

Scan

In this issue

- Digital Education Revolution – NSW
- authentic learning & assessment
- teaching & learning partnerships
- HSC *Belonging* connections
- *Links4Learning*
- digital learning

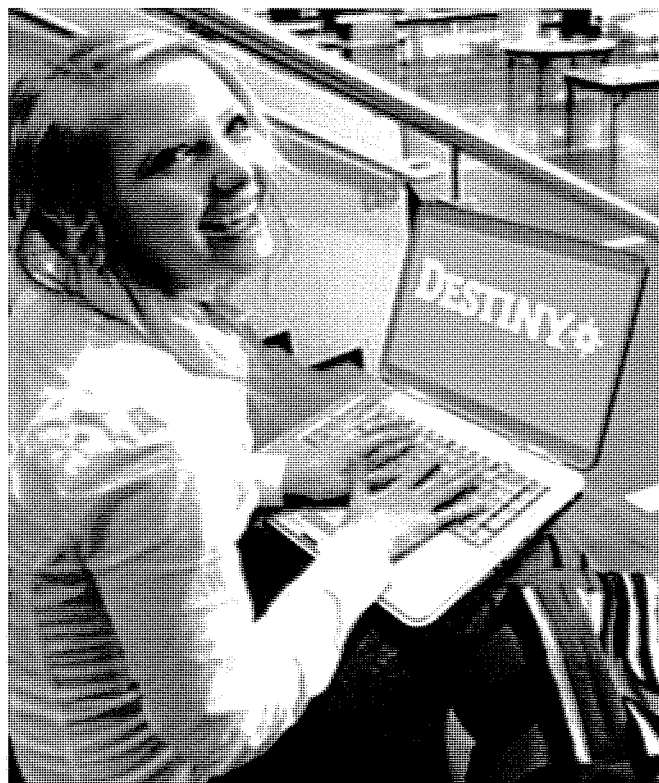


DESTINY

Library Manager

*A World of Information and Opportunity.
One Powerful, Flexible Library Management Solution.*

Destined for Success



Empower your patrons with

- *An easy to use system*
- *Web based technology*
- *Enriched catalog content*
- *Destiny Quest*

- * *MARC21 & AACR2 compliant*
- * *Z39.50 client & server*
- * *Digital content management*
- * *Single & multiple libraries*
- * *Professional support*

*Interoperable with
student manage-
ment data, Active
Directory & LDAP*



Contact Robyn Alexander
(ph) **02 9970-5435 / 0414 804 842**
robynandbede@bigpond.com

Helping to enhance the teaching & learning experience worldwide
<http://www.follettinternational.com>

Follett
International

Editor: Cath Keane
 Review Coordinator: Lizzie Chase
 Assistant Editor: Carol Thomas
 Guest Editors: Cathy Sly; Sally Rasiaiah
 Graphic Designer: BIAGDESIGN
 Subscription enquiries:

Scan
 Fax: (02) 9886 7413
 Web: <www.curriculumsupport.
 education.nsw.gov.au/schoollibraries>

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

©2009 Curriculum K–12 Directorate,
 NSW Department of Education and Training.

ISSN 07264127, SCIS 752744.

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

RESTRICTED WAIVER OF COPYRIGHT
 The printed material in *Scan* is subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the material contained in the publication for use within a school, subject to the conditions below:

1. All copies of the printed material shall be made without alteration or abridgment and must retain acknowledgment of the copyright.
2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.
3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

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



From the Editor	2
Currents	3

Teaching and learning

Powerful partnerships for quality learning: Digital Education Revolution – NSW rolls on! – <i>Rosemary Davis</i>	4
<i>Murder under the microscope</i> inspires the Tooleybuc community – <i>Belinda McKindlay</i>	9
Jonathan Cooper interview: a close encounter with the painting, <i>Winding the skein</i> – <i>Jonathan Cooper & Lizzie Chase</i>	13
An English perspective on the Jonathan Cooper interview – <i>Michael Murray</i>	15
A Visual Arts perspective: engaging with artworks in the gallery context – <i>Wendy Ramsay</i>	16
HSC <i>Belonging</i> and Matt Ottley's <i>Requiem for a beast</i> – <i>Cathy Sly</i>	17
Heads for tales – <i>John Heffernan</i>	22
Beyond the review: <i>Breaking dawn</i> a book study – <i>Lizzie Chase</i>	25
A primary and high school partnership: meeting the Challenge together – <i>Yvonne Mudge & Julie Standen</i>	28
Have a laptop, will read: free e-books from links in the school library collection – <i>Martin Gray</i>	30

Research columns

<i>Research columns three, 2009</i> : What did you do in school today? – <i>Dr. Ross J. Todd</i>	32
Raising active voices in school libraries: authentic learning, information processing and <i>Guided Inquiry</i> – <i>Dr Carol A. Gordon</i>	34

Curriculum support

Collaboration: a key ingredient to enhance teacher effectiveness – <i>Angela Chessman</i>	42
More writers talking in 2009 – <i>Ann Rattey</i>	46
A tribute to Maureen Nicol	47

Quick bytes

<i>OASIS Library Reports</i> – <i>The School Systems team</i>	48
Out and about	51
Have you heard...	52
Have you seen...	52

Resources

Reviews of internet sites	53
Professional reading	69
Literacy and Numeracy resources	71
Picture books	72
Fiction for younger readers	75
Fiction for older readers	78
Information, poetry and drama	82
Who reviews?	94
Indexes	95

From the Editor



Welcome to the third issue of *Scan* for 2009. Focuses in this issue include the Digital Education Revolution –

NSW, and authentic learning and assessment in *Research columns*, which is a timely reminder that great teaching is at the heart of student achievement.

Below, see the two wonderful raps running in Term 4, and promote them with your teaching colleagues.

Please take 10 minutes to complete the **Scan survey 2009** to help us continue to inform and support teacher librarians. Complete the survey online <www.curriculumsupport.education.nsw.gov.au/schoollibraries>, or mail or fax the enclosed survey flyer to:

School Libraries and Information Literacy Unit
Private Bag 3
Ryde NSW
Australia 2112
Facsimile: (02) 9886 7413

If you have a great idea for an article or an item for *Quick bytes*, please let me know.

<editor.scan@det.nsw.edu.au>

Cath Keane
Editor

Powerful partnerships for quality learning: Digital Education Revolution – NSW rolls on!



What's the latest on DER – NSW?

What will the teaching and learning look like in the connected classroom and school library? What do the students say? Rosemary Davis outlines some exciting opportunities for teacher librarians and school libraries supporting learning in the wireless laptop environment.

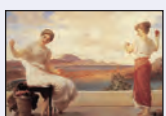
Page 4

Murder under the microscope inspires the Tooleybuc community

Follow the highs and lows of the Tooleybuc Trackers as they enlist the help of the local community to achieve success in the *Murder under the microscope* 2008 online eco investigation.

Page 9

Jonathan Cooper interview: a close encounter with the painting, *Winding the skein*



How can a painting be used as a related text

for the HSC English Area of Study: *Belonging*? Read the interview with Jonathan, Manager of Information at the Art Gallery of NSW for some ideas.

Page 13

HSC *Belonging* and Matt Ottley's *Requiem for a beast*



Matt Ottley's *Requiem for a beast* is more than a book; it's a multimedia presentation.

The article considers this resource in the light of the concept of belonging, with students and teachers raising thoughtful questions for Matt Ottley. The article draws on student and teacher dialogue with the author in the *HSC Belonging* rap blog.

Page 17

Heads for tales



Do you need ideas to stimulate students' writing?

John Heffernan shares his strategies for success. John's seven aspects of story writing could be the springboard for writing success with your students.

Page 22

Research columns three, 2009: What did you do in school today?

Is engaging students the key to transforming classrooms and schools? Dr Ross Todd refers to recent reports and discusses how effective teaching practice begins with the construction of deeply meaningful tasks that engage students emotionally, academically and intellectually. Ross introduces Dr Carol Gordon's paper on authentic learning and assessment. Carol examines how authentic learning and assessment work in school libraries, and refers to the supporting theory and practice.

Page 32

Collaboration: a key ingredient to enhance teacher effectiveness

How do we identify gifted students? Angela Chessman addresses the research, outlines the three significant characteristics of gifted learners, and highlights the need for curriculum differentiation. She discusses the need for collaboration in curriculum planning and design, including the use of assessments, models, tools and resources, to meet the needs of gifted students.

Page 42

Term 4, 2009

- *Belonging: Foundation, consolidation and revision* rap supporting the HSC Stage 6 Area of study: *Belonging*. Rap starts Week 2 Term 4, week of 26 October 2009.

The rap supports an exploration of the concept of belonging, or not belonging, for the Stage 6 HSC English *Standard, Advanced, and ESL* Area of study. It provides resources, activities and a discussion blog to complement the class work of HSC students, and also assist with consolidation and revision work. HSC students will have the opportunity to ask questions of authors, Nadia Wheatley and Matt Ottley. An author videoconference will be available for NSW government schools. Class groups and individual HSC students are welcome to join the rap.

- *Bear and chook* by Lisa Shanahan and Emma Quay. Early Stage 1 (Kindergarten) and Stage 1 (Years 1 and 2) English. Rap starts Week 2 Term 4, week of 26 October 2009. The author and illustrator will be joining the blog discussion. Share the videos of them reading *Bear and Chook by the sea* and responding to students' questions.

RAPS
UPDATE

Currents



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

<colleen.foley@det.nsw.edu.au>

Laptops and connected learning

The connected learning environment K–12 includes the Digital Education Revolution (DER) – NSW program, which is providing a wireless laptop and supportive environment for students in Years 9 to 12 by 2012. There are opportunities for teacher librarians and school libraries that are not to be missed.

Information and ongoing updates about DER – NSW are available on the Department's intranet <<https://detwww.det.nsw.edu.au/deptresources/majorprojects/dernsw>>. Information and updates are also provided on the internet <www.schools.nsw.edu.au/news/announcements/yr2009/apr/laptops.php>.

Articles in this issue focus on various aspects of the connected and laptop learning environment, and the range of support available. In particular, see *Powerful partnerships for quality learning: Digital Education Revolution – NSW rolls on!* (pp. 4–8).

It is also worth looking at the discussion that has taken place in *School libraries 21c* <schoollibraries21c.edublogs.org>, hosted by School Libraries and Information Literacy Unit, Curriculum K–12 Directorate. It explored some interesting challenges, and reinforced the need for school libraries and teacher librarians to support a diverse range of reading strategies and experiences, and to be

flexible, focused and explicit in supporting digital age literacy. We look forward to the report from the discussion.

Links4Learning are here!

In the last issue <www.curriculumsupport.education.nsw.gov.au/schoollibraries/assets/pdf/Currents28-2.pdf>, I reflected on possibilities for supporting quality pedagogy in a wireless or connected environment for meaningful, purposeful learning.

It is essential that school libraries provide a balanced collection for digital age learning. This means adding websites and digital resources to our catalogues. Our School Libraries and Information Literacy Unit, in Curriculum K–12 Directorate, has been working hard to provide carefully selected, clickable links to support teaching and learning in the connected classroom.

These *Links4Learning* (Figure 1) are available through *OASIS Web Enquiry* in *My Library* for a range of syllabus focuses in each key learning area, as well as for *Information skills, Reference, and a Teachers' digital toolkit*. Additionally, SCIS numbers for the included websites are provided on our website for easy use in SCIS orders for websites. SCIS number barcodes

accompanying the website reviews in *Scan* also assist easy addition of relevant websites to the collection.

SCIS records for websites

All internet reviews published in *Scan* now have a barcode version of the SCIS number next to the SCIS number on the final line of each review. These barcodes can be read by your library barcode scanner to make downloading records for websites you select from reviews in *Scan* easy. You can simply scan the barcode directly into your SCIS *Create orders*.

How to use the barcodes

When you have selected a reviewed site in *Scan* that you would like to incorporate into your library catalogue, open SCIS, log on to SCIS, select *SCISWeb*, then *Create orders* and click in the empty box. Scan each barcode straight into the box ensuring each SCIS number is on a new line. You can then continue to *Process order*, and complete your upload of selected websites to *OASIS Library*.

See the updated FAQs available at <www.curriculumsupport.education.nsw.gov.au/schoollibraries>, for guidance on downloading websites from SCIS as separate orders. ■

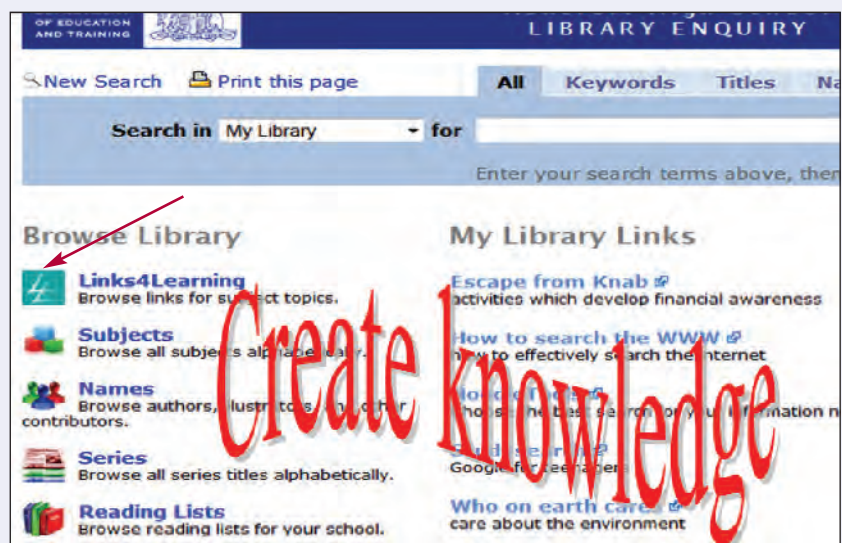


Figure 1 *Links4Learning* in *My Library* home page

Powerful partnerships for quality learning: Digital Education

Revolution – NSW rolls on!



Rosemary Davis,
Assistant Director,
Curriculum K-12
Directorate,
provides an

overview of the Digital Education Revolution – NSW program, and outlines some exciting opportunities for teacher librarians and school libraries supporting learning in the wireless laptop environment.

About the Digital Education Revolution – NSW

The Digital Education Revolution is a funding agreement between the Australian Government and the states and territories. It will provide a laptop computer for each student in Years 9 to 12 over four years (Figure 1). The Digital Education Revolution – NSW program is managed by the Office of Schools, with a team led by Dianne Marshall, Program Director. A wireless laptop and supportive environment for public school students in Years 9 to 12 will be implemented by 2012.

Information about this initiative, and ongoing updates in regular bulletins, is available on the Department's intranet <<https://detwww.det.nsw.edu.au/deptresources/majorprojects/dernsw>>. Information and updates are also provided on the internet <www.schools.nsw.edu.au/news/



Figure 1 A laptop computer will be provided for students in Years 9 to 12 over four years

<[announcements/yr2009/apr/laptops.php](https://detwww.det.nsw.edu.au/announcements/yr2009/apr/laptops.php)>. A range of support is being provided by various Directorates in the Department, including curriculum and resources support from Curriculum K-12 <www.curriculum-support.education.nsw.gov.au/> and the Centre for Learning Innovation (CLI) <www.cli.nsw.edu.au/cli/>, along with Professional Learning and Leadership Development <<https://detwww.det.nsw.edu.au/>

Classrooms and teaching and learning are undergoing an exciting and significant change...

<[deptresources/majorprojects/dernsw/proflearn](https://detwww.det.nsw.edu.au/deptresources/majorprojects/dernsw/proflearn/)>. Additional Connected Classrooms Program information is also available on the intranet <<https://detwww.det.nsw.edu.au/lists/directoratesaz/ccp/>>.

Policies and procedures, laptop features, FAQs, and links to materials and professional learning supporting the implementation of the Digital Education Revolution (DER) – NSW are available on the intranet at <<https://detwww.det.nsw.edu.au/deptresources/majorprojects/dernsw/policies/>> (Figure 2).

Figure 2 'Policies and procedures', Digital Education Revolution – NSW <<https://detwww.det.nsw.edu.au/deptresources/majorprojects/dernsw/policies/>>

The laptop environment

Classrooms and teaching and learning are undergoing an exciting and significant change as the program rolls out, distributing 200 000 laptops across more than 500 government schools in NSW. This builds on an ongoing commitment to connected learning in schools and school libraries, and provides a timely and significant impetus to changing pedagogical practices for quality teaching and learning.

A learning environment where students have personal laptops can provide opportunities for a real world, relevant education that can improve thinking and problem-solving skills and information and communication technology (ICT) skills, in keeping with contemporary community needs and student expectations.

Social and collaborative learning

Students will have increased access to resources to support their learning, and to tools to plan and organise learning, communicate with peers, teachers and the broader community and undertake collaborative tasks. This will place an increased emphasis on constructivist, student directed rather than teacher focused learning. Project based and research based learning, often in teams, facilitated and scaffolded by teachers for deep learning and higher-order thinking are relevant in the laptop environment. There are rich opportunities for student-student, student-teacher(s) and teacher-teacher collaborations in the connected learning environment.

It is not really about the laptops. It's about what the 1:1 laptops enable in terms of new ways of teaching and learning.

Dunlevy, Dextert & Heineket (2007) in 'One-to-one computing: literature review' (2009, p. 3)

What does teaching and learning look like?

As indicated in the *One-to-one computing: literature review*, compiled

by Curriculum K–12 Directorate, teaching and learning can be quite different in the one-to-one laptop environment, for example:

- technology is used frequently
- student motivation and engagement is higher
- computers are the main writing tool
- students tend to write more
- more student-centred strategies occur e.g. project-based learning and independent inquiry/research
- the teacher is more likely to act as coach/facilitator
- more examples of cooperative learning are evident
- students access a broader range of resources
- the relationship between teacher and student can change
- student achievement increases.

'One-to-one computing: literature review' (2009) *A digital school*, p. 7. <www.curriculumsupport.education.nsw.gov.au/ict/school/index.htm>

Choices for learning

Integrating digital technologies in classrooms increases the range of ways students can learn, and provides both challenges and opportunities to enhance the teaching and learning process. Teachers and teacher teams need to consider the most appropriate tool(s) for any learning activities, and it may not always be the laptop. Consider the following options, and what strategies and scaffolding would be needed.

- Writing is one of the most common uses of laptops, for example:
 - taking notes
 - creative expression
 - extending writing skills
 - planning projects
 - gathering information
 - organising information
 - drafting and revising material.
- Research projects, which often need just-in-time learning support, including for information literacy skills such as locating, selecting, evaluating and synthesising information:

- selecting and using an appropriate search engine for the purpose
 - targeted websites and digital resources supporting the learning purpose
 - access to other relevant resources e.g. e-books, databases, data analysis and recording tools, photographs, images, videos, sound recordings, content creation tools
 - evaluating and using found information to generate discussion, consolidate and extend knowledge, create new knowledge.
- Multimedia to explore concepts and create content, digital works and new knowledge:
 - maps, audio, images, simulations, animations, text, virtual tours, 3D models, soundscapes
 - web authoring tools, blogs, wikis.

Drawn and adapted from 'One-to-one computing: literature review' (2009)

Support for schools

A range of support is being provided to assist teachers to feel confident, experiment, draw on successful experiences and create new and exciting learning experiences. Briefly, support includes:

- From Curriculum K–12 Directorate
 - *Using laptops in my classroom*: teaching ideas and activities for every KLA to implement in their classes
 - *Leading my faculty*: online modules for KLA faculties to introduce laptops
 - *Links4Learning*: topic based clickable links for each KLA, as well as *Information skills* and *Reference* needs; also available in *My library*
 - *Using laptops in my subject area*: a one-day workshop in each KLA across regions, and self-paced workshops for each KLA based on workshops.

For access to and further information about the full range of support go to:

- Curriculum K–12 Directorate <www.curriculumsupport.education.nsw.gov.au>
- *TaLe* <www.tale.edu.au>. Search resources using *DERNSW* as a term.

KLA specific information is also available in the Term 2 *Curriculum Support* newsletters for each secondary KLA.

Students are excited as well as challenged by the prospect of having laptops for learning.

What do students say?

Students are excited as well as challenged by the prospect of having laptops for learning. At a two-day forum held on 6–7 May, 2009, hosted by Curriculum K–12 Directorate and the Centre for Learning Innovation, students shared their thoughts, ideas and suggestions.

The following sample of responses to a range of questions offers insights into what is an exciting, collaborative teaching and learning journey.



Figure 3 Students work as a team to develop computing and information searching skills

Digital information literacy

The first phase of wireless installation in schools will be a group of classrooms and the library. School libraries and teacher librarians are essential in supporting critical and digital literacy in the connected learning environment.

What ideas do you have for using the laptops in your classes?

Girl 3: I would like to be able to use laptops in different ways rather than just having the work on a computer screen. I would like to be able to use different programs to do things that we've never done before like creating movies and making different assignments and projects.

Girl 1: Being able to link the teachers' laptop to all of our laptops and being able to send notes or *PowerPoint* presentations, things like that through to everyone else's laptops so we could all view them and send homework and tasks and assessment tasks through the network computers.

Boy 3: Because my handwriting isn't the greatest it will allow me to word process a lot of my writings and that will give me an advantage when it comes to handing things in.

Girl 5: Well I think that laptops shouldn't replace textbooks; I think they have to be used to enhance learning and not to completely replace writing or textbooks that I use.

How do you think the laptops will help your learning?

Girl 3: I think they will be useful for our organisation skills. We will be able to have all of our information and notes in one place so if we need to reference something we can just go straight into our laptops and read it.

Boy 1: Laptops will help me learn because I will get my work done faster I've noticed that I type a lot faster than I do with writing and it will be a lot neater.

Boy 4: Because I'm out of the house all the time so it will be easier for me to take the laptop when I'm using it to and from school and I can work on projects or assignments gradually and that will relieve stress from me and other work that I've got to complete as well.

Girl 5: It will be easier for students and teachers to talk to each other over the internet or to post work and things.

What are you afraid of? What can you or the school do to overcome this?

Boy 2: I am actually afraid that I will either forget to save or the laptop memory will wipe somehow.

Girl 1: What I am most afraid of would be technical difficulties with the laptops so if the laptops crashes or programs not responding and we need to use it at that very moment and what I recommend the school do is to employ some IT consultants and IT tech gurus and to come and help us and to solve these problems.

Girl 2: I think I am afraid of losing my laptop or getting it stolen, another thing I am afraid of is lots of websites blocked.

Girl 3: I don't want technology to take over our learning so we don't have as many learning opportunities. I would still like to be able to use hand on things like art or music, sports and drama and other subjects.

Girl 5: I don't think you can completely depend on a computer.

If you could give a message to your teachers about using laptops as a teaching and learning tool, what would it be?

Boy 4: Some of us might not be good with it and we know that you're not good/ might not be good with it but if we can use it as a team and communicate with each other we will get through it together (Figure 3).

Girl 4: To not fully replace everything that we do at school with a laptop because laptops shouldn't be used as a replacement they should be used as a tool to help teachers along with their teaching rather than just taking over everything because that would not be good.

Boy 1: Do let us use them because they will help us learn.

DER – NSW offers new opportunities for collaborative partnerships with teachers and students through project and resource based, knowledge creating learning adventures.

Support for digital age information literacy requires explicit skills development at point of need, during and beyond class time. Drawing on a range of research and literature, Hay and Foley (2009) point to a number of issues that inform aspects of information literacy support. For example, for young people:

- information literacy has not improved with widening access to technology
- speed of web searching and moving rapidly from page to page means little time is spent evaluating information
- poor understanding of their information needs makes it difficult for them to develop effective search strategies
- little use is made of advanced search facilities because they assume that search engines understand their queries
- the relevance of materials is difficult to assess when presented with long lists of search hits
- facilities such as *Yahoo* and *Google* have become the primary sources used for internet searching because library systems are not seen as intuitive or user-friendly.

Rowlands & Nicholas (2008); Gross & Latham (2007); Large (2006); Heinström (2006); Heinström & Todd (2006); Livingstone & Bober, (2005); OCLC (2005)

Teacher librarians and the connected environment

What are some starting points for teacher librarians supporting quality pedagogy for purposeful learning in a wireless or connected environment? Consider the following:

- Are you making the most of OASIS *Web Enquiry*?
 - students and teachers entering *My library* (Figure 4) will make a judgment about the likely support available from the messages and links that teacher librarians provide on the front interface <www.curriculumsupport.education.nsw.gov.au/schoollibraries>
 - the *Links4Learning* for KLA topics, Information skills and Reference are available (Figure 5).



Figure 4 My library interface provides opportunities to change messages to highlight support

- Does your school library have a balanced collection?
 - download websites to your library catalogue for easy access through OASIS *Web Enquiry*

– scannable barcodes for SCIS numbers accompanying the website reviews in *Scan* assist ready selection and downloads to the catalogue.

- How are you using selected Web 2.0 tools to engage students and teach information skills?
 - the teaching ideas for KLAs in the *Using laptops in my classroom* resources provided by Curriculum K–12 Directorate, CLI Wraps and resources in *TaLe*, offer many opportunities for collaboration
 - many *Scan* articles, and *Raps and book raps* <www.schools.nsw.edu.au/raps/index.htm> offer ideas.
- How are you supporting digital information literacy? For ideas see any issue of *Scan* and go to School Libraries and Information Literacy <www.curriculumsupport.education.nsw.gov.au/schoollibraries>.
- Does your school library have an online internet or intranet presence? For ideas see *Scan* 27(4).

We have an exciting, collaborative journey ahead. School libraries and teacher librarians can harness the available technologies, integrate them with relevant traditional resources, and build on good practice to develop creative, collaborative knowledge constructors for the future. Partnerships with teachers, students and the community will help transform learning experiences and opportunities for schools. ■



Figure 5 Links4Learning available through My library

References and further reading

Curriculum support for teaching in... [KLA] (2009), 14(2).

Curriculum support, Curriculum K–12 Directorate, NSW Department of Education and Training, Ryde. Viewed 03 July 2009. <www.curriculumsupport.education.nsw.gov.au>. SCIS 1034711

Centre for Learning Innovation (CLI), NSW Department of Education and Training. Viewed 03 July 2009. <www.cli.nsw.edu.au>.

Connected Classrooms Program, NSW Department of Education and Training. Viewed 03 July 2009. <<https://detwww.det.nsw.edu.au/lists/directoratesaz/ccp>>.

Gross, M. & Latham, D. (2007) 'Attaining information literacy: an investigation of the relationship between skill level, self-estimates of skill, and library anxiety', *Library and Information Science Research* 29(3), pp. 332–353.

Hay, L. & Foley, C. (2009) 'School libraries building capacity for student learning in 21C', *Scan* 28(2), pp. 17–26. Viewed 03 July 2009. <www.curriculumsupport.education.nsw.gov.au/schoollibraries/assets/pdf/Schoollibraries21C.pdf>.

Heinström, J. (2006) 'Fast surfing for availability or deep diving into quality – motivation and information seeking among middle and high school students', *Information Research* 11(4), paper 265. Viewed 03 July 2009. <InformationR.net/ir/11-4/paper265.html>.

Heinström, J. & Todd, R.J. (2006) 'Uncertainty and guidance: school students' feelings, study approaches, and need for help in inquiry projects', *Scan* 25(3), pp. 28–35.

Large, A. (2006) 'Children, teenagers and the web', *Annual Review of Information Science and Technology* 39(1), pp. 347–392.

Livingstone, S. & Bober, M. (2005) *UK Children Go Online: final report of key project findings*, Department of Media and Communications, The London School of Economics and Political Science, London. Viewed 03 July 2009. <www.york.ac.uk/res/e-society/projects/1/UKCGOExecSummary.pdf>.

'One-to-one computing: literature review' (2009), *A digital school*, Curriculum K–12 Directorate, NSW Department of Education and Training, Ryde. Viewed 03 July 2009. <www.curriculumsupport.education.nsw.gov.au/ict/school>.

Online Computer Library Center Inc. (OCLC) (2005) *Perceptions of libraries and information resources. A report to the OCLC membership*. OCLC Online Computer Library Center Inc., Dublin, OH. Viewed 03 July 2009. <www.oclc.org/reports/2005perceptions.htm>.

'Policies and procedures', *Laptops for learning*, NSW Department of Education and Training. Viewed 03 July 2009. <<https://detwww.det.nsw.edu.au/deptresources/majorprojects/laptops4learn/policies>>.

Professional Learning Leadership and Development, NSW Department of Education and Training. Viewed 03 July 2009. <www.det.nsw.edu.au/proflearn>.

Raps and book raps, School Libraries and Information Literacy, NSW Department of Education and Training. Viewed 03 July 2009. <www.schools.nsw.edu.au/raps/index.htm>.

Rowlands, I. & Nicholas, D. (2008) *Information behaviour of the researcher of the future. A CIBER Briefing Paper*, commissioned by British Library & Joint Information Systems Committee, Centre for Information Behaviour & the Evaluation of Research (CIBER), University College London (UCL), 11 January. Viewed 03 July 2009. <www.bl.uk/news/pdf/googlegen.pdf>.

School Libraries and Information Literacy, Curriculum K–12 Directorate, NSW Department of Education and Training. Viewed 03 July 2009. <www.curriculumsupport.education.nsw.gov.au/schoollibraries>.

TaLe: *Teaching and Learning exchange*, NSW Department of Education and Training. Viewed 03 July 2009. <www.tale.edu.au>.



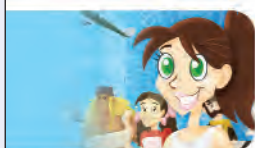
Skwirk is an Australian first...



Skwirk.com.au is quickly becoming a leading provider of digital learning experiences. Designed for Australian school students, Skwirk contains syllabus-specific content supported by thousands of images, animations, videos, podcasts, TLF learning objects and higher-order thinking worksheets.



Skwirk is a subscription-based website offering state-specific content for years 1 to 10, focussing on the key learning areas of Maths, English, Science, HSIE, SOSE, Humanities, Civics & Citizenship, Geography, History and Commerce. Schools all over Australia are using Skwirk in their daily teaching, planning and programming.



For a free trial for your school and to find out about our free access offer for year 9 students, contact us on (02) 9438 3637 or at info@skwirk.com.au.

Murder under the microscope inspires the Tooleybuc community



Belinda McKindlay,
teacher librarian at
Tooleybuc Central
School, relates

the sustained commitment by the students, the staff and community that culminated in success and recognition at the state level.

Tooleybuc Central School is a small rural school located on the banks of the Murray River. Tooleybuc Central School endeavours to offer our students a wide range of extracurricular activities to supplement our teaching and learning programs. Our teacher librarian, Belinda McKindlay plays a major role in the organisation of these activities.

Last year Belinda implemented *Murder under the microscope* as an extension program within our middle school. The program involved students and staff across the whole school and was an excellent learning experience for all involved. Belinda and the students involved must be congratulated on their amazing effort.

Melanie Wait, Principal, Tooleybuc Central School

On several occasions over the years, Tooleybuc Central School has entered *Murder under the microscope* (MuM) and I remember the excitement the year that we won

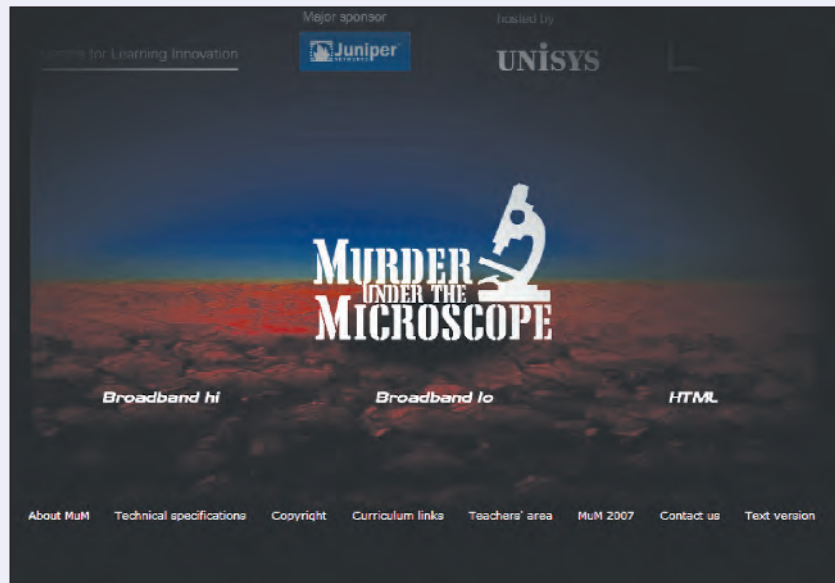


Figure 1 *Murder under the microscope* 2008 <www.cli.nsw.edu.au/Mum2008>

What is MuM?

