon 14 dating, this site contains a lot of detailed, useful information,

but will probably be too daunting for most students to use independently as it lacks the inclusion of stimulating colour and animations. The most relevant section for student use would be K-12 which summarises the main facts behind the science of radioactive dating and its uses. Material is written for a lay audience and it could be useful as a secondary source for Chemistry students. While Chemistry teachers will find this site useful when checking information, the dates and statistics appear to not have been updated since 2002. There are a variety of potentially useful web links, such as the original scientific paper on dating the Shroud of Turin and a virtual dating game. I. Mavin



USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Chemistry Stage 6
SCIS SUBJECTS: Radiocarbon dating
PUBLISHER: Radiocarbon WEB, NZ
REVIEW DATE: 02/09/08 [551.7] SCIS 1377363

KS2 bitesize revision

www.bbc.co.uk/schools/ks2bitesize/science/

Although tailored to Britain's educational system, there is a wealth of information here for NSW schools relating to the Stage 2 COGs Unit (C): *Effects of growth and change* and the Stage 3 COGs Unit (C): *Interconnecting growth and change*. In Science under the three headings of **Living things, Materials and Physical processes**, there are 10 subheadings providing comprehensive activities, games, revision bites and quizzes. **Science**, in the **Teachers** link, presents lesson plans, downloadable worksheets and a facility to copy and paste the activities to a blog or website. Bright graphics lend themselves to clear interactive explanations such as in **Physical processes - changing sounds, Living things - life cycles and Materials - solids and liquids**. Also available are links to **English and Maths** activities which are well worth a look. D. Imison

USER LEVEL: Stage 2 Stage 3 Professional
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Force and energy - Problems, exercises, etc.; Life sciences - Problems, exercises, etc.; Materials - Problems, exercises, etc.
PUBLISHER: BBC, UK
REVIEW DATE: 02/09/08 [570.76] SCIS 1375494

Discover the incredible world of plants

www.sfbotanicalgarden.org/world-of-plants/hp.html

The site is a collection of six articles on a range of plant related topics and each article has an activity to be completed using a local newspaper. The design is bright, eye catching and easy to navigate and is presented in a simple, effective format. The articles use language suitable for the target audience and each focus area is divided into manageable sections. As well as providing information about plants this site cleverly promotes the use of newspapers as a resource. Links can be drawn to the English K-6 curriculum and to the study of living things and Earth's materials in Science and Technology K-6. L. Doyle

USER LEVEL: Stage 2
KLA: English; SciTech
SYLLABUS: English K-6; Science & Technology K-6
SCIS SUBJECTS: Plants
PUBLISHER: San Francisco Botanical Garden, USA
REVIEW DATE: 02/09/08 [580] SCIS 1373657

Russell's burrow

www.wombadillac.com.au/

An information rich resource suitable for upper primary students, the site has a wealth of quality information about wombats, incorporating pictures, movies and useful links. Students' attention will immediately be captured by a slideshow of wombat photographs on the homepage. The website is well organised and thorough, created by a couple who care for injured and orphaned Australian wildlife until they can be released into the wild. Much of the information is presented as though being told by Russell the wombat, which may encourage students to continue to read despite some of the language being complex. Overall, this site is easy to navigate and a useful resource on animals and their environment, with a strong wombat preservation and protection message throughout. L. Doyle



USER LEVEL: Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Wombats
PUBLISHER: Wombadillac, Australia
REVIEW DATE: 02/09/08 [599.2] SCIS 1375798

Invention at play

www.inventionatplay.org/

Invention and innovation in use is explained on this terrific site. An emphasis on problem solving and experimentation at play makes the site especially useful for primary students who are designing and making. The site's artistic and scientific activities detail the importance of exploratory play that allows students to develop and interact with games online. This enables them to question, experiment and consider possibilities through designing and creating pictures and sketches. Students delve into imaginary worlds through thinking and flexibility. They can generate multiple solutions through pretend play to capture and engage ideas. **Does play matter?** provides teachers with the facts on the importance of play and the learning process. **Inventors' stories** has detailed information about real creations that have evolved through pattern development and interaction with objects. The site's interactive activities would be well worth exploring on an interactive whiteboard. J. Allen

USER LEVEL: Stage 1 Stage 2
KLA: CA; SciTech
SYLLABUS: Creative Arts K-6; Science & Technology K-6
SCIS SUBJECTS: Inventions; Inventors; Play; Technology
PUBLISHER: Lemelson Center for the Study of Invention and Innovation, USA
REVIEW DATE: 02/09/08 [608] SCIS 1218781

Inventions

www.cap.nsw.edu.au/bb_site_intro/stage2_Modules/inventions/inventions.htm

On this site students will find four engaging tasks focusing on inventions. The tasks include compiling a database of important inventions, using research conducted online and research from library reference material. These well structured activities will promote the skills of research, reasoning and presentation. Links are supplied to aid the compilation of information and assessment criteria. This is a very comprehensive research skills module which incorporates opportunities for *Talking and listening* from the English curriculum and the learning processes of *Investigating, designing and*

making and Using technology in Science and Technology K-6. L. Doyle

USER LEVEL: Stage 2
KLA: English; SciTech
SYLLABUS: English K-6; Science & Technology K-6
SCIS SUBJECTS: Inventions - Problems, exercises, etc.
PUBLISHER: NSW Country Areas Program, Australia
REVIEW DATE: 02/09/08 [608] SCIS 1373602

The virtual body

www.medtropolis.com/vbody.aspx

Showcasing The human brain, Skeleton, Human heart and Digestive tract, this excellent website is a great teaching tool, particularly for Stage 4 Science students when covering outcome 4.8.5 on describing the role of these organs in maintaining humans as functioning organisms. The skeleton section has a simple game where students reform a collapsed skeleton. Each section is presented with colourful, labelled animations, many of which can be zoomed for greater detail. The written text can be either read or listened to. All information is relevant for junior Science students and the site uses appropriate scientific terminology. The resource would be very useful for teachers when using an interactive whiteboard or data projector. I. Mavin



USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
SCIS SUBJECTS: Elearning; Physiology
PUBLISHER: ehc.com, USA
REVIEW DATE: 02/09/08 [612] SCIS 980263

Food, a fact of life

www.foodaffectoflife.org.uk/

Teachers will find this a valuable resource when planning and implementing learning activities focusing on food. The site is organised into three modules, Food and farming, Healthy eating, and Cooking and food skills. Each of these is divided into two age ranges, 5-7 years and 8-11 years. Included in each module are lesson ideas, worksheets, photographs, videos, PowerPoint presentations and interactive activities that can be used with interactive whiteboards. The layout is simple and effective, with each unit of work being broken down into several key facts supported by activities and resources to aid the teaching and learning of these concepts. This resource is an excellent tool for teachers when programming, and to motivate students' learning. The content supports the Stage 2 COGs Unit (E): Products, services and systems. L. Doyle

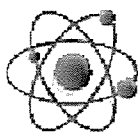
USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Children - Nutrition - Study and teaching; Food - Study and teaching
PUBLISHER: British Nutrition Foundation, UK
REVIEW DATE: 02/09/08 [613.2083] SCIS 1372196

Atomicarchive.com: exploring the history, science and consequences of the atomic bomb

www.atomicarchive.com/

The controversy and science surrounding the invention of the atomic bomb is extremely well presented in this fascinating

website. Main areas include basic atomic physics, fission, fusion and nuclear weapons. Much of the information is especially useful for Physics Stage 6 students completing the outcome on the Manhattan Project in the Option: *From quantum to quarks*. This site has many relevant photographs, videos, maps and animations that would make excellent teaching materials, particularly the videos. An education section provides appropriate questions and answers. All scientists mentioned throughout are hyperlinked, providing an additional source of research and information. Science 7-10 teachers developing extension work about atomic structure will find this site a most useful starting point. I. Mavin



USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Chemistry Stage 6; Physics Stage 6; Science 7-10
SCIS SUBJECTS: Atomic bomb - History; Cold War; Hiroshima - Bombardment, 1945; Nuclear physics; World War, 1939-1945 - Japan
PUBLISHER: AJ Software & Multimedia, USA
REVIEW DATE: 02/09/08 [623.4] SCIS 1377354

Google Moon

www.google.com/moon/

Collaboration between Google and NASA scientists has resulted in a truly amazing website. Focusing on six missions of the Apollo space program between 1963 and 1972, the website pinpoints landing sites on the surface of the moon. Each flagged landing spot links to concise information including dates and astronauts involved. The zoom facility affords closer inspection and more detail on the lunar activities of the particular missions. These are supported by a range of photographs which can be enlarged and inspected in detail. Lunar charts are available as Geologic or Topographic representations with ready access to switch between the two. A fascinating site for teaching and learning, the visuals hold much promise for lunar investigations on an IWB. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6; Senior Science Stage 6
SCIS SUBJECTS: Apollo Project - History; Apollo Project - Pictorial works; Moon - Exploration
PUBLISHER: Google, USA
REVIEW DATE: 02/09/08 [629.45] SCIS 1374728

School gardens

www.ciwmb.ca.gov/Schools/Gardens/default.htm

Designed as a springboard to other relevant sites, this webpage is a useful starting point for learning about school gardens. Site material includes information on how to start a school garden, benefits and sources of compost and mulch, examples of strategies for reducing waste that could be adapted to suit any school, and teacher resources such as units of work, individual lessons and interactive games. There are suggested connections to English and Mathematics and there is a particular relevance to the Stage 3 COGs Unit (C): Living land. L. Doyle



USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6

SCIS SUBJECTS: Gardening; School grounds
PUBLISHER: California Integrated Waste Management Board, USA
REVIEW DATE: 02/09/08 [635] SCIS 1373653

British Glass

www.recyclingglass.co.uk/

Glass recycling is explained here with a strong focus on sustainability and saving energy, making this interactive site particularly useful for the areas of ICT, numeracy, music, art and reading skills. The site is compatible with the Department's *Environmental Policy for Schools*. Funky facts introduces students to the reasons why glass recycling is important for our future and the benefits of recycling for the environment, with particular suitability for use in the Stage 2 COGS Unit (A): Local environments. The environmental commitment is justified through interactive activities in Fun house. The site has effective lesson ideas including designing and making through scientific experimentation, and art and design ideas for making t-shirts and games. In Teachers notes there is a wide range of activities and printable lesson activities. J. Allen

USER LEVEL: Stage 1 Stage 2
KLA: CA; HSIE; SciTech
SYLLABUS: Creative Arts K-6; HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Glass; Glass - Recycling
PUBLISHER: British Glass Manufacturers Confederation, UK
REVIEW DATE: 02/09/08 [666] SCIS 1376693

The colour experience

www.colour-experience.org/

Bold and interactive, this exciting website is very user friendly, making learning about colour and design an engaging experience. Flying colours is designed for K-6 students. Matching colours strongly supports Year 11 TAS students looking at Fashion trends and design, Fashion throughout the ages, sketching, and elements and principles of design. In Boogie nights, students can design an outfit for a model including set design, hairstyle and fabric print. In the Colour museum, students can play games, investigate colour vision and look at the cultural use of colour and symbolic meanings. Year 7 History students can research specific ancient cultures and their use of colour in Colouriser, and Visual Design students will find information on Colour for food and packaging here. Teachers will find this excellent site is well worth a look, and the best place to start is Focus on colour as it synthesises the site's material. M. Timperley

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA; HSIE; TAS
SYLLABUS: Creative Arts K-6; History 7-10; Textiles & Design Stage 6; Visual Arts 7-10; Visual Design 7-10; Visual Design CEC Stage 6
SCIS SUBJECTS: Colour; Design; Fashion
PUBLISHER: SDC Colour Museum, UK
REVIEW DATE: 02/09/08 [667] SCIS 1379563

Contemporary Japanese textiles: structure and surface

www.moma.org/exhibitions/1998/textiles/main_fr.html

Students will enjoy this special investigation into Japanese Transparent, Dyed, Reflective, Printed, Sculpted and Layered textiles. Each of these sections features research and photographs of textiles that integrate ancestral techniques with contemporary

tools and technologies. The textiles are presented in detail, including mediums, fibre and fabric structures. The elements and principles of design are also mentioned. An Artist's bio has concise information. HSC students studying Japan as their culture in Textiles and Design will find this site very useful as sections on textile production and textile art forms will assist them in their study. M. Timperley

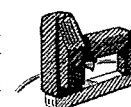


USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECTS: Costume - Japan; Design - Biography; Fabrics - Exhibitions
PUBLISHER: New York Museum of Modern Art, USA
REVIEW DATE: 02/09/08 [677] SCIS 1379626

Clean Clothes Campaign: we aim to improve working conditions to the garment industry worldwide

www.cleanclothes.org

Working conditions of workers within international garment and sportswear industries are extensively explored on this site. Information on countries where we obtain our clothing, such as Bangladesh and Cambodia, manufacturers such as Polo Ralph Lauren, and companies such as Aldi, is presented in short articles within a clear and concise layout. This style and the links within articles will aid student researchers looking at textile industries in Textiles and Design Stage 6. In Companies, a list of businesses builds an excellent compilation to help research into multinational ethics for Business Studies Stage 6. The site has interesting written material and graphics. C. Thomas



USER LEVEL: Stage 5 Stage 6
KLA: HSIE; TAS
SYLLABUS: Business Studies Stage 6; Textiles and Design Stage 6
SCIS SUBJECTS: Employment conditions; Textile industry - Social aspects
PUBLISHER: Clean Clothes Campaign, Netherlands
REVIEW DATE: 15/10/08 [677] SCIS 1056600

Staedtler Australia. Education

www.staedtler.com.au/education_au.Staedtler?ActiveID=100157

G geared for Visual Arts students and hands-on activities, this site has some exciting projects with explicit links to syllabuses. Technical worksheets detail how pens, graphite, erasers and pencils are made, with a supporting short movie on How pencils are made. Creative worksheets are age graded with extended instructions and plenty of colourful visuals. These projects use a variety of craft activities and they are carefully designed for specific users, from Stage 2 to Stage 12. At senior level the language is technical and the tasks fairly complicated, but they are also rewarding. L. Doyle



USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS: Handicrafts - Problems, exercises, etc.; Pencils and pens - Design and construction
PUBLISHER: Staedtler Australia
REVIEW DATE: 02/09/08 [681] SCIS 1373618

Messa di voce, Tmema, Blonk, La Barbara: an audiovisual performance & installation for voice and interactive media

www.tmema.org/messa/messa.html

Highly evocative, this great site will fascinate Music students who are interested in very contemporary sound, and Visual Arts students who are pursuing study of the performance arts. There is not an extensive amount of information here, but the Overview gives us the bones of the inspiration behind the two main contributing artists, that is, to produce an interactive sound and sight performance that is wordless but full of sounds. In Video documentation, users can access a number of short videos that show something of the performances carried out between 2003 and 2005 in various parts of the world. The site will suit advanced students who are ready to explore these unconventional artistic forms. K. Ashley

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Music Stage 6; Visual Arts Stage 6
SCIS SUBJECTS: Performance art; Video art
PUBLISHER: Tmema, Blonk, La Barbara, USA
REVIEW DATE: 02/09/08 [702.81] SCIS 1376551

New Museum

www.newmuseum.org/

Showing the works of a contemporary art gallery in New York, this site features current exhibitions online. Visual presentations are supported by written text on the selected artists, their themes and their artworks. Students will find the information brief and easy to read. Museum as hub provides links to other galleries, in South Korea, Mexico, Egypt and the Netherlands. Like the New Museum, these galleries also provide information on artists and exhibitions in their online gallery space. The site is easy to navigate and the information provided on these contemporary artworks is suitable for senior student and professional use. N French

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6
SCIS SUBJECTS: Art – Collections; Art – Galleries and museums
PUBLISHER: New Museum, USA
REVIEW DATE: 02/09/08 [708.147] SCIS 1372386

Online resources: the Art Institute of Chicago

www.artic.edu/aic/education/onlinelearning/index.html

In these online art resources, on a redesigned website, Art explorer allows users to search for works from the impressionist and post-impressionist collections at this art museum. The resources in this section include video excerpts of teaching strategies for appreciating artworks, artist biographies, timelines, maps and online games. Art access includes a more extensive range of artworks and periods for students to browse. Also included is a range of lesson plans for teachers. These lesson notes give suggestions for both making and appreciating activities relating to selected online artworks. Other online resources include Revealing Picasso and the Taoism and the arts of China online gallery which also supports teachers through a range of lesson plans and online activities. R. Kirsten

USER LEVEL: Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10
SCIS SUBJECTS: Art – Collections; Art – Galleries and museums
PUBLISHER: Art Institute of Chicago, USA
REVIEW DATE: 02/09/08 [708.173] SCIS 1379893

American art @ the Phillips Collection

www.phillipscollection.org/american_art/index.htm

An interactive timeline traces the history of the 150 American works in this collection. Students can place artworks into historical context and the site's timeline and images would work very well on an IWB. Learning has art examples with information on the work and an enlarged view. This area of the site has suggestions for teaching and learning experiences in disciplines such as Mathematics and Music. Huge images can be found in Explore collection, plus a biography of the artist. Images present very well and they will allow students to investigate the exciting world of technique and media. K. Ashley

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10
SCIS SUBJECTS: Art, American – History
PUBLISHER: Phillips Collection, USA
REVIEW DATE: 02/09/08 [709.73] SCIS 1376546

Friends of the High Line

thehighline.org/

A community group in New York City is dedicated to developing a recreational facility from a disused historic rail structure and this website looks at their vision. A brief history of the location, videos of the project, development proposals and historical footage of the railway are included. The website also features links to a number of similar projects that have been undertaken in America and Europe. These indicate successful upgrades of derelict elevated railway sections. The site is a useful resource for students of various technology subjects in Stage 6. A. Parnis

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Design & Technology Stage 6; Engineering Studies Stage 6; Industrial Technology Stage 6
SCIS SUBJECTS: Community life; Parks – Design and construction; Railways – United States – History; Social action; Urban renewal
PUBLISHER: Friends of the High Line, USA
REVIEW DATE: 02/09/08 [712] SCIS 1371686

Some assembly required: contemporary prefabricated houses

design.walkerart.org/prefab/

This website looks at the design and structure of prefabricated housing and presents a variety of approaches. Easy to navigate, the website has many visual resources. There is a timeline on prefabricated construction in the USA and details about prefabricated houses such as the FlatPak house and the weeHouse, a one room cabin. Biographies about architects and audio clips about the exhibits are available. There are many links to related websites containing detailed information related to the design and construction of prefabricated homes. It is a useful site for Technology students. A. Parnis



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Construction Curriculum Framework Stage 6; Design & Technology 7–10; Design & Technology Stage 6; Engineering Studies Stage 6; Industrial Technology 7–10; Industrial Technology Stage 6; Technology (Mandatory) 7–8
SCIS SUBJECTS: Architecture, Domestic; Houses – Design and construction
PUBLISHER: Walker Art Center, USA
REVIEW DATE: 02/09/08 [728] SCIS 1371675

Gallery of graphic design

graphic-design.tjs-labs.com/index

An intriguing collection of printed advertisements from 1930–1969 can be viewed on this site. The site has movie and travel posters and primary source flyers for a range of products. Images and written text for such products as cigarettes and records are increasingly difficult for students of History and design to find; the site has a good selection of such images and the graphic design content is excellent for students pursuing this area of interest. The site is a stand out example of how efficient layout and search paths can work for internet users. Everything is cross referenced and tabbed. It is an excellent model of site design. List gallery contents is a good place to start, users will be able to see exactly what the site offers. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; HSIE; TAS
SYLLABUS: Design & Technology 7–10; Information & Software Technology 7–10; Modern History Stage 6; Visual Design 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS: Advertising – United States – History; Advertising – United States – Pictorial works; Commercial art – History; Commercial art – Pictorial works; Periodical design – History
PUBLISHER: tjs-labs.com, USA
REVIEW DATE: 02/09/08 [741.6] SCIS 1374552

Virtual children's books exhibits

library.princeton.edu/libraries/cotsen/exhibitions/index.html

In lovely, detailed images, this virtual exhibit shows many illustrations from picture books, old and new. Images are curated into themes: Water babies and swimming in picture books; insect images in Creepy crawlies; projected images using a Magic lantern; and the works of Beatrix Potter. Extensive notes with enlarged images give background information about the artist, the context of the image in its narrative, and place and date of composition. As the examples span the 1700s to more contemporary works, a wide range of illustration styles is covered. This interesting site supports Visual Arts students researching illustration and drawing techniques, and English students investigating picture books in English 7–10. N. French

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: English 7–10; Visual Arts 7–10
SCIS SUBJECTS: Children's literature – Exhibitions; Picture books – exhibitions
PUBLISHER: Cotsen Children's Library, USA
REVIEW DATE: 02/09/08 [741.6] SCIS 1379624

Munch-museet

www.munch.museum.no/default.aspx?lang=en

A clearly set out, easy to use resource, this is a useful site for Visual Arts students. The site details current Research projects and Conservation. The latter gives a fascinating overview of the restoration of Munch's works *The scream* and *Madonna* which were stolen and lost for two years. These are familiar works to NSW Visual Arts students and the information on the processes is well presented in detail. Education has cogent explanations of visual examples. The Life and work section is densely written, but under the link there are films to view online. This is an upbeat site, clearly signposted through each header that appears on the home page. K. Ashley



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS: Munch, Edvard; Painting, Norwegian
PUBLISHER: Munch Museum, Norway
REVIEW DATE: 02/09/08 [759.81] SCIS 1376541

PopPhoto.com

www.pophoto.com/

This website deals with skills and knowledge for the photographer. There are concise and easy to read articles on prominent American photographers. How-to provides step-by-step instructions on ways to touch up and improve digital photographs. These activities are achievable for novice Photoshop users. The Galleries provide a diverse range of inspiring photographs from amateur and professional photographers. With tips, articles and product reviews, the comprehensive nature of this site ensures that it will be appealing to all keen photographers. N. French

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6; Visual Design 7–10
SCIS SUBJECTS: Digital cameras; Digital photography
PUBLISHER: Hachette Filipacchi Media, USA
REVIEW DATE: 02/09/08 [775] SCIS 1372402

Magic carpet: world music in the heart of Europe

www.radio.cz/en/html/magic_carpet.html

Music from Czech, Moravian and Silesian towns and villages is available on this site, an initiative of Radio Prague. The site showcases a wide range of musical genres, from traditional to experimental, with valuable information for Music students on a specific artistic endeavour. Broadcasts from Radio Prague can also be accessed from this site. Along with music, the site contains links to live and archived programs in Current affairs, plus information on the arts, history, sports, and books. There are virtual tours of towns in the Czech Republic. A window to experiencing the wonderful music and culture of a much admired European country, the site is thoughtfully presented and contains a wealth of artistic creations. Presented in six languages, it is a brilliant example of the internet being utilised to exhibit a culture to the world. C. Sly

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

SYLLABUS: Music 7–10; Music Stage 6; Society & Culture Stage 6
SCIS SUBJECTS: Folk music
PUBLISHER: Radio Praha, Czech Republic
REVIEW DATE: 02/09/08 [781.62] SCIS 1374689

A touch of Viet music of Le Tuan Hung and Dang Kim Hien

home.vicnet.net.au/~aaf/viet.htm

The ordinary and linear presentation of this site masks its value. Le Tuan Hung and Dang Kim Hien are Melbourne based composers. A selection of their original works is available on this site and their cross-cultural compositions display a strong Vietnamese influence. A **Listening room** provides music samples along with pictures of traditional instruments and composer's notes. The **Le Tuan Hung and Dang Kim Hien** links provide access to music, pictures of some unusual instruments and other related resources. Catering to students researching traditional and contemporary Vietnamese music, this site has some interesting reference material and intriguing audio. C. Sly



USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
SCIS SUBJECTS: Music, Australian; Music, Vietnamese
PUBLISHER: Australia Asia Foundation, Australia
REVIEW DATE: 02/09/08 [781.62] SCIS 1374718

Jump Cut: a review of contemporary media

ejumpcut.org/

For those wishing to explore the representation of class, gender and race in the media, this commendable site is an excellent starting point. Although aimed at those in tertiary education and media professionals, many worthwhile articles can be accessed through the **Archive** section. A **Classic articles online** search function allows the user to find papers dating from 1974 to the present. Articles address areas such as film theory and criticism, resistant readings of mainstream media, and effective pedagogy. The **Current issue** provides access to the latest research in media analysis. Popular film, art house and classic films are examined. A range of media texts from across the world are investigated, including those from Latin America, Eastern Europe and Asia. The simple yet effective interface adds to the ease of navigating the site and enhances its overall appeal. This outstanding site supports the study of film media in English. H. Gardiner

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Films – History and criticism
PUBLISHER: Jump Cut, USA
REVIEW DATE: 02/09/08 [791.405] SCIS 1381676

Bright lights film journal

www.brightlightsfilm.com/

There is a good deal of interesting information about films on this site. The list of contents includes **Actor profiles**, reviews of films, film book reviews, **Director profiles**, movie stars and reviews of documentaries. Specific film genres, like **Film noir**, **Horror**, **Music & musicals**, and the silent film, can also be located. Film critiques and commentaries are detailed and



cover cinematic techniques and effects as well as thematic concerns and characterisation. The website has a companion blog and other links. A list of films with related reviews and stills can be easily accessed and could be useful to English students searching for supplementary material for their HSC study. A number of the films are for adult audiences and teachers would need to preview material to ascertain appropriateness for classroom use. S. Richards

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Films – Periodicals
PUBLISHER: G. Morris & G. Battle, USA
REVIEW DATE: 02/09/08 [791.4305] SCIS 1375694

She made it: women creating television and radio

shemadeit.org/default.aspx

From journalists to executives, writers to directors, the aim of this informative site is to celebrate the achievements of women working in television and radio. **Meet the women** contains personal profiles on a number of women honoured for their contributions to the media. Some names may not be well known to Australian students, but others, such as Barbara Walters, Diane Sawyer and Christiane Amanpour appear in this section. Understanding can be further enhanced by viewing panel discussions with a range of honorees in **Watch video**. Another interesting link, **Discuss in our forum** promotes debate about a variety of ideas, including what constitutes a women's show and the achievement of women executives in media companies. Extracts from media releases regarding the accomplishments of women are contained in **The buzz**. Although the focus is on women working in the United States media, there are future plans to focus on female achievement at the international level. H. Gardiner

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Radio broadcasting; Television industry; Women
PUBLISHER: Paley Center for Media, USA
REVIEW DATE: 02/09/08 [791.45] SCIS 1380665

Write a brilliant pantomime with Billy & Wolfy

www.nick.mellersh.net/panto.htm

A simple layout and a framed menu allow easy jumping to different sections within this site which is dedicated to the English pantomime form. Amusing graphics incorporate a cartoon dialogue between Shakespeare (Billy) and Mozart (Wolfy). An introduction gives advice and a note about the name. The story relates the form to myth and fairytales, showing the basic plot and character journey in modern terms. **Pantomime structure** is a comprehensive breakdown, a template, across 12 scenes. **Scene shaping** has pantomime rules, notes on special scenes and charts on the change of action. Writing for and directing **Children** is explained. Despite some inactive links and a few inaccuracies about Shakespeare's use of language, the site is interesting to introduce the pantomime form. F. Crum



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Creative Arts K–6; Drama 7–10; English 7–10

SCIS SUBJECTS: Pantomimes; Script writing
PUBLISHER: N. Mellersh, UK
REVIEW DATE: 02/09/08 [792.3] SCIS 1376736

Akram Khan Company

www.akramkhancompany.net/

The work of British choreographer and dancer Akram Khan is beautifully documented in his company website. The design of the site shares a strong aesthetic relationship with Khan's work that exhibits contemporary interpretations of traditional elements. Khan's training in classical Kathak has a strong presence. The site includes a broad range of materials relating to Khan's work, including essays, reviews, images, interviews and production notes. Dance teachers will find it refreshing to discover well documented information about a contemporary choreographer, and to hear the artist talking about his training and influences. The production notes for *Sacred monsters*, which had its Australian premiere at the Adelaide Festival of Arts in 2008, includes links to music downloads for three audio tracks. R. Kirsten

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Dance 7–10; Dance Stage 6
SCIS SUBJECTS: Choreography; Modern dance
PUBLISHER: Akram Khan Company, UK
REVIEW DATE: 02/09/08 [792.8] SCIS 1379861

Imagion: just for fun

www.imagion.org/Just_For_Fun/default.asp#storylab

An excellent tool for promoting creative writing and drawing on the internet, this resource allows users to choose from five activities including creating a theatre scene and writing and illustrating stories. The bright and colourful layout will add to the excitement as students use their mouse to select colours, fonts, stamps, tools, photographs, text and more to create individual masterpieces. The activities can be adapted to suit varying ages and abilities, depending on teachers' objectives. This website can be used as a creative writing stimulus, as well as to foster the development of computer skills. A list of over 50 interactive games, and craft activities focusing on language, literacy and literature can also be found. It is a terrific resource. L. Doyle

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6
SCIS SUBJECTS: Computer graphics; Drawing – Computer-assisted instruction; English language – Composition and exercises – Computer-assisted instruction; Imagination
PUBLISHER: Public Library of Charlotte & Mecklenburg County, USA
REVIEW DATE: 11/09/08 [808] SCIS 1375774

LearnEnglish kids: stories

www.britishcouncil.org/kids-stories

Intended for students learning English as a second language, this site has many possibilities for native speakers. It includes a vast range of content, much of it interactive. **Stories** are simply animated at a variety of levels with voice and written text beneath the animation. A list of other things on the site with similar themes is given, for example, **Family and friends** and **Superheroes**. Songs about dinosaurs and superlatives have animation and words

that can be printed. **Story maker** provides an opportunity to generate stories by selecting objects to create a narrative. **Print and do** contains flashcards in *Adobe* for topics such as **Zoo animals** and **The circus**. **Topics** acts as an index for teachers looking for something specific including interactive games, crosswords and activity worksheets based around a central theme. This is a site with potential for creative IWB use; it is simple and quick to navigate and worth a thorough investigation. M. Davis

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Fairy tales; Fiction; Folklore
PUBLISHER: British Council, UK
REVIEW DATE: 02/09/08 [808.3] SCIS 1380480

The literary gothic

litgothic.com/index_fl.html

A fascinating website, this amalgamates major links related to literary Gothicism. It is excellent for its readability, ease of navigation and content. Providing ready access, it has links to a multitude of websites containing resources related to the Gothic genre. It includes definitions, background and the basic characteristics of Gothicism. There is a wealth of other interesting aspects, such as the female Gothic, textual and background information, titles, Gothic novelists, biographical information, reviews, research, discussion of important Gothic concepts and the Gothic tradition in literature. It also includes some graphics and e-texts of important and often overlooked early works in this tradition. This valuable resource provides ample opportunity for online research. S. Richards



USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Gothic fiction
PUBLISHER: Literary Gothic, USA
REVIEW DATE: 02/09/08 [808.83] SCIS 1374053

The Snow Queen, adapted from the story by Hans Christian Andersen by Sandra Deer

town.hall.org/radio/Kennedy/SnowQueen/

The site is a performance guide, or cuesheet, designed to be used before and after a 1995 performance of *The Snow Queen*. There is a link to the adapted material but external links from the page are inactive. Notwithstanding this, the site has relevant basic information for Drama students about dealing with adaptations and theatre attendance. The site contains information on the meaning of adaptation and how works are adapted, and how objects and props help the performance. There is useful information on theatre conventions, with examples from the play, audience behaviour and etiquette, and a Hans Christian Andersen timeline. F. Crum

USER LEVEL: Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K–6; Drama 7–10
SCIS SUBJECTS: American drama; Andersen, Hans Christian – Adaptions
PUBLISHER: John F. Kennedy Center for the Performing Arts, USA
REVIEW DATE: 02/09/08 [812] SCIS 1376767

Interactive-learning.com.au: web lessons (for educational and non-commercial use only)

www.interactive-learning.com.au

The use of ICT in the classroom to enhance teaching and learning is made simple on this exceptional website. Student activities and web projects are listed for easy browsing. Interactive lessons are engaging and instructive and they will hook students through creative technology, audio, colour, and uncomplicated language, style and format. Simple instructions on how to make web pages are supplied; one useful task for Year 7 History students is building a mini site based on an ancient society. An interesting, well developed site, it presents lessons for investigating history relating to societies, past civilisations and a range of Australian history outcomes. Lesson examples include *The rise of early civilisations*, a *Virtual site study*, making an interactive timeline, script writing, listening skills, and writing film reviews. There are exciting reading and writing activities applicable to English syllabuses. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA; English; HSIE
SYLLABUS: Creative Arts K-6; English K-6; English 7-10; History 7-10
SCIS SUBJECTS: Elearning; English literature – Computer-assisted instruction; History – Computer-assisted instruction; Music – Computer-assisted instruction
PUBLISHER: K. O'Regan, Australia
REVIEW DATE: 25/09/08 [820.7] SCIS 1375162

Women in the literary marketplace, 1800-1900

rnc.library.cornell.edu/womenLit/

Brief but interesting, this information from an exhibition of books and letters focuses on the historical context of English women writers in the 19th century and explores how they achieved remarkable success in a culture that repressed women's literary ambitions. A historical account, it refers to particular authors such as Jane Austen, Charlotte Bronte, Jane Eyre, and George Eliot, and to the practice of writing under a pseudonym. The website also examines the changing context and content of women's novels in terms of how they reflect the modern women who resisted traditional marital or social roles and who claimed their rights to defeat oppressive conventions. S. Richards



Austen.

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
SCIS SUBJECTS: Authors, English – Exhibitions; English literature – 19th century – History and criticism; Sexism in literature; Women in England – History
PUBLISHER: Cornell University, USA
REVIEW DATE: 02/09/08 [820.8] SCIS 1375770

Discovering Dickens: a community reading project

dickens.stanford.edu/

The website provides a wonderful opportunity to experience three Charles Dickens novels – *A tale of two cities*, *Hard times* and *Great expectations* – as they were originally printed and illustrated, in the

form of serial publications. The site includes a short biography of Dickens and background information, notes on the chapters covered, a key to allusions and definitions of unusual words and expressions. There is information about the historical and economic context including Dickens' social concerns, and prevailing attitudes in Victorian society. The site provides in-depth information to facilitate the reading and understanding of these novels in their social and historical context. The site's treatment of *Great expectations* is especially useful for the new English Stage 6 Area of Study: *Belonging*. S. Richards

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6
SCIS SUBJECTS: English fiction – History and criticism; Family relations – Fiction; Great Britain – Social life and customs – 19th century – Fiction
PUBLISHER: Stanford University, USA
REVIEW DATE: 02/09/08 [823] SCIS 1374047

Medieval Islamic cultures

www.sfusd.k12.ca.us/schwww/sch618/Islam_New_Main.html

The website provides a wealth of information on a wide range of aspects of medieval Islamic cultures. Topics include *Art, Education, Festivals and entertainment, Music and dance and Food and farming*. The material is detailed and well structured. It is interspersed with pictures and photographs to enhance visual appeal and reinforce meaning. At the end of each topic there are comprehension exercises, cloze passages, note taking guides, vocabulary and some excellent creative activities to further extend students' knowledge. The site would be a valuable source for students studying medieval Islamic people and their customs. It has curriculum relevance to the Stage 4 History Topic: *Societies and civilisations of the past*. L. Doyle

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7-10
SCIS SUBJECTS: Civilisation, Islamic; Middle Ages
PUBLISHER: Horace Mann Middle School, USA
REVIEW DATE: 02/09/08 [909.07] SCIS 1373664

GeoHive: global statistics

www.geohive.com/default1.aspx

An outstanding site containing extensive geopolitical and statistical data on the human population, this resource has demographic data, charts on land size and information on population, data, history and projections. Population statistics are divided into global and individual countries with a large number of useful links. Although maintained by one person as a hobby, the data is verified by census information. This site would be a valuable online reference for teaching and studying demographics, population trends and patterns in Australia. It supports the study of international and local regions in Geography 7-10. Easily navigated, the clear, concise data is complemented with graphs, tables and figures that facilitate interest and understanding. A. Frost



USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: Geography 7-10
SCIS SUBJECTS: Geography – Statistics; Population – Statistics
PUBLISHER: GeoHive, Belgium
REVIEW DATE: 02/09/08 [910.2] SCIS 1375149

NHK peace archives

www.nhk.or.jp/peace/english/

The site aims to keep memories alive in relation to the bombing of Hiroshima and Nagasaki in 1945, and to focus on peace. The **Further information** section leads to websites for the **Hiroshima Peace Memorial Museum**, the **Nagasaki Atomic Bomb Museum** and the **Hiroshima Library**. These sites provide interesting information in English. The museum websites are particularly fascinating as they include a virtual tour of main exhibits, drawings, damage caused by the explosion, photographs, videos, eyewitness accounts, and peace education. There is information on the atomic bomb, events leading up to the bombing and before and after pictures. On the library website an English version of the annual Peace Memorial Ceremony held in Hiroshima can be found. S. Richards

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Atomic bomb – History; Hiroshima – Bombardment, 1945; Nagasaki – Bombardment, 1945; Peace
PUBLISHER: NHK peace archives, Japan
REVIEW DATE: 02/09/08 [940.54] SCIS 1375775

Island Ireland: Irish history

www.islandireland.com/Pages/history.html

There are very few websites providing resources for studies of the Easter Rebellion and this site goes some of the distance towards filling that gap. It is a broad directory of Irish history made up of annotated links and its best content for senior students is a collection of 24 **Easter 1916 postcards**. With scenes of Sackville Street, Dublin, in flames following the British bombardment, the ruins of the General Post Office, British soldiers in the wreckage of Church Street and the surrender document of 29 April 1916, these photographs are excellent primary sources for the Modern History Case Study: *The 1916 Easter Rebellion in Ireland and its consequences*. The site provides links to a range of other sites, including the **National archives of Ireland** and the **Fianna guide to Irish genealogy**, which has the full text of the *Proclamation of the Republic* and a timeline of Irish history with short biographies of major participants in the uprising. R. Darlington