Hosted by the Centre for Learning Innovation (CLI), *Murder under the microscope* (Figure 1) is an online environmental game for school students in Years 5 to 10. The detective teams must investigate the clues to solve a fictitious eco crime by identifying

- who died (the victim)
- why they died (the villain)
- where it happened (the crime site).

The first team to put in an accusation containing the correct victim, villain, crime site, and issue will be named EcoSleuths of the year.

Each team must also prepare a catchment management plan as a long term solution that ensures the villain never strikes again. Each Stage will aim to win the EcoPlanners of the year awards.

Identifying a group of students to take up the challenge

Early in 2008, we identified the importance of creating a program to extend the students showing flair and an interest in the environment and its surroundings. MuM provided the opportunity to extend these students.

Fourteen students, across Years 5 to 7, were chosen to participate in our Top Secret investigation. Individual invitations were sent to students in the set up of a spy/investigator format. The invitations were designed to make the MuM experience enjoyable as well as educational. To become a member of the team, students had to return the reply slip with their own signature as well as that of their parents. Once students accepted the challenge, a secret location was organised as a

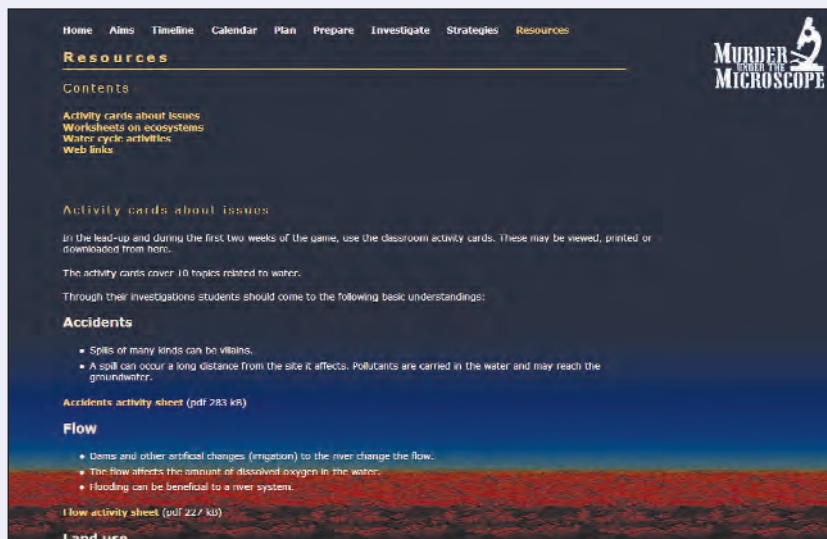


Figure 2 Resources <www.cli.nsw.edu.au/Mum2008/teachers/resources.aspx>

meeting place to meet fellow crime scene investigators and plan a strategy. We chose Tooleybuc Trackers as our team name.

Kicking off the investigation: defining the task

Having no preconception of how the MuM program was to run, we started our background activities by exploring the resources centre on the website (Figure 2). This gave the students an understanding of the background information needed for the project. It was amazing to see how much our students already knew and how in touch with their environment they already were.

What we discovered

When the MuM program became live, the students were allocated a crime site, a victim and a villain. Worksheets were devised and photocopied for students to record their information, and each group had their own exercise books and manila envelopes to organise their information.

Enlisting support from students and staff

Once we discovered how much work had to be done, we realised we needed reinforcements. We enlisted the help of the secondary Science teacher, Mr Wait, and his Year 10 Science class. Two Year 10 students were assigned to

work with each of the teams. Together they researched all the different fields and helped us collate our information. All groups shared, compared and discussed their findings over two to three lessons (Figure 3). We were very fortunate that the classroom teachers were flexible and allowed students from their classes to come to the secret location at the same time as the Year 10 class had Science. Once we had gathered all our background information we released the Year 10 class from their mentoring assignment and allowed them to return to their normal classes. Their teacher, Mr Wait, was not so fortunate, as we still required his expertise and assistance.



Figure 3 Collaborative research in action

The Tooley Trackers' headquarters

In our headquarters we had 12 desk top computers as well as an interactive whiteboard (Figure 4). During each lesson we would check off the new clues, and then discuss and analyse our evidence so that possible victims, crime sites and villains could be

eliminated from our lists. Around the room we displayed maps and the charts with our findings. Before we knew it we were due to lodge our findings. We were confident that we knew the crime site and the villain but we were not sure who was the victim – the bush stone curlew or the brolga. We panicked and, rather than wait for the final clue which told us the sound of the victim, we lodged our answer as the brolga. It was in fact the bush stone curlew. This year we will wait until all the clues have been uncovered.



Figure 4 Students investigating clues at the Tooley Trackers headquarters

Maintaining our enthusiasm and expanding our network of advisors

I approached the team and asked them if they wished to continue and do all the work necessary for the plan to protect the environment. They wanted to push on and devise the winning catchment management plan. To do this, our investigators used their research notes and knowledge about the crime site, victim and villain to create a plan to prevent the MUM 08 eco-crime from reoccurring. Even though we already had a great deal of information, we decided to enlist the support of the experts in our community.

Tooleybuc is on the banks of the Murray River, and almost all the members from the team are from farming properties. The team members' parents who assisted us are:

- a father who works for the Wakool Shire and is responsible for the filtration of the town water
- several wheat farmers with properties of varying size and soil types



Students from Year 5 to Year 7 were invited to take part in an online environmental game called 'Murder Under the Microscope.'

Twelve students accepted the challenge and the Tooleybuc Trackers' team was formed.

The game became live in April. Several weeks were spent researching and analysing the evidence given to us, to help us solve the crime on what is destroying our environment.

We were successful in solving the clues to come up with the correct crime site (catchment area) and villain (unsustainable land management) but unfortunately we missed out on the victim (bush-stone curlew)

Our mission was not over as now we had to make up a Catchment Management Plan, investigators must use the research and knowledge about the crime site, victim and villain obtained during the game. The purpose of the plan is to prevent the M.u.M. 08 eco-crime from ever occurring.

The team came up with some wonderful solutions. Murder Under the Microscope was played by over 1000 schools.

WE WON!!

Our plan came equal first in the 'Catchment Management Plan' category for Stage 3.

On 9th September our team video linked up with the award ceremony in Sydney and accepted a state award from NSW Director General of Education, Mr Michael Coutts-Trotter. The team received a Hewlett Packard notebook computer for the school as a prize.

Congratulations and well done to all the students who took part.

Thank you to Mrs McKindlay and Mr Wait for all their help and expertise.



Figure 6 The Syzygy page encapsulates the Mum experience

- sheep farmers
- irrigators
- owners of fruit blocks and vineyards.

Once again we put ourselves into groups with a mixed number of students from each year. We decided the first point of attack should be that students go home and, around the dinner table, discuss with parents what they thought we could include in our catchment management plan. We also thought grandparents, friends and people within our community may also have some useful input into our plan. As a large number of our staff members have farming backgrounds, we also called on them to speak to the team about varying farming practices.

A winning combination: local knowledge, developing research skills and commitment

Over the next few lessons we discussed our local farming practices and how these work to help protect our environment. For the MuM submission, we used butchers' paper to record our findings in point form under each subheading. Our findings were displayed around the room, and provided a well organised resource to enable us to synthesise our knowledge. Each group then had to write a draft to be put together for the final piece. Any facts we were unsure of were researched using keywords from our findings to search print and internet resources in the library (Figure 5).

Finally, when our team was satisfied with their submission, we gave it to Mr Wait to proof read and asked him for feedback and recommendations. Mr Wait suggested that we create a flow chart to display our first page of information. This meant we had to seek someone with computer expertise. We called on Val, our friendly office lady, and she showed us how to produce the flow chart. Developing new skills, we completed the task.

Mr Wait helped us polish our final submission. Then, one last look and we were ready to go.



Figure 5 Students use keyword searches to check information

We decided to enter the Stage 4 category because we had Year 7 students in the team and thought this only fair.

On the day the winners were posted on the *Murder under the microscope* website, we all met at headquarters to check out the verdict. We couldn't believe it, we were joint winners with The Wenona 2 Team!

A little later on I was contacted about choosing three students to attend the awards ceremony in Sydney. I was unable to single out three students because everybody fulfilled their role within the team. Our principal suggested we link up with the ceremony via video conference. This enabled our close knit team to share the occasion. Making a backup video in case the link went down during the ceremony provided a wonderful opportunity for all the team members to participate in writing and saying the speech.

On the day of the awards ceremony, parents of the Tooleybuc Trackers team were invited to the school for a morning tea. After the morning tea we all assembled at headquarters and students shared with their parents the process of *Murder under the*

microscope. During the ceremony, our principal presented the team with a laptop which had been delivered by courier to the school earlier in the week. All students were presented with a framed copy of the MuM certificate in front of the parents.

Information transformed into knowledge

Our MuM experience was not quite over. The Year 5/6 class had an excursion to the Grampians in 2008 and the first stop was the Halls Gap Wildlife Park. The park was very hands-on and, while exploring all the exhibits, we came across the bush stone curlew. It was amazing to see how eager the students involved in MuM were to share their knowledge about the bird and its habitat with the other students. *Murder under the microscope* is a wonderful tool for educating the future custodians of our environment.

The final recognition for the Trackers Team was at the end of year speech night. All team members were presented with a gold medallion engraved with

*Tooleybuc Trackers
Murder under the
Microscope 2008.*

Murder under the microscope was an enjoyable and rewarding experience (Figure 6). The students were enthusiastic and everyone on staff willingly assisted with flexible class times, making the headquarters available and offering assistance in different areas of expertise. The exercise allowed students from a wide range of year levels to be involved and work together cooperatively. The Tooleybuc Trackers are back to defend their title this year and every single team member has signed up again. ■

References and further reading

- Harriman, S. (2008) 'Online projects: revealing what it means to be authentic', *Scan* 27(3), pp. 43–46.
 Hunter, J. & Beveridge, S. (2008) 'Connected Classrooms creating learning communities using video conferencing technology and *Quality Teaching*', *Scan* 27(4), pp. 4–7.
Murder under the microscope, Centre for Learning Innovation, Strathfield, NSW. Viewed 03 July 2009.
www.microscope.edu.au. SCIS 1313586

Jonathan Cooper interview:

a close encounter with the painting, *Winding the skein*

On 4 March, **Jonathan Cooper**, Manager of Information at the Art Gallery of NSW, spoke to a group of HSC students from Chifley College Bidwill Campus. Jonathan explored a number of art works for the students who were gathering related texts for the English Area of Study: *Belonging*. **Lizzie Chase**, Review Coordinator, was present on that occasion and interviewed Jonathan later. The focus of the interview is how the painting, *Winding the skein*, can be used as a related text for the HSC English Area of Study: *Belonging*.

An interview with Jonathan Cooper

Jonathan, why did you choose the painting, *Winding the skein*, by Lord Frederic Leighton to begin your exploration of the concept of belonging?

Jonathan: I'd like to start by explaining a couple of terms. Art works communicate using two types of information: extrinsic and intrinsic. Extrinsic, or background, information is what we are told through the label next to the work, through books or brochures and through what a tour guide might tell us, whereas intrinsic information is what we can deduce by ourselves through a close encounter with the work itself. Most people assume they can't begin to understand and appreciate an art work until they



Lord Frederic Leighton, *Winding the skein*, (circa 1878). Photograph courtesy of the Art Gallery of New South Wales

have enough extrinsic information. However, we should always start with what we can see, and deduce, without external help.

Belonging is actually a very resonant concept in art.

So, here we see a scene of tranquility, of domesticity and harmony: a woman and child are working together to wind a skein of wool. So, belonging is apparent in these actions and in this setting, where collaboration, and even an implied family relationship of a mother and her child, point to the feeling of connectedness that happens when we work towards a common task. It's very important, however, to move beyond the obvious when looking at art. This involves a way of seeing the work that notices the ways in which the artist has echoed and reinforced overt themes through many, sometimes subtle, compositional

choices. Artists may consciously or unconsciously embed much information within their work, which we may miss if we don't look carefully.

How can a sense of belonging be embedded in the composition of a painting?

Jonathan: Belonging is actually a very resonant concept in art. One way of defining belonging—and I know there are many ways of viewing this concept—is that, when a state of belonging is reached, people are in unity together or are in harmony with creatures and the environment. Many paintings actually enact belonging through their unity of concept and composition, while many other paintings seek to rupture any sense of unity. So art plays with belonging and alienation at a very deep level all the time. When having a close encounter with a painting, we can notice that belonging can be established through the relationship between elements, the relationship between people or the relationship between people and the landscape.

Let's look at *Winding the skein*. The sense of connectedness between the woman and child is built through their shared gaze at the wool, through shared colour in their off-white clothing, through the link between the splash of red in the child's skirt and the red wool in the basket which connects the painting from left to right [as does the wool strung between them], through the textural similarities between their clothing and the mountain folds, and even the way in which the shape of the girl's hair is echoed in the cloud shapes. So we can see that belonging isn't just being conveyed through the subject matter, it's also being conveyed in the myriad ways in which Leighton has created unity in the painting.

Thanks so much, Jonathan. Do you have any last words for us?

Jonathan: Yes, have a close encounter with art! Trust yourselves to notice the ways in which artists communicate on so many levels, without having to wait for an expert to tell you what to see. Go beyond the obvious and you will see so many things which you would miss if you just paid attention to the subject matter. After all, how else could we appreciate completely abstract art, where there is no subject matter?

The tour: the inspiration for the interview

Jonathan began the tour of the Art Gallery of NSW by explaining to the group of HSC students from Chifley College Bidwill Campus that the exhibited works of art communicated both extrinsic and intrinsic information.

He focused on various paintings that demonstrate a sense of belonging, or conversely of isolation and alienation. Viewing *Winding the skein* by Lord Frederic Leighton, Jonathan's questions led students to discover elements that created unity in the picture. These links were evident through the use of colour, echoing shapes, line and the gaze.



Figure 2 Comparing and contrasting rural scenes

Jonathan showed and compared *An antique rural scene* by Sir Charles Lock Eastlake (1823) and *Landscape with a view* by John Glover (1820). Forms and shadows balanced and tied the pictures together (Figure 2). The rural scenes were relaxed and soothing to the eye.

Focusing on different paintings, students were encouraged to identify different elements that operated in a painting (Figure 3). The paintings studied were:

Ullswater early morning
by John Glover (1824)

My last view of Italy looking from the Alps over Suza by John Glover (1853)

(The two paintings above were painted by the artist before coming to Australia.)

Launceston and the River Tamar
by John Glover (1832)

Natives on the Ouse River, Van Dieman's Land by John Glover (1838)

(The two paintings above were painted by the artist after coming to Australia.)

Crucifixion by Russell Drysdale (1946)

Walls of China by Russell Drysdale (1945)

Sunday evening
by Russell Drysdale (1941)

Group of Aborigines
by Russell Drysdale (1953)

Interior with wardrobe mirror
by Grace Cossington Smith (1955).

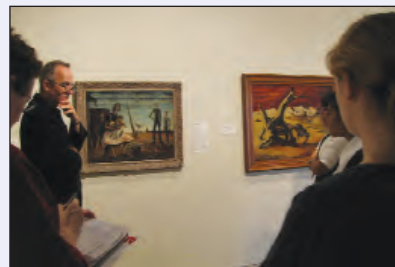


Figure 3 The students identified different elements that operated in a painting

With the tour drawing to a close, the students had discovered that a sense of belonging could be established through the relationship between:

- elements in an art work
- people in the art work
- people and landscape in the art work. ■

References and further reading

Art Gallery of New South Wales Sydney Australia, Art Gallery of New South Wales, Sydney. Viewed 14 July 2009. <www.artgallery.nsw.gov.au/>. SCIS 1067242

Murray, M. (2009) 'An English perspective on the Jonathan Cooper interview', *Scan* 28(3), p. 15.

Ramsay, W. (2009) 'A Visual Arts perspective: engaging with artworks in the gallery context', *Scan* 28(3), p. 16.

An English perspective on the Jonathan Cooper interview



Michael Murray,
Chief Education
Officer, English,
Curriculum K–12
Directorate,

discusses how visual texts can be used for HSC English and advises teachers to check the Board of Studies NSW requirements for the specific context for studying these texts.

Are paintings 'texts'?

The *English Years 7–10 syllabus* and the *English Stage 6 syllabus* define texts as 'communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations', and further say that texts 'include written, spoken, nonverbal or visual communications of meaning' (page 143).

Clearly, paintings are 'visual communications of meaning'. They do not incorporate language in the traditional sense of the spoken or written word, but they do involve 'language' in the broader sense of 'any method of expression (*the language of mime, sign language*)', as defined by *The Australian concise Oxford dictionary* (2004). English teachers and students are generally comfortable talking about the visual language of texts such as films, photographs, book covers, cartoons and paintings.

At the HSC level, paintings can be used by teachers to introduce students to concepts. For example, to introduce students to the concept of Romanticism, one of the electives for the English Extension 1 course, a teacher might compare a classical painting from the mid 1700s with a romantic painting from the early 1800s to help show the important shifts in thinking between the two periods.

Furthermore, students are often asked to find and use texts of their own choosing in the HSC Standard, Advanced, English as a Second Language (ESL) and Extension 1 courses. This is certainly true of the Area of Study (currently *Belonging*), a component of all 2 Unit courses. Sometimes students are asked to refer to such texts, as well as prescribed texts, in the HSC. Markers often note that the capacity of students to effectively analyse and use texts of their own choosing in HSC English examinations can be a critical factor in determining the success of their performance.

The Jonathan Cooper interview in this issue of *Scan* provides a useful insight into how a visual text, in this case a

painting, can be analysed, and more specifically how it can be analysed in relation to the concept of belonging. Of course, students should always be encouraged to seek out their own texts; the interview models how students might go about analysing such texts with a visual dimension.

Art galleries are sources of fascinating texts that have the potential to be used most productively in the study of English. English teachers will need to guide students in how to use visual arts texts appropriately. In particular they will need to ensure that students have the skills to analyse visual texts. The following weblink provides guidelines showing how this might be done: <www.sasked.gov.sk.ca/docs/view_rep/glv.html>.

It is also important that students have an understanding of the Stage 6 English Syllabus and Stage 6 English Prescriptions requirements that provide a very specific context for the study of such texts. These documents can be found on the Board of Studies NSW website <www.boardofstudies.nsw.edu.au/syllabus_hsc/english.html>. ■

References and further reading

- The Australian concise Oxford dictionary* (2004), Bruce Moore, ed., Oxford University Press, South Melbourne. SCIS 1152609.
- Cooper, J. & Chase, E. (2009) 'Jonathan Cooper interview: a close encounter with the painting, *Winding the skein*', *Scan* 28(3), pp. 13–15.
- Education resources, Board of Studies NSW, Sydney*. Viewed 03 July 2009. <www.boardofstudies.nsw.edu.au/syllabus_hsc/english.html>. SCIS 1034739
- English Stage 6 syllabus* (1999), Board of Studies NSW, Sydney. SCIS 976356
- English Stage 6 syllabus* (2007), [PDF], Board of Studies NSW, Sydney. SCIS 1398971
- English Years 7–10 syllabus* (2003), Board of Studies NSW, Sydney. SCIS 1148098
- Ramsay, W. (2009) 'A Visual Arts perspective: engaging with artworks in the gallery context', *Scan* 28(3), p. 16.
- Resource list for HSC English Area of Study: Belonging*, with introduction by Michael Murray, CEO, English, Curriculum K–12 Directorate. Viewed 03 July 2009. <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/belonging>.
- 'Viewing guidelines', *Secondary Level English Language Arts (ELA): supporting the Representing and Viewing Stands*, Saskatchewan learning. Viewed 03 July 2009. <www.sasked.gov.sk.ca/docs/view_rep/glv.html>.

A Visual Arts perspective: engaging with artworks in the gallery context

Wendy Ramsay, *Visual Arts Advisor, Curriculum K–12 Directorate*, explains how Stage 6 Visual Arts students learn about practice in artmaking, art criticism and art history.

When referring to visual literacy and how English students respond to artworks, the Visual Arts syllabus provides an opportunity to study artworks through an authentic engagement with the agencies of the artworld. English students will be able to enhance their focus on viewing artworks as visual text and develop their knowledge and understanding to include a range of viewpoints and perspectives circulating in the artworld.

Visual Arts students construct a point of view in their response to artworks and in their artwriting by investigating the practice of artists and the relationship between the agencies of the artworld through different frames.

Practice consists of artmaking and critical and historical study, the conceptual framework refers to various ways artists, artworks, audiences and interests of the world function within the artworld. Different frames; the subjective, structural, cultural and postmodern provide different viewpoints.

Key areas of practice that would be addressed when constructing knowledge about an artwork would include investigating what artists know and do, how they know it, where they do it, with whom and for whom they do it and why they do it.

The conceptual framework

Key considerations involving agencies of the conceptual framework could include:

- concepts relating to the artist as the traditional maker of an artwork or the signature of the artist who conceived the work (although others may have produced the work)
- the artwork as permanent or temporary which may challenge conventional notions of the unique, the singular and the precious object as art
- how the audience is constantly changing as artworks inhabit different viewing contexts in time and place relating to particular issues such as gender, race and class
- how artists, artworks and audiences function and reflect interests of the world.

The frames

The frames focus on different points of view, values and systems of belief about the visual arts and give meaning to the function and relationships between artists, artworks, audiences and the world.

A subjective viewpoint focuses on intuition, emotion, imagination, human experience and memory. The cultural frame addresses social and ideological perspectives and cultural identity. The structural frame focuses on visual language, codes, symbols and signs, and the postmodern frame on intertextuality, reinterpretation, appropriation, parody, irony and satire which challenges the other frames.

In their investigative research of artworks, students would refer to important considerations of an artist's practice, key issues in the relationships between the artist, artwork, audience and world through the lens of a selected frame or frames.

Winding the skein by Frederic Leighton could be investigated through the cultural frame and the role of women

in the domestic environment in the late 19th century or through how different viewing contexts may affect the interpretation of the work.

Artworks in the gallery context would be discussed and commented upon from both a viewing and research perspective with opportunities for more extensive research in selected case studies.

Case studies are research studies undertaken by HSC Visual Arts students which address a range of themes, issues, forms, styles, subject matter and individual art practitioners. They define theories, describe concepts, analyse facts, interpret opinions, clarify interpretations, evaluate and draw conclusions, and provide evidence of research. They consolidate important understandings of the way the artworld functions.

Case studies extend and enrich the critical and historical knowledge of visual art practices and reflect reasoned arguments to explain or defend a point of view to provide an informed body of information when responding to questions in the HSC written examination.

For further information, go to the Stage 6 Visual Arts section of the *Curriculum Support* website at <www.curriculumsupport.education.nsw.gov.au/secondary/creativearts/stage6/visarts>. ■

References and further reading

- Cooper, J. & Chase, E. (2009) 'Jonathan Cooper interview: a close encounter with the painting, *Winding the skein*', *Scan* 28(3), pp. 13–14.
- Murray, M. (2009) 'An English perspective on the Jonathan Cooper interview', *Scan* 28(3), p. 15.
- Visual Arts Stage 6 syllabus* (Preliminary and HSC Course) (1999), Board of Studies NSW. Viewed 03 July 2009.
- <www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/visualarts_syl.pdf>.

HSC *Belonging* and Matt Ottley's *Requiem for a beast*



Cathy Sly, a
facilitator for the
online HSC
Belonging rap and
blog, uses the

wealth of information contained in the
blog discussion to share this rich
resource with students and teachers.

The HSC *Belonging* rap, a collaborative project of the English and School Libraries and Information Literacy Units in Curriculum K–12 Directorate, was live in Term 1, 2009. It focused on a range of multimedia texts that could be considered by students as examples of *texts of your own choosing* (as required by the NSW Board of Studies) to supplement the study of a prescribed text in the Area of Study. A focus question and range of tasks and resources encouraged students to read and critique the focus texts as a means of augmenting their understanding of the concept of belonging. One of the resources selected for the rap was *Requiem for a beast: a work for image, word and music* (Figure 1), a picture book by Matt Ottley. This article will consider Matt Ottley's book in greater depth. It draws on student and teacher dialogue with the author in the *HSC Belonging* rap blog.

A multimedia publication

Matt Ottley is a well known contemporary Australian composer of picture books for children and young adults. His talents in writing, painting and

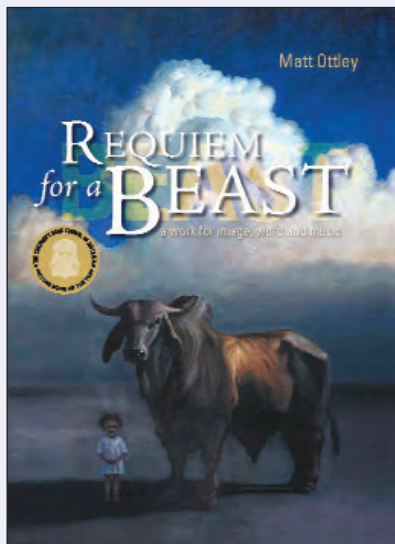


Figure 1 *Requiem for a beast: a work for image, word and music* by Matt Ottley

composing music are combined in *Requiem for a beast*, which is pitched at an adolescent and adult audience. It is a multimedia presentation that uses images, words and music to convey a complex allegorical narrative.

Requiem for a beast is a confronting work that precariously straddles the chasm between the conscious and unconscious, waking life and dream, the real and surreal. Told by three voices in written text, visual images and music, it intricately weaves a range of formats into a disturbingly cathartic tale that necessitates the peaceful reflection of a requiem.

English, Latin and Indigenous languages are used in telling the story. Voices include a narrator, a young man and an Aboriginal Elder. Visuals are presented as single and double page plates or in various sized sequential frames reminiscent of the format of a graphic novel. Iconic images are juxtaposed with iconoclastic images. Narrative emanates from the visual as much as from the written text.

Cinematic angle shots are used in the presentation to engage the viewer through a change in perspective from extreme distance shots to extreme close-ups.

Symbolic motifs in verbal, aural and visual form reverberate throughout the work. Within this paradox of darkness and light, storm and nurturing, human and beast, and fear and desire, a young man attempts to come to terms with his lack of belonging, his alienation and strangeness. The Boy has to find his place which is 'not in the country of his father's stories, not in the imagined world of childhood and [he] is furious at the absolute sophistry of his fantasies' (Ottley, p. 65). Somehow, through a jigsaw of images derived from real and dream worlds, the Boy begins to understand the enigmatic words of the old Aboriginal woman:

*We all have to stand in the rain,
however long it lasts.*

Ottley, p. 81

Reading *Requiem for a beast* in the light of the concept of belonging, students and teachers raised a number of thoughtful and fascinating questions for Matt Ottley, a guest on the *HSC Belonging* rap blog. The questions and Matt's responses have great value as a scholarly interchange on *Requiem for a beast* and the way it relates to the concept of belonging.

Matt Ottley responds to the students' questions on the rap blog

Selected excerpts from the blog in Q & A format are included below. The questions capture the high level of engagement by students and teachers with the text. The answers given by

composer, Matt Ottley, help to make meaning in relation to the concept of belonging.

Q *How long did it take you to complete the book? Did you do all the art work and writing by yourself?*

A The whole project took me about five years to complete, but I had about two years of consultations with the Bundjalung people before that. I was very fortunate to have been awarded grants from both the Literature Board and the Music Board of The Australia Council for the Arts to complete this project. The first thing I did was write the musical score. I was living near Byron Bay at the time, and part of my funding was to work with musicians from the West Australian Symphony Orchestra, so I spent the first six months of the project traveling back and forth between Byron and Perth. I then began work on the paintings, and shortly after that began writing the text. The only part of the project that is not mine is the Bundjalung songs on the CD.

Q *Matt, is your book based on a true story? Is the Aboriginal woman a real person? Do you know her?*

A Yes, I do know the Elder whose story part two of the book is based upon. The story of the Boy is also based on fact. The boy's story is my story. I've actually merged a few different experiences into the story I created for him. I was a stockman in far north Queensland and in central and southern Queensland, and various experiences from all these places are rolled into the boy's story.

I wanted to tell a story that captures the awesome scenery - the wide open country and majestic skies of this country. Although *Requiem for a beast* is a fairly dark story, I hope it also conveys the beauty of the bush.

Q *As a white Australian, why did you decide to tackle this situation?*

A As a white Australian I decided to tackle the issues canvassed in

Requiem for a beast for a couple of reasons. One was, I guess, a deeply personal reason, and that was to assuage my own sense of guilt about not standing up to racism when I witnessed it in my early twenties. I worked as a stockman in some remote places in Queensland, and although the racism I witnessed was nothing physical, I did nevertheless turn away from it. I don't believe there is ever forgivable racism, it's all equally bad, but for reasons of my own well being I decided to ignore the vile things that were being said about Indigenous people by some of my workmates. This is something I feel a lot of good people do because it is hard to stand up against one's peers and tell them that you think what they are saying is wrong. The other reason for writing the book and music is that the story of the Aboriginal Elder telling her experiences of being taken from her family is about a friend of mine. Her name is Auntie Pauline and she encouraged me to write the book. There were many times I wanted to ditch the project, when it all seemed too hard, but she kept telling me that she believed in what I was doing, and urged me to keep going.

Q *We have been very interested in trying to understand the complex issues about belonging which your book raises. Could you tell us a bit about the aspects of belonging which you wanted to explore?*

A For me, feeling like one belongs somewhere is one of the most important aspects, if not the most important aspect, of a sense of contentment and happiness in life. I believe that all aspects of belonging can be distilled into one form, and that's the psychic sense of belonging. No matter how deeply connected a person feels to the land they live on, I believe his or her sense of belonging is felt to its fullest potential when that belonging is shared within a community. It is our connections with others that ultimately will give us a sense of true belonging.

Q *To what extent is *Requiem for a beast* about belonging within one's own psyche - confronting and making peace with personal fears?*

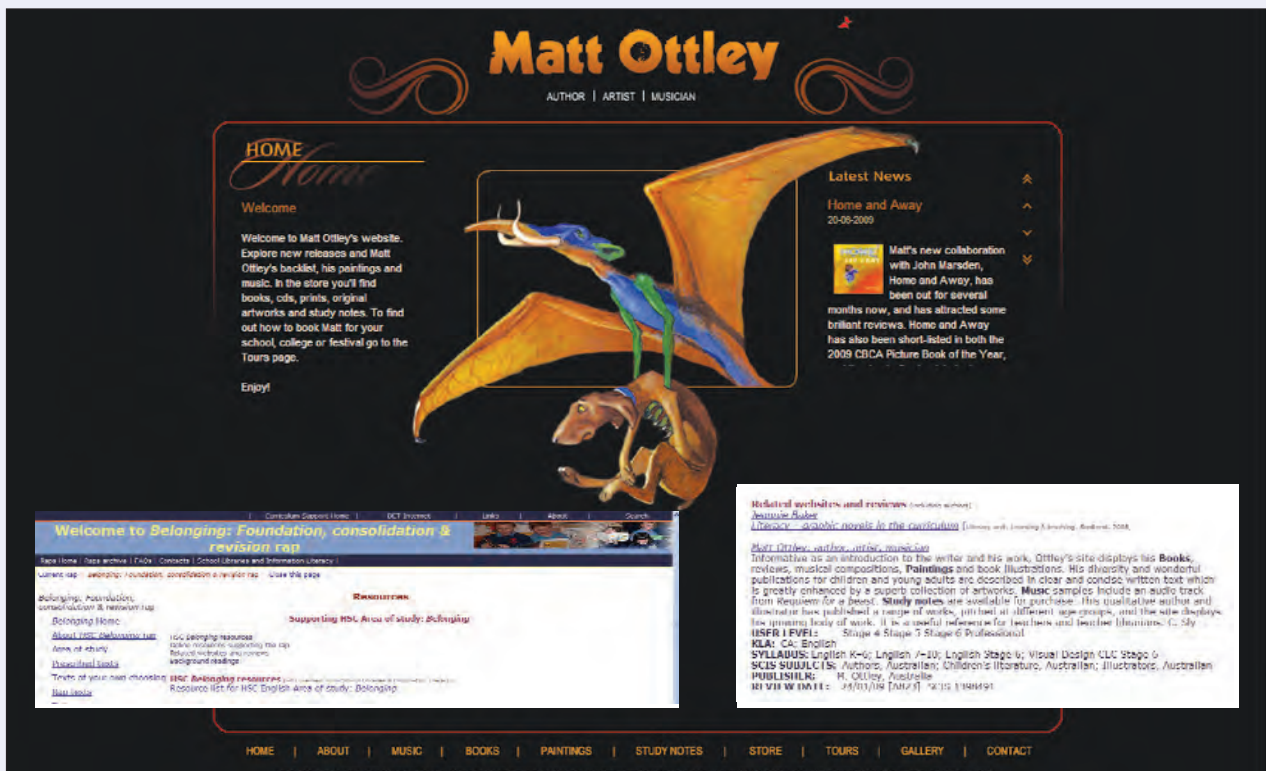
A For me *Requiem for a beast* is very much about belonging within one's own psyche. Until the Boy has dealt with his beast, his feelings of alienation from family and his powerful feelings of unmet needs in his relationship with his father, he won't be able to 'come home' to wherever he belongs. He has traveled to the place of his father's stories to try and find a connection with his father, and found that he doesn't belong. In so doing he discovers that the path which will ultimately lead to his place of belonging is one that begins with him living his truths. He discovers that he needs to reveal the truth of his father's story, that it is, as Pete (his fellow stockman) says, the sharing of stories, the real stories of one's life, that lead to connection, to belonging. If one does not live one's truths, whether they be about gender (being gay, for example) or politics, or belief systems, or whatever, I don't believe one can ever really feel a sense of belonging. Sometimes the journey to that place of belonging can be traumatic because one's truths are different to those around one.