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Ireland – History
PUBLISHER: Island Ireland Marketplace, Ireland
REVIEW DATE: 02/09/08 [941.5] SCIS 1380539

Internet modern history sourcebook: French Revolution

www.fordham.edu/halsall/mod/modsbook13.html

The revolutionary Saint-Just's unpublished notes are part of the selection of primary sources that make this site valuable for anyone attempting to understand the French Revolution's radical stage, August 1792 to July 1794. Sources are displayed in an easy to use linear view and they include information on the Reign of Terror and the earlier part of the radical phase, including decrees and proclamations of the National Convention, the *Levee en Masse*, Robespierre's writings on political morality and the use of terror, and the words, in French and



English, of *La Marseilles*. The site is an indispensable resource for the Modern History Stage 6 Case Study: *The Reign of Terror in France, 1792-1795*. R. Darlington

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: France – History – 1789-1799; History, Modern
PUBLISHER: Fordham University, USA
REVIEW DATE: 02/09/08 [944.04] SCIS 1034442

Alexander Palace time machine

www.alexanderpalace.org/palace/

Exploring the history of the last of the Romanov rulers, the site presents a large amount of material in a tour of the tsar's palace at Tsarskoe Selo. There are photographs, diaries, letters and online books, including Baroness Sophie Buxhoeveden's *Alexandra Feodorovna and Thirteen years at the Russian court* by Pierre Gilliard, French tutor to the last tsar's children. A fascinating feature of this site is a photographic travelogue of St. Petersburg in 1900, in *Travel guides*. The site has biographies of the Romanovs and many of their famous associates, including Rasputin. Students need to be aware that the overall tone of the site is uncritically pro-tsarist. Despite this bias, it has a huge amount to offer students of Modern History Stage 6 who are looking at the Case Study: *The decline and fall of the Romanov dynasty*. R. Darlington

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Romanov dynasty; Russia – History – 1894-1917; Russia – Kings, queens and rulers
PUBLISHER: Pallasart Web Design, USA
REVIEW DATE: 02/09/08 [947.08] SCIS 1380531

China the beautiful: classical Chinese art, calligraphy, poetry, history, literature, painting and philosophy

www.chinapage.com/main2.html

Comprehensive and well presented, this site covers a myriad of subjects related to Chinese culture. Easy to navigate, **Dictionaries, Dragons, History and Silk Road** reveal useful information for the researcher. Other links from the index page include **Maps, Parables** from Chinese philosophers and Chinese **Calligraphy**. The site is available in Chinese and English, making it useful for studying the Chinese language as well as the country itself. Current events and photographs increase the contemporary understanding and visual appeal for students. Stage 3 HSIE students investigating a different culture will find this site very valuable. R. Parnis

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; Languages
SYLLABUS: Chinese K-10; HSIE K-6
SCIS SUBJECTS: China
PUBLISHER: M. L. Pei, USA
REVIEW DATE: 02/09/08 [951] SCIS 1070778

Web Japan: gateway for all Japanese information

web-japan.org/index.html

A variety of reliable information on Japan, including culture, history, society, industry, economy, geography, religion, sport,

science and technology can be found on this site. Facts about, and trends in Japan, including pop culture and street style, are detailed with colourful images complementing the easy to read text. Free subscriptions for online magazines are available.

The site is easy to navigate with a variety of strategies to undertake searches using title, category or keyword. Younger students should access **Kids web Japan** as it contains simpler language and format. A wonderful resource for studying Japanese society and cultural diversity, this wide ranging site supports both CUS1.3 and CUS1.4 in HSIE K-6 and has relevance for the study of Japan within Society and Culture Stage 6. The language can be changed from English to Japanese, which would be useful for students of Japanese K-10 and Japanese Stage 6. A. Frost



USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
Stage 6
KLA: HSIE; Languages
SYLLABUS: HSIE K-6; Japanese K-10; Japanese Stage 6:
Beginners; Society & Culture Stage 6
SCIS SUBJECTS: Japan
PUBLISHER: Ministry of Foreign Affairs, Japan
REVIEW DATE: 02/09/08 [952] SCIS 1298514

Vanished worlds, enduring people: Cornell University Library's Native American collection

nac.library.cornell.edu/exhibition/introduction/index.html

Documenting America's native peoples, this site draws from an exhibition held at Cornell University. There are plenty of primary sources including artworks, images of artefacts, maps, documents, letters and portraits. The site is particularly suitable for students and teachers of the History 7-10 Topic: *Aboriginal and Indigenous peoples, colonisation and contact history*. The **Illustrated works** provide some interesting insights into the contact period with various attempts to record the story of North American Indians. A **transatlantic world** has information on the people who opened up America for European settlement from 1591 to 1699. **Continuing encounters** gives stories of contact from 1712 to 1767. The sections on **European encroachment**, **Native resistance**, **Language and education**, and **The written word** give some insights into the nature of contact, responses of indigenous and non-indigenous peoples and the consequences of colonisation. S. Field

USER LEVEL: Stage 4 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; History 7-10
SCIS SUBJECTS: American Indians - History
PUBLISHER: Cornell University Library, USA
REVIEW DATE: 02/09/08 [970.004] SCIS 1377596

American memory: historical collections for the National Digital Library

memory.loc.gov/ammem/browse/

An extraordinary site, this encompasses a multitude of primary and secondary sources on American history from 1400 to the present. Topics range across advertising, African American history, Native American history, immigration, law, architecture, maps (including from the Civil War), women's history, sport, religion, military history and government. Searches may be undertaken by topic, time period, or place. Results provide background information, photographs, timelines and essays. The language style and format is suitable for senior students, with options to have live chats or ask

questions of a librarian. A very informative site, this is most valuable for those studying American history and civil rights in Modern History Stage 6. A. Frost

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Archives - United States; United States of
America - History - Sources
PUBLISHER: Library of Congress, USA
REVIEW DATE: 02/09/08 [973] SCIS 1067885

Teaching the American 20s: exploring the decade through literature and art

hrc.utexas.edu/educator/modules/teachingthetwenties/

As a resource for examining the 1920s, this comprehensive site provides a wealth of reference material. Navigation is straightforward with information organised into four main themes. **Big debates** contains material that focuses on the social issues of the time. **Small town, big city** considers the shifting nature of urban life. Forms of creative expression are explored in **America encounters the modern** and cultural identity is investigated in **Defining American culture**. An excellent **Image gallery** is also organised according to the themes with a wide variety of posters, novel extracts, postcards and magazine covers that exemplify the fashion and politics of the decade. Particularly interesting are the **Lesson plans** that cover literature and history. Aimed at American secondary students, a number of lessons are available for *The great Gatsby* and the poetry of Langston Hughes. This impressive site is a worthy reference. H. Gardiner



USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7-10; English Stage 6; Modern History
Stage 6
SCIS SUBJECTS: American literature - Study and teaching;
Arts, American - Study and teaching; United
States - History - 1919-1933 - Study and
teaching; United States - Social life and
customs - 1919-1933 - Study and teaching
PUBLISHER: Harry Ransom Humanities Research Center,
USA
REVIEW DATE: 02/09/08 [973.91] SCIS 1380653

Prime Ministers of Australia

www.nma.gov.au/education/school_resources/websites_and_interactives/primeministers

A biography of each prime minister is presented here and the current prime minister's website is accessible from the homepage. The biographies are comparable in a fairly ordinary presentation and they cover **Beginnings**, **Entry to federal politics**, the role of prime minister, **Later political life and Legislation**. They include an official black and white photograph and this is the only image in the biographies. It is a well constructed site and its neat collection of precise information will aid student researchers. D. Imison



USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SUBJECTS: Australia - Politics and Government -
History; Prime Ministers - Biography
PUBLISHER: National Museum of Australia
REVIEW DATE: 02/09/08 [994.009] SCIS 1375576

Ergo

www.slv.vic.gov.au/ergo/

Divided into three areas - **Learn skills**, **Explore history** and **For teachers** - this site is a valuable reference for both teachers and students. A practical guide to research, essay writing and study skills, it is very useful for students aiming to differentiate their work from others. Simple, helpful strategies to improve research skills, analyse essay questions and complete the information process are included. Effective strategies to improve study habits are also provided. **Explore history** focuses on Victoria, and covers a range of topics including outlaws, reconciliation, and exploration that would be useful when studying Australian history in the HSIE K-6 and History 7-10 syllabus. A range of contextual downloadable worksheets and activities are available. Clear discourse, illustrations, pictures and maps complement the easy to read text. A. Frost



USER LEVEL: Stage 3 Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
SCIS SUBJECTS: Essay; Study methods; Victoria - History
PUBLISHER: State Library of Victoria, Australia
REVIEW DATE: 02/09/08 [994.5] SCIS 1375224

Professional reading

Resources are in Dewey order.

Lookybook

www.lookybook.com/

Billed as an infinite bookshelf, and especially useful for teachers and parents who are a long way from bookshops, this attractive and efficient site provides an opportunity to view picture books by flicking through the pages online before buying, an activity which can also be done from the site. Books can be accessed by **Keyword**, **Author or illustrator**, and **Subject or genre**, including **Sports**, **Humor**, **Colours**, **Fairy tales and fables**, and **Self esteem**. Viewing one book brings up other titles of potential interest. Registration is free and teachers can create **Bookshelves** to store books for later perusal. M. Davis



USER LEVEL: Professional
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
SCIS SUBJECTS: Picture books - Bibliography
PUBLISHER: Lookybook, USA
REVIEW DATE: 02/09/08 [011.62] SCIS 1368777

Living-library.org: take out your prejudice living-library.org/

Five young Danish men who had experienced violent behaviour initiated this unique concept to create awareness and educate people about prejudice and discrimination. The initiative is being successfully adopted around the world. In 2006, Australia launched a

permanent Living-library in Lismore, NSW. A living book is an ordinary person who has been subjected to stereotyping and prejudices and who is willing to share their experiences. Living-library readers have their beliefs challenged, enabling them to understand people and situations better and this means that the site has multiple applications within the Society and Culture Stage 6 syllabus. As with all websites that present unusual ideas, **About** is an excellent place to come to grips with the site's content and structure. For researching the issues further, there are valuable guidelines in **Organizers**, including ideas for middle years and high school classes. The site is a valuable resource for teachers planning a fresh investigation into activities which challenge discrimination. D. Imison

USER LEVEL: Community Professional
KLA: HSIE
SYLLABUS: Society & Culture Stage 6
SUBJECTS: Attitude (Psychology) - Moral and ethical
aspects; Prejudices - Moral and ethical
aspects
PUBLISHER: LIVING Library Network Organisation,
Denmark
REVIEW DATE: 02/09/08 [303.3] SCIS 1375634

FRENCH, Wayne & UNSER, Jerry

B somebody 2 someone: mentoring training series

Adventist Development and Relief Agency Australia, NSW, 2007
ISBN none [361]

The focus of this mentoring training package is on developing student leadership through mentoring as a two-way partnership. The aim of the stepped program is to guide educators in building a school based developmental mentoring program where students can be immersed from the early years through to senior school life in mentoring relationships. The ideas and structure of the guide have a spiritual and values component aimed at awareness raising and fostering resilience. The package is a ring binder, consisting of booklets that provide a comprehensive rationale for developing student mentoring relationships. The first booklet, *Implementing mentoring in your organisation*, provides the user with essential information to start the program, ensuring that the rights and safety of those involved are protected in a respectful way. A CD-ROM featuring *Powerpoint* presentations to use with groups is included in the package. F. Plummer

USER LEVEL: Professional
\$120.00 SCIS 1364056

DO-IT streaming video presentations with support publications

www.washington.edu/doi/Video/

On this site, educators will find links to dozens of online video presentations aimed at improving the lifelong education and future of students with disabilities. While most are aimed at post-secondary students, a number could be suitably adapted to aid high school students. Videos focus on curriculum areas and demonstrate strategies that educators can use to better include special needs students into activities for mainstream students. The aim is to promote the inclusion of students with disabilities in an everyday learning environment through teacher education, awareness and understanding. A limitation of this site is that users have to sift through much information to find something specific to age level or curriculum area. L. Doyle

USER LEVEL: Professional
SCIS SUBJECTS: Disabled - Education; Disabled - Employment
PUBLISHER: DO-IT, USA
REVIEW DATE: 02/09/08 [371.9] SCIS 1375804

FL teach: foreign language teaching forumwww.cortland.edu/flteach/

Teachers may not wish to take part in the forum, but the site still offers a wealth of language teaching ideas. There is a searchable lesson database, and more lesson ideas in FAQs, within Ancillaries. Resources lists general language sites of interest and sites which are language specific. The inclusion of many interesting links in the one location makes it a time saving site for Languages teachers, allowing them to access a variety of websites for both online classroom activities and lesson content. Languages teachers will find this website to be a handy reference. A. Fuller

USER LEVEL: Professional
KLA: Languages
SYLLABUS: Chinese K-10; French K-10; German K-10; Italian K-10; Japanese K-10; Latin K-10; Russian K-10; Spanish K-10
SCIS SUBJECTS: Language and languages – Study and teaching
PUBLISHER: State University of New York, USA
REVIEW DATE: 02/09/08 [418.007] SCIS 1373896

CANTALI, Rose [and others]

Connecting to school

Adventist Development and Relief Agency Australia, NSW, 2007
 ISBN none [646.7007]

Supporting students' transition into the adolescent years in a school environment, these learning units with student activities cover communication, conflict, feelings, friendship, motivation, self esteem and stress. Teaching activities are designed to cater for a range of learning styles linked to the multiple intelligences for visual/spatial, dramatic/interpersonal, kinaesthetic and linguistic/interpersonal learners. The activities dealing with stress involve role play and games that provide students with an opportunity to experience stressful situations so they can learn and practise stress management strategies. Each activity provides useful ideas for debriefing, reflecting and sharing responses. Activities require a range of skill and expertise by the facilitator and would need careful selection to match the developmental and emotional needs of the students. F. Plummer

USER LEVEL: Professional
\$120.00 SCIS 1364051

Westwordwestword.wordpress.com

Creative writing, literature and especially the *Western Sydney young people's literature program* is the focus of this blog which is being developed by children's literature critic Judith Ridge to document the program's development. The blog has many useful links to contemporary literature and writing with a focus on children and young adults. The blog provides valuable information about what works for young people and how to develop programs of this kind. There is also information about authors, competitions and recent events which make this site very useful for communities or professionals seeking to develop or participate in projects related to creative writing. Site users can post comments and therefore communicate with other like minded people, increasing the usefulness of this resource for English teachers. K. Rushton

USER LEVEL: Community Professional
SCIS SUBJECTS: Australian literature; Authors, Australian; Children in Australia; Writing (Authorship)
PUBLISHER: Word Press, NSW
REVIEW DATE: 02/09/08 [808] SCIS 1377906

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.

Books for ears: audio book reviewsbooksforears.com/

An interesting concept, but the content is limited on this site. The titles are mainly for adults and young adults. A useful range of genres are listed but there are few titles reviewed at this stage. An interesting feature is that some books are read by the author, such as Philip Pullman reading *The subtle knife* and *The golden compass*. The initiative of a site like this, dedicated to audio books, is thoughtful and is the basis of a useful, informative directory. With increased content and a wider range of resources, it could become a valuable reference. D. Imison



USER LEVEL: Professional
KLA: English
SYLLABUS: English K?6; English ??10
SUBJECTS: Books – Reviews; Talking books
PUBLISHER: Booksforears.com, USA
REVIEW DATE: 02/09/08 [028.1] SCIS 1375607

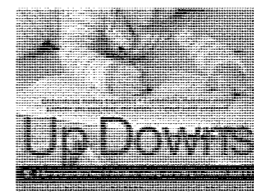
NEUMANN, Michelle M.

Up downs: a fun and practical way to introduce reading and writing to children aged 2-5

Finch, NSW, 2007
 ISBN 9781876451806 [649]

Written by a teacher, this book aims to show parents and preschool educators how simple and enjoyable it can be to introduce children to early literacy skills. It features easy to follow tips and hints for reading and responding to texts, along with active songs and poems designed to encourage participation in learning letter sounds. There are seven stories with colourful illustrations and predictable word

patterns to encourage confidence. Each story is prefaced by notes on how to use the text and incorporate the child's own experiences in the discussions. Finally there is information on the importance of scribbling and an alphabet book to show the correct fine motor movements. While it makes the mistake of only presenting capital letters, overall it is a useful book with many helpful strategies. M. Whitfield



USER LEVEL: Professional
Paper \$29.95 SCIS 1355273

THIELE, Colin & STUCCI, Mavis

Billy Bilby's barbecue

Crawford, SA, 2008
 ISBN 9781863333221 [A821]

Distinctive illustrations and rhyming verse narrative characterise this counting picture book. Billy Bilby has set out to impress all his friends by inviting them to a backyard barbecue, unfortunately biting off a little more than he can manage. Liberally sprinkled with Australian fauna and idioms, the salient characteristics of each species are incorporated into its behaviour, progressively deepening the plot as they arrive. The guests, arriving in sets in numerical order from one to ten, ensure the party builds up to a crescendo of unneighbourly noise and activity. A map of the vicinity, a counting chart and mention of the bilby's need for conservation are also included. N. Chaffey



USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: HSIE; Mathematics
SYLLABUS: HSIE K-6, Mathematics K-6
\$24.95 SCIS 1363993

Picture books

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

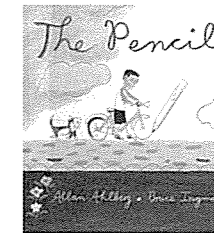
AHLBERG, Allan & INGMAN, Bruce

The pencil

Walker, UK, 2008
 ISBN 9781406309621

A quirky picture book, this publication operates on a number of levels, making it suitable for a wide middle school audience. The protagonist is a pencil that begins to draw. A boy, followed by a dog, a cat, buildings and a community come into existence through the creativity of the personified pencil. The pencil draws a paintbrush and together they draw and colour the fictional reality. Drawing a rubber leads to conflict as this eraser indiscriminately

erases things out. It is up to the creative pencil to solve the problem. The narrative's apparent simplicity belies its cleverness and depth. Its use of metafictional elements exposes the constructed nature of texts. Movement from black and white to colour illustrations offers scope for a number of metaphorical interpretations. Aspects of this drawn and painted microcosm can be read in the light of creationism or philosophical theories on the nature of reality. This incredibly rich book can be reread and reinterpreted by students and teachers who are eliciting deep understanding. C. Sly



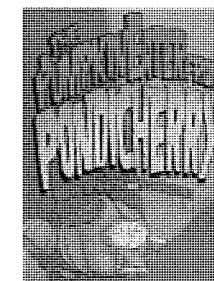
USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
\$27.95 SCIS 1372617

ATHERTON, Bruce & REDLICH, Ben

The pumpkin eater from Pondicherry

Hachette, NSW, 2008
 ISBN 9780734410238 [A821]

Featuring a mythical, alien creature that came to earth to eat all of grandad's pumpkins, this rollicking tall tale is both well written and humorous. The rhythmical, rhyming prose and vibrant, full colour illustrations readily depict the hilarious story of how a young boy outwitted this ravenous vegetable eating beast by presenting it with some chilli plants from southern Mexico. The catastrophic results of this action are brilliantly portrayed in this picture book in which the predominant red colour creates the desired hot, hot, hot reaction from the alien! The back cover contains interesting additional information on the species, habitat and diet of this voracious alien feeder. This book is sure to be a hit with young readers. J. Eade



USER LEVEL: Stage 2 Stage 3
\$28.99 SCIS 1357663

BAGULEY, Elizabeth & PEDLER, Caroline

Little Pip and the rainbow wish

Koala, NSW, 2008
 ISBN 9780864617897

Before opening the pages of this picture book, the shimmering, shiny rainbow on the cover assures its popularity. Another one is revealed on the title page and then rainbows feature throughout the book. The large illustrations are absolutely wonderful with colour and simplicity that will excite a young audience. The simple story of friendship is ideal for young children. Little Pip, a shy small mouse, wants to catch the rainbow to give to Milly and Spike, so that they will be his friends. Catching a rainbow is never easy. Milly and Spike join Pip in his pursuit and after much climbing, jumping and even flying, the rainbow remains uncaught. When the rain comes, much to Pip's dismay, the rainbow disappears. He is very upset until he realises that Milly and Spike have become his friends in the process so that there is no longer any need to catch it. The three happily play together and readers are rewarded with a display of shimmering, shiny stars on the last double page spread. This is an absolute winner. G. Maugle

USER LEVEL: Early Stage 1 Stage 1
Paper \$14.99 SCIS 1354753

BELL, Krista & MILLER, David

Lofty's missionHachette, NSW, 2008
ISBN 9780734409812

A gentle picture book, this illuminates a little known piece of Australian history. Harley, a young boy growing up during the troubled times of WWII, befriends Lofty, a carrier pigeon, and a magic story unfolds. Lofty is destined for a higher purpose, becoming an unlikely hero when he successfully carries secret messages to the armed forces stationed in Papua New Guinea. Textured, paper sculpture models create lifelike illustrations and add authenticity to the tale, particularly those scenes centred on Harley's struggle with polio. Including a glossary of unusual words and phrases used in the narrative, this well conceived book is both educational and imaginative. S. Taylor

USER LEVEL: Stage 1 Stage 2
\$28.99 SCIS 1354587

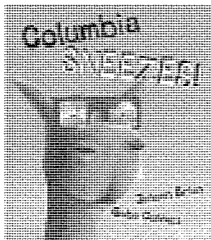


PEDLER, Caroline & CUNNETT, Gabe

Columbia sneezesScholastic, SA, 2008 (Omnibus)
ISBN 978862916968

Columbia Camel likes all of the features of the desert, except the sand that makes him continually sneeze. City doctors are useless, so back to the desert he goes, trying to find a cure for his sneezes. Could a traveller lost in the desert help Columbia's problem with a simple solution? Brian has worked a delightful rhythmical and rhyming story, creating a lovable character and an interesting storyline, which will absorb and entertain students who will atishoo loudly along with Columbia. The energetic and expressive illustrations complement the written text very well, and they pose several questions for students to ponder. V. Roach

USER LEVEL: Early Stage 1 Stage 1
\$16.99 SCIS 1355484

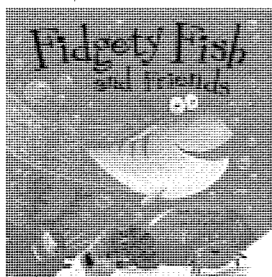


BRIGHT, Paul & GALLOWAY, Ruth

Fidgety fish and friendsKoala, NSW, 2008
ISBN 9780864617804

A delightful and energetic picture book, this is the tale of a fun loving fish and his many different ocean friends. Young readers will enjoy the bold, colourful illustrations, and the short rhyming written text on each page will not overwhelm them. A very useful book for shared reading, teachers will be able to utilise the text to introduce and discuss such concepts as alliteration, rhyming words and onomatopoeia. Using the broad and invigorative vocabulary, students will love to be involved in role playing some of the action verbs such as *skittering* and *swooshing*. This is a well constructed tale that cultivates an appreciation of the sound of English. M. Whitfield

USER LEVEL: Early Stage 1 Stage 1



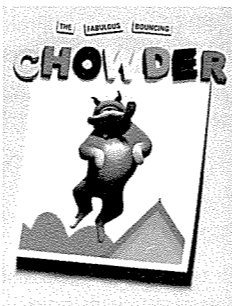
KLA: English
SYLLABUS: English K-6
Paper \$14.99 SCIS 1353016

BROWN, Peter

The fabulous bouncing ChowderLittle, Brown, USA, 2007
ISBN 9780316011792

Chowder is very determined. When his owners send him off to Fabu Pooch Boot Camp, run by Ms. Shirley Fabu, they hope that he will enjoy it. Ms. Fabu specialises in turning beautiful dogs into fabulous dogs, but Chowder has trouble fitting in. All the other dogs are beautiful and very well mannered, but Chowder finds them boring and he craves more excitement. This is achieved when he finds a trampoline. Would he now be able to win the First Annual Fabu Pooch Pageant and a one year supply of Snarf Snacks? Humour pervades the storyline in this gorgeous picture book where the quirky, colourful illustrations depict all types of dogs in various human poses. Young readers will relate to this humorous personification of the dog world, making it a valuable and entertaining classroom resource. J. Eade

USER LEVEL: Early Stage 1 Stage 1
\$28.99 SCIS 1340318



CARNAVAS, Peter

Jessica's boxNew Frontier, NSW, 2008
ISBN 9781921042911

Carnavas combines interesting illustrations with a simple story in this picture book about a young girl starting school. Her mother assures her that she will make lots of friend on her first day, but Jessica finds that the stuffed toy she brings in a box is cause for merriment and isolation rather than friend making. Each day she brings something new in her cardboard box. Young readers will be engaged by the story, wondering how Jessica will use the box to make friends and perhaps empathising with the troubles in transitioning into school life. Of course, she does make a friend, a boy who takes the initiative, and the narrative ends with a powerful self esteem message. V. Roach

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1359538



CUMMINGS, Phil & RYCROFT, Nina

Boom bah!Working Title, SA, 2008
ISBN 9781876288907

The sheer pleasure of joining in and making music is celebrated in this happy, noisy picture book. Starting with a tiny *Ting!* the noise and procession of animals and instruments grows until the final, exultant *Tah-dah!* The young reader will recognise the first instru-

[A821]

ments as familiar household items, and will watch as the animals join with a band, move to the music and march across the pages. The story is simple and written in rhyming text with an array of sound words. Soft, watercolour illustrations are full of action and humour and they enhance the joyful mood. It is an enjoyable, read aloud book with lots of audio action. J. Foster

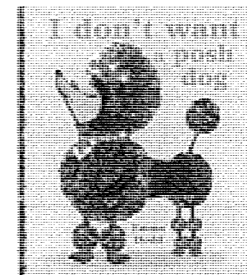
USER LEVEL: Early Stage 1 Stage 1
\$19.95 SCIS 1364475

DODD, Emma

I don't want a posh dogOrchard, NSW, 2008
ISBN 9781846169281

A young girl describes the type of dog that she most wants, as well as describing those types which she does not want. The enjoyable written text and large, lively illustrations will fascinate young children. The author has used clever, exuberant rhymes which are bound to charm and engross young readers. The illustrations of each type of dog are colourful and well drawn, and they have a great deal of aesthetic appeal. This picture book is a perfect choice for canine loving youngsters who are beginning their journey of literacy. V. Roach

USER LEVEL: Early Stage 1 Stage 1
\$28.99 SCIS 1358434



EDIS, Jamie

Have you ever heard a giraffe laugh?Fremantle Arts Centre Press, WA, 2008
ISBN 9781921361142

A delightful rhyming story, this will appeal to the very young. Large, bold print features against a white background, drawing students' eyes to the text. On the opposite pages are brightly coloured illustrations that support the written text. This is an excellent story to use during shared reading activities. There is a sense of humour as the author speaks directly to the reader. The use of ellipsis in the punctuation makes it seem like a casual conversation and this technique will engage students in read aloud sessions. M. Whitfield

USER LEVEL: Early Stage 1
Paper \$16.95 SCIS 1354041



FOLEY, Greg

Thank you BearPenguin Group (Australia), 2008 (Viking)
ISBN 9780670072187

Written in large, clear print and with a brief amount of written text, this picture book will engage younger readers. The author has kept everything to a minimum – text, colour and illustrations – yet each has impact and meaning. In his innocence, Bear focuses on the value that can be found in an ordinary item and even though others do not share his enthusiasm, his idealism pays off. This simple yet emotive story could stimulate the imagination and prove an effective catalyst for discussion, role play and readers'



theatre. It could also prove a useful model for the beginning of story writing for Early Stage 1 and Stage 1 students. G. Cale

USER LEVEL: Early Stage 1 Stage 1
\$19.95 SCIS 1351383

FORD, Bernette & WILLIAMS, Sam

Ballet KittyKoala, NSW, 2008
ISBN 9780864616623

A warm tale of friendship and problem solving, this predominantly pink picture book is aimed at a young female audience. Ballet Kitty is having a friend over to play with but she is unable to find her ballet slippers. She is sure she will not have a good time without her slippers, but spending time with her friend makes Kitty forget her problems and she ends up having a wonderful time. And yes, the ballet slippers do turn up in the end. Teachers will be sure to make use of the prepositional language, adjectives and effective verbs, while some girls will love the repetitive soft pink pictures of tutus and tea parties. The themes of friendship and lost and found could be very useful when discussing interpersonal relationships. M. Whitfield

USER LEVEL: Early Stage 1 Stage 1
Paper \$13.99 SCIS 1354748



FORRESTAL, Elaine & COURT, Moira

Miss Llewellyn-JonesFremantle Arts Centre Press, WA, 2008
ISBN 9781921361173

Miss Llewellyn-Jones needs some new, stronger pegs. One by one, her knickers, jeans, t-shirt and socks all disappear from the washing line. Predicting where each item may end up will be the subject of spirited dialogue between young listeners. Plain, brightly coloured illustrations display humorous details not included within the written text, again providing stimulus for discussion. Lovely end papers open and close this pleasant, straightforward picture book, which will be useful for activities involving prediction, sequencing and storyboard work. It could also be used as a basis for students' own story writing efforts and for the creation of collage displays. Children are sure to enjoy revisiting this entertaining narrative. A. Beedles

USER LEVEL: Early Stage 1 Stage 1
Paper \$16.95 SCIS 1358766



GAIMAN, Neil & GRIMLY, Gris

The dangerous alphabetBloomsbury, UK, 2008
ISBN 9780747597117

Ghouls and ghosts abound within the covers of this offbeat picture book. The rhymes are scratched and loosely matched with letters of the alphabet and illustrated with quirky watercolour sketches. Each letter of the alphabet is cleverly used to focus upon a gory event along the journey. The brave reader must travel with two terrified



children through an underground waterway where they are beset by an assortment of kidnapping pirates and monstrous creatures engaging in revolting activities. Fortunately, the travellers survive, emerging unscathed at the end of their journey. No doubt this parody on alphabet books will bring hilarity and humour to middle school readers who take their time to read the pictures. D. Johnston

USER LEVEL: Stage 3
\$24.95 SCIS 1364069

GARCIA, Emma

Tip tip, dig dig

Koala, NSW, 2008
ISBN 9780864617422

The engaging illustrations in this picture book are made using bright colours against a white background, with written text in large black print. In building an adventure playground, the machines are the heroes of the tale. The digger, crane, truck, mixer, bulldozer and tipper have big eyes and they work together to build the playground. The repetition in the text, its large print and supportive illustrations make this a very suitable story for an emergent reader. Many young readers will also be attracted by the subject matter of large machinery. Describing the movement of the machines in both the present and past tenses provides plenty of literacy learning opportunities while reading a very enjoyable story. K. Rushton

USER LEVEL: Early Stage 1 Stage 1
Paper \$12.99 SCIS 1354782

GRAHAM, Bob

How to heal a broken wing

Walker, UK, 2008
ISBN 9781406307160

This ever dependable writer and illustrator presents the warm and gentle tale of Will, a tiny boy with a big heart. Little Will discovers an injured, neglected pigeon in the busy city. He retrieves the bird and, together with his family, administers first aid, nursing the avian patient back to health. The full page artwork in this picture book alternates with sections which resemble storyboard panels, bringing refreshing variety to the storytelling. There are many extra details that do not become obvious until rereading, such as the humorous prevalence of pigeon droppings on the city's buildings and statues. The strong familial bonds between Mum, Dad and Will are conveyed efficiently and effectively through the artwork, and will lend themselves to class discussions. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$27.95 SCIS 1363984

HONEY, Elizabeth & JOHNSON, Sue

I'm still awake, still!

Allen & Unwin, NSW, 2008
ISBN 9781741753219

An audio CD which includes the reading of the story and eight delightful songs accompanies this superb picture book. The front endpapers display the words of the songs. Young children often

have problems going to sleep at bedtime, just as Fiddy does in this story. Fiddy cannot get to sleep even though he has had his bath, put on his new pyjamas and has been read his bedtime story. The colourful illustrations are enchanting and will capture the attention of the youngest of children. The writing exudes security and calmness as the words gently wrap the reader into a sense of tranquility. A perfect book for bedtime, this is so Australian, so flawless, it is an absolute gem. The book would stand alone, but the CD, with the reader's tone interspersed with sleepy songs, is a real treat. G. Maugle

USER LEVEL: Early Stage 1
\$27.95 SCIS 1361404

HORACEK, Petr

Look out, Suzy Goose

Walker, UK, 2008
ISBN 9781406307139

Suzy Goose leaves her noisy friends to find some peace and quiet. She sets off into the woods, oblivious to the procession of predators that tiptoe and creep behind her. Young readers will enjoy the repetition and the anticipation of what might happen. When Suzy reaches a peaceful clearing, she honks with sheer delight. She wakes up the old owl and his thunderous screech scares everyone off. Although oblivious to the danger she was in, she suddenly feels frightened on her own. Suzy decides to rejoin her friends who now do not seem to be as noisy. In this picture book, collage animals and selective use of colour tell an amusing visual story. Light, bright colours change to darker ones that reflect the ominous atmosphere of the woods. Suzy Goose is an appealing character that young readers will enjoy, and the satisfying ending of belonging within a community is reassuring. J. Foster

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1353527

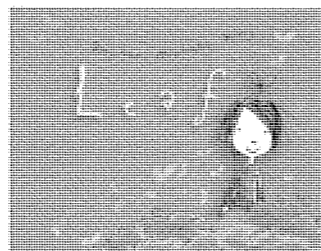
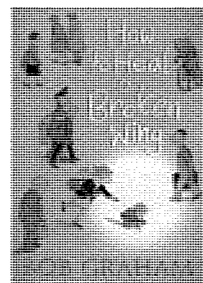
KING, Stephen Michael

Leaf: ideas, sound effects and pictures

Scholastic, NSW, 2008
ISBN 9781741691160

A compact, whimsical, almost wordless picture book, this publication relates the story of a little boy who hates having his hair groomed. A bird drops a seed into his unruly mop and soon a seedling sprouts! While the finer details of this story are quite open to a viewer's interpretation, King's cartoon style illustrations do lead to a satisfying, humorous conclusion. The book would be useful for a range of teaching and learning activities relating to storytelling through pictures and a minimal number of onomatopoeic words. The sequential art creates a storyboard to inspire creativity through other means of expression, like playwriting and drama. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$19.99 SCIS 1360567



MACLEOD, Mark & SCHELL, Kirrily

Tomorrow

ABC Books, NSW, 2008
ISBN 9780733320743

Here is a tiny picture book that treats an expansive subject area in a style reminiscent of Sendak's *Where the wild things are*. A young boy, enticed by adventure, leaves the security of his bed, only to return full circle to the irreplaceable warmth of home. The boy, who remains nameless, encounters abstract notions such as small shivery dogs. The sparseness of the black and white etchings adds a profoundness to the words but it could be questioned whether such brevity will actually appeal to the targeted audience. Certainly, adults will appreciate the cleverness and it will be a book to be talked about. S. Taylor

USER LEVEL: Early Stage 1 Stage 1
\$16.95 SCIS 1359532

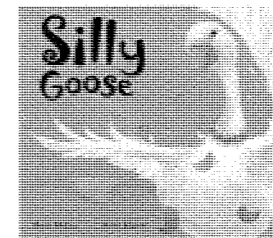
McGEE, Marni & EDGSON, Alison

Silly Goose

Koala, NSW, 2008
ISBN 9780864617934

The fox, as usual, is the protagonist in this picture book about a goose who is tricked into believing that her ears are missing and she needs to buy some. Of course, it is a ploy to bring the juicy goose close to the fox's cooking fire. The other animals come to the rescue, as Silly Goose realises that she can hear although she does not have external ears. Edgson's beautiful, soft illustrations add to the appeal for Early Stage 1 students. The story would be enjoyable when discussing and naming different animals, or when learning about the senses. F. Moore

USER LEVEL: Early Stage 1 Stage 1
Paper \$13.99 SCIS 1352998



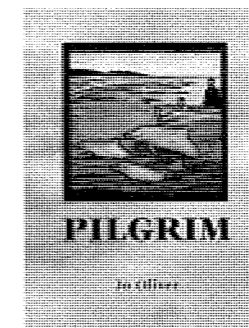
OLIVER, Jo

Pilgrim

New Frontier, NSW, 2008
ISBN 9781921042850

A close connection between father and son takes place on a fishing adventure in this moving tale. Their dinghy, *Pilgrim*, is special as it has been passed down through the generations of their family. The strong illustrations in this picture book strengthen the notion that there is no place this young boy would rather be than safe on a still lake with his father. Bold linocut prints, framed in black ink, create a feeling of history, heritage and endurance. Brief references are made to the ANZAC story and a mystical encounter with dolphins adds a sense of wonder to the story. S. Taylor

USER LEVEL: Stage 1 Stage 2 Stage 3
\$24.95 SCIS 1356783



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.