Q *Is this book something about understanding and atoning for the misdeeds of our forebears?*

A I guess the book is about atoning for the misdeeds of forebears, but only in the sharing of the truth. I have faith that most people are compassionate in intention (when those intentions are not governed by wounding) and when the truth is revealed, atonement finds its way to the light. But it's not an easy journey. Racism, for example, is a wound that takes generations to heal.

Q *Can the 'beast' ever be defeated? Or merely calmed, suppressed, satiated?*

A Yes, the beast can be defeated, or at least domesticated! The Boy is



Resources: supporting HSC area of study: Belonging <www.schools.nsw.edu.au/raps/hscbelonging/resources>

like Theseus in the story of the Minotaur. He goes into the labyrinth to battle with the beast, and like Theseus, finds his way out of the labyrinth via his love. Aridne gives a ball of string to Theseus so he can find his way back to her; the Boy finds a deep and abiding love for himself, and the world around him through facing the truth of his and his father's lives. The image at the end of part three (the image reproduced on the back cover) shows the beast in the Boy's dream/vision connected to the Aboriginal child via a rope. In this way, the story of the beast is an allegory for the European attitude to Indigenous culture in Australia. The beast is what the invaders saw, an image that has carried on down the generations and been fed to the Boy by his father. In destroying the beast, the Boy will find his way back to the little girl, the human being behind the construct.

My feeling is that the journey to belonging is one that begins with the facing of one's truths. This also facilitates the acceptance of other people's differences. It is also a journey. In my own life I've only

ever felt like I've half belonged to any of the places I've lived. I have been a nomad of the world and my belonging has been with... the people I love and feel deeply connected to, and they are spread out all over the planet.

Q *Would you agree that on the night on the bridge the Boy's father was certainly affected by his fear of not belonging?*

A Yes, on the night on the bridge, the Boy's father was most definitely affected by his fear of not belonging. Almost more important than food and shelter is our drive to be connected to other people. We will often 'turn a blind eye' to things our friends do and say because we so desperately don't want to offend them and turn them against us. One of the loneliest experiences a person can have is to be shunned by his or her community. The Boy's father is paralysed by his fear of being rejected by his work mates, so doesn't protest when one of them attacks the child on the bridge. The Boy's father has obviously been deeply affected by his inaction though, as his memories of the event have plagued him for decades.

Q *Could you walk us through some of your favourite graphics? Some of us don't know quite how you work your magic.*

A There are two major dream sequences in the book, and one that could be a dream, or could be a vision. This latter one happens when the Boy is knocked unconscious as he struggles to throw the bull. The first dream sequence is the graphic sequence at the beginning of the book. You know how the stuff of every-day life gets mixed up in our dreams, and often comes out in bizarre and surreal narratives? The Boy dreams he is on the horse he is to ride the next day during the station's muster, and he comes across a big Brahman bull. He's heard about this bull; it is famous on the station for being wild and for evading past musters.

Now, before I go on, I need to explain that the book, as you have probably worked out, doesn't follow a chronological time line. The story actually begins at the start of part two, with the Boy arriving in town on the bus. As he wanders the streets of the town waiting to be collected by the manager of the station he is going to be working on

mattottley Says:

March 14th, 2009 at 12:24 am



Hi all,

Thanks Lizzie, Cathy and rappers for the opportunity to 'talk' with you about Requiem. It's been a fascination and poignant week for me. I've just come home to Perth (which is why this response is late) after a week in the desert working at an Indigenous community called Karilundi. The kids there are from all over WA, and for some of them English is a second, third fourth, even sixth language. All of them have come from broken homes and broken communities, in a

mattottley Says:

March 11th, 2009 at 8:25 pm



Hi Lizzie and all at Chifley College,

It's funny, but when I was creating Requiem for a Beast I wasn't thinking about the word 'belonging,' and yet it is probably the most apt word I can think of now to describe what the book is about. That's the wonderful thing about literature, and about the discussion of literature: our ideas can expand and grow, and even change, and hence our view of the world grows and expands and changes.

Belonging HSC Rap blog: Authors online <rapblog4.edublogs.org/authors-online>

(see if you can work out how all of that information is conveyed in this graphic sequence), he stops in at a talk being given by an indigenous Elder in a small community hall. The woman speaking tells of her experiences of being taken from her family by the government when she was a little girl. As part of the talk she speaks of her husband's experiences too. She relates how his school teacher would leave the windows open in the school house so that the kids could dive out and escape whenever they heard an approaching car (in case it was officers of the crown coming to take them away).

Back to the first dream sequence: this is happening sometime after the Boy has heard the Elder speak. He is now on the station, and has obviously begun his work there. The Elder has had a profound effect on the Boy - fragments of her story have come back to him in his dream. Suddenly, in his dream, he finds himself in front of a school house. The school house has a bit of symbolism attached to it to. If you look closely at it, you see that it resembles a church. Often the places where children taken from their families to were missions, or run by missionaries.

Notice the first frame in this sequence; the word text ends in the words 'school house,' which have been painted in as part of the illustration. I'm hoping that viewers will continue to 'read' the images like they would a word text.

Inside the school house the Boy finds an Aboriginal child sitting at a desk. Both he and the child hear a distant noise - perhaps a motor car. This is a reference to the Elder's story about her husband and his school teacher. When the child is thrown out of the window and told to run, we are perhaps getting fragments of this same story.

The man on the horse in the dream is wearing a strange horned mask. He is the faceless 'authority,' who has come to take the child away. He also has elements of the Minotaur about him...

The second dream sequence is from part three. The Boy remembers, as he is following the bull, a dream he has recently had where one of his workmates, Rudy, turns into a beast. Rudy is an Aboriginal man, and is riding a bucking horse. He is afraid of the horse, afraid it is going to carry him away. He gradually morphs with

the horse and together they become the beast. When we look at the beast, do we feel it is screaming out in rage or fear, or is it simply crying with grief? Perhaps one can listen to the music that goes with this part of the book, and see what responses one comes up with. Perhaps Rudy represents Aboriginal culture and people, being carried along on the white man's beast, and has no control over his future (as, I believe, has been the case for many indigenous people in the past). This dream taps into the allegorical nature of the book...

There is another spread I'd like to talk about, and that's also in part three. The Boy remembers an incident from his childhood where he tried to gate-crash somebody's birthday. He wanted to feel included in the social group at school, wanted to belong, so gave the boy whose birthday it was one of his old toys - something he thought the boy might want. On the opposite side of this spread we see the Boy's father giving one of his friends something he thinks he wants in order to feel a sense of belonging with his friend...

Q *In relation to the musical CD section of the work, do you see the musical inclusion as an optional extended level to Requiem for a beast or is it an integral part of your composition?*

A The music was for me an integral part of the creative process because I'm synaesthetic. I see certain shapes and colours when I hear particular sounds. Often that's how I write music - as a series of coloured shapes, which I then translate into conventional written music. So, the music for Requiem came first, and the cloud-scapes for example, came from the shapes derived from the music. The images in my mind have the same rhythm as the music. Obviously that's an extremely esoteric approach, and one that won't necessarily mean anything to anyone else. I guess I intended the music as an extension of the mood and of the themes in the book. I modeled the whole work on

the 12th century anonymous poem called *Requiem*, the work which was adopted by the Catholic Church as part of its liturgy. I did so because I see the *Requiem* poem as being about the process of grief, and about coming to a place of peace and resolution. Many composers have written music to the original poem. I've used a version of the text that the Romantic composer Hector Berlioz used, though I've only used the *Dies Irae* section. *Dies Irae* literally means 'Day of Wrath,' and all four part titles in *Requiem for a Beast* come from this section of the Requiem Mass. I chose this section because it is both about accounting for the past, and coming to a place of reconciliation and resolution.

When I spoke to the Bundjalung Elders about the form of the book, and explained the significance of the part titles, they started telling me about traditional stories and songs that have similar themes. One Elder said, for example,

We have our Day of Wrath, or Day of Anger. That's when we saw the first white man on a horse, and thought it was all the same beast, and we knew that it had come to change the world.

The Bundjalung Nation has a song and a story about this event, which they regard as one of their traditional stories and songs, and it's what we hear in the first movement. The same happens in the other movements. I discovered that in the religious sense, the Bundjalung and the Christian stories were at one level very similar, yet there has been an almighty cultural clash. I tried to show this by setting the Latin text in a completely different key to the Bundjalung material, yet the soprano's melodies are all based on the Indigenous tunes. So, in one sense they are both singing the same tunes, but they actually create dissonance when they are together. I hope this makes sense.

For me, if the music is only an extension of the mood, or an aspect of

the work to meditate on, then that's wonderful, and that's what it should be. If however, one wants to look deeper into the music, there are these other layers to it.

Q *I am interested in the relationship between the Boy and his father. Why does the Boy think that his father believes he has 'become the beast'? Is this just the Boy's perception or is there something more meaningful? As well, the more you can tell me about the Boy becoming a beast, the better!*

A The Boy becoming the beast is one of those metaphorical images that needs only to be about intense feeling if that's all that you want to read into it. I believe that sometimes a work of art needs only to be felt, not necessarily analysed. Having said that, it does, for me have a subtext (I can't leave any image alone - I love analysing paintings, photos etc!). In a convoluted way the Boy is like the voice of the beast the father has buried in himself. The father witnessed a terrible act when he was a young man, and has been haunted by the memory ever since. Perhaps because of this he has tried to dissuade his son from following in his footsteps. He wants no connection with his own past what-so-ever. But the Boy wants to travel back to the place of his father's stories, and so the Boy becomes the voice of that beast - the memory and all the pain which this brings - within the father.

I think there has always been a loving and tender relationship between father and son, (hinted at by the father taking his son to the museum as a way of showing him that he thinks his son did the right thing by trying to give away one of his toys, and by the Boy wearing his father's watch), but one that has been brutalised by the events of the father's history and the Boy's guilt. The Boy so wants to impress his father that he has cheated at his school exams, this further pushing him into a place of self loathing (p 62). In this sense the Boy does indeed feel like he has become a beast. I

believe that we humans can, to a certain extent, become the things we try and bury. If we squash down feelings of anger, we can (not always, but can) become angry in destructive ways. Squashed feelings of sadness can manifest as on-going depression. I know I'm generalising here, and the individual psychologies of people are rich and complex, but it seems to be true of all people in all cultures as far as I've been able to see, that suppressed trauma eventually causes problems, not the least of which is a sense of belonging.

Connecting students with Web 2.0

The nature of the dialogue of students and teachers with Matt Ottley evidences the depth and layers to be found in reading *Requiem for a beast*. It is a work that crosses boundaries socially and artistically, spans history and cultures, and navigates realms of the collective conscious and unconscious from the perspective of a young man searching for a sense of belonging. It is a profound work that requires a deep engagement with a variety of text types that operate together to make meaning. Matt's detailed responses in the rap blog forum are testament to the levels on which this text can be considered, and provide a rich resource for students exploring aspects of belonging for the HSC Area of study. Teachers and students may also wish to visit Matt's website <www.mattottley.com/>.

Using information and communication technologies to facilitate this discourse has been a gratifying example of the academic worth of interactive technology. Students and teachers who provided the probing questions on the rap blog are to be congratulated, and Matt Ottley is to be sincerely thanked for the depth, breadth and sincerity of his responses. Such dialogue leads to a far greater understanding and appreciation of *Requiem for a beast* and offers insights to its relevance to the concept of belonging.

Join Matt Ottley and Nadia Wheatley in the online discussion during Term 4

Matt's contribution to the rap blog discussion was enormous. The rap and a discussion blog will be live once again in Term 4, 2009 for the new Stage 6 cohort.

Nadia Wheatley, author of the prescribed text, *My place*, will also join the discussion.

English teachers and students will appreciate this wonderful opportunity to read and critique the focus texts as a means of augmenting their understanding of the concept of belonging.

Get ready, get set...

Go to the rap website to check the tasks, view the previous discussion

blog and watch the video conference featuring Jeannie Baker. ■

Belonging: Foundation, consolidation and revision rap supporting the HSC Stage 6 Area of study: Belonging. <www.schools.nsw.edu.au/raps/index.htm>

- Term 4, Week 2 (26 October) rap begins
- Term 4, Week 6 Nadia Wheatley online author
- Term 4, Week 7 Matt Ottley online author.

References and further reading

'Raps and book raps', *School Libraries and Information Literacy*, NSW Department of Education and Training. Viewed 03 July 2009. <www.schools.nsw.edu.au/raps>.

Ottley, M. (2007) *Requiem for a beast : a work for image, word and music*, Hachete Livre Australia, Sydney. SCIS 1324498

Ottley, M. (2007) *Matt Ottley: author, artist, musician*, Matt Ottley, Fremantle, W.A. Viewed 03 July 2009. <www.mattottley.com/>. SCIS 1398491

Wheatley, N. & Rawlins, D. (2008) *My place*, Walker Australia, Newtown, NSW. SCIS 1378417

Heads for tales

John Heffernan, a well known

Australian author of award winning books for children and young adults, presented a series of inspiring workshops at the recent School Libraries Leading Learning: Armidale 2009 conference, which was jointly organised by our School Libraries and Information Literacy Unit and ASLA (NSW) Inc. John shares some of his strategies for stimulating and supporting students' writing.

The workshops

I conduct writing workshops with school students of all ages as well as with adults (Figure 1). It is one of the most enjoyable and rewarding things I do as an author. I love creating stories, and I particularly love helping others create their stories. For me, the story is at



Figure 1 John presenting at the School Libraries Leading Learning conference: Armidale 2009

the very basis of what we are and how we see ourselves.

These writing workshops can range from one hour through to a full week of sessions. But whatever the length, my main aim is always the same: to develop in the students what I call a head for tales, a mind set that sees the world in terms of stories, scenes, scenarios and characters. To do this, I have compiled over the years a large collection of exercises covering various aspects of story writing. In this article I will discuss a few of these exercises.

Seven aspects of story writing

I try to cover at least these seven aspects of story writing:

- Grabbing ideas: they're everywhere!
- Building a story skeleton: the bare bones.
- Fleshing it out: developing scenes, events and characters.
- The setting: where does the story take place?
- The voice: who is telling this tale?
- Adding some bling: suspense, action and humour.
- Editing: turning a rough diamond into a sparkling jewel.

I will touch upon a few of these aspects of writing but, before I do so, let me mention a few guiding principles in my workshops.

Play and discipline

First of all, I firmly believe in the notion that play and discipline are two vital parts of writing. Writing is fun, huge fun, but it involves work as well. You have to let your mind go free if you want to create ideas for stories.

But then to build those ideas into stories, you need to focus your mind. Play is the free and easy side of writing, where the seeds are sown and the ideas sprout. Discipline is the editor, the policeman, the judge, pulling those butterfly ideas into shape. A writer jumps back and forth between these two different modes of thought at every stage of story writing.

Having said this, it is essential that the sessions are non-threatening. It is very easy to squash the creative urge in students. I sometimes feel that our education system is educating the creativity out of our students. It certainly instils a fear of leaving the beaten path, and a fear being wrong. And yet, if you want to write stories, you must often leave the beaten path, and you must realise that there is no necessarily right or wrong way to tell your tale.

Finally, I also emphasise that in story writing it is not where you start that's important, but where you finish. Few of my books have ever started on what is page one of the final, published product. To go anywhere you need to have something to work with; the sooner you get that something, the sooner you start travelling. So let's get moving now.

Play is the free and easy side of writing, where the seeds are sown and the ideas sprout.

Playing with ideas

I often begin a workshop with this simple exercise. I ask the students to write about something they remember, starting with the words I remember... The same thing can be done with other prompts such as:

- *I like...*
- *I hate...*
- *My favourite food is...*
- *Tomorrow I will...*

I make these exercises short and sharp, giving the students little time to fuss about details. The main thing I

want is for them to play with ideas, usually writing the first thing that comes into their heads.

Sometimes I show pictures to generate ideas. I have quite a collection of interesting, thought provoking pictures, and I'm always adding to it. I ask students to write down words that these pictures suggest, and then go a step further and think of a story that might lie behind the picture (Figure 2).

Brainstorming story titles

A great classroom exercise is to brainstorm once a week for story titles, building a whole bank of them. Here are just a few to get you going:

- *The time takers*
- *My life as an ant*
- *The day we exploded*
- *I was caught in a pinball machine*
- *Where did our house go?*
- *Who's there?*
- *The carrot who loved rabbits*
- *The revenge of Dr Drillhard*
- *The ghost in our backyard*
- *The fish who couldn't swim*
- *My mum the bank robber*
- *A train ride to Nowhere*
- *Things that go slurp in the night*
- *A train ride through time*

Gather as many of these as possible. They can be a valuable starting point for a story.

Story skeletons

Once you have an idea for a story, you then need to make a plan. I always emphasise that this plan should be kept simple. Writing a story is like a creating a living thing, a creature. When finished, this creature might look amazing. But it always starts out as just a few bones, the bits of the story that take it from start to finish. These bones make a kind of skeleton.

Imagine that we are writing story about a prince saving a princess who is held prisoner in a castle. In its most simple form a skeleton for this story could have as few as three bones to begin with:

- Prince Clarion stands at the castle gates
- Prince Clarion inside the castle
- Prince Clarion finds Princess Tarella.

The next step is to take these parts of the story and ask questions. For example, with the first part we could ask questions such as:

Why is Prince Clarion at the castle gates? What does he look like? What is the castle like? Who owns the castle? Is it night or day? What sounds can we hear? Are there guards? If so, do they see the prince? Is the prince alone? How does he get inside the castle?



Figure 2 Stumpy and Claude are thought provoking characters

The more questions asked the better. That is how you develop the story. It is how you create the complications, the details, the descriptions, the settings, the characters and scenarios that make up a truly engaging tale.

The more questions asked the better. That is how you develop the story.

Characters

Characters are critical to any story. I often spend considerable time working on characters with students. I want them to know what their character looks like, what they think and feel, how they talk, and so on. I encourage the students to become their characters.

I have many different exercises for developing characters, but one exercise I particularly like involves character cards. These are simple cards with a name printed on them. I have about 30 such names. For example:

Captain Grimwood, Mrs Thorn, Gordon Crump, Thorac and Rasper, Prince Cronon, Dr Cramsey, Princess Tarella, Miss Goodworthy, Sarthayn and Werrawac, Mrs Pinwith and Clifton Bottomly.

Each student receives a card and must write about the character. Better still if they can actually become that character and talk from the page as them. I also make sure that several character names are repeated, so that we have a few different takes on the same character. This can be a hugely

successful exercise if handled properly, and one that can be repeated. It certainly helps students get inside the heads of their characters when they come to write their own stories.

Starting that tale

Many students find it extremely difficult to actually start writing their story, even when they have developed a good plan and characters to suit. It is as though a kind of paralysis has set in; they simply do not know where to start.

One exercise I frequently use to get over this hump is to give out starter cards. These are just like the character cards, except that they have part of a sentence printed on them. You can make up your own cards, but here are some examples:

- *The moment she turned her eyes on me...*
- *I stood at the bottom of the staircase and...*
- *He struggled in the mud as...*
- *She took a long deep breath and...*
- *The trouble with Dr Crawley is that...*
- *It happened like...*
- *Whatever you do...*
- *He drew back the sword and...*

The students are asked to finish this sentence and write another two or three sentences. I stress that this is the start of story, the first paragraph, and I want them to leave me with a desire, indeed an overwhelming urge, to read on. I want this paragraph to have real punch.

Once again, I make sure that several students have the same opening sentence, because the comparisons can

be wonderfully instructive. I am rarely disappointed with what this exercise produces. More importantly, it often turns out to be the point from which many students launch into their own tales.

If there's time

I don't have space in this article to go into any detail on the other aspects of story writing that are covered in my workshops. Let me just touch upon them in passing, though. I almost always devote considerable time to:

- Developing suspense and action in a story. I have some simple exercises that make this fun and exciting.
- Dealing with dialogue as students invariably find it difficult to write effective dialogue, and yet it is not as hard as it seems.
- Writing descriptive passages, and mucking about with similes and metaphors.
- Driving home the importance of editing. For me, editing is one of the best things about writing. You have this rough gem (your first draft), and then you reshape it, and smooth and polish it until you have a finished product. Editing is not a bore. In fact it can be really exciting.

I think that is what many students come away with from my workshops – a realisation that writing can be fun and exciting and fulfilling. They often say exactly that to me. And when they do, I realise that I have come some of the way in giving them a head for tales. It's not at all a bad thing to have. ■

[Editor's note: Papers from the *School Libraries Leading Learning: Armidale 2009* conference are available at <www.aslansw.org.au/learning/Conference/conf2009/Program.htm>.]

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>

Breaking dawn: a book study

Beyond the review...

The resource review program supports teacher librarians and teachers in the selection and effective use of resources. Lizzie Chase, Review Coordinator, School Libraries and Information Literacy, suggests teaching and learning ideas for a resource which is reviewed in this issue.

Resource
reviews db
[http://www.schools.nsw.edu.au/
resourcereviews/](http://www.schools.nsw.edu.au/resourcereviews/)

This issue contains a mixed ability Stage 5 English book study in response to *Breaking dawn* by Stephenie Meyers. In addition, a Williams (1993) model contract focuses on the book, and Stephenie Meyers' website, to extend gifted Stage 5 English learners by developing stimulating questions to promote higher-order thinking. A programming ideas unit for teaching and learning literacy support follows.

Respond – research – re-imagine: mixed ability Stage 5 English book study

Respond

Bella always thinks of others. She doesn't notice her own strengths as a human being. *Write a letter to a friend*, pointing out the kindness that you notice and the strengths they don't even know they have.

Jake stands against the pack when he decides not to attack the Cullens. In making this decision, he becomes an alpha and a leader. *Write a journal entry* about one time when you stood alone and didn't follow others and you know that it was the right thing to do.

The relationship between Bella and Edward is unbreakable. In some ways, they have a relationship based on traditional gender roles. What are you looking for in a relationship – what qualities do you expect you and your partner to possess? Write a discussion called *An ideal partnership*.

Research

Create a power point about vampires. Include different theories about

1. How people become vampires.
2. Powers and weaknesses.
3. Why we are so fascinated by vampires? What symbolic roles do they play?

Bearing witness is an important concept in *Breaking dawn*. Carlisle believes in non-violent opposition to evil and the importance of speaking the truth. He gathers allies to speak to the Volturi. Research the impact of Mahatma Gandhi's non-violent opposition in India. *Give a speech* explaining the issue/s he was addressing, the process and the outcome of his civil disobedience campaigns.

Re-imagine

When Bella becomes a vampire, she sees and experiences the whole world differently – with heightened senses. *Create a short film or digital story of the world that she now observes* – use intensity of colour, shape and form to communicate the beauty she now sees.

Alpha werewolves bend their pack members to their will when their leadership is under challenge. *Create a digital story* with each slide showing the rules of your pack – what matters, what must always be obeyed.

You have the opportunity to bring together a band of friends with super powers, who will stand by you, against trouble. *Create a digital story* which represents each friend and their strength.

The Williams model: *Breaking dawn* and *The official website of Stephenie Meyer* for Stage 5 English

Paradox	It is when we die to ourselves that we gain life. Discuss in relation to Bella's sacrificial acts in <i>Breaking dawn</i> .
Attribute listing	List all the special powers possessed by characters in the novel. Choose your favourite five and explain your choices.
Analogy	How is Bella's love for Edward like an addiction? How is Jacob's pull towards Bella also like an addiction? Use quotations from the novel to justify your response.
Discrepancy	Discuss Renesmee, Leah and Garrett as characters who do not easily fit into a group or code of behaviour. How are they different? What potential benefits for society do outsider characters such as these bring?
Provocative question	Would immortality be a blessing or a curse for you?
Examples of change	Discuss the changes in Bella after she becomes a vampire and also after she becomes a mother. How has she grown?
Examples of habit	Explain the habits that the werewolves and Cullen's vampires live by. What is the value system underpinning these rules?
Organised random search	Bella sees Edward as the ideal of beauty. Collect images of people's faces that you find beautiful. Is there a pattern? Describe your ideals of beauty – focusing on faces.
Skills of search	Research werewolves: their origins, strengths, weaknesses.
Tolerance for ambiguity	In the novel, the lives of werewolves are motivated by a combination of free will and fate. Give your response to the situation Jacob is in: how would you feel about absolute submission to the alpha and to the reality of imprinting?
Intuitive expression	Which is the most powerful scene in the novel for you? Why does it have this impact?
Adjustment to development	Visit < www.stepheniemeyer.com/twilight_outtakes.html >. Look at these earlier drafts. What did Stephenie Meyer gain and lose by leaving out these passages?
Study creative development	Visit < www.stepheniemeyer.com/twilight.html >. Which aspects of Meyer's writing process seem to have been most powerful?
Evaluate situations	Jacob has a profound change of heart, after an initial instinct to attack the Cullens. Which other events in the novel can be seen very differently with hindsight? Which events in your own life have caused complete shifts of perspective and why?
Creative reading skills	Do you believe that Meyer has written a feminine alternative to the hero's journey described by Joseph Campbell in <i>The hero with a thousand faces</i> ? Or is this merely a variation on his structure: departure-initiation-return? Name and describe the key stages you have seen unfolding across the four novels.
Creative listening skills	Visit < www.stepheniemeyer.com/twilight_playlist.html >. Listen to Meyer's playlist for <i>Twilight</i> . Create your own playlist to match the plot developments and themes in <i>Breaking dawn</i> .
Creative writing skills	Describe the scene with the Volturi from the perspective of one of the vampires who were there to bear witness.
Visualisation	Visit < www.stepheniemeyer.com/twilight_international.html >. Look at the various front covers for <i>Twilight</i> . Create your own front cover for <i>Breaking dawn</i> and explain your reasons for representing the themes of the book by using symbolic objects, colours and layout.

Focusing teaching and learning information literacy support: programming ideas

Topic/Unit support:

Supporting the **Research** lessons in Respond – **research – re-imagine: mixed ability Stage 5 English book study**

Quality Teaching elements:

Deep knowledge, deep understanding, substantive communication

Resources:

Internet sites, encyclopedias, nonfiction, *Breaking dawn* by Stephenie Meyer and *The official website of Stephenie Meyer* <www.stepheniemeyer.com>

Pre-unit assessment to gauge current level of understanding: (in terms of unit/topic/focus)

eg *pre-test, teacher judgment, brainstorm, discussion questions prior to unit study*

Students have previously read *Breaking dawn* by Stephenie Meyer and have responded to its major concepts, themes, language and characters' emotions.

Syllabus outcomes:

English Years 7–12

Outcomes 3; 6; 8; 9

Related computer competencies focus:

Internet searching, word processing, image formatting

Related information skills focus area:

Selecting and Organising:

By the end of this unit students will be able to select information and take effective notes from a variety of sources, including internet sites.

Literature links:

Breaking dawn by Stephanie Meyer

Suggested teaching and learning activities/strategies

1. Explain the two possible tasks – students choose one. Show students the structure and language features of an information report. Show effective models of power points and speeches which inform their audiences. Discuss the marking guidelines so students know what they need to do in order to succeed in each task.
2. With all students, explicitly revise strategies for selecting information and for effective note making: teach *how to* summarise, paraphrase and use visual diagramming so that students process the information and do

Planned assessment options – partner work

1. Create a *PowerPoint* about vampires, including different theories about
 - a. How people become vampires.
 - b. Powers and weaknesses.
 - c. Why we are so fascinated by vampires? What symbolic roles do they play?
2. Prepare and give speech about the nature and impact of Mahatma Gandhi's non-violent campaigns in India. Explain
 - a. the issue/s he was addressing
 - b. the process of his civil disobedience campaigns
 - c. the outcomes of these campaigns.

Post unit assessment to determine progress towards stated outcomes

eg *post-test, guided evaluation sheet, skills achieved in context of outcomes (indicators) and planned assessment*

[Editor's note: The Gifted and Talented Unit at Curriculum K–12 Directorate, Ryde, has used the Williams model to create a framework for a nonfiction unit on *The Anzac legend*. Go to <www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/uhsi3hstanzac.pdf>.]

References and further reading

Chessman, A. (2009) 'Collaboration: a key ingredient to enhance teacher effectiveness', *Scan* 28(3), pp. 42–45.

Extract from *Support package: Curriculum differentiation: the Williams model* (2004), GAT Unit, Curriculum K–12 Directorate, NSW Department of education and Training, Ryde. Viewed 03 July 2009. <www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/uhsi3hstanzac.pdf>.

Meyers, S. (2008) *Breaking dawn*, The twilight saga, Little, Brown, New York. SCIS 1387011 *The official website of Stephenie Meyer*, StephenieMeyer.com. Viewed 03 July 2009. <www.stepheniemeyer.com>. SCIS 1418149

Williams, F.E. (1993) 'The cognitive-affective interaction model for enriching gifted programs', in J.S. Renzulli (Ed.), *Systems and models for developing programs for the gifted and talented*, pp. 461–484. Hawker Brownlow Education, Cheltenham, Vic. SCIS 823971

A primary and high school partnership: meeting the Challenge together



Yvonne Mudge,
teacher librarian at
Heathcote Public
School three days
per week and at



Heathcote High
one day per
week, and
Julie Standen,
teacher librarian,

Heathcote High share their collaboration with a strategy to encourage reading and motivate students to finish the Premier's Reading Challenge.

All students at Heathcote Public School register for the Premier's Reading Challenge (PRC), and are encouraged by their class teachers, parents and their teacher librarian to keep going throughout Term two. Strategies used to promote the students' engagement include:

- drop everything and read (DEAR) sessions
- bulk loans of PRC books to each classroom
- homework reminders
- library book rap promotions
- P&C grants to buy shiny new PRC titles
- merit certificates to reward reading progress.

But how do we keep all the students interested enough to finish the Challenge?

...secondary students were allocated buddies from Early Stage 1 and Stage 1...

Last year, we invited Year 7 students who had signed up for the PRC from our partner school, Heathcote High School, to come and celebrate the National Simultaneous Storytime (NSS) event with us (Figure 1). After enjoying the online presentation of the book together, the secondary students were allocated buddies from Early Stage 1 and Stage 1 and, with a selection of PRC picture books, were sent off to read aloud to each other. The younger students were invited to ask their mentors what had been their favourite books from primary school days. This proved to be a great springboard for further discussion.