PARR, Todd

We belong together: a book about adoption and families

ABC Books, NSW, 2008
ISBN 9780733323119

The message of this colourful picture book is the diversity of families and the importance of belonging to a family. It is a valuable book for young children who have been adopted or for those who are in care. The written text is simple and clear and the bold primary colours will appeal to students. Families portrayed are varied, with a mixture of images of people and various family types, including same sex couples. It is a useful book for the primary school library and school counsellor's office. A. Soutter

USER LEVEL: Stage 1 Stage 2 Professional
Paper \$14.95 SCIS 364812

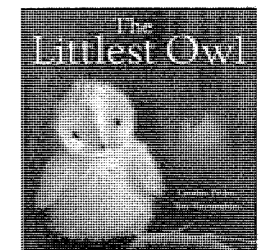
PITCHER, Caroline & MACNAUGHTON, Tina

The littlest owl

Koala, NSW, 2008
ISBN 9780864617910

The littlest owl is the last one to be born, the last to learn to fly and to experience the outside world. Essentially a tale of determination and being true to oneself, this picture book features stunning illustrations that enhance and support the narrative. The clarity of the illustrations allows young children to make size comparisons between the little owl and his siblings, making it a useful text in mathematical lessons to expose students to measurement strand and perception of the relative size of things. The book presents a sympathetically told story of the life cycle of a living thing and the challenges of growing up as the smallest member the family. These elements of the story offer links to Science and Technology K-6 *Living things* outcomes and support aspects of the Stage 1 COGs Unit (C): *Growing and changing*. D. Croker

USER LEVEL: Early Stage 1 Stage 1
KLA: Mathematics; SciTech
SYLLABUS: Mathematics K-6; Science & Technology K-6
Paper \$14.99 SCIS 1354762



SAVVIDES, Irini & SWAN, Owen

Hide and seek

Scholastic, NSW, 2008
ISBN 9781865044248

A game of hide and seek is not entertaining if the person you are seeking is not there. This is the problem for the young boy in this picture book. He is searching for his grandfather, playing the game that they often played together. He looks in all the good hiding places inside the house and then outside, but to no avail: bopo cannot be found. In loose rhyming verse the reader accompanies this young boy in his futile search. Subtle clues about death and bereavement will be picked up by the observant viewer. Beautifully and empathically illustrated, using just the right amount of detail and plenty of white space for effect, the pictures embrace the poetic writing. The ending is uplifting as the young boy, on donning bopo's hat, reveals to the viewer the likeness he has to his grandfather. We can find those that have gone, in the most unexpected places, if we look. G. Maugle

USER LEVEL: Early Stage 1 Stage 1 Stage 2
Paper \$17.99 SCIS 1362744

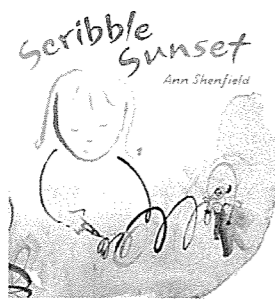
SHENFIELD, Ann

Scribble sunset

Lothian, NSW, 2008
ISBN 9780734410634

A finely crafted picture book, this publication raises philosophical questions about art, life and perspective, in a very unassuming manner. Through self-assured watercolour doodle illustrations and stream-of-consciousness written text, the focaliser engages the reader in her quest to discover where the sun sets. Conflict is established and resolved on her walking journey. It concerns an enigmatic and vaguely menacing boy. The ambiguity of the tale affords a range of possible interpretations, including tensions between a creative and artistic view of the world, and a rational, scientific approach to existence. The book's apparent simplicity, and its mediations on the nature of art, belies a philosophical depth. It is a wonderfully thought provoking resource for a study of picture books in English 7-10. The book would also work very well within a joint English/Visual Arts Year 6 or Year 7 class. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Creative Arts K-6; English 7-10; Visual Arts 7-10
\$19.99 SCIS 1361205



THOMPSON, Colin

The big little book of happy sadness

Random House Australia, NSW, 2008
ISBN 9781746625666

A poignant picture book for older readers, this resource examines the need for and value of love and friendship in our lives. Through the story of George, an orphan who lives with his elderly grandmother, and Jeremy, a three legged dog at the local dog shelter, readers are readily absorbed in the tale. Thompson employs colour and words to engage and evoke the reader's empathy while highlighting his theme throughout the narrative. As the needs and longings of these humble beings are revealed and requited, the mental and physical impact of the way they feel is illustrated. This resource has potential for use as a discussion starter focusing on emotional wellbeing. N. Chaffey

USER LEVEL: Stage 3
\$24.95 SCIS 1359653



TIMMERS, Leo

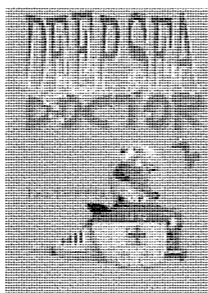
Deep sea doctor

Koala, NSW, 2008
ISBN 9780864618290

Doctor Dean, the deep sea doctor, treats a range of sea animals with sight problems, toothache, itches and self image concerns. From the huge whale to the tiny seahorse, the creatures benefit from the

doctor's kindness and expertise. So, when the doctor's submarine becomes stuck on the bottom of the ocean, the sea creatures rescue him. There is a good deal of written text in this picture book but the story is strongly supported by the illustrations and accessible to young readers. The illustrations are dominated by greens and blues, suggesting the underwater theme. The bold cartoon style of the illustrations is likely to appeal to young readers. K. Rushton

USER LEVEL: Early Stage 1 Stage 1
Paper \$13.99 SCIS 1353014



TROTTER, Stuart & LONERGAN, Elaine

A toddlersaurus book [series]

Koala, NSW, 2008

[821]

Parents and preschool teachers will value this excellent series of picture books which reinforce young children's routines. Colourfully illustrated, with a rhythmic written text, titles combine rhymes and questions that young children will enjoy. The kinaesthetic element with large flaps to lift, revealing more of each of the dinosaur's activities, will enhance young readers' interaction with the book. This will prove to be a popular pre-reading series that will help to foster a love of books in the very young and reinforce the importance of daily routine in Early Stage 1 students. F. Moore

USER LEVEL: Early Stage 1
Paper \$11.99 each

Reviewed titles in this series:

Brontosaurus bathtime SCIS 1354723
Stegosaurus time to eat SCIS 1354728
Triceratops playtime SCIS 1354731
Tyrannosaurus Rex bedtime SCIS 1354735



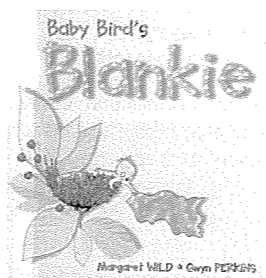
WILD, Margaret & PERKINS, Gwyn

Baby bird's blankie

Working Title, SA, 2008
ISBN 9781876288877

A humorous, effective picture book, this tells of a baby bird enjoying a game familiar to many toddlers. Enthralled by dropping an object so that his adoring parents can pick it up, baby bird exploits everyone's kindness. Simple, repetitive text marries well with the delicate pastel illustrations to build the amusing story, as baby bird again and again lets go of his beloved blanket. He plays the game once too often and learns a lesson, the hard way. Youngsters will enjoy the repetition and adults will smile knowingly. S. Taylor

USER LEVEL: Early Stage 1
\$19.95 SCIS 1361557



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.

Fiction for younger readers

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

CHOWN, Marcus

Felicity Frobisher and the three-headed Aldebaran dust devil

Faber and Faber, UK, 2008
ISBN 9780571239030

An amusing and spacey little read, this book could be a stepping stone to the science fiction genre for young readers. The cover is appealing and the large print, supported by comical illustrations, will encourage early readers. Felicity Frobisher is just a normal well behaved young girl. One morning she is visited by a three-headed Aldebaran dust devil called Flummmf who appears out of the wallpaper in her bedroom. This is the story of a day spent with the cheeky creature from outer space who manages to create turmoil and gets Felicity into all sorts of trouble. The writing is fast paced and holds the reader's interest with appealing characters. The ending is delightful as Flummmf's disgruntled father arrives to take him home. Flummmf is reprimanded for visiting the forbidden planet, Earth, but he manages to leave a message for Felicity stating that he will be back. Let us hope he does return to entertain us all again. G. Maugle

USER LEVEL: Stage 2 Stage 3
Paper \$13.95 SCIS 1363712

CLARK, Sherryll

Tracey Binns is trouble

University of Queensland Press, Qld, 2008
ISBN 9780702236679

The value of friendship and acceptance of others are the themes of this warm and well told story. Tracey makes trouble at school to cover up her loneliness. The arrival of Isabella, offering friendship and a belief in Tracey's talents, helps Tracey to achieve her potential at school and personally. Alexis Apfelbaum's illustrations are in an unusual photographic collage style and add to the appeal of this book. The collages would also be interesting examples for making artworks. The book uses humour to explore issues of bias and prejudice, with positive outcomes. F. Moore

USER LEVEL: Stage 2 Stage 3
Paper \$16.95 SCIS 1361791



COSTAIN, Meredith

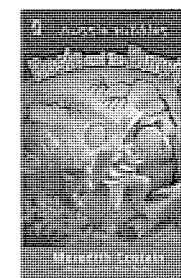
Rosie and the bunyip

Penguin Group (Australia), 2008 (Puffin) (Aussie nibbles)
ISBN 9780143303404

A lively tale, this is perfect for youngsters just beginning to explore reading on their own. Rosie, an enthusiastic young lady who loves

all things red, is desperate to go to the circus. The exciting antics of the highwire act stimulate her so much that she has trouble sleeping. That is when the strange noises begin and Rosie will need all her bravery to explore the source. Charming illustrations add life to the story and punctuate the written text. Aussie nibbles fans will no doubt find this text just right for them. S. Taylor

USER LEVEL: Stage 1
Paper \$12.95 SCIS 1350626



CRAIG, Claire

Harriet Bright in a pickle

Pan, NSW, 2008
ISBN 9780330423496

Nine year old Harriet is a budding poet and some of her school adventures are captured in the four short stories in this book. Being teased by boys, hating swimming races, best friend problems and school plays are the themes for the easy to read tales. Playful fonts for keywords in each story, and scattered black and white sketches, add to the humour of the book. Harriet's poems also add enjoyment and another level to the narratives. A quirky little school based novel for Stage 2 students who may relate to Harriet's troubles, the novel will engage students who may discover some helpful ideas for coping with similar situations. R. Parnis

USER LEVEL: Stage 2
Paper \$14.95 SCIS 1357020

CUMMINGS, Phil

Take it easy, Danny Allen

Pan Macmillan, NSW, 2008
ISBN 9780330423731

When their family farm in South Australia is repossessed by the bank, Danny has no alternative but to accept his parents' decision to move to the city and start a new life. The story is told through Danny's eyes and the reader is swept along with his confusion, hesitation and reluctance to embrace very different urban surroundings. Danny and his family begin the story in a roomy farmhouse and end up in a cramped third floor city apartment that makes Danny feel alien and restricted. His city experiences feel raw and hopeless, and he is reluctant to make any friends in the city. It takes a runaway dog to help him become more receptive to his surroundings and to adjust to the challenges of forging new relationships. The sensitive prose makes this story highly suitable for learning about narrative structures in English and the story would suit teaching about issues facing farming families in Australia. D. Croker

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1355501



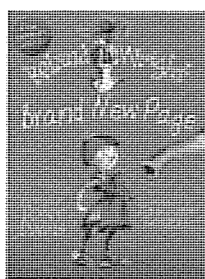
DAVIS, Tony

Roland Wright, brand new page

Random House, NSW, 2008 (Roland Wright)
ISBN 9781741662306

The second tale in this medieval adventure series finds Roland accepted as a page in Twofold Castle. Roland, son of a blacksmith, has bold ambitions to be a knight after serving his time as a page.

He encounters people who have their own plans that do not include him. He learns to accept their differences and he adheres to his personal goals. Roland is accompanied by his pet mouse, Nudge, and he must decide if keeping him against the rules will risk his chance to be a knight. The story reminds the reader about the importance of holding onto personal beliefs and values and always doing your best. R. Higginbottom



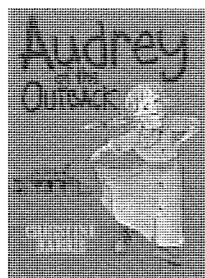
USER LEVEL: Stage 1 Stage 2
Paper \$12.95

SCIS 1359672

HARRIS, Christine

Audrey of the outback

Little Hare, NSW, 2008
ISBN 9781921272189



Set during the depression years in the Australian outback, this tale offers a glimpse into the hardships of early pioneering life. Dad is away working, leaving Mum and her three surviving children in their dirt floor hut with hessian over the windows. Audrey, the middle child, has a vivid imagination and an endearing natural curiosity. She ponders on the natural wonders of the world and her place in it. She has an imaginary friend who she realises must be set free when the timing is right. There is an accompanying website that has additional information on author and illustrator. R. Higginbottom

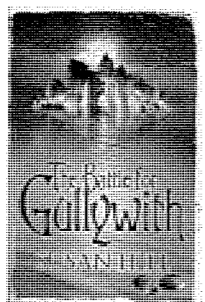
USER LEVEL: Stage 2
Paper \$14.99

SCIS 1355502

HILL, Susan

The battle for Gullywith

Bloomsbury, UK, 2008
ISBN 9780747594024



In this tale of mystery and fantasy, ancient powers battle for possession of the Great Book. Looking for a change of pace, Olly Brown and his family move from London to Gullywith, a country farmhouse, which has been empty for years and which seems to be jinxed. A roof collapses, walls crumble, power goes out and everywhere there are small stones with strange markings. Unbeknown to Olly, these stones form part of the army of the Stone King who is searching for the powerful Great Book. Olly and his new friend KK must join with a wizard and his army of ancient turtles to protect the book. What ensues is a magical action tale with wondrous creatures and events and an unexpected twist at the end. Despite a slow middle, the fast paced beginning and surprise ending make this book an interesting read. M. Pearson

USER LEVEL: Stage 3 Stage 4
\$27.95

SCIS 1364139

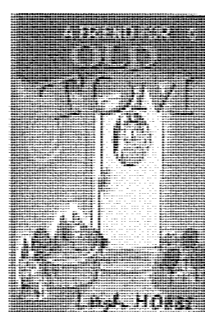
HOBBS, Leigh

A friend for Old Tom

Penguin Group (Australia), 2008 (Puffin) (Old Tom)
ISBN 9780143302926

Old Tom is up to his mischievous shenanigans once more in this

prequel to picture book tales in this series. The poignant narrative details Old Tom's zany struggles to find a place where he belongs and someone to belong to. Angela Throgmorton, a lonely lady in need of companionship, looks like a suitable prospect. Used to going hungry and cold, Old Tom stops at nothing to ingratiate himself with Angela. The appealing prose, exploring adoption, the nature of friendship, sacrifice and love, along with sympathetic and humorous black and white sketches, make this an entertaining read for students. It is a compassionate and humorous treatment of human and animal relationships. D. Croker



USER LEVEL: Stage 1 Stage 2
Paper \$14.95

SCIS 1357321

IRVINE, Ian

The sorcerer's tower [series]

Scholastic, SA, 2008

A delightful fantasy aimed at young independent readers, this series is sure to find a willing, appreciative audience. Written in easy to read, double spaced lines, the story follows the adventures of Tamly, who lives in the magical village of Meadowwhyte. Mysteriously, Tamly has no magic. In *Thorn Castle*, the first book of the series, his friend Kim, a mischievous, young girl who is steeped in magic, joins Tamly on a quest to recover the book of spells stolen by an evil sorcerer. In the second book a new friend, Mel, is introduced and together they embark on a mission to rescue Kim from a giant. With its overriding theme of good versus evil and Harry Potter style elements, this is an engaging series for young readers interested in this genre. J. Eade

USER LEVEL: Stage 2 Stage 3
Paper \$9.99 each

Reviewed titles in this series:

Thorn Castle SCIS 1355529
Giant's lair SCIS 1355577



JORDAN, Sherryl

The Adventures of Denzil, apprentice wizard [series]

Scholastic, NZ, 2008

This New Zealand author utilises descriptive prose and a fast paced, humorous narrative in her series featuring boy wizard, Denzil. Set in the middle ages, the series is suitable for independent readers who enjoy the fantasy genre, incorporating many fantasy elements such as magic, witches, wizards and time travel. Each book in the series can be read as a stand alone title and it is not necessary to read them in sequence. Denzil is a trainee warlock learning his craft under the tutelage of the great Valvasor. Denzil's magic often goes astray, placing himself and his companions in danger. Full of humour and adventure, these tales paint a detailed picture of everyday life in the middle ages, offering educators a springboard for exploring this era of history with their class. D. Croker

USER LEVEL: Stage 2 Stage 3
\$39.99 (box set)

Reviewed titles in this series:

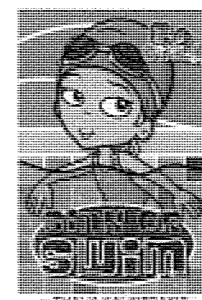
Denzil's dilemma
The great bear burglary
The silver dragon
The Wednesday wizard

SCIS 1332863
SCIS 1332864
SCIS 1325766
SCIS 1332028

KALKIPSAKIS, Thalia

Sink or swim

Hardie Grant Egmont, Vic, 2008 (Go girl!)
ISBN 9781921288470



Enthusiastic and determined, Bec's favourite time of the week is that spent at swimming training. Inspiration from an Olympic women's team spurs her on to develop her swimming skills and to join the squad. This addition to the popular Australian series gives young swimmers great encouragement to compete well, and accurately describes good swimming techniques. The complication in this short narrative is the problem of severe nervousness before a race. Fortunately, Bec's coach shows her how to win the race in her mind by becoming focused mentally and thereby developing resilience. This large print chapter book for young readers is totally positive, emphasising fair play, mateship, healthy food and healthy team friendships. It is suitable to be shared with young students to give inspiration and provide discussion about sporting events. D. Johnston

USER LEVEL: Stage 1 Stage 2
Paper \$9.95

SCIS 1359829

KINNEY, Jeff

Diary of a wimpy kid: Greg Heffley's journal

Penguin Group (Australia), 2007 (Puffin)
ISBN 9780143303831

Greg Heffley is starting high school and he documents his experiences, feelings, ideas and exploits in his journal. He believes it is important to keep these records for journalists, in the future, when he becomes famous. Although it is set in an American school, readers can share Greg's life experiences of being assigned to reading groups, standing for student government, Halloween, joining the safety patrol, making snowballs and being a cartoonist for the school newspaper. The story is printed to resemble a hand written journal and includes cartoon drawings to support the written text. Readers will find Greg's reflections on family, friends and school entertaining and amusing. J. Foster

USER LEVEL: Stage 2 Stage 3
Paper \$14.95

SCIS 1350651

LARKIN, John

Goon town

ABC Books, NSW, 2008
ISBN 9781771690170

Jade, Paige, Dermott and Leon travel back in time to discover why dinosaurs became extinct in this very funny novel. The humour largely derives from the interplay of the four main characters, some ridiculous situations, and the cracking dialogue. It is suitable for Year 5 and 6 readers because of friendship issues which are explored along the way. Jade hides beneath her sun hat and cannot stand Paige who is the class princess and speaks with a foghorn voice. Dermott is addicted to doughnuts and Leon is a pampered genius. This unlikely combination is grouped together by their teacher, Ms Phossil, to undertake a science assignment. When they go to the deserted house of the town's resident mad

scientist, they discover his time machine and decide to explore the Cretaceous period for themselves. The book is action packed and filled with word play. The author has an acute awareness of the social dilemmas that beset upper primary students and his ironic commentary on the narrative itself will appeal to adults. E. Chase