Figure 1 National Simultaneous Storytime 2008 <www.alia.org.au/advocacy/storytime/2008/>

After the reading session, the library became a Creative Arts workshop with the secondary students helping their proteges make a creation based on the NSS 2008 book, *Arthur*, by Amanda Graham and Donna Gynell. This

creative response to the reading allowed more opportunity for favourite book discussions, and culminated in a shared morning tea.

Successful role models encourage reading

Another great aspect of this shared literacy event was the opportunity for the primary students to hear the Principal of Heathcote High, Mr Geoff Dodds, speak passionately about how he looks forward to escaping into a novel by his favourite author at the end of a hectic school day. Promoting the idea of reading for pleasure and relaxation, Geoff's talk inspired a student initiated activity in which all class teachers were interviewed about their leisure time reading habits and preferences. Questions included: do you prefer fiction or nonfiction? When do you find or make time to read? What books were 'hot' when you were at primary school?

Building on the positive outcomes of this experience, we decided to repeat and expand the shared reading event in 2009. We recognise its scope for:

- encouraging collaboration
 - between the primary and secondary teacher librarians, secondary English staff and K–2 primary class teachers, sharing literacy goals, brainstorming future events
- developing role models and mentors
 - Years 7 and 8 students mentor their K–2 buddies and are role models for PRC achievement and literacy progress
- promoting learning links with one of our partner schools

- encouraging the completion of the PRC as a personal goal
 - recognition from parents, staff and students that the PRC list is a great guide to widening reading horizons from Kindergarten to Year 9
 - promoting our school's literacy efforts
 - inviting a celebrity storyteller brings PRC and other literacy strategies to the attention of families
- motivating PRC involvement
 - younger students recognise that the PRC is an ongoing guide to great recreational reading
- providing an alternative learning environment
 - students are able to experience reading with different people and in a different learning space (Figure 2).



Figure 2 Mentors read *Pete the sheep* to a captive young audience

We were pleased that the Director-General accepted our invitation to be the celebrity storyteller and launch the schools' first collaborative PRC event for 2009. Mr Coutts-Trotter donned his shearers' akubra and read Jackie French's *Pete the sheep* in the Heathcote Primary School library (Figure 3). His audience was a group



Figure 3 The Director-General, Michael Coutts-Trotter, reading and discussing *Pete the sheep* at Heathcote Public School

of K–2 students, their visiting Year 7 and 8 buddies, and staff from both schools.

After the adventures of Sean, Ratso, Big Bob and Bungo, the students tested their creative skills to invent sheep hairstyles, either on masks or on their take-home Pete the sheep models (Figure 4).



Figure 4 Pete the sheep hairstyles were created after the buddy reading session

As well as assisting their buddies with sheep creations, the Stage 4 students were invited to try out their own storytelling skills by reading a PRC



Figure 5 Sharing favourite books

book to their buddies and to tell them about their favourite or most memorable books when they were in primary school (Figure 5). Mr Coutts-Trotter was asked the same question, as well as what books his own children like best. He shared his favourites and those of his family with the audience and then asked the students about the books they were currently reading. This was one of many magic literacy sharing moments. The collaborative literacy event concluded with a shared morning tea – with the 'sheep' preferring cupcakes to nice green grass. ■



References and further reading

- Buist, B. & Mitton, L. (2004) 'Engaging boys in the Challenge', *Scan* 23(2), pp. 13–15.
- Lee, D. (2005) 'The teacher-librarian collaborating to implement the Premier's Reading Challenge at Darlington Public School', *Scan* 24(1), pp. 14–15.
- Loveday, B. (2009) 'Meeting the challenge at Oatlands', *Scan* 28(1), pp. 26–27.
- National simultaneous storytime 2008*, Australian Library and Information Association. Viewed 03 July 2009. <www.alia.org.au/advocacy/storytime/2008>.
- National simultaneous storytime 2009*, Australian Library and Information Association. Viewed 03 July 2009. <www.alia.org.au/advocacy/storytime/2009>.
- The Premier's Reading Challenge Team (2009) 'Premier's reading Challenge reception sails into Parramatta', *Scan* 28(1), pp. 24–25
- Turnbull, S. (2004) 'Get on board the Premier's Reading Challenge', *Scan* 23(2), pp. 15–16.

Have a laptop, will read: free e-books from links in the school library collection



Martin Gray,
part time teacher
librarian and STLA
at Singleton High
School, is

preparing for a future with electronic resources.

A future scenario

A student walks into his English class. He sits down, reaches for his copy of Shakespeare but then he realises he forgot to bring it owing to the excitement of packing his brand new, government supplied laptop. He quickly powers up his new tool and connects to the school library's collection, searches for the play he wants and clicks on a link which allows him to download the text before the teacher has finished marking the roll.

Free e-books

This future will be happening very soon, enabling every student in Stage

5 and Stage 6 to have access to a laptop with the potential to download texts they need at school. As a part of our role as information specialists, and in order to allow equal access to information to all students, teacher librarians can guide students and teachers to make this happen.

Teacher librarians are aware that many books and poems from the prescribed text list can be found free online.

They may even have websites such as *Bartleby.com: great books online* linked via the library catalogue, but they may not have links to specific pages where an author's work can be viewed or downloaded for free.

Realising that there was no list of which prescribed texts were available free online, I used the Board of Studies NSW *Alphabetical list of prescribed texts for HSC 2009–2012*, to compile a list of books and resources. The list is arranged alphabetically by author, and the online material comes from websites that are reputable and known for free and legal downloads of out of copyright material. This list of prescribed texts is available to

download or print from the *School Libraries and Information Literacy* website <www.curriculumsupport/schoollibraries>. See the extract below (Figure 1).

Furthermore, I accessed the *Australian Copyright Council* website to check the legality of the public domain nature of the texts, and obtained permission from the website administrators to link the cited authors directly to the school library catalogue. (Please note, as Huxley's *Brave new world* is still under copyright, permission to link was granted as read-only).

Using e-books in the connected classroom

How can we use these free online resources in the HSC English classroom? Teacher librarians can move beyond resourcing to active collaboration with teachers in using these connected classrooms tools for rich teaching and learning experiences.

Excerpts are excellent for investigating Area of Study concepts, as the course is about ideas. In the spirit of the

Alphabetical list of prescribed texts for HCS 2009–2012 available online				
Author	Title	Publisher	Course Details	Type of Text
Austen, Jane	<i>Northanger Abbey</i>	http://www.gutenberg.org/browse/authors/a#a68	Extension Module B Texts and Ways of Thinking Elective 2: Romanticism	Prose Fiction
Austen, Jane	<i>Pride and Prejudice</i>	http://www.gutenberg.org/browse/authors/a#a68	Advanced Module A Comparative Study of Texts and Context Elective 1: Exploring Connections	Prose Fiction
Blake, William	<i>Selected Poems</i>	http://www.gutenberg.org/browse/authors/b#a295	Standard Module C Texts and Society Elective 2: Into the World	Poetry

Figure 1 Extract from *Alphabetical list of prescribed texts for HSC 2009–2012 available online*

HSC, students should read the whole work, but a study of selected passages will certainly help students understand and write authoritatively about the whole text.

Using this extract from Project Gutenberg's *Great expectations* (Figure 2), here are some examples of how an online resource can be used with an IWB in engaging class or group responses.

- Project Joe's speech onto an IWB.
- Questions for students:
 - pre reading: how many references to belonging and not belonging can you see in the passage?
 - post reading: how is the concept of belonging conveyed through Joe's character? How does the speech show the strong belonging connection between Joe and Pip? Who belongs? Who doesn't belong? How is this shown?
- Read the passage aloud, giving an energetic rendition of Joe's dialogue to emphasise his lack of belonging in London.
- Discuss how Joe's dialect reflects belonging to the forge. The speech also demonstrates Joe's belonging to the novel's time and place. Dickens' word choice shows Joe's discomfort and non belonging to the London scene.
- Highlight and discuss some fine belonging quotes (Figure 2):
 - ...life is made of ever so many partings welded together...
 - I'm wrong in these clothes. I'm wrong out of the forge, the kitchen, or off th' meshes.
- Writing off the cuff is good practise for the area of study and the English HSC Paper 1, Section 1. Keep the extract displayed and give students 10 minutes to write an answer to this question: what does the extract show us about connections and belonging? Get them to integrate one quote from the speech, seamlessly and accurately, into their argument.

"Pip, dear old chap, **life is made of ever so many partings welded together**, as I may say, and one man's a blacksmith, and one's a whitesmith, and one's a goldsmith, and one's a coppersmith. Divisions among such must come, and must be met as they come. If there's been any fault at all to-day, it's mine. You and me is not two figures to be together in London; nor yet anywheres else but what is private, and bekknown, and understood among friends. It ain't that I am proud, but that I want to be right, as you shall never see me no more in these clothes. **I'm wrong in these clothes. I'm wrong out of the forge, the kitchen, or off th' meshes.** You won't find half so much fault in me if you think of me in my forge dress, with my hammer in my hand, or even my pipe. You won't find half so much fault in me if, supposing as you should ever wish to see me, you come and put your head in at the forge window and see Joe the blacksmith, there, at the old anvil, in the old burnt apron, sticking to the old work. I'm awful dull, but I hope I've beat out something nigh the rights of this at last. And so GOD bless you, dear old Pip, old chap, GOD bless you!"

Figure 2 Extract from <www.gutenberg.org/files/1400/1400-h/1400-h.htm#2HCH0008>

Benefits of providing access to free e-books and resources

Providing a link to *Alphabetical list of prescribed texts for HSC 2009–2012 available online* on the school's library website page, or using SCIS to catalogue each resource in *OASIS Library* for school and home access through *My library* via the DET portal:

- allows students and teachers to freely access prescribed texts (Figure 3)
- makes use of the new technology in a relevant and immediate manner by using skills that teacher librarians already possess as teachers and managers of resource collections
- illustrates the teacher librarian's expertise in information selection and dissemination to the school community

- enables students to download resources in PDF format, RTF format, or even as MP3 format, allowing for a great amount of flexibility in the method of use. ■

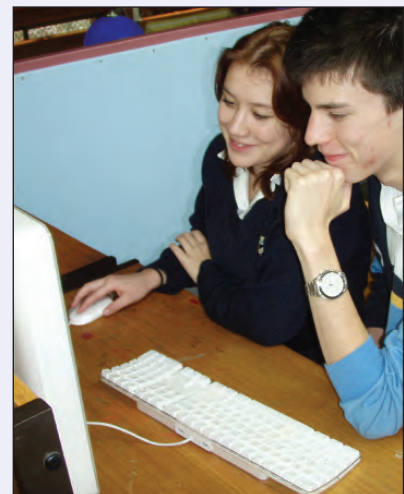


Figure 3 Stage 6 students from Singleton High School engaging with an e-book linked to the school library collection

References and further reading

- Australian Copyright Council: online information centre*, Australian Copyright Council, Redfern, NSW. Viewed 03 July 2009. <www.copyright.org.au>. SCIS 986892
- Bartleby.com: great books online*, Bartleby.com. Viewed 03 July 2009. <www.bartleby.com/>. SCIS 1414230
- The Board of Studies NSW Australia*, Board of Studies NSW. Viewed 03 July 2009. <www.boardofstudies.nsw.edu.au>. SCIS 1034739
- Eaton, L. (2009) 'Books born digital: the emerging phenomenon of books published first in digital format', *Library Journal.com* (May). Viewed 03 July 2009. <www.libraryjournal.com/article/CA6657392.html>.
- Project Gutenberg: fine literature digitally re-published*, Project Gutenberg, Champaign, Ill. Viewed 03 July 2009. <www.gutenberg.net>. SCIS 1013419
- School Libraries and Information Literacy*, NSW Department of Education and Training, Sydney. Viewed 03 July 2009. <www.curriculumsupport.education.nsw.gov.au/schoollibraries>.

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 focuses on the importance of designing authentic learning tasks and using formative, integrative, and ongoing assessment to inform best practice and engage students in meaningful student-teacher collaborations.

What did you do in school today?



Dr Ross J. Todd
is Associate
Professor, Director,
Center for
International

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

I have been reading a report recently released by the Canadian Education Association titled: *What did you do in school today?: transforming classrooms through social, academic and intellectual engagement*. (Willms, Friesen, & Milton, 2009). It documents an extensive research and development program to address the learning needs of young people in the classroom, and to develop frameworks and initiatives to foster and sustain the continuous improvement of learning experiences and educational outcomes of all students. Deeply concerned about increasing disengagement from school, particularly in the context of the emergence of a knowledge based

economy, the report focuses on the central concept of *engagement*, and posits that engagement is the key to transforming classrooms and schools. It defines student engagement as

the extent to which students identify with and value schooling outcomes, have a sense of belonging at school, participate in academic and non-academic activities, strive to meet the formal requirements of schooling, and make a serious personal investment in learning.

Willms, Friesen, & Milton (2009, p. 7)

I am particularly drawn to its elaboration of intellectual engagement:

a serious emotional and cognitive investment in learning, using higher order thinking skills (such as analysis and evaluation) to increase understanding, solve complex problems, or construct new knowledge.

Willms, Friesen, & Milton (2009, p. 7)

The study found that levels of participation and academic engagement fall steadily from Grade 6 to Grade 12, while intellectual engagement falls during the middle school years and remains at a low level throughout secondary school. (p. 17). The findings further demonstrate important relationships

between what happens in classrooms and schools and students' experience of engagement. It found, in particular, that students are more likely to be intellectually engaged when classroom and school learning climates reflect: effective use of learning time; positive teacher/student relations and disciplinary climates; high expectations for success; and appropriate instructional challenge (p. 24).

The study has developed the following student engagement framework (Table 1), which provides a cogent and integrated approach to designing meaningful instruction.

Designing for engagement

In making recommendations, the study posits the central importance of intentional design – that effective teaching practice 'begins with thoughtful, intentional designs for learning – designs that deepen understanding and open the disciplines to genuine inquiry' (p. 33). Intentional design means the construction of learning tasks that reflect the authentic ways that disciplines come to construct a body of knowledge and make it mean something. It argues that authentic learning is about intrinsic, disciplinary

	SOCIAL ENGAGEMENT	ACADEMIC ENGAGEMENT	INTELLECTUAL ENGAGEMENT
Definition	Meaningful participation in the life of the school.	Active participation in the requirements for school success.	Serious emotional and cognitive investment in learning.
Factors Influencing Engagement	<ul style="list-style-type: none"> School teams, clubs, student government, and school-wide campaigns such as environment week Positive relationships with peers and adults High expectations for success. 	<ul style="list-style-type: none"> Defined curriculum outcomes Assignments, tests, and marks Individual student effort High expectations for success Positive classroom disciplinary climate Intellectually challenging lessons Teacher and parental encouragement Direct and indirect consequences. 	<ul style="list-style-type: none"> Instructional challenge, characterized by: <ul style="list-style-type: none"> Curriculum as discipline Exploration, understanding of concepts Development of ideas through the disciplines and through work on authentic problems Individual and collective knowledge building Effective learning time Positive classroom disciplinary climate High expectations for success Positive relationships with teachers.
Developmental Outcomes	Friendships, social networks, sense of belonging, self-confidence, and often enjoyment of school.	Academic success, credit accumulation, and high school graduation. Post-secondary destinations. Orientation to good work and personal responsibility.	Confidence as knowledge-builders, problem-solvers, conceptual thinkers, self-motivated learners. Orientation to original work and often collaboration.

Table 1 Characteristics and outcomes of student engagement (Figure 32) in Willms, Friesen, & Milton (2009, p. 40)

and intellectual meaning, and that the learning tasks that students undertake need 'to be relevant, meaningful and authentic – in other words, it needs to be worthy of their time and attention' (p. 34), which allows them 'to use their minds well' and 'to experience the life and vitality of real, intellectually rigorous work' (p. 34). The report addresses the hallmarks of learning tasks that enable intellectual engagement. Such tasks require and instil deep thinking; they immerse the student in disciplinary inquiry; they are connected to the world outside the classroom; they have intellectual rigour; and they involve substantive conversation (p. 34).

Assessment and the learning journey

The report further posits that a central feature of effective practice is teachers' use of assessment to improve learning and guide teaching, and challenges educators to intentionally design assessments into their practice to enable not only students to demonstrate their learning outcomes and to think deeply about their own learning, but also to work diagnostically to continuously improve student performance (p. 35). In order to design meaningful assessments, educators must have a clear vision of the kinds

...instructional design as a dynamic and flexible process; a collaboration between students and teachers that involves feedback and reflection.

of complex learning they want for their students, such as learning that fosters deep inquiry, discovery, development of deep knowledge and understanding, problem solving, and creativity, and moves beyond the superficiality of shallow learning, the collection and transportation of other people's ideas. This implies that assessment as a part of authentic learning is formative, integrative, and ongoing, not merely in isolated episodes. It is summative and gathers meaningful data that iteratively informs the learning journey and experiences of students. Consequently, it informs the instructional design as a dynamic and flexible process; a collaboration

between students and teachers that involves feedback and reflection.

Essential dimensions of learning

Along similar lines, Wagner, in his article *Rigor redefined*, draws on evidence collected from conversations with business, non-profit and philanthropic leaders, in order to tease out the schooling that students need in order to prepare them for 21st century careers and citizenship. He identifies seven essential dimensions of meaningful learning:

1. critical thinking and problem solving
2. collaboration and leadership
3. agility and adaptability
4. initiative and entrepreneurialism
5. effective oral and written communication
6. accessing and analysing information
7. curiosity and imagination.

In order to achieve such outcomes, Wagner argues that educators need to redefine excellent instruction and assessment that hold themselves and students to new and higher levels of rigour.

The *Research column* in this issue of *Scan* examines the concept of authentic learning. It is authored by Dr Carol Gordon, Co-Director of the Center for International Scholarship in School Libraries at Rutgers University. The research that Gordon presents takes a look at the leaning task as the instrument of authentic learning and assessment, in the context of the school library collaborating with learning areas and using a *Guided Inquiry* approach where the learners are information users and knowledge creators. ■

References and further reading

- Willms, J.D., Friesen, S. & Milton, P. (2009) *What did you do in school today?: transforming classrooms through social, academic and intellectual engagement*, First National Report May 2009. Canadian Education Association, Toronto. Viewed 03 July 2009. <ceace.ca/media/en/WDYDIST_National_Report_EN.pdf>.
- Wagner, T. (2008) 'Rigor redefined', *Educational Leadership* 66(2), p. 20–25.

Raising active voices in school libraries: authentic learning, information processing and *Guided Inquiry*

Dr Carol A. Gordon, Co-Director of the Center for International Scholarship in School Libraries at Rutgers University, examines how authentic learning and assessment work in school libraries, and refers to the supporting theory and practice.

Intelligence is what you do when you don't know what to do.

Jean Piaget (1929)

Introduction

The movement for authentic education began in the 1990s when Grant Wiggins identified a need for engaging students in learning through real life situations and problems. Authentic learning is the construction of knowledge through inquiry that is worthwhile, significant, and meaningful (Newmann, Secada, & Wehlage, 1995). Almost thirty years later, a report published by the Canadian Education Association reveals the findings of a two year study that surveyed students to determine their social, academic and intellectual engagement in school. Findings reveal that only 37% of Canadian students are intellectually engaged and that high student achievement is not matched by high levels of social and academic engagement (Willms,

Friesen, & Milton, 2009). This study raises two important questions:

- 1) How do we design instruction for the disengaged?
- 2) How do we challenge students who are confident about their skills?

The study reports that classroom practices that make a difference are:

1. Designing for today's world.
2. Making it mean something.
3. Using assessment to improve learning and guide teaching.

Willms, Friesen & Milton (2009)

The study states that effective teaching is characterised by thoughtful design of the learning task, which requires deep thinking, disciplinary inquiry, connection with the world outside of the classroom, intellectual rigour, and substantive conversation (Willms, Friesen, & Milton, 2009). The study found that 'With a few exceptions, the effects of classroom and school learning climate on student engagement are strong' (Willms, Friesen & Milton, 2009, p. 24) and 'Relationships between instructional challenge and student engagement are significant' (Willms, Friesen & Milton, 2009, p. 29).

What about school libraries?

What would happen if this study was conducted in the school library? It would seem that the school library would emerge as a place well-suited for an authentic approach. It accommodates authentically complex situations that require critical thinking. It is a theatre for learning where information users assume real life roles, rehearse their skills, and practice their interpre-

tations. They are expected to perform, or demonstrate their knowledge and skills, and they receive immediate feedback from their audience of peers and instructors. It is also a laboratory for testing ideas and using evidence to support knowledge claims. The school library gives information users permission to make mistakes and to revise their work through formative, rather than summative assessments. It offers them choice in the way they express their new knowledge. It uses information as the raw material for knowledge construction. It recognises the application of digital technology in all stages of the inquiry. The *Information Search Process (ISP)* and *Guided Inquiry* inform a collaborative approach to authentic learning that focuses on intervention for learning information skills as well as content. The paradigm of evidence based practice in school library instruction raises the discourse to a high level of self, peer, and teacher-to-learner reflection. This paper examines how authentic learning and assessment work in school libraries, as well as the theory and research that support this practice.

What does authentic learning and assessment look like?

Authentic learning tasks in school libraries situate an intellectual challenge in a real world problem solving scenario. Information users assume roles that transcend their status as students, as authentic learning tasks engage learners in '...the kind of work real people do...'

(Wiggins, 1998, p. 21). In addition, they are scripted by the teacher librarian and a collaborative team of classroom teachers.

You are an international rescue workers sent to the scene of a natural disaster to find out how your government can best help the victims.

The relevance of the task invites information users to engage with problems that do not have right or wrong answers, but require creativity and innovation. Real world roles offer rich opportunities for information users to use the tools of the expert. In school library scenario, these tools include information sources, with an emphasis on the skills needed to use these sources effectively.

You will gather information and data that you need for your report using specialised information sources, government documents, interviews of survivors, observation and fieldwork.

The content of authentic learning tasks is meaningful: the information user sees a purpose as they apply their new knowledge.

Create a government report that sets priorities for the allocation of resources for the rescue effort. Will it be providing clean water and food, disease prevention, or rescue missions?

Authentic tasks derive their rigor from academic principles that are embedded in content standards that guide instruction.

Your task is the study the historical and cultural background, as well as the social, political, and economic conditions of the country stricken by a natural disaster.

The design of authentic learning tasks makes expectations and outcomes clear through the use of rubrics. Information users examine exemplars that model good work. The methodology of authentic tasks encourages information users to relate new information to prior knowledge,

as well as to new situations. It challenges them to use divergent and critical thinking, and to actively engage in a variety of activities. It offers choices, such as diverse formats for products that represent learning outcomes.

Your report may be delivered digitally as a text or audio file.

It includes working in groups, as well as individually. Most importantly, authentic tasks offer information users opportunities for revision of their work through self and peer assessment, as well as transactions with their teachers. Formative assessments, such as journals or blogs, rough drafts or wikis, and mind mapping on paper or computer screens are interventions continuously administered at key points in the inquiry. These assessments are performance based, generating evidence of student progress. They mimic how experts perform real world tasks as they support rigorous academic inquiry.

Do we want to evaluate student problem-posing and problem-solving in mathematics? Experimental research in science? Speaking, listening, and facilitating a discussion? Doing document-based historical inquiry? Thoroughly revising a piece of imaginative writing until it 'works' for the reader? Then let our assessment be built out of such exemplary intellectual challenges.

Wiggins (2009)

Traditional assessment, often characterised as paper and pencil tests, rely on indirect or proxy items—efficient, simplistic substitutes from which we think valid inferences can be made about the student's performance at those valued challenges (Wiggins, 1998). This kind of assessment is unique to school environments rather than reflective of the world in which we live and work.

In the world of professional work and civic or social life, self-assessment and self-adjustment are vital

skills based on sizing up unfolding situations and bringing work to successful fruition by comparing where we are and where we need to be. An educative assessment system would therefore deliberately build in and make central challenges that require the student to attend to feedback and make adjustments accordingly in authentically complex situations.

Wiggins (1998, p. 35)

Authentic assessments are not intended to be graded. Rather than providing a numeric or letter representation of student work, the assessment is substantive, offering concrete details of the information user's work as specified in rubrics that richly describes good, average, and poor performance. Authentic learning tasks are the context for interventions: they engage learners in activities that generate feedback, or evidence of the degrees of their success, or lack of it. They point to how the information user can be helped by the teacher librarian, who revises her methods of instruction to meet the needs of the learner.

The evidence based practice paradigm in school library instruction

Authentic learning in school libraries sits within the powerful paradigm of evidence based practice that has re-defined the instructional role of teacher librarians. Todd (2001) challenged practitioners to make data-driven decisions about their practice that were informed by relevant research.

Evidence based school librarianship uses research-derived evidence to shape and direct what we do. EBP combines professional wisdom, reflective experience, and understanding of students' needs with the judicious use of research-derived evidence to make decisions about how the school library can best meet the instructional goals of the school.

Todd (2001)

To accomplish this, Todd (2008) advocated that teacher librarians collect evidence to document how their teaching practices affect student achievement, i.e., the development of deep knowledge and understanding in the competencies and skills for thinking, living, and working. He identified three dimensions of evidence based practice: Evidence for practice; evidence in practice; and evidence of practice (Figure 1).



Figure 1 Evidence based practice for school librarianship

- 1) Evidence for practice examines and uses empirical research to inform practice. This dimension requires teacher librarians to know the theories that drive practice, as well as studies that test or apply theory that supports authentic learning.
- 2) Evidence in practice integrates the research evidence with professional experience, as well as local evidence that identifies learning needs and achievement gaps. In this dimension, evidence in practice is the conceptual framework for authentic teaching; it activates professional expertise to direct how the evidence is collected, how it is analysed, and how it is applied to the identified problem.
- 3) Evidence of practice is derived from learning outcomes. This dimension of evidence based practice is the evidence extracted from student work. Authentic

teaching is a seamless way to generate this evidence as feedback shares among teachers, among students, and between teachers and students.

These three functions of evidence based practice provide beliefs and values for authentic learning and assessment in school libraries. They challenge conventions of learning environments characterised by top-down lines of authority, rule-bound communication, and homogeneous, depersonalised interaction which communicate a passive role for the young information user. Implicit in the evidence based practice paradigm is the need for a systematic approach to the local collection of evidence for the improvement of teaching and learning. A need exists, however, to systematically and unobtrusively integrate evidence collection with instruction. Authentic learning meets this need.

The place of authentic learning and assessment as best practice in school library instruction

Authentic learning grew out of the concept of performance-based assessment in the 1990s when standardised testing became the dominant form of assessment that determined student promotion. School libraries have resisted this one size fits all approach. However, the instructional focus has been information gathering, rather than knowledge building. The role of the teacher librarian in information literacy instruction emerged with the publication of revised standards by American Association of School Librarians (AASL) (1998). The term *information literacy* was defined as the ability to search, find, evaluate, and use information. Although these standards set benchmarks for information literacy, they did not develop the concept of information use. The AASL (1998) revision of the standards featured two important additions:

1. teacher librarians and teachers work as instructional partners to teach these skills in the context of

academic school curricula and state and national standards

2. authentic assessments, e.g., rubrics, journals, and portfolios provide ongoing feedback, or evidence, to information users through self- and peer-evaluation, in addition to transitions as well as teacher-student interactions.

This teaching approach is a significant shift that places the teacher in the role of facilitator and provides opportunities for teacher librarians to create meaningful, inquiry-based learning tasks and assessments. In practice, however, school library instruction continues to focus on the basics of information searching and finding.

The new learning standards of AASL (2007) indicate a major shift in how information literacy is defined by expanding the concept of information use. The emphasis is the management and the application of the found information to create knowledge. The destination, according to AASL's *Standards for the 21st century learner*, is knowledge, rather than information, with a strong focus on information ethics, productivity, and personal growth. AASL standards state the goals of information instruction in terms as intellectual, social, ethical, and personal growth.

Learners use skills, resources, and tools to:

1. *Inquire, think critically and gain knowledge.*
2. *Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.*
3. *Share knowledge and practice ethically and productively as members of our democratic society.*
4. *Pursue personal and aesthetic growth.*

AASL (2007)

The concept of rigorous inquiry-based learning that is assessed by authentic methods has been adopted by educational systems as well. Examples include the NSW (ARC, 2009; Curriculum planning, 2008) and Victorian (VCAA, 2007) approaches to curriculum planning and assessment,

which in NSW is also guided by the constructivist *Quality Teaching* framework (2003).

The Australian Library and Information Association (ALIA) and Australian School Library Association (ASLA) have adopted the *Guided Inquiry* approach to teaching and learning to help students construct meaning, think creatively and solve problems (ALIA, 2009).

The school library is an active learning environment where information literacy is taught through carefully planned, closely supervised and targeted intervention by an instructional team which includes the professional contribution of the teacher librarian.

Australian School Library Association (2009)
www.asla.org.au/policy/guided.inquiry.curriculum.htm

Initiatives such as these recognise authentic learning as 21st century learning, particularly in terms of real world relevance and evidence based practices.

Supporting theory for authentic learning and assessment in school library instruction

Constructivist learning theory supports this concept of authentic learning. The theory posits that learners make their own meaning by building mental models, or constructs. This derives from the work of Piaget (1928) who described schemata: mental structures by which individuals organise their perceptions into categories to classify specific information. These schemata adapt during the learning process through assimilation, by which the learner integrates new information into existing schemata, or by accommodation, whereby existing schemata are modified to create new mental structures. This theory supports the kind of learning that takes place in school libraries, especially when the inquiry is situated in real world situations.

Constructivist type of learning is transferable to situations in the real

world. Information users learn to think through issues that do not have prescribed responses or preset solutions. Information users learn to identify what is important to them, to construct new meanings, and to explain their new understanding to others in some way that is authentic to the topic.

Kuhlthau (1997, p. 711)

In school libraries, the construction of new knowledge is enhanced by information processing, including searching, retrieving, evaluating, applying, and analysing new information, which is the raw material for knowledge construction. A theoretical framework for studying the layering of information and learning behaviour draws from theory and research from information science, as well as educational psychology. The emergence of constructivism in education coincided with the emergence of cognitive psychology that has been applied to research on information searching behaviour. Kuhlthau's (1986) application of Kelly's theory of personal constructs is based on the premise that the search process is a process of assimilation and construction involving feelings as well as thoughts. For Kuhlthau (1988), users' constructs of their information topics change as they become informed by the information they find. This informs Kuhlthau's (1986) *Information search process* (ISP) shown in Figure 2.

Information seekers move from feelings of uncertainty to satisfaction or dissatisfaction according to the way they have handled the search prior to and subsequent to focus formulation, which

clarifies the user's thoughts. Actions are considered as searchers advance from seeking relevant information to seeking pertinent information.

When applied to the high school seniors, the stages indicated information seeking is a complex learning process involving finding meaning (Kuhlthau, 1989). Another study verified the model in a wider sample of users in academic, public, and school libraries (Kuhlthau, Turock, George and Belvin, 1990). Two studies showed that the model held up over time by tracking the perceptions of the search process after users completed four years of college (Kuhlthau, 1988a; Kuhlthau, 1988b).

The ISP model serves as a diagnostic tool for teacher librarians to apply interventions to help information users at specific ISP stages. The theoretical framework for this concept is Zone of Proximal Development (ZPD) that represents the learner's inability to move forward without assistance (Vygotsky, 1978). The ISP helps educators identify zones of intervention based on the symptoms exhibited in stages of the ISP. For example, some users may not have the prior knowledge needed for initiating the learning task when they are expected to engage in background reading to build their knowledge. Interventions that provide images, descriptions, and explanations may be needed to help them fill gaps in their knowledge.

A Guided Inquiry approach

Intervention is conceived as *Guided Inquiry* when a collaborative team of teacher librarian and classroom

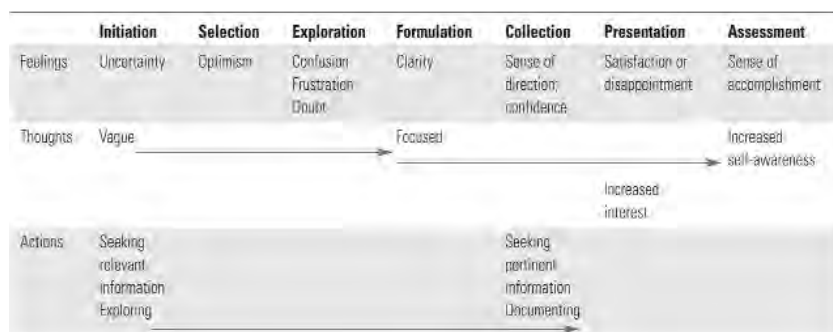


Figure 2: Kuhlthau's Information search process

teacher(s) provides help that is critical for young people to move along the continuum from novices to experts, or independent learners (Kuhlthau, Maniotes and Caspari, 2007). The ISP and *Guided Inquiry* call for an evidence based approach to teaching where instructors gather evidence from the work of information users who may be trapped in the ZPD. Guided Inquiry is an active process for both students and instructors. The school library is a place of self directed learning, but that is not synonymous with learning without help. It is based on continuous assessment and evaluation throughout an inquiry unit, informing the instructional team about when students need intervention and what intervention is required, as well as what students have learned.

Authentic learning is a tool of evidence based practice that enables teacher librarians to gather evidence that informs their practice for the continuous improvement of that practice. It is also a tool of *Guided Inquiry* that shapes intervention and gives structure to the collection of evidence that informs teaching (Gordon, 2009).

Supporting research for school library based authentic learning

When authentic learning moves from the venue of classroom to school library, two new elements emerge:

1. Information is recognised as the raw material for knowledge construction and information processes are explicitly taught.
2. Collaboration enriches the teaching of content and skills as teacher librarians work with classroom teachers. There is supporting research that reports how these school library-specific elements affect learning.

The ISP identifies stages of the inquiry in terms of thoughts, feelings, and actions, offering a rich model for analysing how information-to-knowledge connections are made.

Harada studied how journals affect student learning in terms of ISP stages. She found that:

Although students in this study demonstrated varying levels of progress, most of them became more aware of their thinking processes through journal writing. They made strides in paraphrasing and elaborating on steps in the information search process... Students also discovered that feelings of confusion, disagreement, and surprise were an integral part of comprehension and evaluation... students became more confident about their abilities to create meaning through writing.

Harada (2002)

Harada and Yoshina (2004) examined teacher and teacher librarian partnerships in the context of authentic learning, underscoring the importance of collaboration. Their work identifies four principles of assessment that synthesise the function of assessment for improving performance for teachers and students:

- Assessment helps students determine their strengths and weaknesses and work on improvements.
- Assessment is a valuable way to analyse and inform instruction.
- Assessment is not the same as evaluation; it is not limited to final outcomes, but integrated with teaching and learning.
- Assessment is integral to effective teaching and learning.

Harada & Yoshina (2005)

Collaboration: gap vs synergy

Research that situates authentic learning in the school library addresses collaborative teaching indicated by *Guided Inquiry* and bridges the classroom-library gap (Kuhlthau, 1996). Such a gap results when there is a discrete and isolated approach to inquiry-based learning in terms of content and skills. The content expertise of the classroom teacher and the inquiry and information expertise of the teacher librarian create a synergy that fires mutual intent that is critical for successful collaboration.

A study that identified the classroom-library gap determined how Grade 9 information users perceive inquiry when their teacher requires them to go to the school library to learn about how mathematics is used in the real world (Gordon, 1996). This study took place in a large international school in Europe. Data were collected through participant observation, focus groups, and journaling. Three student collaborators were interviewed at different stages of the project; two participated in focus groups three times, and one student participated twice. Information users revealed that their perception of doing research was writing a grammatically correct report that was well presented and provided other peoples' answers to someone else's question (Gordon, 1996).

The research process was not internalised in the school library; it was perceived as an extension of classroom practice. Users talked about the research assignment as if it were a test; creativity and inquiry were not perceived as part of the process, and grades were perceived as the most important measure of success. While their teacher had a clearer conception of research as a way of learning, she thought it took too much time from the curriculum, and her students agreed. They valued what was taught in the classroom more than what they discovered in the library. They regarded their information searching in the library as inefficient, indicating that they could have been learning more in the classroom. Their attitude toward discovery through information searching reflected a top-down approach to learning that valued what was transmitted through the teacher rather than what was discovered by the student. This study identified the gap between classroom and library instruction and set the agenda for finding and testing collaborative approaches to inquiry.

Self directed learning

The learning task emerges in school library research as critical to authentic learning approaches. A study of a non-graded task was set in the context of everyday information searching

behaviour grounded by personal interests (Gordon, 2000). The study took place in a high school of four hundred students in an independent, international school. It focused on the effects of an independent project, based solely on authentic assessments, on the meta-cognitive behaviour and motivation of 100 Grade 9 students. The leaning goal of the inquiry was to support information users' management of their own projects. The theoretical framework for the study was grounded in research in meta-cognition and self-regulated learning (Vygotsky, 1978).

The design of the project was based on research findings that the most effective learners are self regulatory and that key to effective self regulation is accurate self assessment. The learning task required users to create a project of their choice which could be any format other than written papers. The learning task was designed as an authentic learning task with authentic assessments:

- a student generated rubric for the finished product
- a journal
- a self evaluation rubric
- a peer review session.

Information users received continuous feedback about their self management skills. Parents and other family members, advisors, and friends played important, but not dominant, roles in providing help. Information searching during this inquiry unit was just-enough-just-in-time. Users relied on resources from home and community, as well as the school library. Since each information user was required to have an advisor, they relied on these adults to provide information or refer them to resources. There was a summative assessment administered through an exhibition of student work, which was rated qualitatively by parents, teachers, and community members (Gordon, 2000). Rather than receiving traditional grades, each student received a narrative attached to their records and a certificate of

completion. The role of the teacher librarian centred on self assessment and the affective aspects of information searching and learning.

The absence of a set curriculum topic and traditional research paper shifted the focus to the information users' awareness of their own interests and their roles as project managers. This study addressed engagement and the affective aspects of learning.

Information seeking tasks, therefore, where self prescribed. Student engagement was high. Users who chose projects with concrete outcomes were more focused on product; those who created projects that were activist in nature described outcomes in terms of process and learning goals, and demonstrated meta-cognition more frequently.

There is strong evidence from this study that users are responsive to authentic assessment based learning, sustaining self discipline, organisational skills, and responsibility to themselves and their members for the duration of the project. Extra-curricular inquiry has school wide implications for promoting self directed learning, that is independent of the classroom and traditional support systems that tend to perpetuate, rather than promote, independent learning.

Another study, that took place in the same setting with Grade 10 students, took a different view of an intellectual challenge. Rather than asking information users to create products that expressed what they learned about a personal interest and about their own learning, the task challenged students-as-information-users to use traditional research methods appropriate to the academic discipline in which their investigation was grounded, and to write a 2000 word research paper using primary research methods appropriate to the academic discipline. This approach, called *authentic research* (Gordon, 1999) goes beyond note taking to include data collection and analysis. A structuralist approach (Bruner, 1960) was taken whereby

information users learn the structure of the academic discipline and its ways of knowing, or particular research methods, in order to engage in rigorous inquiry and develop deep understanding. 'We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development' (Bruner, 1960, p. 33).

Authentic assessments included rubrics, journals, and peer editing. English teachers and the teacher librarian collaborated to gather data to assess the effectiveness of the assignment.

Engaging critical thinkers

Information users posed research questions, theses, or hypotheses, as appropriate to the academic disciplines of their freely selected topics, developed proposals for the research, and learned techniques of display and analysis using tables, figures, models, and citation. Their information seeking was intensive throughout the project as they prepared to conduct interviews, create surveys, or engage in participant observation and journaling. The use of qualitative data collection motivated them to seek information from traditional and non-traditional resources. Information users who chose quantitative-friendly topics analysed data using descriptive statistics. A content analysis of the papers indicated that users engaged in critical thinking:

- application
- analysis
- synthesis
- evaluation.

Their information searching relied heavily on library resources. They interacted with the teacher librarian on a regular basis and received targeted instruction in the use of electronic resources. The majority of users chose topics that related to an event or situation in their personal lives, such as a learning disabled sibling, an anorexic friend, or divorced parents. Consequently, most users adopted

qualitative research methods suited to social science research. The effects of interventions, such as the proposal that monitored the information users development of focus, and charts to collect citation information, were studied in terms of ISP stages.

Teaching and learning partners

Teachers, guided by the teacher librarian who was a formal researcher, gathered data from observation, journals, and a survey administered at the end of the unit to determine its strengths and weaknesses. Information users responded positively when asked, 'How was this research assignment different from what you have done in the past?' with 'Longer, more depth, more detailed, more demanding.'

Student generated comments mentioned precise instructions, format, and regulation as unpleasant aspects of the assignment, but the same number of comments acknowledged how the interventions helped them to feel more independent.

In the past I was given full instructions on the essay. Now I had to do it by myself.

When asked about the best aspect of the project, one student wrote:

That we stood on our own two feet!
Gordon (1999)

Comments also reflected an appreciation for the distinction between reporting and research:

I never did proper research before. It was the first real serious research I have done. It was much longer and more difficult than previous papers. It was also much more interesting and more fun as well.

Gordon (1999)

Information searching was intense and thorough, and information users reacted positively to the interventions, such as charts that structured their documentation of sources.

These studies present findings important to authentic learning:

- personal engagement with a topic is critical to successful outcomes
- information use, supported by interventions, elevates academic rigour and helps users feel more independent
- high expectations of performance, reinforced with authentic interventions, help students perform on a high academic level.

Implications for teacher librarians

The research on authentic instruction in school libraries indicates that engagement with information and collaboration inform the information user's performance in the context of a freely chosen personal task (Gordon, 2000), and in the context of a freely chosen curriculum based academic task (Gordon, 1999). In both cases, information searching was an integral part of the learning task. However, differences between the learning tasks were indicated by differences in information searching behaviour, the resources used, and the kind of help users sought. This research suggests that authentic learning tasks inform information processing. It points to a distinction between two types of tasks: the micro level of information tasks and the macro level of the learning task (Gordon, 2009). On the micro level, users are confronting information, and searching is seen as a series of information tasks, as described by Kuhlthau's ISP. The micro level is the level of deep understanding as critical thinking skills craft the connection between information and knowledge. The macro level is the authentic learning task, designed by an instructional team, which shapes the inquiry. It is the context for information tasks. Effective learning tasks are relevant, engaging, and rigorous. They sustain the interest and interaction of the user with information and emerging knowledge. The macro level is the level of instruction whereby the learning task fosters engagement, self reflection, self correction, and self regulation. The role of evidence, which

is generated by authentic assessment, is critical to both levels. On each of these levels the learning task informs the information tasks.

Teacher librarians engaging teachers and students

The findings of these studies support the design of learning tasks that generate evidence for the improvement of student and teacher performance. The methodology of authentic research promotes critical thinking skills and knowledge construction in the context of a research, rather than report mode (Gordon, 1996). The effective use of this approach, however, presumes that teacher librarians know how to do research and how to teach information users to do it. Just-enough-just-in-time training is needed since the study of research methods are not part of undergraduate, or even graduate schooling for teacher librarians and educators. Effective use of authentic learning also presumes that the teacher librarian can engage classroom teachers in collaborative inquiry units so that the synergy of teaching content and skills raises the quality of instruction and learning outcomes.

A poem, inscribed on a plaque that sits on a wharf along the harbour of Wellington, New Zealand, expresses implications of authentic learning for teacher librarians. The poem, The active voice, describes the citizens of this beautiful city. It is also describes learners of all ages who enter school libraries.

It's true you can't live here by chance, you have to do and be, not simply watch-or even describe. This is the city of action, the world headquarters of the verb.

Lauris Edmond

At the heart of what happens in a school library is the authentic learning task: a carefully crafted experience that engages a school community to not live there by chance, but to discover what it means to be human by exploring, thinking, and taking action. ■

References and further reading

- American Association of School Librarians and Association for Educational Communications and Technology (1998) *Information power: guidelines for school library media programs*, American Library Association, Chicago.
- American Association of School Librarians and Association for Educational Communications and Technology (1998) *Information power: partnerships for learning*, American Library Association, Chicago.
- American Association of School Librarians (2007) *Standards for the 21st century learner*, American Library Association, Chicago.
- ARC – see *Assessment Resource Centre* (2009).
- Assessment Resource Centre* (2009), Board of Studies NSW. Viewed 03 July 2009. <arc.boardofstudies.nsw.edu.au>.
- Australian School Library Association and Australian Library and Information Association (2009) *Statement on Guided Inquiry and the curriculum*. Viewed 03 July 2009. <www.asla.org.au/policy/guided.inquiry.curriculum.htm>.
- Brown, C.A.(2002)'Planning portfolios: authentic assessment for library professionals', *School Library Media Research* 5. Viewed 03 July 2009. <www.ala.org/ala/mgrps/divs/aas/aaspubsandjournals/slmrb/slmrcontents/volume52002/brownboltz.cfm>.
- Bruner, J. (1960) *The process of education*, Harvard University Press, Cambridge, MA.
- Curriculum planning – see 'Curriculum planning, programming, assessing & reporting to parents K–12' (2008).
- 'Curriculum planning, programming, assessing & reporting to parents K–12' (2008), *Curriculum Support*, NSW Department of Education and Training, Ryde, NSW. Viewed 03 July 2009. <www.curriculumsupport.education.nsw.gov.au/timetoteach>.
- Gordon, C.A. (2009) 'An emerging theory for evidence-based information literacy instruction in school libraries, Part 1: building a foundation', *Evidence Based Library and Information Practice* 4(2), pp. 56–77. Viewed 03 July 2009. <ejournals.library.ualberta.ca/index.php/EBLIP>.
- Gordon, C.A. (2006) 'A study of a three-dimensional action research training program for school library media programs', *School Library Media Research* 9(1). Viewed 03 July 2009. <www.ala.org/ala/mgrps/divs/aas/aaspubsandjournals/slmrb/slmrcontents/volume09/gordon_study3daction.cfm>.
- Gordon, C.A. (1996) 'Is fish a vegetable? A qualitative study of a Ninth-Grade research project', *School Library Media Quarterly* (25)1, pp. 27–33.
- Gordon, C.A. (2000) 'Putting the learner in charge. Are information literacy skills enough?', *Scan* 19(1), pp. 32–8.
- Gordon C.A. (1999) 'Students as authentic researchers: a new prescription for the high school research assignment', *School Library Media Research* 2(1). Viewed 03 July 2009. <www.ala.org/ala/mgrps/divs/aas/aaspubsandjournals/slmrb/slmrcontents/volume21999/vol2gordon.cfm>.
- Harada, V.H. (2005) 'Librarians and teachers as research partners: reshaping practices based on assessment and reflection', *School Libraries Worldwide* 11(2), pp. 49–72.
- Harada, V.H. (2002) 'Personalizing the information search: a case study of journal writing with Elementary-age students', *School Library Media Research* 5. Viewed 03 July 2009. <www.ala.org/ala/mgrps/divs/aas/aaspubsandjournals/slmrb/slmrcontents/volume52002/harada.cfm>.
- Harada, V.H. & Yoshina, J. (2005) *Assessing learning: librarians and teachers as Partners*, Libraries Unlimited/Greenwood Press, Westport, CT.
- Harada, V.H. & Yoshina, J. (2004) *Inquiry learning through librarian-teacher Partnerships*, Linworth Publishing, Worthington, OH.
- Harriman, S. (2008) 'Online projects: revealing what it means to be authentic', *Scan* 27(3), pp. 43–46.
- Hay, L. & Foley, C. (2009) 'School libraries building capacity for student learning in 21C', *Scan* 28(2), pp. 17–26. Viewed 03 July 2009. <www.curriculumsupport.education.nsw.gov.au/schoollibraries>.
- Kelly, G.A. (1963) *A theory of personality: the psychology of personal constructs*, Norton, NY.
- Kuhlthau, C.C. (1986) *Facilitating information seeking through cognitive modeling of the search process: a Library Studies Research Project*, U.S. Department of Education, ERIC Document Reproduction Service ED328268, Ann Arbor, MI.
- Kuhlthau, C.C. (1989) 'Information search process: a summary of research and implications for school library media programs', *School Library Media Quarterly* 18(1), pp. 19–25.
- Kuhlthau, C.C. (1997) 'Learning in digital libraries: an *Information Search Process* approach', *Library Trends* 45(4), pp. 708–724.
- Kuhlthau, C. C. (1988a) 'Longitudinal case studies of the information search process of users in libraries', *Library and Information Science Research* 10(3), pp. 257–304.
- Kuhlthau, C. C. (1988b) 'Perceptions of the information search process in libraries: a study of changes from high school through college', *Information Processing and Management* 24, pp. 419–427.
- Kuhlthau, C.C., Maniotes, L.K., & Caspari, A.K. (2007) *Guided Inquiry: learning in the 21st century*, Libraries Unlimited, Westport, CT. SCIS 1346205
- Kuhlthau, C.C., Turock, B.J., George, M.W., & Belvin, R.J. (1990) 'Validating a model of the search process: a comparison of academic, public and school library users', *Library and Information Science Research* 12, pp. 5–32.
- Montiel-Overall, P. (2008) 'A qualitative study of teacher and librarian collaboration: a preliminary report', *Scan* 27(3), pp. 25–31.
- Newmann, F.M., Secada, W.G., & Wehlage, G.A. (1995) *A guide to authentic instruction and assessment: vision, standards, and scoring*, Wisconsin Center for Education Research, Madison, WI.
- Piaget, J. (1928) *Judgment and reasoning in the child*, Harcourt Press, NY.
- Quality teaching in NSW public schools: discussion paper*, (2003) Professional Support and Curriculum Directorate, NSW Department of Education and Training, Sydney. SCIS 1131553 [For the full range of *Quality Teaching* support materials go to <www.det.nsw.edu.au/proflearn/areas/qt/resources.htm#1>.]
- Todd, R.J. (2008) 'Evidence-based practice manifesto for school librarians', *School Library Journal* 54(4), pp. 38–43. Viewed 03 July 2009. <www.schoollibraryjournal.com/article/CA6545434.html>.
- Todd, R.J. (2009) 'Research columns two: School libraries and continuous improvement', *Scan* 28(2), p.16.
- Todd, R.J. (2009) 'School libraries and continuous improvement: a case study', *Scan* 28(2), pp. 26–31.
- Todd, R.J. (2008) 'Research columns three: Teacher librarians: catalysts in instructional collaborations for authentic learning', *Scan* 27(3), pp. 23–24.
- Todd, R.J. (2001) 'Transitions for preferred futures of school libraries: knowledge space, not information place-connections, not collections-actions, not positions-evidence, not advocacy', International Association of School Librarianship Conference, Auckland, New Zealand, July 10, 2001. Viewed 03 July 2009. <www.iasl-slo.org>.
- VCAA – see Victorian Curriculum and Assessment Authority (2007).
- Victorian Curriculum and Assessment Authority (2007) *Victorian Essential Learning Standards*, State Government of Victoria. Viewed 03 July 2009. <vels.vcaa.vic.edu.au>.
- Vygotsky, L.S. (1978) *Mind in society: the development of higher psychological processes*, Harvard University Press, Cambridge, MA.
- Wiggins, G. (1990) 'The case for authentic assessment', *Practical Assessment, Research & Evaluation*, 2(2). Viewed 03 July 2009. <PAREOnline.net/getvn.asp?v=2&n=2>.
- Wiggins, G. (1998) *Educative assessment: designing assessments to inform and improve student performance*, Jossey-Bass Publishers, San Francisco, CA.
- Wiggins, G. (2007) 'Four beliefs', *Authentic education*. Viewed 03 July 2009. <www.grantwiggins.org/mission/fourbeliefs.lasso>.
- Willms, J.D., Friesen, S. & Milton, P. (2009) *What did you do in school today?: transforming classrooms through social, academic and intellectual engagement*, First National Report May 2009. Canadian Education Association, Toronto. Viewed 03 July 2009. <www.ceace.ca/media/en/WDYDIST_National_Report_EN.pdf>.

Collaboration: a key ingredient to enhance teacher effectiveness



Angela Chessman,
Leader, Gifted and Talented Unit at Curriculum K-12,

explains the importance of curriculum differentiation to cater for the needs of all students, and outlines opportunities for teacher librarians and classroom teachers to collaborate in the curriculum planning and design to meet these needs.

What is the role of the teacher librarian in supporting gifted and talented students?

The Gifted and Talented Policy (2004) states that identification of a student's giftedness is an integral part of the teacher's process of recognising and catering for individual student needs. A learning environment that incorporates creativity and challenge is a potential source of information about students' abilities. The policy recommends that challenging provisions should be maintained as a daily routine for gifted and talented students (Department of Education and Training, 2004). How can this be achieved and what is the role of the teacher librarian in supporting the education of gifted and talented students?

The central question that needs to be addressed by teachers is:

How can the NSW Board of Studies (BOS) syllabuses, the Quality Teaching (QT) model of pedagogy

(NSW Department of Education and Training, 2003) and the gifted education research be used to devise developmentally appropriate programs for gifted and talented students?

The importance of teacher quality in improving students' achievement is well documented (Rowe, 2003; Hattie, 2009). Quality teaching depends on detailed knowledge of individual students, which encompasses their learning histories, backgrounds and interests. It also requires expert knowledge of issues and challenges faced by particular groups (Masters, 2003). It is necessary to understand the nature and needs of the students in order to find the optimal curriculum match for them.

Curriculum design

The design process should begin by identifying the outcomes that students are to achieve. The BOS syllabuses determine the scope and sequence of what will be learnt by students, and before a unit of work is started, decisions need to be made about what will constitute adequate evidence that students have achieved the outcomes. The syllabus outcomes outline the minimum requirements that students are expected to achieve and outcomes can be modified or extended to meet the learning needs of gifted and talented students. If the outcomes are modified, the teaching and learning activities and assessment also need to be modified.

The second element of curriculum design is the NSW *Quality Teaching (QT) model*, which is a generalised model of pedagogy based on teacher-effectiveness research (NSW Department of Education and Training, 2003). The dimensions of the QT model, **Intellectual quality**, **Significance** and **Quality learning**

environment, need to be interpreted in the light of what we know about the needs and characteristics of gifted and talented students.

The third element of curriculum design is the use of curriculum models such as those of Bloom (1956), Maker (1982) and Williams (1993), which provide ideas for the modification of curriculum content, instruction, students' products and learning environments to develop engaging and challenging activities.

What is the nature of the gifted learner?

Research has revealed three significant characteristics of gifted learners that need to be addressed to create the optimal match between the learner and the curriculum (Van Tassel-Baska, 2003). These key characteristics are:

- precocity – gifted learners are advanced in terms of their pace of learning
- intensity – students exhibit intensity in both the affective and cognitive areas. Gifted students may be more emotionally responsive than students of average ability, or display intensity through their ability to concentrate and persist at a task that interests and engages them.
- complexity – gifted students can engage in higher-level and abstract thinking earlier than age peers. They have a proclivity for challenging work beyond their current level of functioning and the ability to make connections or see relationships among concepts from diverse content areas.

What do gifted students need?

The nature of effective instruction for gifted and talented students will depend not only on their attributes

but also on the subject being taught and the level of schooling. In general, curriculum design for gifted learners needs to incorporate provisions for acceleration and compaction, integration of content by key ideas, an advanced reading level, the use of inquiry-based instructional techniques and the use of higher-order thinking skills (analysis, synthesis, evaluation). While inclusion of higher-order thinking is important for all students, gifted learners are likely to operate at this level more often. There should also be opportunities for independent learning based on student capacity and interests and advanced products (Van Tassel-Baska, 2003).

Many gifted students have the well-developed research and independent study skills while others need considerable support in these areas. Achievement is enhanced when tasks are structured, allow for concept acquisition, and enable

students to pace themselves (Whitener, 1989; Tomlinson, 1998). Independent study may be preferred by gifted students but needs to be structured appropriately (Treffinger, 1986) so that deep understanding and self management skills are acquired (Stednitz & Speck, 1986). Gifted students need explicit instruction and scaffolding but not the degree of support and repetition required by less able students. Effective teachers plan and design curriculum to cater for individual differences and are able to differentiate the curriculum (Tomlinson & McTigue, 2006).

Curriculum differentiation

Differentiation is a difficult concept to define precisely. It relates to the understanding of individual differences and the design of institutional strategies to cater for students' needs. At the classroom level, differentiation is a process for modification of the curricu-

lum to cater for the needs of all students. It involves the modification of outcomes, teaching and learning activities and assessment. A curriculum plan should have a sustained focus on the key concepts underpinning the sequence of learning activities. The same key concepts should appear in each component of a curriculum plan so that outcomes, learning activities and assessment tasks are aligned.

A useful approach to curriculum differentiation is provided in Module 5 of the gifted and talented professional learning program, which was produced by the Gifted Education Research, Resource and Information Centre (GERRIC) at the University of New South Wales. You can find the professional development package at <www.dest.gov.au/sectors/school_education/publications_resources/profiles/gifted_education_professional_development_package.htm>.

Unmatched News Coverage for Enhanced Media Literacy

Australia's Newspapers

Web-based resource covers Australia and the world through full-text newspapers, magazines, transcripts, wires and more

- Supports media literacy and research skills throughout the curriculum
- Offers a wealth of perspectives from local, regional, national and international sources
- Empowers students to easily search, browse, compare and analyse articles
- Provides current news for exploring contemporary issues and events
- Features archived content for tracking issues and trends over time

NewsBank

For more information, contact Robyn Alexander at 02 9970-5435 / 0414 804 842, or robynandbede@bigpond.com or visit us online at www.newsbank.com



Module 5 outlines the following steps to develop a differentiated unit of work:

1. decide on the skills and content outcomes to be assessed
2. identify key concept(s) that underpin the unit
3. determine focus and contributing questions
4. write one structured/support question and two extended questions for each contributing question where appropriate
5. design the pre-test or pre-assessment (graphic organiser, flow chart, concept map, discussion questions)
6. develop supported and extended outcomes to correlate with support and extended questions
7. construct activities for support, core and extension
8. write assessment tasks
 - formulate criteria
 - determine date of assessment
9. develop and conduct formative and summative evaluation.

This process can best be illustrated by example. *How did we find Nemo?* is a unit designed to extend gifted students in a mainstream Stage 4 English class.

It explores the use of anthropomorphism to investigate human nature, documentaries as text, and the technology and processes used to create and market the film. The unit was written by Katherine Bricknell from Peel High School in the New England Region. The diagram (Figure 1) shows how the unit was differentiated for gifted and talented students.

All students are expected to engage in relevant activities to answer the focus question in the central ellipse and the core contributing questions in the white ellipses. The core contributing questions relate to the outcomes selected for the unit, and students are expected to have answered them by the end of the unit. The core contributing questions provide a foundation for a pre-test or pre-assessment of student achievement. As a result of pre-testing, some students may have answered the core questions and consequently need more complex and challenging activities. Extension questions, in the grey ellipses, stimulate teachers and students to develop activities using the models of curriculum differentiation at the appropriate developmental level for each student.

In terms of pre-testing or pre-assessment, McLeod (2005) advises that:

- pre-tests should be administered well in advance of the start of the unit of work to allow time to differentiate the unit activities appropriately.
- pre-tests should not be displayed in the classroom nor added to portfolios, as their purpose is for diagnosis of content and skills needs only.
- students do not need to achieve 100% accuracy on a pre-test activity to demonstrate mastery of an outcome. Accuracy or competency of at least 85% demonstrates a mastery level for which extension is essential.
- to evaluate student mastery of an outcome, objective criteria should be developed for each outcome being pre-tested or pre-assessed. For example, what does a student need to include in a pre-test to be evaluated as 'working at grade level' and therefore a candidate for extension?

The pre-test may show that some students are not achieving at stage level and need support. The pink ellipse in the concept map contains a question

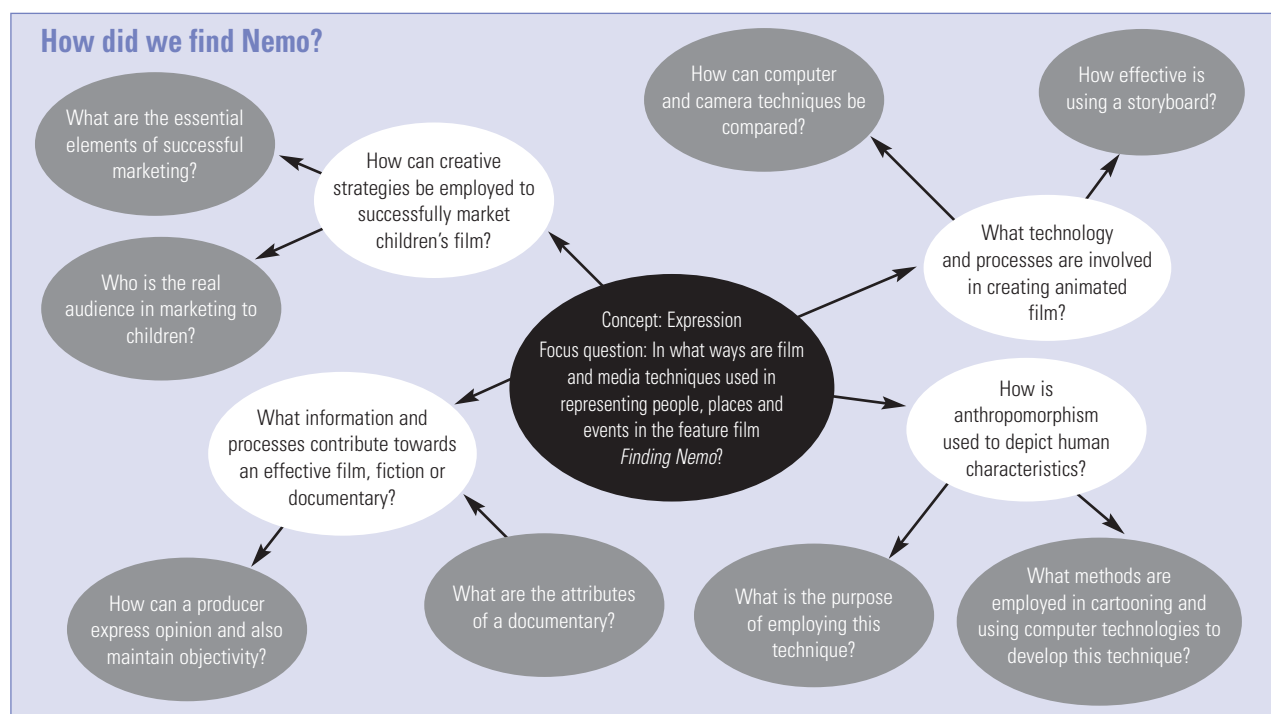


Figure 1 *How did we find Nemo?* example

that will lead students to achievement at stage level. For example, in this case a support question could be, 'What are the attributes of a documentary?' This question leads to many activities that can elucidate the nature of documentaries and guide students to consider what makes them effective.

This process enables a plan to be developed for three levels of student readiness to provide support to students, to provide opportunities for students at stage level, and to create extension opportunities for gifted and talented students.

For more information about the unit *How did we find Nemo?*, consult the Gifted and Talented web pages at <www.curriculumsupport.education.nsw.gov.au/policies/gats/programs/curric_ideas/eng.htm>.

Collaboration

Classroom teachers and teacher librarians have many opportunities to

collaborate in the curriculum planning and design process. These include:

- the development of a curriculum scope and sequence that incorporate the conceptual focus as well as content, skills and assessment emphases
- modification of syllabus outcomes, which can be achieved with Bloom's taxonomy (Bloom, 1956) and the concept mapping approach described by McLeod (2005)
- the construction of pre-assessment and key assessment tasks
- the development and provision of resourcing to support extension activities
- support for independent and research-based projects, particularly in the exploration and formulation phases of the *Information search process* described by Carol Kuhlthau (2006)
- embedding technology into learning activities to scaffold

student learning, for example, incorporating learning objects from <www.tale.edu.au> into teaching programs

- development of a teaching and learning sequence with the programming matrix at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/7_10/index.htm>

The matrix has a focus on linking syllabus outcomes, information skills, ICT and *Quality Teaching*.

More information on curriculum differentiation and tools to assist with curriculum planning for gifted learners can be found on the Gifted and Talented web pages at <www.curriculumsupport.education.nsw.gov.au/policies/gats/tools>.