USER LEVEL: Stage 3
Paper \$14.99

SCIS1353005

LEE, Ingrid

Dog lost

Chicken House, UK, 2008
ISBN 9781905294756

When Mackenzie's father puts a pit bull puppy, Cash, onto his bed, the 12 year old boy finally finds mutual, unconditional love. This joy is short lived. Much to Mackenzie's despair, his drunken father takes the dog and dumps her. After several negative incidences involving pit bulls, the local council is planning to ban the breed, and a glimpse into the underworld of dog fighting and associated criminal activity indicates some of the problems. However, Cash is different. He has known love and proves his worth. This is a heart warming, often heart wrenching tale, with many twists in the plot. The narrative falls neatly together in the end. R. Higginbottom

USER LEVEL: Stage 2 Stage 3
Paper \$14.99

SCIS 1356307

LESTER, Alison & HARVEY, Ronald

Racing the tide

Allen & Unwin, NSW, 2008 (Bonnie & Sam) (Horse-crazy!)
ISBN 9781741148886

The third book in this series is set in a rural community and involves Bonnie and Sam helping to catch abalone poachers. There is the underlying theme of friendship and love of horses, with the recognition of the individual character and purpose of each horse. Harvey's detailed illustrations entice the reader to examine their fine detail. The map of the community includes places, horses' stables and homes. This will appeal to visual learners. Children will enjoy the independent, self reliant Bonnie and Sam. The series is supported by a child friendly website. R. Higginbottom

USER LEVEL: Stage 1 Stage 2
Paper \$12.95

SCIS 1359299

LETHCOE, Jason

Wishful thinking

Penguin Group (Australia), 2008, Puffin (The misadventures of Benjamin Bartholomew Piff)
ISBN 9780143303572

Benjamin Bartholomew Piff is the manager of birthday wishes at the Wishworks factory. Benjamin, an orphan, is plagued by a nasty relative and living in a world populated by magical and mythical beings. He uses astounding gadgetry and good intentions to hold back the dark forces of hopelessness in the form of the Curseworks factory president. The excitement of near misses, disastrous situations and quirky characters with tongue twister names gives this fantasy adventure much character. Footnote format asides, map end papers and *A quick guide to conversational Jinnish* add interest. The need for humans to have hope, even in the face of repeated adversity, is extolled throughout the story. N. Chaffey

USER LEVEL: Stage 2 Stage 3
\$19.95

SCIS 1352180

MEYER, Kai

The wave runnersEgmont, UK, 2007
ISBN 9781405216357

An exciting tale of cutthroat pirates, this is the first in a trilogy translated from German. Set in the Caribbean, the mixture of fantasy and adventure includes the mysterious polliwiggles who can walk on water. The two known remaining polliwiggles are orphaned children whose skills as wave runners are needed to save the world from destruction. However, not everyone wants them to achieve their mission, so they and their small band of friends are pursued across the seas. Interwoven in the narrative are ghost sailing ships, ghostly crews, evil forces of the deep, treasures and many interesting, mysterious characters. R. Higginbottom

USER LEVEL: Stage 2 Stage 3
Paper \$16.95 SCIS 1334596



MILLARD, Glenda & KING, Stephen Michael

Perry Angel's suitcaseABC Books, NSW, 2008
ISBN 9780733322556

Primary classes will be entranced when this book is read to them. It is well illustrated and is the third book in the *Kingdom of Silk* trilogy. Teachers concerned with welfare may wish to share this book with students, as it is about a boy moving to a new foster family and his feelings of fear and confusion. A book about friendship, it is told largely by Layla, who was sent to comfort the Silk family after Tishkin went away. It is a story of acceptance, of creatively dealing with life's challenges, and there is a touch of magic. A. Soutter

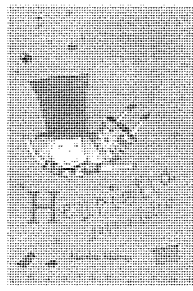
USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1364002

MURRAY, Martine

Henrietta gets a letterAllen & Unwin, NSW, 2008
ISBN 9781741754513

A young girl's discovery of a fairy under her bed leads the reader into a wonderland. This endearing chapter book develops into an adventure involving Henrietta, her new fairy companion and other friends and relatives who strongly influence her life. An assortment of coloured illustrations and creative arrangements of text replicating the flying of fairies and elves, enhance this magical tale. The book includes a double page spread of questions to ask a fairy, with answers, and various intriguing letters. Readers in Stage 1 and Stage 2 will be engaged by the content and presentation of this charming and well written story. D. Johnston

USER LEVEL: Stage 1 Stage 2
Paper \$13.95 SCIS 1355874



O'BRIEN, May L. & LEANEY, Angela & WYATT, Sue

Bawoo storiesFremantle Arts Centre Press, WA, 2008
ISBN 97819221361159

Four beautifully illustrated picture books from 1992 are collected in this new omnibus of Aboriginal stories. Dedicated to Wonguthu

Elders from the goldfields region near Kalgoorlie the traditional stories include: **Barn-Barn Barlala, the bush trickster**, which is intended to teach children outback survival skills; **How the crows became black**; **Why the emu can't fly** and **The kangaroos who wanted to be people**. Language is dense but supported by highly detailed art. White font on bold colours and glossy paper makes for a vibrant and inviting reading experience. An extensive pronunciation guide for Wongi sounds is included. Terms usually relegated to a glossary are explained in parentheses within the main text. I. McLean

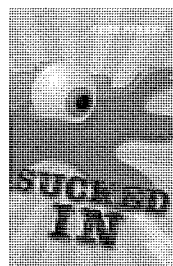
USER LEVEL: Stage 2 Stage 3
Paper \$20.00 SCIS 1357404

PARKER, John

Sucked inWalker, NSW, 2008
ISBN 9781921150623

Promising great appeal to primary boys, this is a somewhat gruesome tale of an eye, purchased from a magazine advertisement, searching around for an open wound to attach itself to, in order to seek blood. Dan's friend Zainey is tired of being short and he believes that an eye attached to his finger would act as a great periscope. The reader will enjoy the humour of the story while shuddering with revolt about the marauding eye. There is satisfaction with the resolution to the tale. With high interest and medium reading level, this is a fast paced story for emerging independent readers. F. Moore

USER LEVEL: Stage 2
Paper \$12.95 SCIS 1363979



STEWART, Paul & RIDDELL, Chris

Curse of the night wolfDoubleday, UK, 2007 (Barnaby Grimes)
ISBN 9780385611886

Barnaby Grimes is referred to as a tick-tock lad in his 19th century British society. In other words, he is a courier. While fulfilling his duties one night he unwittingly stumbles into a ferocious wolf roaming the rooftops. When his friend, Old Benjamin, is attacked and killed Barnaby makes it his mission to unravel the mystery of why the poorest people in the city are being targeted. Written in first person, this narrative combines fantasy and historical fiction. Clues about the conclusion of the story are subtle and anticipation will sustain the interest of the reader. Despite a few less familiar words, the text should be easy to read by its intended audience. The black and white illustrations are reminiscent of publications of the Victorian period and enhance the book's literary style of Gothic horror. N. French

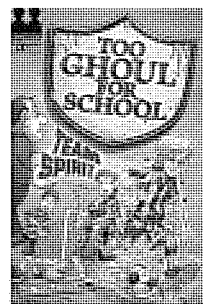
USER LEVEL: Stage 3
\$27.95 SCIS 1330957

STRANGE, B.

Too ghoul for school [series]

Egmont, UK, 2007

While not winning prizes for quality literature, these texts, written by Matt Crossick, will nevertheless appeal to those readers who thrive on a taste of the medieval ghoul. Set in an English school, which inconveniently has been built over a boggy pit filled with the bodies of 14th



century plague victims, the books feature three likeable schoolboy characters. Constantly plotting to bring about the downfall of the school and its pesky, noisy students are the slime covered, ectoplasm spitting ghouls, who live in the underground sewer, and are led by the maggot haired Edith Codd. The books feature character fact files, historical quizzes and joke pages, and each ends with a short preview of the next decomposing tale. M. Whitfield

USER LEVEL: Stage 2 Stage 3
Paper \$9.95 each

Reviewed titles in this series:

Team spirit SCIS 1355627
Attack of the zombie nits SCIS 1355636

WILLIAMS, Sean

The ChangelingAngus & Robertson, NSW, 2008
ISBN 9780732284749

A young boy, Ros, runs away from his drought stricken home believing that his family, in absolute desperation, are about to sacrifice his life for much needed rain. Ros is urged on by a voice that he has recently been hearing in his head. The voice belongs to Escher, an unseen being who guides him on his escape and journey. The journey, which is full of danger and terror, compels the reader to turn the pages. Suspense and tension mount as the story unfolds. Scary elements abound with the bloodletting weather worker and the crab-like, hard shelled monsters that drag their live prey down into their burrows. A dark tale unravels as we follow Ros as he struggles to control elemental forces that are beyond his comprehension and barely in his control. The reader will be absorbed in the world of change. Who is the enemy and who is a friend? Brilliantly bleak with a driving narrative this novel contains all of the elements for it to be recognised as an excellent example of fantasy writing. G. Maugle

USER LEVEL: Stage 3 Stage 4
Paper \$14.99 SCIS 1356003

Fiction for older readers

Resources are arranged alphabetically by author.

Some of these items are also suitable for upper primary students.

BROOKS, Geraldine

People of the bookHarperCollins, NSW, 2008
ISBN 9780732280376

Another winner from Brooks, this novel takes the reader through history to uncover the stories behind a beautiful medieval Jewish prayer book. Framed by the narrative of a contemporary conservator, the real interest is in the history of the Haggadah, saved from destruction during the conflict in Sarajevo. The individual stories are compelling, giving insight into a variety of cultures and showing the terrible persecution of people throughout history as we learn

how the book came into being. For some readers, the narrator may not be credible and the relationship with her mother unconvincing, but the framed narrative is gripping. Confident readers would find some interest in the novel, especially as an additional text for the new HSC Area of Study: *Belonging*. H. Cobban

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
Paper \$32.99 SCIS 1354768

CASSIDY, Cathy

Lucky starPenguin Books Ltd, UK, 2008 (Puffin)
ISBN 9780141322117

Another excellent title from a popular writer, this tale will hold immense appeal for its intended teenage audience. Fast paced and gripping, it deals with many issues, such as relationships, family, graffiti, drugs, and bullying, that affect teenagers worldwide. The central characters, Mouse and Cat, fall in and out of trouble as the plot develops and manoeuvres around many twists and turns. Set in London, two very different characters forge a friendship and bond that must survive much hardship. Written in the vernacular of the target audience, this story will have readers engaged and guessing till the end. It encourages young teens to realise that anyone can make a difference if they care enough. G. Cale

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1353736

COLFER, Eoin

AirmanPenguin Books Ltd, UK, 2008
ISBN 9780141383361

From the author of *Artemis Fowl* comes another adventure packed novel; this one is set in the late 1800s. When Conor Broekhart crashes back to earth in an air balloon, he is reborn with a great yearning to fly. At 14, he overhears his mentor, Victor Vigny, and his King, Nicholas of Great Saltee, being murdered. Conor is thrown into a diamond mining jail and declared dead to his family. Only when he takes on the new persona, given to him at the jail, is he able to achieve his escape during the princess' coronation. Conor's achievement of flight and his dramatic rescue of family and friends present great excitement, along with the dread at what he may encounter next. A great adventure, this will readily engage readers. M. Timperley

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$19.95 SCIS 1351317

DOWNHAM, Jenny

Before I dieDefinitions, UK, 2008
ISBN 9781862304871

Sixteen year old Tessa has been diagnosed with terminal leukaemia. With only months to live, she starts a list of things she wishes to experience before she dies, including having sex, trying drugs, seeing her parents reunited, and experiencing true love. This is a truly poignant novel, with much sensitive content. It is a realistic yet sensitive narrative which explores the last few months of Tessa's life. There are drug references and explicit sexual experiences but in the context of the novel they are appropriate, gentle and not overstated. The issues of life and death are dealt with from

Tessa's perspective and those she must leave behind. It ends as it must and the conclusion is very well handled. F. Campbell

USER LEVEL: Stage 6
Paper \$19.95 SCIS 1358757

ENTHOVEN, Sam

Tim: defender of the earth

Doubleday, UK, 2008
ISBN 9780385609685

Tim is a Tyrannosaur: Improved Model, created by British scientists as a top secret experiment. Tim is about to be exterminated but he escapes and heads for the sea. There he meets the Kraken, an underwater monster, who reveals that it is Tim's appointed task to defend the Earth in times of extreme need. This is a hugely enjoyable, ripping yarn filled with humour, action and insight. Tim is reluctantly assisted by Chris, a super cool teenager who will do anything to avoid the spotlight. The novel explores issues such as the abuse of power and the line between insanity and genius. A villainous character, Professor Malahide, has invented nanobots which wreak havoc in London and pose a threat to the world. Malahide's daughter is Chris's friend and she matches wits with her father before watching appalled as Tim and the professor engage in a gargantuan battle through the streets of London. The contemporary setting, wit and exploration of the alienation experienced by perceptive teenagers are thoroughly involving and great fun. The novel is action packed, yet it never succumbs to simple stereotypes in its depictions of good and evil. E. Chase

USER LEVEL: Stage 5 Stage 6
Paper \$29.95 SCIS 1359546

GLEESON, Libby

Mahtab's story

Allen & Unwin, NSW, 2008
ISBN 9781741753349

Inspired by the experiences of refugee students in western Sydney, this is a confronting fictional account of a family's flight from Afghanistan to Australia. It clearly reveals the loss in leaving one's home country, the fear of secret travel to Pakistan, boredom and frustration in waiting for a boat, and the final insult of incarceration in an Australian refugee camp. It is a powerful and moving indictment of a privileged society that shows limited compassion for people fleeing conflict. The realism of the narrative is supported by diary accounts and the mother's storytelling that helps the children to survive. A strong sense of place and effectively drawn relationships are strengths of Gleeson's writing. It is worth considering for the HSC Area of Study: *Belonging* as an additional text, and it is a text that could sit comfortably in an Australian voices unit in Stage 5. H. Cobban

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
Paper \$15.95 SCIS 1359475

HATHORN, Libby

Georgiana

Hachette, NSW, 2008
ISBN 978033609169

Based on the life of Georgiana Molloy, this is a tale of a woman who lived in colonial Western Australia from 1830 and who became a

passionate and methodical amateur botanist, sending seeds of indigenous wildflowers to botanists in England. The writer has woven a vivid story of colonial life, focusing on the family and upper class social life of Georgiana and her husband Jack. Readers observe life from Georgiana's perspective and from the perspective of two teenagers, Will and Charlotte, whose abusive stepfather is making their life an utter misery. The destructive impact of settlement on Aboriginal culture, Georgiana's love of the local flora, the tragedy of infant deaths and the sense of dislocation experienced by British settlers are all richly conveyed in this historical novel. The story will appeal to older readers with an interest in murder and mystery in historical settings. E. Chase

USER LEVEL: Stage 5 Stage 6
Paper \$17.99 SCIS 1360188

KENNEDY, Gayle

Me, Antman & Fleabag

University of Queensland Press, Qld, 2007
ISBN 9780702236174

Readers will be transported by this narrative set in contemporary rural Australia. The tale features an Indigenous couple and their mongrel dog, Fleabag, who leave the city for a spiritual road trip across Australia. This humorous story will engage readers with highly observant and startling insights on the joys and heartbreaks of Indigenous life, family and community. From eccentric aunts to sheep, with well meaning martyrs, and a travelling show, the language and style embrace the nature of tales and make for a satisfying story. Teachers should note that swearing occurs in context of the narrative. This well written story uses Aboriginal English emotively and effectively, and it won the 2006 David Unaipon Award for unpublished Indigenous writers. A. Frost

USER LEVEL: Stage 4 Stage 5
Paper \$23.95 SCIS 1335009

KOONTZ, Dean & CHAN, Queenie

In Odd we trust

Random, USA, 2008
ISBN 9780345499660

Koontz's creation, Odd Thomas, the pancake making hero who sees dead people, features in this graphic novel as Odd and his gun toting girlfriend track down an evil child killer. Black humour merges with grunge fiction in an unconvincing narrative that moves swiftly between bizarre extremes and jarring humorous anticlimaxes. Some readers will not appreciate the wild exaggeration in this style. For example, Odd's expert pancake making is juxtaposed with vicious threats from the killer. There are nasty behaviours with knives, stalking and murder, while Odd and his girlfriend cheerfully help the police in *Famous Five* style. The book has narrative notes from Koontz and a sample chapter from the novel, *Odd Thomas*. Chan's contemporary graphics, and some sketchbook notes on style, contribute some interesting ideas to the genre. C. Sly & C. Thomas

USER LEVEL: Stage 6
Paper \$16.95 SCIS 1378476

MacLEOD, Doug

The clockwork forest

Penguin Group (Australia), 2008 (Puffin)
ISBN 9780143007463

Things are not what they seem in this intriguing, humorous, yet ominous fantasy. After Morton's home is blown away in a storm, he

searches the forest for the four precious clockwork animals that he has to wind daily to keep them alive. He finds something more valuable, however, he is wandering without a handkerchief and this places his life at risk. A wonderfully dark and twisted fable, the book will engage middle school students with its descriptive prose, eccentricity and exciting adventures. As Morton continues his personal search for his treasures, readers are encouraged to observe what is important to them, and note their own perseverance and skills in resilience. A. Frost

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1355524

MOLONEY, James

Kill the possum

Penguin Group (Australia), 2008
ISBN 9780143004202

The brutality and torment of domestic violence are explored in this harrowing novel, in third person and present tense. Sixteen year old Dylan Kane becomes embroiled in the complicated lives of Kirsty and Tim Beal who are engaged in an insidious emotional war with their estranged stepfather. The perpetual threat of danger experienced by the teenagers builds to a shocking climax that leaves the reader stunned. Due to its controversial topic and inherent violence, careful consideration would be required prior to use in schools. However, for mature readers, the enduring impact of this brilliant and dark novel is both astonishing and disturbing. H. Gardiner

USER LEVEL: Stage 6
Paper \$19.95 SCIS 1358682

NESS, Patrick

The knife of never letting go

Walker, UK, 2008
ISBN 9781406310252

Set on another world, this multileveled novel has a strong narrative voice, excellent characterisation, a fast moving plot, some intriguing ideas, and a couple of fleeting sexual references. In Todd's settlement, Prentisstown, things have gone badly wrong. Male settlers from Earth have become telepathic, and this so disturbs the men of Prentisstown that they murder all the women. Todd is about to become a man and learn this nasty secret, only events shift to have him on the run, with a talking dog and a strange girl whose scouting ship from Earth has just crash landed. The book is well written and it satisfactorily builds the mystery of Prentisstown. Like the best science fiction, the book offers comment on our society, including themes of religious extremism, gender roles, and coming of age responsibilities. C. Thomas

USER LEVEL: Stage 6
Paper \$29.95 SCIS 1368736

PANCKRIDGE, Michael

Taking the chequered flag

Angus & Robertson, NSW, 2008
ISBN 9780207200625

Dirt bike, motorbike, and motocross enthusiasts will immediately



become engaged in this exciting and fast paced extravaganza, full of intrigue, espionage and motorbike racing. After losing a bet with his brother, E.D. finds himself thrust beyond being support crew within family biking, and into competitive racing on a home built bike. An accident with a mysterious green bike lands his brother in hospital and E.D. has to take his place in the challenge of racing. This fast paced, easy to read adventure, with its clear prose and motorbike jargon will engage middle school students, especially those interested in bikes and racing. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$14.99 SCIS 1360344

PANCKRIDGE, Michael

The vanishings

Black Dog Books, Vic, 2008
ISBN 9781742030197

Fran and her twin sister Carli move to a remote part of country Australia, near a railway track. Two weeks later, Carli vanishes and is presumed to be a runaway but Fran sees her sister's frightened face through the window of a ghostly train that passes during the night. This is the beginning of a mystery which leads Fran to the deserted station house and finally to the Land of Shadows to free her sister from the malevolent power of the Guardian. The writer explores Fran's isolation as she becomes aware of bizarre realities which she cannot communicate to anyone else. The novel is a study of her state of mind as much as a story of horror and mystery. Fran is a hero who must essentially walk alone in order to bring her sister back alive. Others remain oblivious, except for Bill, a local man whose daughter and grandson have also gone missing. The book will appeal to readers who appreciate a slow building of tension, supernatural elements, a good dose of horror and quests with a psychological twist. E. Chase

USER LEVEL: Stage 3 Stage 4
Paper \$16.99 SCIS 1354644

ROYCE, Ellie

Amy's secret

ABC Books, NSW, 2008 (The letterbook)
ISBN 9780733322020

Two friends beginning high school start communicating via a letterbook which they pass between them. Writing things down is different from conversing, and secrets unfold. One involves Amy, who has been left to fend for herself while her mother visits her new boyfriend. The idea of the letterbook is to include photographs, cut outs from magazines, tickets from movies and even chocolate wrappers. There are small illustrations scattered around the letters. The concept is good and the writing sound, replicating the thoughts and language of typical early teenage girls. Amy moves to Perth at the end of the novel and the girls continue their communication via email. This lends itself to a discussion on comparing the different writing styles required. The publication is the first in a series which is sure to capture a following of fans. Readers may well be inspired to start their own letterbooks. G. Maugle

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1364792

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.

WATSON, Andi

ClubbingMinx, USA, 2007
ISBN 9781401203702

A modish graphic novel with black and white illustrations, this is aimed at young adult readers. Lottie Brook, a rebellious teen whose punishment for a minor offence in London is to spend time with her grandparents, is too clever by half. The story, solving a suspicious death in a country town, is incredible and the conclusion, while in keeping with the Gothic imperative to challenge certainty, is unconvincing. The target audience might find the allusions to canonical texts puzzling and the dominant English references and setting alienating. The manga style graphics are appropriate for the narrative and there is a lexicon towards the end. H. Cobban

USER LEVEL: Stage 5
Paper \$19.95 SCIS 1348521

Information, poetry and drama

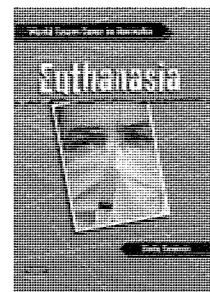
Resources are in Dewey order.

World issues come to Australia [series]

Pearson, Vic, 2008

[179.7]

In the past decade significant global issues have impacted on the way Australians interact with each other and people in other countries. Each of these books contains a definition of the problem, possible causes and solutions, history, and global and Australian perspectives. As well as timelines and references for books and websites, there are sections which ask provocative questions with a brief answer for and against and a question to the reader about their opinion. This feature would be a great stimulus for a debate. Although *Euthanasia* would not be suitable for primary students and *Terrorism* would have to be handled carefully, the series could be useful in meeting HSIE outcomes ENS 3.5 and SSS 3.7. J. Eade



USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7-10; HSIE K-6
\$32.95 each

Reviewed titles in this series:

Drought and El Nino SCIS 1363144
Euthanasia SCIS 1363142
Terrorism SCIS 1363141

MASON, Paul

Environmental footprints [series]

Macmillan Education, Vic, 2008

[304.2]

Tracking the footprints of our everyday lives reveals some alarming realities and may enlighten students about the unseen methods used

to produce the goods we take for granted. Each book spotlights one aspect of daily life across countries and unpacks the methods used to produce goods and services. The results are analysed as to their heavy or light footprints. Visual literacy is a definite focus with diagrams, graphs, tables and flowcharts being used to good advantage within a very clear, uncluttered format. Each book makes a strong case for re-using, recycling, and buying locally. The message is not preached; rather the facts are substantiated by case studies, clear comparisons, and simple solutions. The style and presentation of this series supports students in the HSIE K-6 Focus Area: *Global issues and the role of citizenship*. Well researched and beautifully presented, the books are valuable for environmental education. A. Beedles & S. Rasiaiah

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$29.50 each

Reviewed titles in this series:

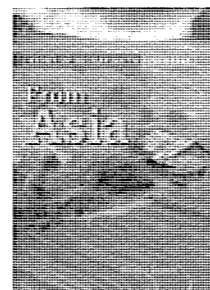
How big is your clothing footprint? SCIS 1360049
How big is your energy footprint? SCIS 1359984
How big is your food footprint? SCIS 1359947
How big is your shopping footprint? SCIS 1360051
How big is your travel footprint? SCIS 1360047
How big is your water footprint? SCIS 1359965

BRASCH, Nicolas

Story of migration to Australia [series]

Heinemann Library, Vic, 2008

Each title in this thorough series contains general information about migration and a timeline. All feature an array of labelled photographs, information boxes, maps and graphs which help to convey the meaning of its somewhat complicated written text. Metalanguage is linked directly to the glossary and a page is dedicated to internet and print references. The series paints a comprehensive picture of migration to Australia from different parts of the world and how this affects our country. The resource supports the Stage 3 COGs Units (E): *Global and social issues* and (G) *Traditions and heritage*. Many students will find personal connections with the text and their own heritage and culture. K. McDonell



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$32.95 each

Reviewed titles in this series:

Story of migration to Australia from Asia SCIS 1359876
Story of migration to Australia from Europe SCIS 1359867
Story of migration to Australia from the Middle East to Africa SCIS 1359879
Story of migration to Australia from the Pacific Islands and the Americas SCIS 1359873

COOKE, Kaz

Girl stuff: your full-on guide to the teen years

Viking, Vic, 2007

ISBN 9780670028870

[305.235]

Using advice from health professionals and responses from surveyed teenagers, the book does exactly what its title states. Pertinent material, in a friendly layout that cleverly uses Cooke's

humorous style in graphics and words, will have a strong appeal for teenage girls. There is some science and medicine, some psychology, plenty of knowledge as well as information, and lots of well written advice which is a long way from preachy. The book pulls no punches in describing physical and emotional changes, and it does not gloss over or deny sensitive issues. The book includes material on such things as work and finances, plus pregnancy, drugs and alcohol. It has practical and sensible advice for girls and it has an acute awareness of audience. It provides a large number of links to people and websites for teenagers in need, and the quotations from surveyed girls are most reassuring that the reader is not alone. C. Thomas



USER LEVEL: Stage 4 Stage 5 Stage 6 Community
Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE Stage 6
\$39.95 SCIS 1342580

ARONSON, Marc

Race: a history beyond black and white

Atheneum, USA, 2007

ISBN 9780689865541

[305.8009]

Curiously, for a book on race, this writer focuses only on American and European racist theory and behaviour. He argues that humans have always had a deep and regularly expressed urge to fear or hate those who are different, and to justify this. Racism is a recent manifestation of this. Aronson supports his case with a sweep across millennia, progressing towards the present and citing some curiously juxtaposed examples and illustrations. He talks directly, simply and earnestly to the reader in a didactic, accessible philosophical style through which he offers an attractive, thought-provoking potpourri of facts and ideas. Although there seems a sense of inevitability about the theory that humans are by nature prejudiced, there is also hope in that prejudice does not go unchallenged. As informed beings, we always have choices and books like this encourage reflection and discussion. G. Spindler

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Society & Culture Stage 6
\$32.95 SCIS 1349958

GALLAGHER, Debbie

Families [series]

Macmillan Library, Vic, 2008 (Macmillan young library)

Suited to younger readers, this series contains clear and interesting facts about family life, a central theme in early primary level lesson content. Clear coloured photographs with captions appear on every page in each title, showing people from many cultural groups and illustrating the theme of the title. Similarities and differences are highlighted in a non-judgmental way, opening up possibilities for discussion and comparison activities. Macmillan also publishes a teaching resource, *Thinking themes: families*, which is linked to the series with lesson activities to develop thinking skills in students. R. Parnis



USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
\$22.95 each

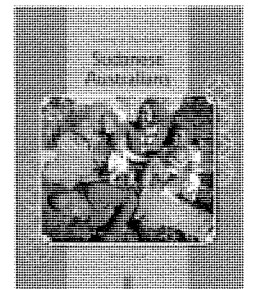
Reviewed titles in this series:

Family celebrations SCIS 1355575
Family homes SCIS 1355571
Family meals SCIS 1355574
Family members SCIS 1355565
Family responsibilities SCIS 1355566
Family stories SCIS 1355568

Living in Australia [series]

Echidna, Vic, 2008

The cultural history of different migrant groups in Australia is examined in this series. Preceded by a concise definition of multiculturalism, the books have information on where groups came from, the circumstances in which each group arrived, and where they settled. Aspects of family life, including language, cultural practices and entertainments are explained. The way in which immigrants' culture is changing in Australia and the adjustments that people have to make is examined. Ways in which immigrants are impacting on Australian culture is also considered. In each book, a family interview and information boxes highlight key points. This informative series is valuable for cultivating multicultural awareness. N. Chaffey



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7-10; HSIE K-6
\$29.95 each

Reviewed titles in this series:

Chinese Australians SCIS 1363169
Greek Australians SCIS 1363166
Sudanese Australians SCIS 1363159
Vietnamese Australians SCIS 1363157

Heartsick for country: stories of love, spirit and creation

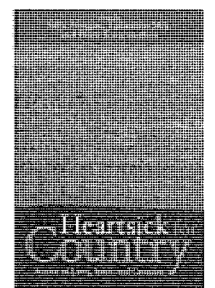
/ edited by Sally Morgan, Tjalaminu Mia & Blaze Kwaymullina.

Fremantle Arts Centre Press, WA, 2008

ISBN 9781921361111

[305.89]

A compilation of 15 essays by Indigenous Australians, the book displays the eminence and achievement of these writers. Predominantly Western Australian, they speak eloquently from hearts and minds about their connection to Country, illuminated through personal stories. They offer rare insights into Indigenous knowledge and understandings, telling stories of creation, European contact and dispossession, environmental impact and challenge, childhood and the influence of Elders, rejuvenation and reconciliation. Often poetic and passionate, the writers describe how their lives intersect with a web of relationships and continuity in which Country is the source of identity and being, a concept and reality greatly contradicted by European concepts of nation, ownership and development. It is a wonderfully rich resource. G. Spindler



USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6
 Paper \$17.95 SCIS 1362696

CHURCHER, Ben

Think local!: a celebration of your school and your community [electronic resource]

Astarte Resources, ACT, 2007
 ISBN 0980307805 [307.07]

Investigating local history is a key focus in HSIE K–6, and this resource centres on a variety of topics in the area of heritage. Consisting of a CD and a manual with a variety of worksheets, the kit is practical, useful and relevant. These resources support higher-order thinking and the teaching of civics and citizenship. The well designed units focus on students investigating their school days, the history of their school, their family memories, the way we were, and democracy in their local area. This excellent resource will inspire and give impetus to teachers as they implement these aspects of the syllabus. D. Johnston

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
 \$97.00 SCIS 1299037

MACDONALD, Margaret

Learn-abouts: Level 12 [series]

Macmillan Education Australia, Vic, 2008

These guided readers are sequentially graded according to reading recovery levels. They contain an extensive variety of colour maps, tables, photographs and diagrams to assist students in their engagement with the text. Each book features a picture dictionary page to orient readers and introduce topic words. Topic words are repeated throughout, allowing students to experience them in context. Each title has a clear structure with captioned pictures, and an activity page that focuses on comprehension strategies and recalling topic words. To assist teachers, every book contains a total word count and lists of high-frequency words and topic vocabulary words present in the text. The series ensures that students are exposed to important concepts and terminologies of the HSIE and Science & Technology key learning areas. D. Croker



USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE; SciTech
SYLLABUS: English K–6; HSIE K–6; Science & Technology K–6
 Paper \$7.00 each

Reviewed titles in this series:

| | |
|----------------------------------|--------------|
| Big cities | SCIS 1356353 |
| A family tree | SCIS 1356362 |
| Fire | SCIS 1356334 |
| Meat-eating plants | SCIS 1356323 |
| Rules on the soccer field | SCIS 1356342 |
| What are houses made of? | SCIS 1356319 |
| What do new clothes cost? | SCIS 1356347 |
| What season is it? | SCIS 1356337 |

PELUSEY, Michael & PELUSEY, Jane

Australia's heritage and identity [series]

Macmillan Education Australia, Vic, 2008

Stunning photographs, both old and new, are a positive feature of this well written series. Clear maps support geographical references and the use of heritage fact boxes is a common element across titles. Significant vocabulary is presented in bold font. The nature of heritage is discussed and explored on many levels, with direct reference to Australia and its people, from the level of family right through to our significance at world level. Protection of assets for future generations is discussed and notes are provided in all volumes to show how this may be achieved. Particular emphasis is placed on Australia's Indigenous heritage. This series ably supports the HSIE K–6 syllabus in many topics. G. Cale



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
 \$29.95 each

Reviewed titles in this series:

| | |
|--------------------------|--------------|
| Family heritage | SCIS 1363239 |
| Local heritage | SCIS 1362567 |
| National heritage | SCIS 1363237 |
| World heritage | SCIS 1363235 |

FAULKNER, Andrew

Arthur Blackburn, VC: an Australian hero, his men, and their two world wars

Wakefield, SA, 2008
 ISBN 9781862547841 [355.0092]

Is Arthur Blackburn the great Australian hero we have barely heard of? A skinny, unprepossessing Adelaide solicitor who rose through the ranks and two wars to become a brigadier and one of our best soldiers, Blackburn reached further inland at Gallipoli than any other Australian, won the VC at Pozieres, took the surrender of the Vichy French in Damascus, commanded the hopeless defence of Java in 1942 and survived Japanese POW camps from Java to Manchuria. Blackburn's story is a chronicle of the AIF, and a classic example of the common man in uncommon circumstances, as world events turned ordinary lives into anything but ordinary. This account is understandably sympathetic but it also shows that Blackburn was a man of his social class and times. He was tough, conservative, loyal, and yet fair, caring and civic minded. A competently written, substantially researched, well indexed work, illustrated with photographs and maps, it seems long overdue. G. Spindler



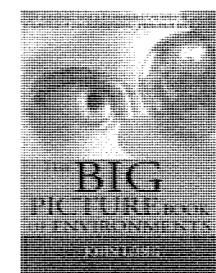
USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
 Paper \$45.00 SCIS 1364481

LONG, John

The big picture book of environments

Allen & Unwin, NSW, 2008
 ISBN 9781741754605 [363.7]

Capitalising on a hot topic, this text presents the latest scientific information on how climate change is affecting different environments around the world. Divided into sections about Earth's past, present and future, the book is liberally illustrated with photographs, maps, illustrations and fact boxes. Paragraphs describe the different biomes and state, in fairly curt terms, the negative effects that changing climate will have on Earth's inhabitants. The text proposes two options for the future, depending on peoples' reactions to climate change. This confrontational tack could be confronting to some younger students. Ideas are also suggested for the reader to help slow down climate change. The resource could be used to promote discussion about the environment and weather. R. Parnis



The text proposes two options for the future, depending on peoples' reactions to climate change. This confrontational tack could be confronting to some younger students. Ideas are also suggested for the reader to help slow down climate change. The resource could be used to promote discussion about the environment and weather. R. Parnis

USER LEVEL: Stage 2 Stage 3
KLA: HSIE K–6; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
 \$32.95 SCIS 1361398

MCKAY, Kim & BONNIN, Jenny

True green kids: 100 things you can do to save the planet

ABC Books, NSW, 2008
 ISBN 9780733322860 [363.7]

An environmentally conscious book, this is aimed at young children to encourage an awareness of how our actions impact on the environment and how it is our responsibility to preserve our environment. Brimming with ideas of simple ways to reduce the impact of climate change, students will enjoy flipping through the pages and deciding which of these actions they can carry out. Each page features vibrant colours, varying layout and text sizes which merge with a mixture of illustrations and photographs. Four pages of environment related websites allow students to investigate further. The authors have brought us a delightful, environmentally sound resource with a strong message to our leaders of tomorrow. K. McDonnell



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
 Paper \$22.95 SCIS 1359492

HUNT, Paula

The wild colonial boys

Black Dog Books, Vic, 2008
 ISBN 9781742030166 [364.15]

This attractive book provides an overview of the lives of Australia's most notorious bushrangers, including Ben Hall, Fred Ward and Ned Kelly. Information about each bushranger is outlined over a double page in easy to read blocks of text, highlighted by excellent images, maps, timelines, newspaper article reproductions and

appropriate historical quotations. Through recounts of the lives and times of these individuals, readers gain a historical overview of life in 19th century Australia. It includes the fraught nature of relations between the white authorities and Aboriginal peoples and exposes the brutal legacy of convict transportation and European settlement. It is a vivid description of the violent lives and violent deaths of these unfortunate personalities. A useful acquisition for primary and secondary school libraries, it is a worthwhile reference. D. Giorgi

USER LEVEL: Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
 Paper \$16.99 SCIS 1355489

NICHOLSON, John

Wool, wagons and clipper ships

Allen & Unwin, NSW, 2008 (Transport, travel and trade in Australia)
 ISBN 9781741751987 [388.0994]

A beautifully illustrated book, this describes the journey of Australian wool from the sheep's back to the wool centres of Europe. It allows readers to encounter a wealth of fascinating history about Australian settlement, trade, transport, industry and technology. The well researched, information rich text is enhanced by detailed diagrams and images, dot point information, and informative tables. Appropriate for confident younger readers, it is a significant research resource. An asset for any school library, this book affords a concise understanding of transport, trade and travel in Australia from the 1830s to the 1880s. D. Giorgi

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
 \$29.95 SCIS 1351042

Australian library [series]

Heinemann Library, Vic, 2008

Integrating many textual features that will assist students in the complexities of research, this series is a sound starting point and it covers a range of topics which are in demand in schools across the country. Sentences and paragraphs are brief and to the point, and the language used is helpfully factual and simplistic for students as they take the information on board and transform it into new understandings. The presentation of each double page ensures that students will be undaunted as they begin the task of locating, selecting and organising information. The proliferation of coloured photographs, labelled diagrams, and maps supports budding historians who are investigating Australia's history, culture and environment. The **Finding out more** section will lead students onto other sources of information including internet sites. Providing a diverse range of sources which will interest students, this excellent series caters for young readers needing a deeper understanding or a global perspective of historical events. S. Rasaiah