For further information about gifted education contact Angela Chessman, Leader, Gifted and Talented Unit at <angela.chessman@det.nsw.edu.au>. ■

References and further reading

- Bloom, B.S. & others (eds.). (1956). *Taxonomy of educational objectives: the classification of educational goals. Handbook 1 Cognitive domain*, Longmans, Green & Co., New York. SCIS 208936
- 'Programs and provisions: curriculum ideas', *Gifted and Talented Education home*, Curriculum K–12 Directorate. Viewed 03 July 2009. <www.curriculumsupport.education.nsw.gov.au/policies/gats/programs/curric_ideas>.
- Gifted and talented policy* (2004) NSW department of Education and Training, Ryde. Viewed 03 July 2009 <https://detwww.det.nsw.edu.au/policies/curriculum/schools/gats/PD20040051_i.shtml>. SCIS 1168944
- Gifted and Talented Education: professional development package for teachers*, (2005), Australian Government. Department of Education, Science and Training. Viewed 03 July 2009. <www.dest.gov.au/sectors/school_education/publications_resources/profiles/gifted_education_professional_development_package.htm>.
- Hattie, J.A.C. (2009) *Visible learning: a synthesis of meta-analyses relating to achievement*, Routledge, New York.
- 'ISP matrix 7–10', *School Libraries and Information Literacy*, Curriculum K–12 Directorate. Viewed 03 July 2009. <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/7_10>.
- Kuhlthau, C. (2006) 'Information literacy through guided inquiry: preparing students for the 21st century', keynote paper presented at *International Association of School Librarians (IASL) annual conference*, Lisbon, Portugal, 3–7 July.
- Maker, C.J. (1982) *Curriculum development for the gifted*, PRO-ED, Austin, TX.
- Masters, G.N. (2003) 'Using research to advance professional practice', Paper presented at *ACER Building Teacher Quality Research Conference 2003*, Carlton Crest Hotel, Melbourne, 19–21 October.
- MacLeod, B. (2005) 'Module 5 – Curriculum differentiation for gifted students', in S. Bailey (ed.), *Gifted and talented education professional learning package for teachers*, Australian Government. Department of Education, Science and Training and University of New South Wales, GERRIC (Gifted Education Research, Resource and Information Centre), Sydney.
- Policy and implementation strategies for the education of gifted and talented students* (2004) revised edn, NSW Department of Education and Training, Ryde. Viewed 03 July 2009. <www.det.nsw.edu.au/policies/curriculum/schools/gats/PD20040051.shtml>.
- Quality teaching in NSW public schools: discussion paper*, (2003), Professional Support and Curriculum Directorate, NSW Department of Education and Training, Sydney.
- Rowe, K.J. (2003) 'The importance of teacher quality as a key determinant of students' experiences and outcomes of schooling', a context and discussion paper prepared on behalf of the *Interim Committee for a NSW Institute of Teachers*.
- Stednitz, U., & Speck, A. (1986) 'Young children can complete creative, independent projects', *Gifted Child Today* 9, pp. 19–21.
- Tale: Teaching and Learning exchange*, NSW Department of Education and Training. Viewed 03 July 2009. <www.tale.edu.au>.
- Tomlinson, C.A. (1998) 'For integration and differentiation choose concepts over topics', *Middle School Journal* 30(2), pp. 3–8.
- Tomlinson, C.A. & McTigue, J. (2006) *Integrating differentiated instruction: understanding by design*, Hawker Brownlow Education, Heatherton, Vic.
- Treffinger, D.F. (1986) 'Fostering effective, independent learning through individualised programming', in J.S. Renzulli (ed.), *Systems and models for developing programs for the gifted and talented*, Creative Learning Press, Mansfield Center, CT., pp. 429–460.
- Van Tassel-Baska, J. (2003) 'What matters in curriculum for gifted learners: reflections on theory, research and practice', in N. Colangelo and G.A. Davis (eds) *Handbook of gifted education*, 3rd edn, Allyn & Bacon, Boston, pp. 174–183.
- Whitener, E.M. (1989) 'A meta-analytic review of the effect of learning on the interaction between prior achievement and instructional support', *Review of Educational Research*, 59, pp. 65–86.
- Williams, F.E. (1993) 'The cognitive-affective interaction model for enriching gifted programs', in J.S. Renzulli (ed.), *Systems and models for developing programs for the gifted and talented*, Hawker Brownlow Education, Cheltenham, Vic., pp. 461–484. SCIS 823971

More writers talking in 2009

Ann Rattey, Chief Learning Design Officer, from the Centre for Learning Innovation, talks about the launch of the 2009 version of this great resource.

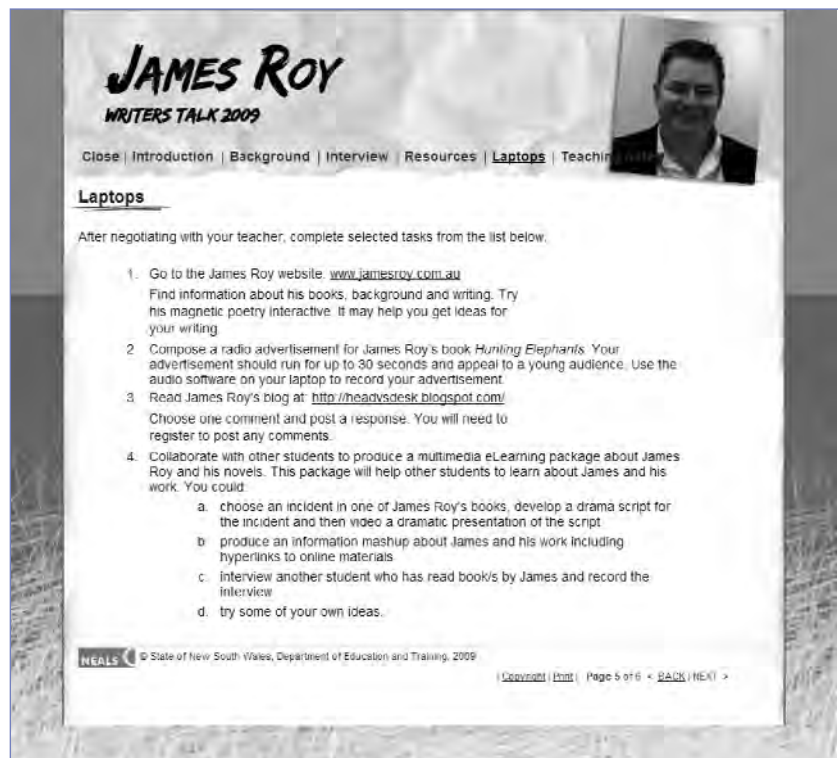
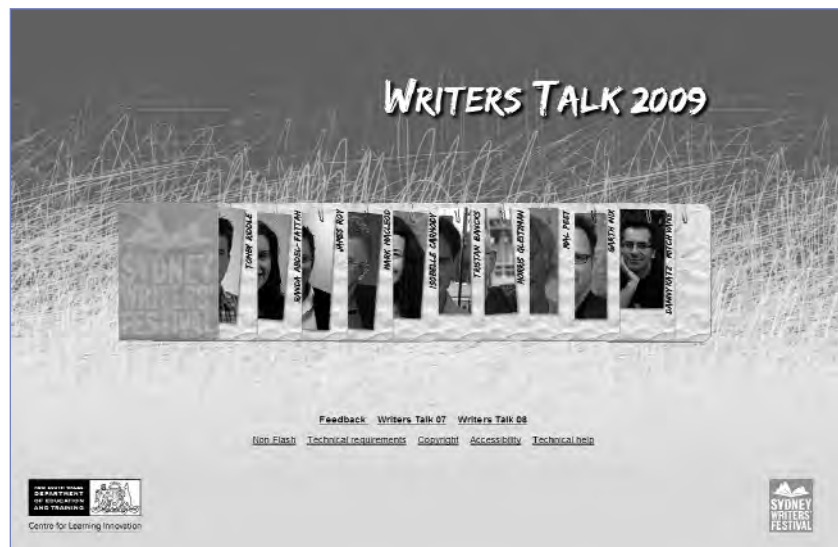
The Centre for Learning Innovation (CLI) launched its latest online digital writers talk resource at the Sydney Writers' Festival in May. *Writers talk 2009* features interviews with award-winning writers who discuss aspects of their craft including inspiration, character, plot and the writing process. They also provide useful tips for budding writers.

Authors contributing to *Writers talk 2009* include Randa Abdel-Fattah, James Roy, Tristan Bancks, Morris Gleitzman, Isobelle Carmody, Garth Nix and Mal Peet. Tohby Riddle talks about what it is like to be both writer and illustrator, while writer Danny Katz and illustrator Mitch Vane focus on their unique creative collaboration. Also featured is writer, editor and publisher Mark Macleod, who describes the role of the editor and gives insights into how publishers select and develop new manuscripts.

Laptops

An interesting and timely addition to *Writers talk* is the section for Laptops.

This section of the resource provides tasks for students to complete using laptops. Teachers should negotiate with students to determine the tasks to be completed and the time allocation. The last task in Laptops is common to many of the author components of Writers Talk 2009. The multimedia packages produced



for different writers can be used for peer assessment and shared learning.

Writers talk 2009 is the third in this popular series of resources produced by CLI in partnership with the Sydney Writers' Festival. *Writers talk 2009* is available via the Teaching and Learning exchange (TaLe) <www.tale.edu.au>. ■

References and further reading

Centre for Learning Innovation (CLI), NSW Department of Education and Training. Viewed 03 July 2009. <www.cli.nsw.edu.au>.

Davis, R. & Rattey, A. (2009) 'Just download! Andy Griffiths talks', *Scan* 28(2), pp. 8-11.

TaLe: Teaching and Learning exchange, NSW Department of Education and Training. Viewed 03 July 2009. <www.tale.edu.au>.

A tribute to Maureen Nicol

*Teacher librarians reflect on the inspiring work of **Maureen Nicol**.*

Maureen Nicol, who provided over 33 years of outstanding service as an educator and teacher librarian, died on 28 May after a courageous battle with cancer. Maureen is known for her infectious enthusiasm, and consistent support and leadership for teacher librarians and teaching colleagues in Western Region and beyond.

Passionate about supporting teacher librarians in small schools, Maureen collaborated on the preparation of the Department's *Off the shelf: a guide for libraries in small schools*, contributed to the Department's *Handbook for school libraries* (2nd edn), and was a driving force for the well known Dubbo conferences, hosted by Western Area Teacher Librarians. She was a pioneer of technology in the area, in particular, of early video conferencing and satellite support for distance and rural education students, including in her role as teacher librarian at Dubbo School of Distance Education. Maureen was also a valued member of the ASLA (NSW) committee.

Maureen continued this commitment to education and bringing the world virtually into the classroom when she retired after 33 years with NSW Department of Education and Training. Maureen then worked in a professional development role with David Foley, Manager Distance Education Technology Infrastructure Unit, Distance and Rural Education, on developing a *Connections* program in partnership with the State Library of NSW, to help bring an exciting program of virtual conferences to schools. In fact, Maureen gave the name to the ongoing, engaging, *Connections* program.

In 2007, Maureen was awarded ASLA (NSW) Inc.'s John Hirst Award for services to school libraries in the west.



Maureen Nicol

Di Baker, Head Teacher Teaching & Learning, Dubbo College South Campus, remembers Maureen as a wonderful advocate of public education:

I first met Maureen when I was a student at Dubbo High School in the late 1970s. My friend and I were athletic, and she went out on a limb and selected us in the Netball Squad for Astley Cup when we were only in Year 9. This was unprecedented as, traditionally, Astley Cup members were in their senior years at school. Maureen trained my friend and I before school, after school and at lunch times because she believed in us ... She was always so supportive and positive in encouraging us to be the best we could be ...

In 1988 I returned to Dubbo High School as a teacher, and Maureen's legacy for netball was alive and well. Dubbo High formed a netball club and we devoted our time to skill development of younger players ... I spent many years on the Dubbo Netball Association committee with Maureen ... to develop junior players. Maureen went on to be the teacher librarian at Dubbo School of Distance Education, and in my early days of teaching she was well known in the area for her knowledge and skill in librarianship. She often ran professional development for teacher

librarians in the area of technology and was so giving of her time and knowledge in this area, especially for schools in smaller areas and towns.

Maureen's passing was for me a time to reflect on the differences we can make in people's lives. Maureen's friendship was a treasure for me ... she was always so cheerful and genuine ...

Catherine Brown, teacher librarian at Dubbo College South Campus, recalls the benefits of having Maureen as a mentor during her retraining, Maureen's immense contribution to teacher librarianship, and that Maureen 'had such a positive influence on me ... especially she was adamant that we always refer to ourselves as Teacher Librarians; something that brings her to mind each time I write it down'.

Jenny Watts, teacher librarian at Canowindra High School, reflects on Maureen as a queen among teacher librarians, who was a pioneer with an effervescent personality, extraordinary organisational skills, and who mentored many young teachers who were geographically isolated.

Amanda Foster, Senior Librarian at Kinross Wolaroi School, Orange, also remembers with appreciation a range of professional support in which Maureen was instrumental. This included Maureen's hard work on *Ad Lib etc: a library bulletin for teacher-librarians* which she began editing in 1980, and the Macquarie Area Resource Sharing Group, in the 1980s and 1990s.

Maureen is greatly missed and will long be remembered for her warmth, enthusiasm, leadership in technology in education, and inspiration to many. Indeed, in Maureen's words from her article in the February 2006 issue of *Scan*, *All the world's a classroom*, and an apt reflection on Maureen's legacy to us. ■

Quick bytes Quick bytes Quick bytes

OASIS Library Reports

The School Systems team provides teacher librarians with instructions for locating and using sample reports and for creating reports in OASIS Library.

Using reports to retrieve data from OASIS Library

OASIS Library is a database that is very adaptable. If the information is put into the system then, by using a report, you are able to retrieve it – if you know how.

Most school libraries require the same sort of information, so many reports have been designed and incorporated into your current system.

OASIS Library Circulation, option B2, contains reports including borrowing statistics, stocktake and loan history.

OASIS Library Reports and Utilities, option B4, contains reports including borrower lists, catalogue reports, subject reports, department reports,

data validation reports and historical statistics.

OASIS Library option F2 – Run Reports may have two types of reports – User reports and Sample reports.

User reports are created using the OASIS Report Generator Module. They may be frequently used reports copied from the Sample reports, reports created by your school and/or reports acquired from other sources.

Sample reports were also created using the OASIS Report Generator Module. They are called Sample reports because they provide merely a sample of the wide variety of information that can be extracted from your OASIS system. Sample reports may be

retrieved and, if desired, modified to better suit the needs of the individual school. The modified report may be saved to the User reports. Sample reports may not be deleted. Frequently used Sample reports may be copied to the User reports. Where the demand exists, new reports may be added to the set of Sample reports.

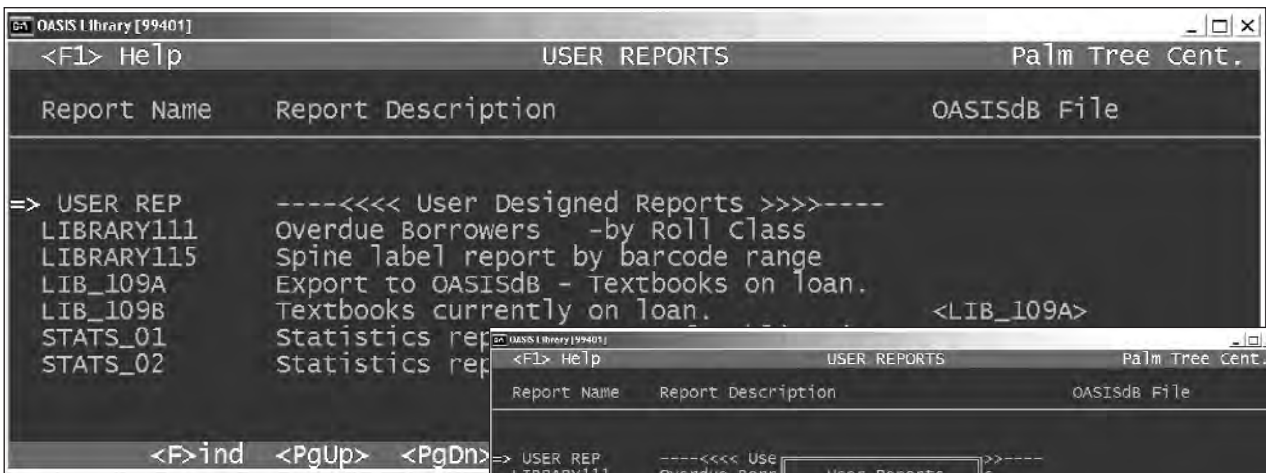
Reports are created in OASIS Library option F1 – Design Reports. School staff with the expertise and the time, may create new reports or modify existing reports. Schools may find it more efficient and more convenient to seek advice from the DET Service Desk when custom reports are required.

Running an OASIS report

From the OASIS Main menu, choose OASIS option <F2> – Run Reports.



A list of reports (if they exist) copied to the User reports, reports created by your school and/or reports acquired from other sources are displayed.



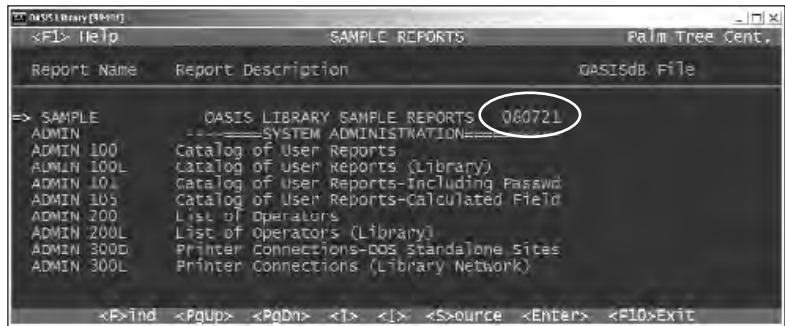
The list of Sample reports is displayed by choosing <S>ource.

Align the arrow with Sample Reports and press <Enter>.

Note the date stamp on each set of reports. The date stamp is in the form YYMMDD. In this example, the set of Sample reports was released on Monday 21 July 2008.

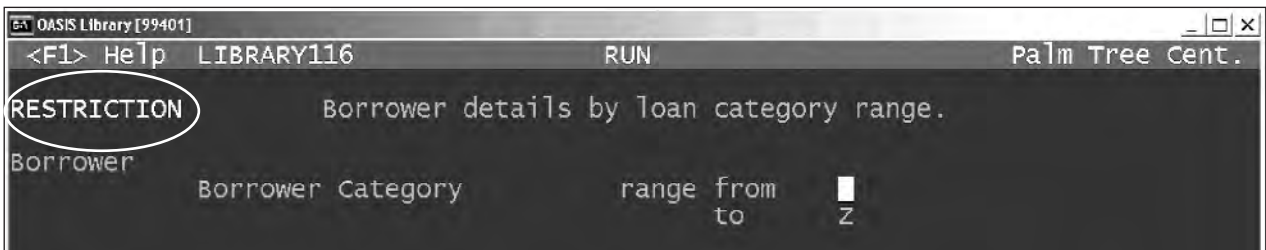
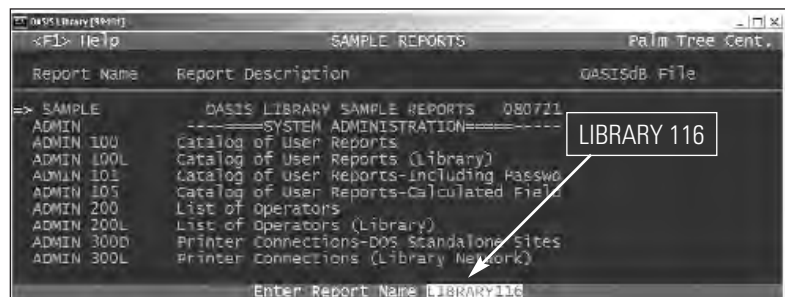
In this example, I would like to run OASIS Sample report: LIBRARY116 – Borrower details by loan category range.

This report may be found by either scrolling down through the list reports or by choosing the <F>ind option. The report name is entered.



Press <Enter> to accept the entry

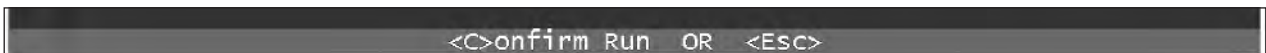
With the arrow aligned with the chosen report, press <Enter> to retrieve the report.



Note the Restriction label. This indicates the operator may choose to select (restrict) the records to be printed. This is not a restriction on the operator.

In this example, records may be selected by Borrower Loan Category. By entering a range of 0 (that is a zero, not the upper case letter O) to Z, all records are retrieved.

The Borrower Loan Category range is entered, pressing <Enter> to confirm each entry.



<C>onfirm Run the report or if you have made a mistake or wish to exit, press <Esc>ape to return to the Run Report menu.

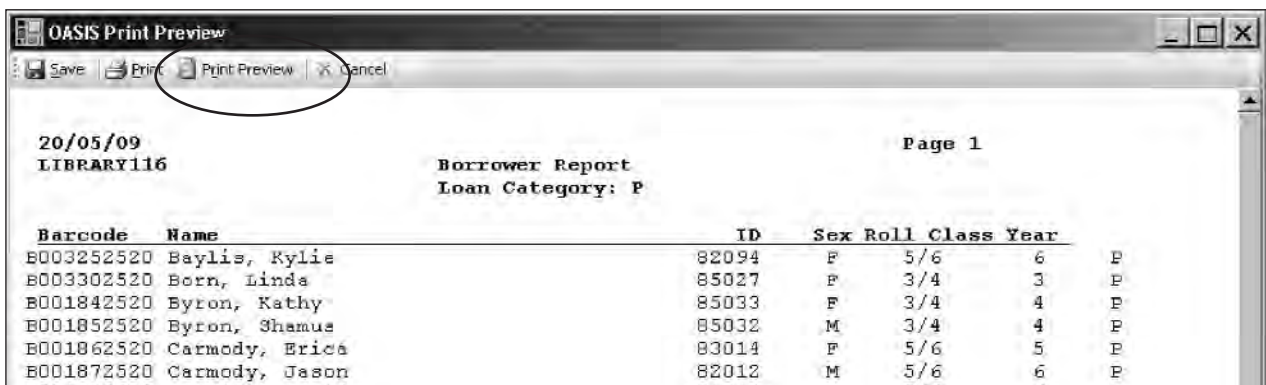
When the report has run, a number of options are available.



The most common option is to <P>rint a copy of the report.

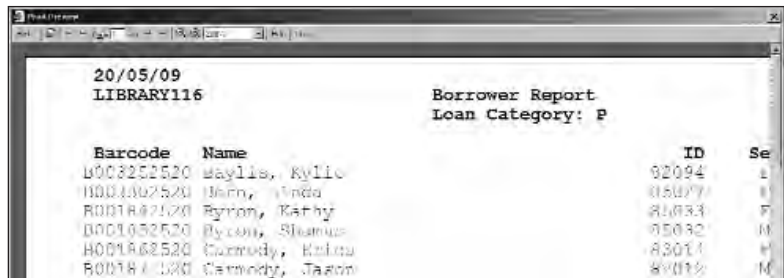
Selecting a printer called File will cause the report to be saved to a local drive as a text file. This method is used if it is intended to retrieve the report into a word processor for further editing and publishing. The most common option is to print a hard copy of the report.

With the arrow aligned with Printer press <Enter> to display a print preview.



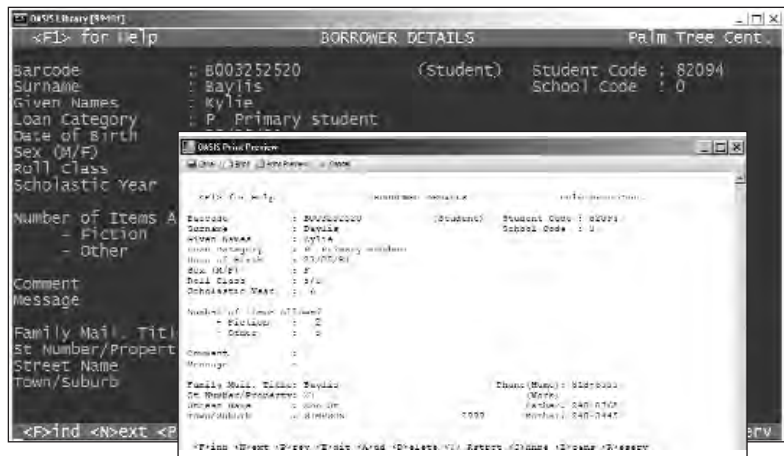
Maximise the preview and choose Print Preview to check the pagination. The report may also be saved to a local drive and/or printed.

In this second preview screen, the paper settings may be changed, you may navigate between pages, you may zoom in or out, or you may print the report.



When the report has been printed, close each print preview to return to the Run Report menu. Choose the function key <F10> Finished and <F10> Exit to exit the Run Report module.

Another option: printing the screen



From almost any OASIS screen, it is now possible to print the screen. Simply press the <F12> function key to display a print preview. This preview may be saved to a local drive or a hard copy may be printed. ■

Out and about



School Libraries Leading Learning: Armidale 2009 conference

Jointly organised and presented by our School Libraries and Information Literacy Unit and ASLA (NSW) Inc., the conference, held on 5 June, was a great success. Professor Len Unsworth and Dr Carol Gordon were the keynote speakers, and a variety of practical and thought provoking workshops continued the day which culminated with a relaxing dinner.

Abstracts and papers are available on the ASLA (NSW) website <www.aslansw.org.au/learning/Conference/conf2009/index.htm> and more articles based on the presentations will feature in the next issue of *Scan*.





Balgowlah Heights Public School library hosts the launch of Kate Forsyth's latest book

Teresa Souter, teacher librarian at Balgowlah Heights Public School, shares this enjoyable event.



On Friday 1 May 2009, Australian author, Kate Forsyth, visited our school library to launch her latest book, *The puzzle ring*. It is a historical adventure story about

Hannah Rose Brown who discovers accidentally that her family is cursed.

*Behind her was an ordinary life...
Ahead was a life shadowed with
mystery and menace and magic.*

Students, staff and parents listened intently to Kate's stories and description of the historical setting of the tale. Kate enjoyed embellishing the story of how Mary Queen of Scots met her end.

*Elizabeth and Mary were cousins?
I didn't know that. And did*



*Elizabeth really cut
off Mary's head?*

Kate has two children at the school and supports the promotion of literature at every

opportunity. She promotes her books and speaks to all classes, especially to Stage 3, about writing in the fantasy genre.

A great afternoon was enjoyed by all. ■



CBCA Book Week Public Day: 30th August, 2009

Visit the Australian Museum, College St, Sydney between 10am–2pm for authors and illustrators for all ages, stalls, face painting, music and museum tours. It will be a great day

Have you heard...

out for the family. Go on a *Book Safari* and let your imagination take you into the unknown. See <nsw.cbca.org.au> for more details.

Congratulations Tooleybuc Trackers (see the article in this issue of *Scan*, pp. 9–12.) With over 1300 teams registered, they received a High Commendation award for their *Crisis on the coast* submission for the 2009 Eco-Planners challenge. ■



Building the education revolution <<https://detwww.det.nsw.edu.au/assetmanagement/capiproj/berindex.htm>>. BER comprises three programs: Primary Schools for the 21st Century; Science and Language Centres for 21st Century Secondary Schools; and National School Pride. Video clips show facilities for new schools and includes a library example.



Order in the library <users.ece.utexas.edu/~valmstrum/s2s/utopia/library4/src/library4.html> is an interactive game to teach students Dewey order.



Richard Harland's writing tips <www.writingtips.com.au> contains 145

Have you seen...

pages of free tips for fantasy, speculative fiction and genre writers from basic to advanced levels. Richard, an award winning Australian author, provides tips for good writing habits, action, setting and dialogue, and creating character's point of view and more.



Wild about books <www.walkerbooks.com.au/Teachers/Book-Lists/Wild-About-Books> on the Walker Books site offers a wildly diverse range of books and activities for the Book Week theme Book Safari.



The Dewey decimal rap <www.youtube.com/watch?v=NHlUQb5xg7A> is an entertaining way to introduce students to the need for an organised library collection. Teachers are able to access YouTube and could seek permission to download the clip to their library websites.



eResources: indexes, databases, full-text ejournals, subject guides, websites <www.nla.gov.au/app/eresources> helps you locate resources through the National Library of Australia. ■



Lizzie Chase is Review Coordinator,
School Libraries and Information Literacy
Unit elizabeth.chase@det.nsw.edu.au

The following resources have been reviewed by a panel of teacher librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in Scan for nonfiction material is the 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 22nd may be specified. Many more reviews than we publish in Scan go onto the DET website <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>. 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 receive the resource 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.

How to use the website barcodes



These barcodes are SCIS numbers. Scan any sites you want straight into SCIS Create orders for the library catalogue!

Cybersmart detectives

cybersmart.engagelive.net/default.aspx

An interactive game to show young students the key requirements for their internet safety, this excellent site is both effective and enjoyable to use. It works in real time, with students, teachers and police participating in a one hour scenario that is delivered via a series of messages. Teachers can view a video which explains the activity and the home page has a clear explanation of who is going to do what, and why. The game is based on prevention and the skills learnt are immediately practised. The resource makes the most of the learning situation of a safe school environment. C. Thomas



USER LEVEL:
SCIS SUBJECTS:

Stage 3
Child protection; Computer crime;
Safety education
Australian Communications and
Media Authority
20/06/09 [004.67]

PUBLISHER:

REVIEW DATE:




SCIS 1401840

Profile publisher

www.readwritethink.org/materials/profile/

A series of clearly presented templates guide students towards creating a personal or fictional character profile on this site. This activity can be a useful introduction to designing a website. An engaging interactive tool that allows for editing and printout, the site has a number of applications. Spaces are provided for inclusion of a photographic image and a blog entry comment. The site offers a well structured means of becoming familiar with some of the basic aspects of web design. C. Sly


USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English; TAS
SYLLABUS: English K–6; English 7–10; Technology (Mandatory) 7–8
SCIS SUBJECTS: Characters and characteristics in literature; Websites – Design and construction; Websites – Social aspects
PUBLISHER: ReadWriteThink, USA
REVIEW DATE: 01/07/09 [006.7]
 SCIS 1412962

Read easily: Ebooks online library

www.readeasily.com/

The unique and exciting aspect of this online library is that it provides an adaptive reading experience allowing access to readers with impaired vision. By clicking the **Set display** link it is possible to select a font size, font colour and background colour to suit a reader's particular needs. Apart from this wonderful facility, there are many online texts available. Searching for a book can be performed by subject, title, or author. There is access to fiction and nonfiction and a virtual bookmarking function. This site is a must for students with visual impairment and it has value for engaging all readers as they can select an online text that is most comfortable to read. J. Adnum




USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Large print books; Literature – Collections; Visually disabled – Education
PUBLISHER: G. Vega, USA
REVIEW DATE: 01/07/09 [011.63]
 SCIS 1412532

ScienceResearch.com

www.scienceresearch.com/scienceresearch

The site is a deep web search engine that submits search queries to other search engines, then collates, ranks and removes duplicated results. The final list contains relevant items from over 300 authoritative science and technology based collections. This search engine does take longer to search than other mainstream search engines, but it offers precise results of current data. The provided details can be further broken down into the categories of topics, author, publication type, publisher and dates to allow easier filtering of desired items. The search engine would be suitable in the classroom setting when researching any science based topic, but it will initially need to be teacher driven. Teachers can familiarise themselves with the


site at **About** and in the **FAQ**. Explicit teacher directions will ensure student computer research time is maximised. I. Mavin

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Physics Stage 6; Science 7–10; Senior Science Stage 6
SCIS SUBJECTS: Search engines
PUBLISHER: Deep Web Technologies, USA
REVIEW DATE: 01/07/09 [025.0425]
 SCIS 1410946

Encyclopaedia Britannica online

www.school.eb.com

Four levels of complexity are represented on the homepage of this extensive online encyclopaedia. **Teachers' resources** has resources hyperlinked to curriculum outcomes pertinent to each Australian state. **Senior high school**, **Middle school** and **Primary school** include the **Merriam-Webster dictionary**, the **World atlas** and **Workspace**. **Primary school** also provides **Britannica learning zone**, an interactive section where young students can **Explore**, **Play**, **Read** and **Draw**. **Search** produces results divided into reading levels. **Guided tour** is a PDF clearly outlining the features of the site and how best to use its many functions. **Search tips** allows teachers and students to hone their searching and browsing skills when using an encyclopaedia, dictionary or thesaurus. Smooth navigation and speedy results contribute to making this online encyclopaedia a valuable tool for schools. A subscription is required to view online material. S. Rasaiah


USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS: Encyclopaedias
PUBLISHER: Encyclopaedia Britannica, USA
REVIEW DATE: 01/07/09 [030]
 SCIS 1112072

Embrace the future: resilient youth

www.embracethefuture.org.au/youth/

The *Embrace the future* project aims to educate young people in skills and strategies to develop and maintain positive mental health and wellbeing. Links on this section of the site lead to information on such topics as **Resiliency**, **Think positive**, **Emotions**, and **Youth issues**. A comprehensive drop down list of *Common drugs* explains the consequences and effects of short term and extended usage in clear and unemotional language. With relevance to the study of strengthening resiliency in the PDHPE 7–10 Topic: *Self and relationships*, the information on this site and the links in **Getting help** make this a useful resource for students. S. Rasaiah



USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7–10
SCIS SUBJECTS: Adolescent psychology; Adolescents – Mental health; Emotions
PUBLISHER: Mental Health Foundation of Australia
REVIEW DATE: 01/07/09 [155.5]
 SCIS 1412198

Boost kids

www.boostkids.com/kids.asp

Students learning about the interdependence between a sense of self and the wellbeing of themselves and others in the PDHPE 7–10 Topic: *Self and relationships* may find the information on this site helpful. Concentrating on increasing students' self confidence skills through key principles such as positive thinking, getting the most out of life, and respecting others, the site is a series of brief tips. Topics include expressing thanks, greeting people and listening skills. The site is designed to market the program to parents and educators. Despite this, the messages contained in each of the principles are carefully explained and thoughtful. S. Rasaiah

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7–10
SCIS SUBJECTS: Personal development – Study and teaching; Self-esteem – Study and teaching

PUBLISHER: BoostKids, USA
REVIEW DATE: 01/07/09 [158.107]



SCIS 1412205

Active listening

www.vacs.uq.edu.au/final/1_27.pdf

A concise fact sheet, this online document aims to help students understand why listening is important and to develop techniques for active listening. Active listening techniques are listed and, with teacher direction, could be practised by students in class activities and personal interchanges. Cultivating better aural skills is an important aspect of communication and the guidelines presented here will help develop strategies for listening effectively. Several additional print and online resources are included. C. Sly



USER LEVEL: Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Listening
PUBLISHER: University of Queensland, Australia
REVIEW DATE: 01/07/09 [302.2]



SCIS 1412666

Active listening skills

education.qld.gov.au/workforce/diversity/equity/docs/3_active_listening_skills.doc

The resource focuses on the active and dynamic process of listening. Explaining the difference between competitive or combative listening, and active or reflective listening, it offers ideas for cultivating the best ways to listen using techniques such as paraphrasing, summarising, and considering the intent of the message. With teacher direction, this resource can operate as a useful guideline to help develop strategies for listening effectively. C. Sly

USER LEVEL: Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Listening
PUBLISHER: Qld. Dept. Education, Training and the Arts, Australia

REVIEW DATE: 01/07/09 [302.2]



SCIS 1412668

Analysing newspapers

www.mediaknowall.com/Year9/Print/9printanaly.html

The site introduces students to the layout of newspapers. It compares tabloid and broadsheet editions and considers some of the fundamental aspects of newspaper function and design. Considering a front page as the basis for analysis, the site indicates the positioning and purpose of the masthead, headlines, subheadings, by-lines, lead story, photographs and other aspects that contribute to newspaper format. The information and clickable links to some of the world's newspapers offer constructive models for use when studying this aspect of mass media. C. Sly

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: English 7–10; Visual Design 7–10
SCIS SUBJECTS: Journalism – Objectivity; Newspapers

PUBLISHER: Mediaknowall, UK
REVIEW DATE: 01/07/09 [302.23]



SCIS 1412987

Analysing television advertisements

www.teachit.co.uk/attachments/1018.pdf

A three page PDF site, this resource looks at cinematography, the use of sound, and some common advertising strategies. It provides a summary of the type of shots used in advertising, by describing them rather than describing their intention and effect. How the camera is used, that is, speed, duration, and transition, is very briefly analysed to show students how to judge the effect of shot choices. The strategies are better analysed, and they provide a handy summation for students who are critiquing television advertisements. The site supports learning in connected classrooms, and the DER – NSW laptop initiative, as students can quickly gain an understanding of how television advertising works. A concise resource, it can be used independently by students. C. Thomas



USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Television advertising; Television programs
PUBLISHER: Teachit, UK
REVIEW DATE: 01/07/09 [302.23]



SCIS 1413531

Young people

www.healthinsite.gov.au/topics/Young_People

ABSTRACT

The site aims to improve the health of Australians by providing easy access to quality information about human health. The section for **Young people** focuses on the transition from childhood to young adulthood. A list of related topics, including **Eating well for young people**, **Exercise for young people**, **Alcohol and young people**, **Drugs**, **Young people and relationships**, link to a vast array of informative sites and online resources. This gateway to reliable health information is a valuable general site for PDHPE students.

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6

SCIS SUBJECTS: Adolescents – Care and health;
Adolescents – Mental health; Life skills
PUBLISHER: Dept. of Health and Aging, Australia
REVIEW DATE: 01/07/09 [305.235]



SCIS 1413594

Youth health: make informed choices

www.ama.com.au/policy/child-youth-health

The Australian Medical Association's information about youth health issues will assist young people to make informed choices. The site has a number of brochures that offer objective information in a clear and concise manner. The issues include Alcohol, Cannabis, Depression, Doctors, Drugs, Fitness, Food, Gambling, Piercing, Sex, Smoking, and Stress. It is important that students have reputable information on these matters and this site is a valuable starting point. C. Sly

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Adolescents – Care and health;
Adolescents – Mental health; Life skills
PUBLISHER: Australian Medical Association
REVIEW DATE: 01/07/09 [305.235]



SCIS 1413601

Teen health: ages 12-17

www.cyh.com/SubDefault.aspx?p=159

The CYWHS is a South Australian government agency which promotes the health, wellbeing and development of children and adolescents. For teenagers, there is a wealth of interesting detail within the topics listed under the categories of Healthy body, Healthy mind, Relationships, Society & you, and Drugs & alcohol. Information is succinctly presented, making this a useful general reference for students of PDHPE. C. Sly



USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Adolescents – Care and health;
Adolescents – Mental health; Life skills
PUBLISHER: Children, Youth and Women's Health Service, Australia
REVIEW DATE: 01/07/09 [305.325]



SCIS 1413618

Racism. No way!: games room

www.racismnoway.com.au/gamesroom/

ABSTRACT

Forming part of a larger anti-racism resource developed for schools, this section of the site contains activities for independent use by students in and beyond Stage 3. Comics, Competitions, Graffiti wall, Puzzles, and the Forum invite participation by students. They include comics relating to multicultural and Aboriginal issues. Updated regularly, the game particularly supports the study of *Self and relationships* in PDHPE 7–10. Practical advice on internet safety for students, parents and teachers is available from NetAlert.

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

SCIS SUBJECTS: Classroom activities; Multiculturalism
– Problems, exercises, etc.; Racism
– Problems, exercises, etc.;
Reconciliation of Aboriginal and non-
Aboriginal Australia

PUBLISHER: Conference of Education Systems
CEOs, Australia
REVIEW DATE: 01/07/09 [305.80076]



SCIS 1412327

Diverse Australia Program: everyone belongs: for students

www.harmony.gov.au/schools/students/

ABSTRACT

This section of the *Diverse Australia Program* website, which replaced the *Living in Harmony Program*, has activities for students which promote cultural, racial and religious tolerance. Two games on different levels of difficulty are provided in **Interactive games**. **Activities** includes a printable crossword puzzle and acrostic puzzles; facts about Australia's diversity are listed in **Aussie facts**. The information on this section of the site facilitates students understandings in supporting others and affirming diversity in the PDHPE 7–10 Strand: *Self and relationships*.

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE K–6; PDHPE 7–10
SCIS SUBJECTS: Citizenship; Cultural diversity
PUBLISHER: Dept. of Immigration and Citizenship, Australia
REVIEW DATE: 01/07/09 [306.0994]



SCIS 1412098

Action for Aboriginal rights

home.vicnet.net.au/~aar/welcome.htm

The site has information on current and historical Indigenous issues. **Sit with us, Mr Howard, we will help you understand**, is an open letter from the traditional owners of the Kunwinjku country of Arnhem Land, that should be readdressed to all people who need help to understand the issues concerning Indigenous connections to the land. The **Hand picked articles** include material on **Aboriginal history**, **Land rights**, **Health**, **Deaths in custody** and **Stolen children**. They give some great insights into what has happened in the past and they attempt to show why it happened. The **Links** area leads to information on Aboriginal history, life and art. Some of the site supports the Legal Studies Stage 6 syllabus, such as the content on health and the excellent information found within **The Yorta Yorta Case**. There is also an online bookshop for teacher librarians seeking Aboriginal related texts. P. Johnson

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6, Legal Studies Stage 6
SCIS SUBJECTS: Aboriginal peoples – Civil rights;
Aboriginal peoples – Health;
Aboriginal peoples – History;
Aboriginal peoples – Land rights;
Aboriginal deaths in custody; Stolen generations
PUBLISHER: AAR, Australia
REVIEW DATE: 01/07/09 [323.1]




SCIS 1411286

What's up in finance?

www.thirteen.org/finance/index.html

Based on a television show, the site aims to teach high school students about finance. It has some terrific interactive games based on students starting a company, using credit cards, and budgeting. For educators contains four highly detailed lesson plans on budgeting, credit, interest, and buying shares. The lessons use multimedia content and are supported by a teachers' guide. They will be easily adapted to Stage 5 Commerce outcomes. This tremendous site offers teachers some vibrant resources with which to craft engaging lessons. There is an ample number of interesting videos that support the teaching and learning of business concepts in NSW schools. J. Alvarado




USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6; Commerce 7–10
SCIS SUBJECTS: Commerce; Finance
PUBLISHER: Educational Broadcasting Corporation, USA
REVIEW DATE: 01/07/09 [332]
 SCIS 1414939

Savings quest

www.mysavingsquest.com/

The site allows students to earn, budget and save money through an interactive game. Students are able to build their own character, select a job and choose an item for which they are going to save the purchase price. Once they have selected one of four jobs on offer, students have to complete six assignments based on the skills required for that job. The process is quite detailed, with students having to make a number of choices along the way. Although the site uses an American voiceover and terms, it is an excellent resource for Commerce teachers and it will help students learn some fundamental commercial terms in a highly interactive and engaging manner. J. Alvarado

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10
SCIS SUBJECTS: Educational games; Finance, Personal – Problems, exercises, etc
PUBLISHER: A. G. Edwards, USA
REVIEW DATE: 01/07/09 [332.024]
 SCIS 1414950

Spendwell

www.spendwell.com.au/index.html

The site gives students some helpful advice for the acquisition of goods and services. An excellent resource for Commerce students, it explores the topics of **Buying**, **Living away**, **Mobile phones** and **Shop online**. Material in these choices covers a number of topics in Commerce 7–10, including scenarios to test students' problem solving skills, information on plans and contracts, how to make a complaint, quizzes, projects for students to complete, and links for further research. Projects are basically a series of questions for students to investigate. The site is easy to use and simply laid out. J. Alvarado

USER LEVEL: Stage 4 Stage 5

KLA: HSIE
SYLLABUS: Commerce 7–10
SCIS SUBJECTS: Buying; Consumer education; Finance, Personal – Problems, exercises, etc; Finance, Personal – Study and teaching; Life skills; Shopping

PUBLISHER: SA Office of Consumer and Business Affairs, Australia

REVIEW DATE: 01/07/09 [332.024]




SCIS 1206019

Adventures in energy

www.adventuresinenergy.org

Oil and natural gas exploration, production and transportation are very well explained throughout this modern interactive site. Relevant sections for Stage 4 Science students include **What are oil and gas?** and **Refining oil**, plus material on alternative energy sources. Scientific language used throughout is appropriate and presented in an easy to understand manner. Each section is enriched with many high quality colour diagrams and animations. The consistent use of numerous interactive animations enriches this first rate site. Chemistry students studying the Topic: *Production of materials* will find the section on cracking and refining oil very useful when completing the outcome on ethylene production. Each section concludes with a knowledge recall interactive quiz. I. Mavin



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Chemistry Stage 6; Science 7–10
SCIS SUBJECTS: Natural gas; Petroleum; Petroleum industry
PUBLISHER: API, USA
REVIEW DATE: 01/07/09 [333.8]
 SCIS 1410970

Eco worldly

ecoworldly.com/

An environmental blog, the site offers the latest international happenings on ecological successes and failures. Entries cover a wide range of issues from around the world and are written by experts in the field. An excellent example is the ongoing series of posts by the team on Halley Station, Antarctica. The site's entries are accompanied by a vibrant image and sometimes a video. The green options tag allows students to research ecological areas of interest, such as **Food**, **Solar**, **Ethanol** and **Energy**. There is no search facility, but the parent site of *Green media* is searchable. The site is suitable for Stage 6 Geography teachers and students, and it contains information relevant to Stage 4 Geography which capable students could access. J. Alvarado

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6
SCIS SUBJECTS: Environmental protection; Sustainable development; Sustainable living
PUBLISHER: Green Options Media, USA
REVIEW DATE: 01/07/09 [338.9]



SCIS 1414958

Search GLIN

www.glin.gov/search.action

The Global Legal Information Network (GLIN) is a public database of citations and original texts of law, regulation, judicial decisions and other legal sources made available through the American Library of Congress. The topic range is vast, but, despite minimal guidance, site searches work fairly easily and logically with several index approaches. These include a comprehensive category index and national jurisdiction and date searches. Most material is freely accessed without passwords. The number of participating countries is predominantly limited to the Americas and Africa, but this still produces considerable material. A search on human rights, for instance, produces over 2000 references. Each reference has brief English summaries, but the full PDF format documents, where available, are in the original language. Main users of the database would be legislators and international legal officers, and teachers will probably need to guide student research. G. Spindler

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
SCIS SUBJECTS: Law – Indexes; Legislation – Indexes
PUBLISHER: Law Library of Congress, USA
REVIEW DATE: 01/07/09 [340]



SCIS 1414327

Legal Information Access Centre crime library

www.legalanswers.sl.nsw.gov.au/pdf/liac_crime_library.pdf

LIAC is a well known and particularly valuable Legal Studies resource. This easy to use library guide, compiled in 2007, was specifically designed as an HSC resource for the popular Legal Studies Stage 6 Core: *Crime*, providing access to information about criminal cases. A printable 43 page PDF document, the crime library covers about 50 mainly high profile and recent criminal cases, offering links to court decisions and published material about the cases. Each case has a brief summary, usually pointing out its particular legal features, followed by listings of references and information on the case, frequently with internet links. G. Spindler

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
SCIS SUBJECTS: Criminal law
PUBLISHER: Legal Information Access Centre, Australia
REVIEW DATE: 01/07/09 [345.94]



SCIS 1383738

Est. of Hans Jensen v. The White Star Line

www.andersonkill.com/titanic/facts.htm

The website details the sinking of the *Titanic* in 1912 and the subsequent trials that took place against the ship's owners. It is a valuable resource for Legal Studies Stage 6 and for developing an understanding of the world at the beginning of the 20th century in Modern History Stage 6. The site provides ideas, information and guidelines for conducting a mock trial on the case. Historical information regarding passengers and crew, the shipping company, and the legal issues surrounding the sinking are an excellent resource. A teacher's guide for the mock trial helps with assigning roles, explaining the issues



involved and setting the timing of a trial. The American judicial process is outlined and a useful glossary of legal terms is provided. After listening to evidence, student jurors can complete the verdict sheet, encouraging full engagement with this resource. P. Johnson

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Legal Studies Stage 6; Modern History Stage 6
SCIS SUBJECTS: Negligence; Shipping – Accidents; Shipwrecks – History; Titanic (Ship); Trials; White Star Line
PUBLISHER: Anderson, Kill & Olick, USA
REVIEW DATE: 29/06/09 [346.7303]



SCIS 1409315

The Law Society of New South Wales

lawsociety.com.au/page.asp?partid=66

Details of the Law Society and the rules and regulations that Solicitors must abide by are presented on this website. It outlines Law Society precedents and Solicitors' rules. The site offers a valuable link to the *Law Society Journal* that details events and updates for people involved in the NSW legal system. Mock trial details the competition run by the Law Society and explains how to conduct this activity in the classroom. More for legal students gives information about the practice of law in NSW and suggests ways to go about looking for a legal job. The Fast answers section includes facts and ideas for working on Wills and estates, Property, Contracts and Family issues. This is an excellent site for Legal Studies students. P. Johnson

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
SCIS SUBJECTS: Law – New South Wales
PUBLISHER: Law Society of NSW, Australia
REVIEW DATE: 12/06/09 [349.944]



SCIS 1409325

Headroom: the lounge

www.headroom.net.au/lounge/index.html



ABSTRACT

This mental health project is dedicated to informing young people and the community about positive mental health. The lounge 12–18 years has been written by young people and profiles of the authors can be found in Lounge lizards. Who's mowing the lawn? features interviews with South Australian personalities in sport and media fields, talking about their mental health. Food for thought includes facts relating to Body image, Peer pressure, Depression and Helping out friends. These choices will be especially beneficial to students of the PDHPE 7–10 Strand: *Individual and community health*.

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Adolescent psychology; Adolescents – Care and health; Adolescents – Mental health
PUBLISHER: SA Children, Youth and Women's Health Service, Australia
REVIEW DATE: 01/07/09 [362.2]



SCIS 1412238

Mental illness: what a difference a friend makes

www.whatadifference.samhsa.gov/

Supporting a friend with mental illness may be difficult for young people who do not know what to say or do. This website provides information for both young people experiencing mental illness and their friends. It challenges the myths about mental illness and promotes early treatment of first episode psychosis, which has been shown to limit or prevent relapse. In **Learn**, the mental illnesses covered are **Bipolar disorder**, **Depression**, **Anxiety**, **Eating disorder** and **Schizophrenia**. Because mental illness is a risk factor for youth suicide there is a focus on suicide prevention. Also in **Learn**, the **Resources** page has links to a variety of well chosen sites on mental health recovery. There are stories of youth mental illness in **Listen**, and video clips to engage young people. A. Soutter

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: HSIE; PDHPE
SYLLABUS: PDHPE 7–10; Society & Culture Stage 6
SCIS SUBJECTS: Psychiatric illness
PUBLISHER: Substance Abuse & Mental Health Services Administration, USA
REVIEW DATE: 01/07/09 [362.2]



SCIS 1412061

Where's your head at?

www.drugs.health.gov.au/internet/drugs/publishing.nsf/Content/youth-home

ABSTRACT

The National Drugs Campaign aims to increase awareness about illicit drugs and drug use and the risks and consequences inherent in using these drugs. In the website for this campaign, **Get the facts** lists the many colloquial terms used for illicit drugs and includes facts related to the harmful effects of alcohol and tobacco. A list of support services in **Helping hands**, such as **Lifeline** and **Reach out**, can be accessed from the site. Information on this site specifically supports the PDHPE 7-10: Strand: *Individual and community health* and demonstrates health promotion in action.

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Alcohol and adolescents; Drugs and adolescents; Smoking
PUBLISHER: Dept. of Health and Aging, Australia
REVIEW DATE: 01/07/09 [362.29]



SCIS 1412218

CAAH: NSW Centre for the Advancement of Adolescent Health

www.caah.chw.edu.au/

ABSTRACT

The NSW Centre for the Advancement of Adolescent Health was established to create better health and wellbeing for NSW young people aged 12–24. Their mission includes partnering with health care, non-government, education, academic, community, and advocacy bodies to ensure better adolescent health outcomes. The website provides a wealth of resources related to health issues that are of interest to young people. It is a worthwhile reference for the PDHPE 7–10 Topic: *Self and relationships* and *Individual and community health*.

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Adolescents – Care and health; Adolescents – Mental health
PUBLISHER: NSW Centre for the Advancement of Adolescent Health, Australia
REVIEW DATE: 01/07/09 [362.7]



SCIS 1413624

NSW Commission for Children & Young People

www.kids.nsw.gov.au/kids

The Commission has been formed to speak up for NSW children in regard to their safety, welfare, wellbeing, current views, and vulnerability. In **Kids stats**, information on such things as **Family**, **Community** and **Demographics** is especially useful for students of Community and Family Studies Stage 6, as it relates to contemporary NSW. In **Economic security**, material on **Food security** deals with children having access to adequate amounts of nutritionally appropriate and personally acceptable food. It covers issues such as weight gain and loss, obesity, and physical and psychological health. The site provides up-to-date and informative resources for the study of food and nutrition, and the cultural and historical contexts of childhood, for students of the Exploring Early Childhood syllabus. M. Timperley

USER LEVEL: Stage 6 Professional
KLA: PDHPE; TAS
SYLLABUS: Community & Family Studies Stage 6; Exploring Early Childhood CEC

Stage 6
SCIS SUBJECTS: Adolescents in Australia – Care and health; Children in Australia – Care and health; Child welfare – New South Wales

PUBLISHER: NSW Commission for Children & Young People, Australia
REVIEW DATE: 19/06/09 [362.7]



SCIS 1255456

Talking works

www.talkingworks.com.au

As this site points out, two Australians under 18 are reported missing every hour. Using a very broad definition of missing, this interactive and youth friendly site gives young people an opportunity to explore the issues. It is designed for adolescents wanting to support a friend in a situation where the friend is unhappy and out of reach, such as family disintegration. It gives ideas about finding the right words to talk to young people in trouble, and it uses a good soundtrack and graphics in five sequential games to do so. The site provides ways of asking questions to make young people realise that they can access support. The site will be useful for school counsellors and students in a peer support role. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: HSIE; PDHPE

SYLLABUS: Community & Family Studies Stage 6; PDHPE 7–10; Society & Culture Stage 6
SCIS SUBJECTS: Counselling; Family relations; Missing persons; Peer support of students; Runaways

PUBLISHER: Australian Federal Police
REVIEW DATE: 01/07/09 [362.74]




SCIS 1412051

Relationships Australia

www.relationships.com.au/

Relationships Australia is one of Australia's largest community based organisations, supporting people through age, religion, gender, sexual orientation, lifestyle choices, cultural and economic issues. Resources and services can be searched on the website by state and territory location. Downloadable booklets are available on various relationship issues. The **Advice** link has services classified under relationships within families, in rural and remote situations, in the workplace, and in a new country. Crisis centres, their services and means of contact are listed. This detailed site has valuable information for students researching contemporary material on individuals and relationships. C. Sly


USER LEVEL: Stage 5 Stage 6
KLA: HSIE; PDHPE
SYLLABUS: Community & Family Studies Stage 6; PDHPE 7–10; PDHPE Stage 6; Society & Culture Stage 6
SCIS SUBJECTS: Counselling; Family relations; Marriage; Mediation
PUBLISHER: Relationships Australia
REVIEW DATE: 01/07/09 [362.82]
 SCIS 1413666

Arrive alive

www.arrivealive.com.au/content.php/77.html

ABSTRACT

Arrive alive is a NSW Government funded road safety initiative to address the over representation of drivers aged 17–25 in road accidents. The website has information concerning **More info on why young people are over-represented in crashes** and **Fast facts about road safety issues and young people**. Students learning about road safety in PDHPE 7–10 will benefit from reading the information contained on this site. **View video** shows what happens when drivers are booked for drink driving.

USER LEVEL: Stage 5 Stage 6
KLA: HSIE; PDHPE
SYLLABUS: Legal Studies Stage 6; PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Accident prevention; Road safety; Safety education
PUBLISHER: Motor Accidents Authority, Australia
REVIEW DATE: 01/07/09 [363.12]
 SCIS 1412291

Drugs and driving

www.drugsdriving.adf.org.au/



ABSTRACT

The core purposes of the Australian Drug Foundation are to prevent and reduce drug problems and drug related harms, and to help people remain safe. The section on drugs and driving explains how drugs can affect our ability to drive safely. These include illegal drugs such as cannabis, ecstasy, speed, ice, and heroin, as well as legal drugs such as alcohol and medicines. Extensive information is collected under the headings **Safer driving**, **Alcohol & other drugs**, **The law**, and **More information**. The effects of drugs on drivers, legal intervention and penalties are outlined.

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6

SCIS SUBJECTS:

Alcohol and driving; Driving (Motor vehicles) – Safety measures; Drugs – Psychological effects
PUBLISHER: Australian Drug Foundation
REVIEW DATE: 01/07/09 [363.12]




SCIS 1413645

Shane Johnson

www.abc.net.au/dimensions/dimensions_people/Transcripts/s908647.htm


The transcript of a 2003 George Negus interview with the survivor of a horrific car accident brings into sharp focus some tragic consequences of drink driving. Students learning about road safety in PDHPE 7–10 will be able to see photographs of the wrecked car and read about the circumstances that lead up to the accident. The transcript explores the aftermath of Shane Johnson's actions, which claimed the life of his best friend. The very readable language in this frank and honest account will engage students but may be confronting to those with personal experience of road trauma. S. Rasaiah

USER LEVEL: Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Alcohol and driving; Traffic accidents
PUBLISHER: ABC, Australia
REVIEW DATE: 01/07/09 [363.12]
 SCIS 1412249

Aboriginal Housing Company website

www.ahc.org.au

History and information regarding the suburb of Redfern and the Aboriginal Housing Company are present throughout this site. **FAQs** are particularly useful for succinct answers and links to pertinent sections of the larger site. **Dreamtime** gives a timeline of Aboriginal people and their beliefs, while **Kooriweb** provides pages on significant events in the history of Aboriginal people in Australia. In **Media news**, users can find information on any article that has been written about the Block in Redfern and **Development** outlines the current progress of the Pemulwuy Project. Many organisations and publications, such as TAFE, the Parliament of New South Wales, *Koori Mail* and *Vibe* can be accessed from **Links**. This is an extremely good website for the study of Aboriginal urban housing issues with the Aboriginal Studies syllabuses. P. Johnson

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; History 7–10; Legal Studies Stage 6
SCIS SUBJECTS: Aboriginal peoples – Housing
PUBLISHER: Aboriginal Housing Company, NSW
REVIEW DATE: 12/06/09 [363.5]
 SCIS 1411263

WebQuest.org


webquest.org/index.php



The crème de la crème of WebQuest resources, this site has enough pedagogical and practical content to satisfy any query and investigation by teachers. Clearly laid out in hands-on sections of **Find WebQuests**, **Create WebQuests**, **Share WebQuests**, and **Useful resources**, the site suits use by teachers, but it also caters for students seeking models and ideas. The multimedia resources are an excellent

starting point for teachers, with many choices for beginners and experienced practitioners to explore. Resources include introductions of the concept, such as **A WebQuest about WebQuests**, applications of the concept, and explanations of the theory and practice of designing and running WebQuests. The site acknowledges the contributions of Tom March to this inquiry oriented use of the internet, and the **Research** and **News** sections are well worth a look for informative and cutting edge material about who is doing what successfully, worldwide. An exceptional resource for analysing and appreciating ICT within connected classrooms, the site could also be productively explored within the DER – NSW program. C. Thomas

USER LEVEL: Stage 5 Professional
KLA: English; HSIE
SYLLABUS: English 7–10; Geography 7–10; Mathematics 7–10; Science 7–10
SCIS SUBJECTS: Educational technology; Information skills; Teaching methods
PUBLISHER: B. Dodge, USA
REVIEW DATE: 01/07/09 [371.33]



SCIS 1025107


Ideas for getting started: for students

www.bullyingnoway.com.au/gettingstarted/ideasforstudents.shtml

ABSTRACT

On this practical section of the *Bullying. No way!* website, there are ideas presented **For teachers**, **For students**, and **For parents** to enable informed choices in creating safe school communities. Site material covers bullying, harassment, discrimination and violence. Students can select from a list of topics, such as **What to do about cyber bullying**, **Getting over homophobia** and **Cancelling out racism**. Students can contribute thoughts and ideas in a forum, submit artwork, and, in the **Online poetry/story writing workshop**, create written works. The interactive sections are contained in **Chill out space**. The information on this site suits a study of *Self and relationships* in PDHPE 7–10.