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
 \$29.95 each

Reviewed titles in this series:

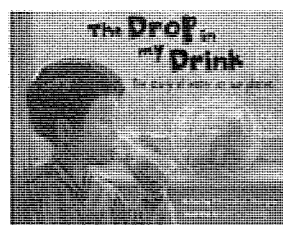
| | |
|---|--------------|
| Australia's emblems and icons | SCIS 1352063 |
| Australia's national parks | SCIS 1352074 |
| Australia's shipwrecks and sea mysteries | SCIS 1352061 |
| World heritage in Australia | SCIS 1352067 |

HOOPER, Meredith

The drop in my drinkFrances Lincoln Children's Books, USA, 2008
ISBN 9781845078379

[533.7]

Following the cycle of water, drop by drop, this title conveys scientific knowledge in a conversational style. Easy to read, the text is ably supported by vivid, colourful illustrations. Evocative and emotive written text will ensure readers are engaged, learning experience is enhanced and knowledge is built. The final pages containing environmental information, and a clear and concise explanation of the water cycle, complete with diagram and a page of amazing water facts, make this title a valuable addition to both the classroom and school library. This book will prove useful for students and teachers when exploring water and the environment in Science and Technology K-6. G. Cale



USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
Paper \$15.95

SCIS 1358305

BURNS, Loree Griffin

Tracking trash: flotsam, jetsam and the science of ocean motionHoughton Mifflin, USA, 2007
ISBN 9780618581313

[551.46]

The fascinating study of the world's ocean currents is a field which has many marine mysteries. In this handsomely packaged book, the interrelationship between weather, climate and environment is explored through the work of US oceanographers and Dr Curt Ebbsmeyer, who has helped put science into beachcombing. Pollution studies of accidental mass releases of the contents of cargo containers, shipwrecks, abandoned fishing nets, and plankton movements have permitted Ebbsmeyer to plot and predict current patterns. Threats to the environment, and to flora and fauna, are discussed. Information in this resource would support a range of topics in HSIE. I. McLean

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; SciTech
SYLLABUS: Geography 7-10; HSIE K-6; Science 7-10;
Science & Technology K-6
\$31.00

SCIS 1366782

WOODWARD, John

OceansDorling Kindersley, UK, 2008 (DK online)
ISBN 9781405321754

[551.46]

Working in conjunction with a website, this book is a valuable resource. Each topic provides a keyword to allow users to access animations and current information from the supporting website. Digital learners will embrace this reference with great enthusiasm. The topics include climate change, habitat destruction, food webs and tsunamis, all of which are relevant to Science 7-10 students. This study of oceans is further enriched by a detailed timeline and glossary. The material concerning ocean floors, mid-ocean ridges and minerals from the sea, make this book especially useful for

Stage 6 Earth and Environmental Science students when studying the Topic: *Oceanography*. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Earth & Environmental Science Stage 6;
Science 7-10
\$29.95

SCIS 1353280

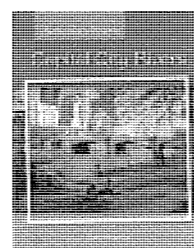
PEARSON, Jane

Australia's rivers [series]

Echidna, Vic, 2008

[551.48]

Stunning photographs and interesting information from the past and present are found in this series about the rivers of Australia. Each book contains maps, fact boxes and written text set out in a clear format with labelled photographs, separate boxes for additional information and large font size. Metalanguage is explained in the glossary. The series highlights the significance of Australian rivers to plants, animals, Aboriginal people and settlers. It also stresses the importance of our role in preserving these rivers. This detailed series would be a perfect resource to support the Stage 3 COGs Unit (A): *Living land*. K. McDonnell



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$29.95 each

Reviewed titles in this series:

Capital city rivers SCIS 1352140
Dryland rivers SCIS 1352160
Murray-Darling River System SCIS 1352156
Wild rivers SCIS 1352136

PIPE, Jim

EcosystemsTicktock, UK, 2008 (Planet Earth)
ISBN 9781846965173

[577]

Exploring the amazing relationship between living things and their environment, this attractive book showcases many related key concepts about ecology for Science students. The main areas presented cover abiotic features, cycles of materials, food webs, food pyramids and the human impact on Earth's environment. Throughout, it is enriched with colourful pictures and simple diagrams. Unfortunately, this book lacks examples of Australian flora and fauna. However, the use of simple language and easy experiments make this a suitable book for selected Stage 5 Science Life Skills students. Teachers will find this concise book a valuable companion when teaching outcome 5.10 on ecosystems in Science 7-10. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
Paper \$15.95

SCIS 1355482

SCIS Reviewing Team

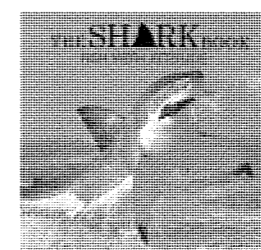
DET classroom teachers with expertise in any of the HSC and/or new Years 7-10 syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: <carol.thomas@det.nsw.edu.au>

NORMAN, Mark

The shark book: fish with attitudeBlack Dog, Vic, 2008
ISBN 9781742030128

[597.3]

Copious information on sharks can be found in this engaging book about different types of sharks, sharks and their babies, sharks as food, and humans and sharks. Each chapter is one to two pages long with large and colourful photographs. The first chapter includes an excellent labelled diagram. Chapters about the different types of sharks provide a sidebar with diagrammatic information on the size the shark will grow to, the depth they dive, where they live, what they eat, plus excellent photographs of sharks' teeth and jaws. Written by an Australian scientist, the book contains information relevant to the study of living things in the Science and Technology K-6 syllabus. J. Eade



USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
Paper \$16.99

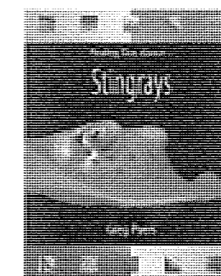
SCIS 1355871

PYERS, Greg

Finding out about... [series]

Harcourt, Vic, 2007

Aquatic and land animals feature in this series which also includes the extinct thylacine. Titles give readers a comprehensive overview of wildlife conservation making the series pertinent to Environments outcomes in HSIE. The books' layout features the main aspects of an information report with keywords bold throughout the text and defined in a glossary at the end. The presentation is bright and stimulating, and features full colour photographs. Information is organised into clear, concise paragraphs and fact boxes. The series addresses outcomes and learning experiences in the Stage 3 COGs Unit (A): *Living land*. D. Croker



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
\$29.95 each

Reviewed titles in this series:

Finding out about - bandicoots SCIS 1328480
Finding out about - orange-bellied parrots SCIS 1328481
Finding out about - stingrays SCIS 1328482
Finding out about - thylacines SCIS 1328483

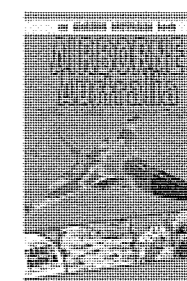
PATRICK, Kevin & HOLTGATE, Douglas

Airborne AustraliaRandom House Australia, NSW, 2008 (An amazing Australia book)
ISBN 9781741662719

[629.1309]

Reminiscent of a comic book or boys' own book of the past, this information packed publication will appeal to those interested in the exploits and adventures of the pioneers of Australian flight and anyone searching for information on the development of aircraft. Black and white illustrations enhance the clear, concisely written

text, explaining flight from the boomerang to the jet. Puzzles and comic strips are found throughout the book which looks at the many roles aircraft has played in the history of Australia. Web links, related books and places to visit in Australia where aircraft can be seen are included. This would be a useful resource in the study of Australian transport or transport history. R. Parnis



USER LEVEL: Stage 2 Stage 3
KLA: HSIE K-6; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
Paper \$14.95

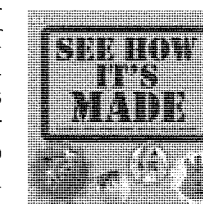
SCIS 1359606

SMITH, Penny

See how it's made: clothes, toys, food, drinks, skateboardsDorling Kindersley, UK, 2007
ISBN 9781405319126

[670]

This colourful book holds answers for curious minds, explaining how a range of objects are created. From sausages and cheese to CDs and the electric guitar, this factual text explores how some of our favourite things are produced. Each step of the production process is broken down into detailed procedures which are easy to follow. Every page features interesting facts about the items, along with labelled photographs which aid in explaining the production process, and explanations of technical language. It would be a useful resource to support the Stage 2 COGs Unit (E): *Products, services and systems* and as a tool for procedure writing from the English K-6 syllabus. K. McDonell



USER LEVEL: Stage 2 Stage 3
KLA: English; SciTech
SYLLABUS: English K-6; Science & Technology K-6
\$29.95

SCIS 1336730

HILL, Marji

Australia's indigenous peoples [series]

Heinemann Library, Vic, 2008

A comprehensive overview of Aboriginal Australia, these books will be useful for students seeking an understanding of historical and contemporary Aboriginality. The series is divided into five geographic regions, aiding understanding, and each book is arranged in language groups. Well researched and solidly informative, the books include short biographies, glossary boxes, and engaging graphics, including maps, location photographs and illustrations. The series has been developed with Indigenous peoples and it reflects a maturity of understanding about Australia's Indigenous peoples. The author acknowledges ancestral spirits and traditional owners of land and stories. *Activities and BLMs* are written by Debbie Croft and they are a solid companion to the series, with worksheets and national curriculum links. This worthwhile series can be used as a reference or a springboard to deeper studies. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies
Stage 6; History 7-10; HSIE K-6
\$29.95 each

Reviewed titles in this series:

| | |
|--|--------------|
| Peoples of the Centre | SCIS 1357563 |
| Peoples of the East | SCIS 1357551 |
| Peoples of the North | SCIS 1357559 |
| Peoples of the West | SCIS 1357560 |
| Peoples of the South | SCIS 1357561 |
| Australia's indigenous peoples. Activities and BLMs | SCIS 1363252 |

UTLEY, Chris

Exploring clay with children

Black, UK 2007
ISBN 9780713688184 [738.1]

Concise and informative, this book has simple clay activities aimed at introducing clay art to infant students. Written in easy to understand terms, each chapter builds on skills and knowledge from the previous one and teaches basic construction techniques like pinching, coiling and slab construction. Each project lists the materials needed to complete the task and details the method step-by-step. Photographs of students' work and hand drawn illustrations are used as supportive material. As these tasks are directed at younger students, the examples of work appear unrefined, however tasks can be attempted with older students and should result in more accomplished pieces. N. French

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
Paper \$39.95 SCIS 1351289

MILES, Chris

Stuck on history: the story of Australia in stamps

Black Dog, Vic, 2008
ISBN 9781742030333 [769.56]

Stamps are more than interesting and attractive additions to mail. A selection of Australian stamps, since the inception of organised postal communication in Australia, is used to illustrate and outline Australian history and the history of postal services in Australia. Illustrations are supported by captions and blocks of text. A timeline, beginning in 1606 with the arrival of the first Dutch explorer, runs through the book to the declaration of East Timor's nationhood in 2002. The book identifies names, dates of issue and denomination details of all the stamps used in the publication. This is an interesting, artistic and informative way to examine historical events depicted in primary sources, changes in communications, and Australia over time, while appreciating Australian stamps. N. Chaffey



USER LEVEL: Stage 2 Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
Paper \$16.99 SCIS 1359648

Trust me!

/ edited by Paul Collins. Ford Street, Vic, 2008
ISBN 9781876462574 [A820.8]

Fifty celebrated Australian writers were given the task of writing a piece in a genre of their choosing for this collection. The result is a

smorgasbord of superb short stories and poems, which could be used to encourage readers to explore the nature of genre. A concise and informative introduction by Isobelle Carmody provides some insight into genre fiction and she suggests titles for further reading. Pieces are laid out in genre categories, ranging from horror and comedy, through fantasy and crime, and a few delightful black and white illustrations add to the overall appeal. Authors are given a short biography. Particularly useful as an introduction to Australian writers, this great book is sure to attract a wide range of readers. H. Gardiner



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$22.95 SCIS 1359302

MULVANEY, Kate

The seed

Currency Press, NSW, 2008
ISBN 9780868198262 [A822]

In this contemporary Australian two act play, the action moves between Heathrow Airport, Nottingham, and a crayfish boat in Western Australia. Time also shifts from the 1950s to the present day. Three generations gather to celebrate their mutual birthday. As they await the arrival of other family members their personal tragedies and torments unfold. Stories of past IRA glories, revisionist dreams and petty criminal self-importance hide Brian's ineffectualness, isolation and loneliness. He reviles Danny's escape to WA as cowardly, and refuses to acknowledge or offer moral support for Danny's Vietnam War experience and its ongoing trauma. Instead he focuses on Rose, praising her kleptomania, until it is revealed that her life has fallen apart after an inherited genetic abnormality ended her engagement and left her struggling to make sense of her life. There are several good male and female monologues in this moving drama. F. Crum



USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama Stage 6; English 7-10
Paper \$21.95 SCIS 1366517

KLEEMAN, Grant

Skills in global geography

Cambridge University Press, Vic, 2007 (Cambridge learning)
ISBN 9780521692687 [910.76]

An extensive collection of topographic maps, aerial photographs, satellite images, graphs, tables and thematic maps are presented in this large format resource. Information is accompanied by graduated activities that assist students to interpret and analyse various images. The answers to selected activities are included to help teachers. The book is an excellent resource for Geography teachers as it is beautifully presented for the learning of geographical skills. The



book makes connections between geographic skills and the themes of the Geography syllabus for Stage 4 students. Some of the maps cover places of historical interest, such as topographical Gallipoli and Kokoda, and these would make a good introduction to History lessons. *Skills in Australian geography* has an excellent section for Stage 5 Geography that explains the different Geography skills required to work with the stimulus material in the book. S. Field

USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: Geography 7-10; History 7-10
Paper \$46.95 SCIS 1353601

Other reviewed title:

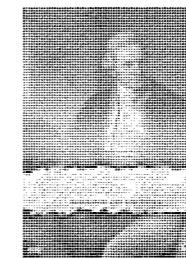
Skills in Australian geography SCIS 1334369

HOWITT, Bernie

Captain Cook, obsession and discovery: teaching notes [electronic resource]

Film Australia, NSW, 2007

Adapted from the book written by the film's narrator, these notes on the film are an engaging and powerful analysis of how history is created. The film and its notes consider contexts, points of view, the need to analyse evidence and assess the truth. They are an excellent resource for History classrooms as they critically evaluate the ideas that drove Cook and his legacy. Included in the teacher's notes is a useful synopsis of each episode with related discussion questions, references, further resources and concluding activities that require students to assess the life, career and impact of Captain Cook. D. Giorgi



USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History 7-10
\$169.00 SCIS 1352577

PLUNKETT, Richard

The long patrol: Australia and East Timor's wars

Black Dog, Vic, 2008 (The drum)
ISBN 9781742030159 [959.87]

In 1942, East Timor, a Portuguese colonial backwater of little interest to anybody, was invaded first by Australia and consequently by Japan, beginning an epic cycle of suffering, tragedy and turmoil. This succinct, clearly told history of an extraordinary and complex story is told at a level accessible to secondary students. Plunkett uses personal accounts and, while clearly personally engaged, he maintains reasonable objectivity and balance, particularly in assessing the conflicting impact of international politics, including those of Australia. This worthwhile book is supplemented with some photographs and very useful appendices including brief biographies, a timeline and glossary. G. Spindler

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7-10; Modern History Stage 6
Paper \$16.99 SCIS 1354533

**Who reviews?**

Reviewers for Scan and the DET website are selected from teachers and teacher librarians across the state.

Joanne Allen, Seaham PS
Kristin Ashley, Newcastle HS
Cherry Beckett, Gosford 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
Robert Cox, Morisset HS
Donna Croker, Old Bar PS
Frances Crum, teacher
Robert Darlington, teacher
Meg Davis, teacher
Chris Dorbis, Information Management, Curriculum K-12 Directorate
Lee Doyle, Matthew Pearce PS
Jan Eade, Lane Cove West PS
Sue Field, teacher
Jenny Foster, Warrimoo PS
Nicole French, Cranebrook HS
Amanda Frost, The Hills Sports HS
Adelia Fuller, Strathfield GHS
Heather Gardiner, Kanahooka HS
Daniela Giorgi, Parliament House
Ruth Higginbottom, Tomaree PS
Di Johnston, Cambridge Park PS
Rachael Kirsten, CA Curriculum K-12 Directorate
Gillian Maugle, Wiley Park PS
Ian Mavin, Jamison HS
Karen McDonnell, Lethbridge Park PS
Ian McLean, Penrith PS
Fiona Moore, Beaumont Hills PS
Adam Parnis, Greystanes HS
Rhonda Parnis, Sherwood Grange PS
Michele L. Pearson, Tomaree Education Centre
Frances Plummer, AGQTP
Sue Richards, teacher
Vanessa Roach, Meadowbank PS
Kathleen Rushton, teacher
Cathy Sly, School Libraries and Information Literacy
Alison Soutter, Student Services and Equity
Graham Spindler, Parliament House, NSW
Susan Taylor, Lindfield PS
Carol Thomas, School Libraries and Information Literacy
Michelle Timperley, The Entrance HS
Amanda Vella, Fairfield Heights PS
Merryn Whitfield, Bald Face PS

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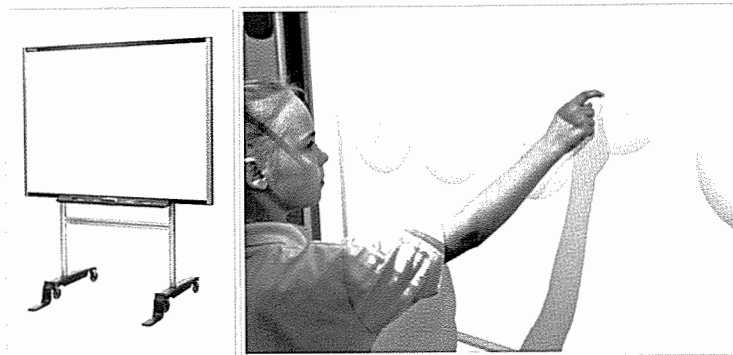


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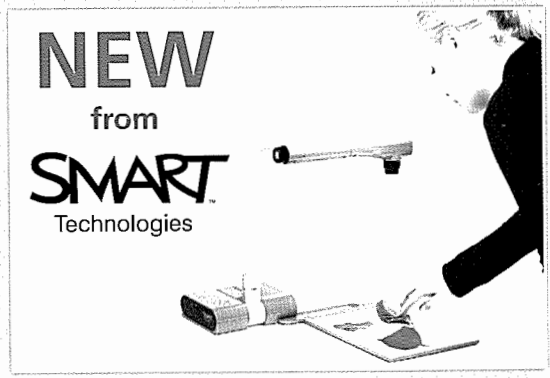


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out with
the old...



... and
in with
the new!

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- Function 11** - download
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