USER LEVEL: Stage 4 Stage 5 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10
SCIS SUBJECTS: Bullying; Discrimination; Students
PUBLISHER: Australian Education Authorities
REVIEW DATE: 01/07/09 [371.7]




SCIS 1412060

Writing letters

auspost.com.au/EDP/0,1398,CH3150%257EMO19,00.html

Within Australia Post's education site, a link for **Secondary students** reveals this online resource that guides students in the task of writing a letter. It is well presented and suggests formats for **Personal letters** and **Business letters**. Sample letters are provided and an interactive tool guides students through the stages of letter writing for different audiences. Ideas for practising letter writing and conventions for addressing an envelope are provided. Having followed the steps outlined for the task, students are able to view, edit and print the final result. A clear, easy to use guide, this resource is appropriate for a range of age groups. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Letter writing
PUBLISHER: Australia Post
REVIEW DATE: 01/07/09 [395.4]



SCIS 1413001

Macquarie dictionary

www.macquariedictionary.com.au/

Updated annually, this online dictionary contains over 300 000 words and definitions. Navigation and usage are clear and results are very comprehensive, with an oral pronunciation and a pronunciation key provided with the result of each search. Words can be searched by selecting *Dictionary*, *Thesaurus*, or *Both*. *Fuzzy search* is provided if users are unsure of the spelling of a word. The capacity to see a word used in different contexts is a useful feature. Links to options such as **Dictionary wit** and **Newsletters**, as well as other products available for purchase are available from the side bar. A subscription is required to view online material. S. Rasaiah

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS: English language – Dictionaries
PUBLISHER: Macquarie, Australia
REVIEW DATE: 01/07/09 [423]




SCIS 1146548

The Royal Society. Students

royalsociety.org/landing.asp?id=3500

The site provides relevant information for students on many current scientific issues. Both the **Discover** and **Meet** sections contain excellent examples for Science 7–10 students when covering outcomes on current issues, the work of scientists, and research in science. Students will probably find the **Play** section most interesting due to its interactive nature. Here, two useful games for Biology students are **Bioinformatics**, which involves analysing biological data about sickle cell anaemia, and **Malaria**, which uses amino acid sequencing to determine the resistance of mosquitoes when they are sprayed with insecticide. Both games would make good extension material to develop deeper understanding for Science 7–10 students when covering outcomes on DNA and natural selection. Most sections and games of this interesting site could be used to full advantage on an IWB. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Science
PUBLISHER: Royal Society, UK
REVIEW DATE: 01/07/09 [500]



SCIS 1410938

Interactivate

www.shodor.org/interactivate/

These free, *Java* based computer activities predominantly concern mathematics. The site is laid out for *Learners* and *Instructors*. For learners, the **Activities** include **Number and operations**, **Geometry**, **Algebra**, **Modelling**, **Statistics** and **Probability**. Each of these choices links to computer games, **Lessons** and **Discussions** in the teachers' section. Many of the worksheets and activities are relevant to the NSW Mathematics curriculum, in particular the section on graphing in **Statistics**. The excellent **Site map** and **Guide to Interactivate** usefully explain content and process, and together they form the best place to investigate the site. Several activities have some science based simulations attached to them, but these are simplistic and would not sustain the attention of most students. For teachers and students looking for a variety of mathematical activities, this site is definitely a useful starting point. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Mathematics



SYLLABUS: General Mathematics Stage 6;
Mathematics 7–10

SCIS SUBJECTS: Algebra – Study and teaching;
Arithmetic – Study and teaching;
Educational resources; Elearning;
Geometry – Study and teaching;
Statistics – Study and teaching

PUBLISHER: Shodor Education Foundation, USA

REVIEW DATE: 01/07/09 [520.71]



SCIS 1186535

Living in the greenhouse

eo.ucar.edu/kids/green/index.htm

Students can explore climate change, discover **What is climate?** and learn how atmospheric changes are warming up the Earth on this great interactive site which links its activities and information. Students investigate climatology through games and experiments that stimulate curiosity. The site encourages students to engage with inquiry based activities, and written material is illustrated with incredible pictures to assist learning about the effects of climate change. There is a strong focus on sustainability of the environment and there is some engaging material on **Wild climate events**. Activities align with the Department's *Environmental Education Policy* and are very suitable for primary students and the Stage 3 COGs Unit (E): *Global and social issues*. The resource also relates to weather and environmental outcomes in Science and Technology K–6, especially the Unit: *Cycles in our world*. **Making science happen** has experiments that students will enjoy as they can use scientific research to explore their world. J. Allen

USER LEVEL: Stage 3

KLA: SciTech

SYLLABUS: Science & Technology K–6

SCIS SUBJECTS: Climate

PUBLISHER: National Center for Atmospheric Research, USA

REVIEW DATE: 01/07/09 [551.5]



SCIS 1414678

Virtual and online field trip guides

www.lib.utexas.edu/geo/onlineguides.html

Showcasing over 300 virtual and online field trips, this site explores many aspects of major geological significance. Much of the material presented is written for university students, but significant material useful for Science students can be found in the virtual tours dispersed throughout the site. They contain excellent photographs and diagrams of numerous geological phenomena, such as that found in the section on **Hawaii**. Here, Earth and Environmental Science students will enjoy viewing the 3D photographs and video clips, which are particularly useful for the Topic: *Tectonic impacts*. Material mainly concerns the United States and Canada, but the *Miscellaneous* list also shows geological work done in the Himalayas, Norway, the Dead Sea, the European Alps and Ireland. Most sections are enriched with numerous useful external links. I. Mavin

USER LEVEL: Stage 6

KLA: Science

SYLLABUS: Earth & Environmental Science

SCIS SUBJECTS: Canada – Geography; Geology;
United States – Geography

PUBLISHER: Walter Geology Library, USA

REVIEW DATE: 01/07/09 [557]



SCIS 1410950

3D medical animations

www.virtualmedicalcentre.com/animations.asp

Containing many interesting animations and explanations of key health issues, the site has an extensive alphabetical list of ailments, human anatomy, and medical procedures. The brief online audiovisual presentations are excellent as they convey information clearly and have links to related topics. This well conceived ready reference is appropriate for PDHPE students researching individual and community health and the body in motion, and Science students who are investigating science's response to human ailments. The site offers concise information on many medical issues. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: PDHPE; Science

SYLLABUS: Biology Stage 6; PDHPE 7–10; PDHPE Stage 6; Science 7–10

SCIS SUBJECTS: Film animation; Medicine; Pathology

PUBLISHER: Virtual Medical Centre, Australia

REVIEW DATE: 01/07/09 [610]



SCIS 1413635

Likeitis.org.au

www.likeitis.org.au/home

Marie Stopes International is a not for profit organisation offering a range of sexual health care services. A website for teenagers, the information is candid and presented in a straightforward manner. It explores many issues relating to **Puberty**, **Sexuality**, **Peer pressure**, **Periods**, **Sex**, **Teenage pregnancy**, **Contraception**, and **Love bugs** (STIs). FAQs and selected questions of the month are answered frankly and indicate many of the concerns that young people have during this stage of life. **Help & advice** groups are listed for all states and territories. This is an explicit website that literally tells it like it is, making it relevant for the study of individual and community health in PDHPE. C. Sly

USER LEVEL: Stage 5 Stage 6 Professional

KLA: PDHPE

SYLLABUS: PDHPE 7–10; PDHPE Stage 6

SCIS SUBJECTS: Adolescents – Care and health; Sex education; Sexual health

PUBLISHER: Marie Stopes International, Australia

REVIEW DATE: 01/07/09 [612.6083]



SCIS 1413632

ABC health & wellbeing

www.abc.net.au/health/

Within this wealth of information about a wide range of health issues, the **A-Z library** provides links to many fact files and resources on health issues. **Health news** offers up to date stories on health issues across Australia. There are a number of links relevant to adolescents including **Fitness**, **Mind & mood**, **Sex & relationships**, and **Drugs & alcohol**. Covering a range of topics and issues, this is a valuable general website for students of PDHPE and it could be a useful place to begin research. C. Sly

USER LEVEL: Stage 5 Stage 6 Professional

KLA: PDHPE

SYLLABUS: PDHPE 7–10; PDHPE Stage 6

SCIS SUBJECTS: Health

PUBLISHER: ABC Health Online, Australia

REVIEW DATE: 01/07/09 [613]



SCIS 1272684

FoodWorks for life: nutrition & the food groups

www.foodworks.com.au/foodworks-for-life/nutrition-the-foodgroups/nutrients-vitamins-minerals

The site of an independent retail supermarket group has some interesting resources for the study of nutrition and food statistics in the Food Technology syllabuses, and good quality current information for students completing nutrition related assessment tasks. **Nutrients, vitamins and minerals** has information on **Carbohydrates, Fibre, Fats, Water, and Protein**. Australian dietary guidelines are given in a useful table format, and **Nutrition and information panels** uses the example of a muesli bar to show students how to read and interpret food labels. The site's collection of television advertisements in **Media centre** is an interesting resource for the critical analysis of food advertising. M. Timperley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English; TAS
SYLLABUS: English 7–10; Food Technology 7–10; Food Technology Stage 6
SCIS SUBJECTS: Food; Nutrition
PUBLISHER: Australian United Retailers
REVIEW DATE: 19/06/09 [613.2]



SCIS 1412629

Healthy food guide

www.healthyfoodguide.com.au/

The website of a magazine, this resource gives current and unbiased information about healthy eating. It provides a panel of nutrition experts, and recipes with simple directions and affordable ingredients. Users can sign up for an e-newsletter for regular postings of news, information and articles. There is a **Label reading guide**, nutrition and weight information, a BMI calculator that users can access to determine the amount of body fat they carry, and tools for **Meal planners**. Teachers looking for current information on nutrition and the manufacture of food will find this site useful, and the site will be very helpful for students needing assistance in researching assessment tasks. M. Timperley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology 7–10; Food Technology Stage 6
SCIS SUBJECTS: Cookery; Diets; Food
PUBLISHER: Healthy Life Media, Australia
REVIEW DATE: 19/06/09 [613.2]



SCIS 1412711

Kids: explore the world of nutrition with nutrition explorations

www.nutritionexplorations.org/kids/main.asp

Games, **Activities**, contests and facts provide nutritional information for students on this interactive site. The resource is full of bright colours, flashing lights and moving pictures and video. Users can go on global adventures to find ingredients for combination foods, go to the **Kitchen** to find one featured recipe, fill out a survey, and meet the **Kids panel** of young foodies. Students researching nutrition and consumption will be excited by this website. The site is geared for primary students, and it is useful for the study of healthy food choices in PDHPE K–6. It can also be applied to the food section of the Technology (Mandatory) 7–8 syllabus. Students will learn important nutrition facts from the site, while they play interactive games. M. Timperley

USER LEVEL: Stage 3 Stage 4
KLA: PDHPE; TAS
SYLLABUS: Food Technology 7–10; PDHPE K–6; Technology (Mandatory) 7–8
Diets; Nutrition
PUBLISHER: National Dairy Council, USA
REVIEW DATE: 19/06/09 [613.2]



SCIS 1156644

Exploring the nanoworld

mrsec.wisc.edu/Edetc/

The growing branch of science known as nanotechnology allows scientists to manipulate materials on the tiny scale of atoms and molecules. The numerous quality videos provided on this excellent site give terrific examples of how nanotechnology can improve our lives. They also explain the science behind nanotechnology using simple language. In **Online resources**, the **Resource slides** provide numerous high quality graphics that can easily be adapted into class presentations. Resources of **Lesson plans** have numerous PDFs of lesson ideas, worksheets and word searches. The science of the site can be engagingly adapted for Science 7–10 students when covering outcomes on technological developments and the reasons why society should support scientific research. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Chemistry Stage 6; Science 7–10
SCIS SUBJECTS: Nanotechnology
PUBLISHER: University of Wisconsin, USA
REVIEW DATE: 01/07/09 [620]



SCIS 1410977

The science of cooking

www.exploratorium.edu/cooking/

Students will enjoy developing and enhancing their understanding of the science behind food and the process of cooking on this site. Utilising effective colour photographs with simple written information, the site has activities, recipes and webcasts to help in students' exploration. They will learn how to improve their cooking skills through scientific appreciation of chemical reactions in the kitchen. There are links to ingredients such as eggs, candy, bread, pickles, meat and seasonings. The site suits class use on an IWB: students can watch videos on the science of chocolate, bread and wine; visit organic farms online; and share and discuss cooking tips. The site is a useful tool for teachers needing resources on ingredients and for expanding the attractiveness of practical lessons. M. Timperley

USER LEVEL: Stage 5
KLA: TAS
SYLLABUS: Food Technology 7–10
SCIS SUBJECTS: Chemical reactions; Cookery; Food; Food production
PUBLISHER: Exploratorium, USA
REVIEW DATE: 01/07/09 [641.3]



SCIS 1228212

Virtual bakery

www.tiptop.com.au/default.asp?page=/nutrition/virtual+bakery

The how and why of bread manufacture is colourfully explained on this site. Students can tour the bakery and follow the pathway through production by placing their mouse over **Ingredients, Preparation, Baking, and Packaging & distribution**. The site

covers each process in detail and a subheading for each process and each ingredient explains why it is used. The site suits the study of food stages and flow charts, and teachers will find it to be a useful tool for activities in which students apply their knowledge. There are also links to **Healthy eating**, **Family nutrition**, **Food labelling**, **Nutrition calculators** and nutrition fact sheets. M. Timperley

USER LEVEL: Stage 5 Stage 6 Professional

KLA: TAS

SYLLABUS: Food Technology 7–10; Food Technology Stage 6

SCIS SUBJECTS: Bakers and bakeries

PUBLISHER: Tip Top, Australia

REVIEW DATE: 26/06/09 [664]



SCIS 1412739

How do astronauts eat in space?

science.howstuffworks.com/astronauts-eat-in-space.htm

On this investigative site with scientific explanations, the science of food and aromas is described briefly but very well. Material is extensively cross referenced, allowing students to follow such keywords as **Freeze dried** to pursue a line of research. There are colour photographs, one video, and useful written information. Users can choose to follow different paths of study, whether it is looking at food aspects or following astronauts and space travel. Teachers requiring resources for the Stage 5 study of food preservation and food processing will find this site useful. The focus areas of aeronautics, packaging, and food can be used for case studies and research lessons, before Technology students complete designing and making tasks. M. Timperley

USER LEVEL: Stage 5 Professional

KLA: TAS

SYLLABUS: Design & Technology 7–10; Food Technology 7–10

SCIS SUBJECTS: Food; Space technology

PUBLISHER: HowStuffWorks, USA

REVIEW DATE: 19/06/09 [664.007]



SCIS 1412718

Process flow charts in food manufacture

www.lmpc.edu.au/Resources/TAS/flowchart/flowchart_1.html

These flowcharts show the processing stages of a food item from raw material to finished product. The site contains several symbols indicating stages of manufacture. Food Technology Stage 6 students undertaking the Core: *Food manufacture*, are required to know and understand the symbols used in production, and this website allows students to test their knowledge of the symbols and apply it to the manufacture of peanut butter. The resource will be especially useful for class work on an IWB, and independent revision. Teachers seeking an interesting tool to explain the symbols of food manufacture and their application will find this site most helpful for their classroom. M. Timperley

USER LEVEL: Stage 6 Professional

KLA: TAS

SYLLABUS: Food Technology Stage 6

SCIS SUBJECTS: Flow charts – Problems, exercises, etc; Food industry – Australia – Problems, exercises, etc

PUBLISHER: OTEN, Australia

REVIEW DATE: 20/06/09 [664.0076]



SCIS 1414563

Mirage bookmark

www.miragebookmark.ch

Appreciating the aesthetics of these bookmarks will extend students' interests and remind teachers of favourite stories and characters. **The art of bookmark** exhibition has specific themes, such as **Heroes** and **Famous people**, with annotated images of a May Gibbs' gumnut baby and Johnny Depp. Brief written text provides information on the bookmarks' size and material, often with a related quotation. The site has galleries of the world's interesting bookshops and libraries. **Amazing bookmarks** is a quirky pictorial overview showing a variety of styles. The site emphasises historical information and images, including material on vintage and art deco bookmarks. Teachers planning work on the application of visual images in print could use the site to take an unusual approach to engage students. N. French

USER LEVEL: Stage 4 Stage 5

KLA: CA

SYLLABUS: Visual Design 7–10

SCIS SUBJECTS: Bookmarks

PUBLISHER: Maner Consulting, Switzerland

REVIEW DATE: 01/07/09 [686.2]



SCIS 1413886

artyfactory.com/

artyfactory.com/



Clever and visually appealing in its arrangement and lesson material, this site is an excellent resource for art and graphic design students.

Lessons are the site's mainstay, and they take a practical and intensive look into making and appreciating ancient Egyptian art, colour theory, **African masks**, **Pencil portraits**, acrylic portraits, **Drawing animals**, **Pen and ink drawing**, **Perspective drawing**, graphic design, and typography. **Art appreciation** lessons are a growing section of this online resource. Its approach is that art should be taught visually before it is taught verbally. Examples present very well and the site uses colour for effective impact. There are many illustrations to support the steps in the learning process. Students will find this resource a productive pleasure to use. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: CA; TAS

SYLLABUS: Creative Arts K–6; Graphics Technology 7–10; Visual Arts 7–10; Visual Design 7–10; Visual Design CEC Stage 6

SCIS SUBJECTS: Art – Study and teaching; Design – Study and teaching

PUBLISHER: J. MacTaggart, Scotland

REVIEW DATE: 30/06/09 [707]




SCIS 1391970

Aboriginal art prints

www.aboriginalartprints.com.au/index.cfm

A vibrant commercial site selling prints and reproductions of Aboriginal artworks, the resource has an ethical approach and some interesting background reading for a study of Aboriginal art. Users can browse **Prints** and **Artists**, and the homepage opens with a featured artist, exhibition, portfolio and book. **Indigenous art and culture** provides some historical facts on social organisation and information on specific communities and styles, including the


Wandjina, Papunya and Lajamanu communities. The **Regions** map shows where artists are practicing, with some written explanations of techniques and iconography. **Printmaking** has processes and **A history of printmaking**. Advice is given on investing, collecting, framing and caring for a print. **Print making methods and terminology** detail the techniques used to create reproductions, supporting practical Visual Arts classroom experiences. N. French

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Visual Arts 7–10
SCIS SUBJECTS: Aboriginal peoples; Art, Aboriginal; Art, Torres Strait Islander; Torres Strait Islanders
PUBLISHER: Australian Art Print Network, Australia
REVIEW DATE: 30/06/09 [709.94]
 SCIS 1409933

An archive of book cover designs and designers, for the purpose of appreciation and categorization

bookcoverarchive.com/


Students can explore an interesting array of fictional book covers with varying design styles, typography and visual semiotics on this site. The designer and typefaces used on the cover are given, and a search can be made for a range of connected topics, including art directors, artists, genres, and typefaces. Options within the site make looking for specific designers simple. There are numerous links to the portfolio sites of book cover designers, plus other websites and books on the subject of book cover design. Students will be interested in the variety of styles. Appreciation for cover designs and assumptions about the storyline could form useful activities for arts and English students. The site is suitable for students looking at the printed form and visual literacy in Visual Design and English syllabuses. N. French

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: English 7–10; Visual Arts 7–10; Visual Design 7–10
SCIS SUBJECTS: Book design – History; Books – Design and construction; Commercial art – History; Illustration of books – History; Publishers and publishing – History
PUBLISHER: Book Cover Archive, USA
REVIEW DATE: 01/07/09 [741.6]
 SCIS 1413879

Margaret Brandman

www.margarethbrandman.com


The contemporary approach of Australian music educator Margaret Brandman is outlined on this site. It focuses on educational material which presents students with a system of music speed reading and learning. There is a wide range of teaching material on offer, including the useful outline of **Accent on music under Educational**, which is pertinent to Music 7–10. Students looking at music in education in Music 1 Stage 6 could find this contemporary method of music education interesting. The core business of the site appears to be outlining the literature available for purchase, encompassing original compositions, contemporary piano method, theory, aural and chord workbooks. Although the site's focus is on Brandman's works, there are links to other Australian composers, teachers and performers. C. Holmes

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
SCIS SUBJECTS: Music – Study and teaching
PUBLISHER: M. Brandman, Australia
REVIEW DATE: 01/07/09 [780.76]
 SCIS 1413797

Sephardic music

www.sephardicmusic.org

The site is an interesting showcase of over 100 years of Sephardic music, with a library of original recordings, now formatted digitally. It chronicles the evolution and diversity of Sephardic music, looking at a variety of styles such as folk, art song and heavy metal. Navigation of the site is a little laborious but content is comprehensive, with audio content accessible online or saved as MP3 files. Music students wanting to do an in-depth cultural study of Sephardic music would find this useful. The site is a work in progress, with the target of building up to 10 000 music samples. Students may find it lacking in aesthetic appeal, but it has material which is a valuable teacher resource. C. Holmes

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
SCIS SUBJECTS: Folk songs; Sephardim – History; Songs, Hebrew; Songs, Jewish
PUBLISHER: J. Bresler, USA
REVIEW DATE: 01/07/09 [782.42089]
 SCIS 1413809


Harmonica Academy: everyone plays

www.harmonicaacademy.com/

An excellent resource for anyone wishing to learn to play the harmonica through online lessons, the site is well set out with sequential lessons which are easy to follow, particularly with the assistance of the online audio samples.



There are a lot of useful free areas and a subscription gives students access to all lessons and resources, including a members' forum. Navigation of the site is easy; with the **Study aids** area providing backings in **Blues and hip hop tracks** that allow students to jam along. The site has syllabus application for the teaching of blues and improvisation in jazz. C. Holmes

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
SCIS SUBJECTS: Harmonicas
PUBLISHER: T. Eyers, Australia
REVIEW DATE: 01/07/09 [788.8]
 SCIS 1413785

Crime films

irr.cli.det.nsw.edu.au/web/crimefilms/

ABSTRACT

Crime films is a four-part unit of work for Stage 5 English which includes interactive activities based on video, text, audio and *Flash* animations. Students explore the way in which crime films and television crime shows reflect and represent the values and social experiences of their time. Students focus on the key features of the film *Ocean's eleven* and compare the opening scenes of some

popular television crime series. Using the crime film genre, the lessons cultivate an understanding of film analysis and a range of film techniques. Suitable to support the DER – NSW laptop project, this resource will be helpful in connected classrooms.

USER LEVEL: Stage 5 Professional
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Crime films – History and criticism;
Crime films – Problems, exercises,
etc; Films – Study and teaching
PUBLISHER: Centre for Learning Innovation, Australia
REVIEW DATE: 01/07/09 [791.43]



SCIS 1411713

Film and media schemes of work

www.bfi.org.uk/education/teaching/schemesofwork/

A number of well constructed worksheets for analysing mass media, especially newspapers, feature on this site. Although constructed to suit the British newspaper market, all the material is readily adaptable to Australian newspapers. Glossaries on media studies and newspaper terms provide a ready reference to the significant terminology that students need to understand and use when examining mass media. With teacher assistance, students can use the sheets to become familiar with the layout and **Parts of a newspaper**, chart and evaluate **Political bias** in news articles, and analyse and compare front pages. There are guidelines for **Analysing a newspaper story** and pointers on **How to write a news article**. It is a valuable resource to help facilitate students' understanding and appreciation of print media. C. Sly

USER LEVEL: Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Films – Study and teaching
PUBLISHER: British Film Institute, UK
REVIEW DATE: 01/07/09 [791.43]



SCIS 1412609

Scripting: what's your movie about?

kidsvid.altec.org/scripting.html

An interactive website, the site offers students clear directions for making a film. Details on each step in the process are listed under **Scripting**, **Making** and **Editing**. There are guidelines for creating and developing a script. A digital storyboard allows students to plan aspects such as setting, actors, lighting, camera shot, audio and transition for each scene. The use of music, effects and cuts is explained in the section on editing. Important technical aspects, including **Compression** and **Formats** for filing the completed film, are made clear. A very useful and student friendly resource, this website presents a variety of tips and useful advice to engage students in a hands-on approach to writing a film script and in using the medium of film as a means of communication. C. Sly



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA; English
SYLLABUS: English K–6; English 7–10;
Photographic & Digital Media 7–10
SCIS SUBJECTS: Film scripts
PUBLISHER: Kids' Vid, USA
REVIEW DATE: 01/07/09 [791.43]



SCIS 1412603

Plot diagram

www.readwritethink.org/materials/plot-diagram/

This interactive resource is a useful tool for creating a plot diagram for any piece of literature. It is applicable for both reading and writing a narrative. After entering a project title, students are guided to record and describe events in their focus text. The events can be dragged to the diagram and placed appropriately into a beginning, middle or end situation, or into a place which categorises it as exposition, climax, or resolution. Diagrams can be printed on completion, making this a valuable online graphic organiser. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Plots, storylines, etc
PUBLISHER: ReadWriteThink, UK
REVIEW DATE: 01/07/09 [808]



SCIS 1412996

Passionate poetry

irr.dlr.det.nsw.edu.au/Web/passionate_poetry/index.htm

ABSTRACT

An online learning resource which includes information on odes, ballads, modern poems and sonnets, this resource offers students the opportunity to learn about how language forms and features of songs and poems create meaning. It considers how composers use language, rhythm and imagery to engage their audience and the ways in which imaginative texts can explore and express emotion and feeling. Students learn to respond to the language forms and features of a variety of texts, explain their responses to texts and experiment with ways of representing the real world imaginatively.



USER LEVEL: Stage 5 Professional
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Poetry – Problems, exercises, etc
PUBLISHER: Centre for Learning Innovation,
Australia
REVIEW DATE: 01/07/09 [808.1076]



SCIS 1411702

Picture word book

irr.dlr.det.nsw.edu.au/Web/picture_word_book.index/

ABSTRACT


Aimed at Stage 4, this resource focuses on the features and structures of picture books, including narrative, visual language, development of character, design and layout. It considers picture books from a range of perspectives. Students are encouraged to reflect on the features of their favourite books and to look at the covers for clues as to content. They consider visual literacy and first pages, take a detailed look at *Where the wild things are* and focus on aspects of gender, social and cultural themes in picture books. Each of the site's four parts can be studied as an independent resource.

USER LEVEL: Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English 7–10

SCIS SUBJECTS: Children's literature – Problems, exercises, etc; Illustration of picture books – Problems, exercises, etc; Picture books – Problems, exercises, etc

PUBLISHER: Centre for Learning Innovation, Australia

REVIEW DATE: 01/07/09 [808.3]



SCIS 1411640

Short stories

irr.dlr.det.nsw.edu.au/Web/shortstories/index.htm


ABSTRACT

This online resource and CD-ROM from the Teaching and Learning Exchange (TaLe) caters for students in Stage 4 and Stage 5 English, with teacher links to student outcomes and *Quality Teaching*. It focuses on features of the short story genre and presents four stories online. Additional information, including biographical details about authors, is available through the hyperlinks. Interactive activities and *Word* or PDF version exercise sheets are available for download. The resource has application for reading and writing components of the English 7–10 syllabus. It is useful for analysing language and other features of written texts and for cultivating an understanding and appreciation of fiction.

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Short stories – Problems, exercises, etc.; Writing (Authorship) – Problems, exercises, etc.

PUBLISHER: Centre for Learning Innovation, Australia

REVIEW DATE: 01/07/09 [808.3]




SCIS 1411630

Graphic map

www.readwritethink.org/materials/graphicmap/

Useful for visual representation in understanding and appreciating literature, this interactive resource encourages students to list, evaluate and rank a range of possible aspects. *Clip art* pictures can be inserted and the final graphic map can be printed. An interesting means of expressing ideas visually, this tool guides students to organise their thoughts. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Criticism
PUBLISHER: ReadWriteThink, UK
REVIEW DATE: 01/07/09 [809]



SCIS 1412997

The hero's journey

www.readwritethink.org/materials/herosjourney/

Using the genre of the hero's journey, this interactive resource guides students to map the stages from the hero's birth to journey's end. It can be used for reflection in relation to reading fiction, poetry, or drama, and in preparation for writing a narrative. There are links to other interesting sites that are informed by Joseph Campbell's *The hero with a thousand faces*. The




sites foreground the genre and present a range of characters, from mythical heroes to superheroes, within different cultures. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Films – plots, storylines, etc; Heroes and heroines in literature; Literature – History and criticism

PUBLISHER: ReadWriteThink, UK

REVIEW DATE: 01/07/09 [809]




SCIS 1412998

Literary elements mapping

www.readwritethink.org/materials/lit-elements/

Focusing on the main elements of a work of literature, this interactive resource is a useful tool for understanding and appreciating fiction. After entering a project title, students are guided to elect the element or elements to be considered. Choices include **Character map**, **Conflict map**, **Resolution map** and **Setting map**. Within each of the categories, questions direct the recording of information in the boxes provided. Summaries can be printed on completion. This is a valuable online graphic organiser for cultivating succinct personal responses to literary works. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Literature – History and criticism
PUBLISHER: ReadWriteThink, USA
REVIEW DATE: 01/07/09 [809]



SCIS 1412981

Shmoop: literature


www.shmoop.com/literature

Created by postgraduate students and academics, this invaluable site provides a wide and useful range of **Literature study guides** and **Poetry study guides**, with many constructive ideas for teaching and learning in English. In **About Shmoop**, the **Tour de Shmoop** orientates the newcomer and clearly explains how to retrieve resources. There are many helpful tools for students, and readable information about such things as essay writing, studying a novel, and how to read a poem. Access to the full collection of tools is free after registration. The site is enthusiastically compiled and expertly written, broad in outlook and detailed in content. It is also a helpful portal for multimedia links related to literature texts. H. Gardiner

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Drama – History and criticism; Fiction – History and criticism

PUBLISHER: Shmoop, USA

REVIEW DATE: 26/06/09 [809]



SCIS 1415033

The official website of Stephenie Meyer

www.stepheniemeyer.com/index.html

For readers of the *Twilight* series, this site offers an abundance of fascinating detail and the author's own perspective on her best selling vampire thriller-romances; *Twilight*, *New moon*, *Eclipse*

and *Breaking dawn*. Meyer has achieved a cross-over phenomenon, in which teenagers and young adults, who would never normally read fantasy novels, have been captivated by plotlines which include teen romance, suspense and high stakes action. *Twilight series* is the doorway to learning about *Twilight* and it is within this section that enthusiasts can read the story behind the writing of *Twilight* and hear about the dream which started it all. In *Twilight*, users can hear the **Playlist** of songs to accompany the novel, read **Outtakes** which were omitted from the final draft, see different front cover images which accompany the **International** release of *Twilight*, view photographs of the real town of **Forks**, see images of the **Cullen cars** which feature in the series and also read Meyer's answers to **FAQ** about the series. The images are suitable for analysis using visual literacy frameworks such as Kress and van Leeuwen's and, along with the sound files, allow for a multimodal experience of Meyer's work. E. Chase

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: American fiction – History and criticism; Meyer, Stephenie; Novelists, American

PUBLISHER: StephenieMeyer.com, USA
REVIEW DATE: 29/06/09 [813]



SCIS 1418149

Writers talk. 2008

www.cli.nsw.edu.au/cli/WritersTalk/index.htm

ABSTRACT

Several online video interviews with writers offer a window to the world of these prominent contemporary authors. Interviews focus on the writing process, development of characters, literary techniques and the writer's purpose. Suitable to support the DER – NSW laptop project, this resource will be helpful in connected classrooms. It includes related resources and teaching notes. The 2008 series features Deborah Abela, Michael Gerard Bauer, Bernard Cohen, Matt Costello, Peter Ho Davies, Ursula Dubosarsky, Richard Glover, Nicki Greenberg, Paul Ham, Alice Pung, Emily Rodda, and Samuel Wagan Watson. Wendy Were, director of the Sydney Writers' Festival, discusses the challenges she faces in her role and talks about how she selects writers and puts the program together.

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6
SCIS SUBJECTS: Authors; Teaching – Aids and devices
PUBLISHER: Centre for Learning Innovation, Australia

REVIEW DATE: 01/07/09 [820.9]



SCIS 1398780

Timetoast

www.timetoast.com/

Students will find great value in this timeline tool that allows them to designate events by date and include additional information and pictures. Creating personal or family event timelines, recording a travel journal, and plotting historical events are some of the site's possibilities, and examples show what can be done. This easy to use online device has many applications for teaching and learning across the curriculum. Site users are



required to log in to create and save timelines, or post them to the internet. Individual, group, or class projects can be presented using this facility. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: English; HSIE
SYLLABUS: English K–6; English 7–10; History 7–10; HSIE K–6

SCIS SUBJECTS: Chronology, Historical – Data processing; Time

PUBLISHER: timetoast.com, USA
REVIEW DATE: 25/06/09 [902]



SCIS 1414181

Modern world history

www.bbc.co.uk/schools/gcsebitesize/history/mwh/

Modern history comes to life on this exceptional site. The home page ensures easy access to all sections including **History audio bites**. Topics pertinent to HSIE students are international relations in the 20th century; **Vietnam 1954–1975**; **Germany 1918–1939**; **Russia 1905–1941** and **USA 1919–1941**. The site incorporates vivid graphics, such as maps and posters, and written information is clearly and comprehensively presented. Uniformity is achieved with interactive revision tasks and tests for each topic. Revision notes can be printed with ease and there are helpful links to other relevant sites. The site offers excellent resources for classroom use. H. Gardiner

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
SCIS SUBJECTS: History, Modern – 20th century; World history

PUBLISHER: BBC, UK
REVIEW DATE: 01/07/09 [909.82]



SCIS 1414992

Propaganda: explore the Nazi's sophisticated propaganda campaigns and their legacy

www.ushmm.org/propaganda/

The website of an online exhibition on propaganda in general and Nazi propaganda in particular, this outstanding resource is detailed and visually attractive. There are videos about the exhibit and the nature of propaganda. By selecting a date and event on the **Timeline**, a brief summary is provided along with primary sources. Students can access greater insight into specific incidents. For example, the rise of Adolf Hitler and the establishment of the Hitler Youth are two areas explored in **Themes**. Authenticity is achieved through eyewitness accounts, newspaper articles and posters. The interactive activities contain quizzes which investigate the techniques of propaganda, and a range of comprehensive lessons are included in **Resources**. This excellent site offers a great deal for those studying Modern History. H. Gardiner

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Holocaust, Jewish, 1939-1945 – Exhibitions; Nazism – History; Propaganda – History

PUBLISHER: United States Holocaust Memorial Museum, USA
REVIEW DATE: 01/07/09 [940.54]



SCIS 1415028

Canadian Museum of Civilization

www.civilization.ca/cmcc/index_e.aspx?ArticleD=16451

The site is an excellent resource for HSIE teachers. In **Explore**, the **Online exhibitions** are beautifully presented and full of interesting and useful material for several HSIE syllabuses. In particular, the **First peoples** exhibition supports the study of the world's indigenous cultures in Aboriginal Studies syllabuses. **Explore** also has a nicely laid out activity where students act as curators to create a personalised resource in **My museum**. This task could form a fine introduction to analysing and appreciating ICT for Technology (Mandatory) 7–8 students. History 7–10 teachers will find **Explore Tut's tomb** in **Games & fun**, **Mummy jeopardy** in **Interact**, and useful material on ancient Egypt and ancient Greece in the teacher resources within **Education**. The site is well organised for browsers and it has an educational bent that makes research fast and efficient. C. Thomas



USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; HSIE; TAS
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; History 7–10; Technology (Mandatory) 7–8
SCIS SUBJECTS: Canada – Civilisation
PUBLISHER: Canadian Museum of Civilization
REVIEW DATE: 28/06/09 [971]



SCIS 1392494

Culture.gov.au: Australia's culture portal – connecting you with Australian culture online

culture.gov.au/

ABSTRACT

Providing access to Australian culture websites from all levels of government and the non-government sector, the site links to over 200 **Australian stories** and contains a database of more than 4200 evaluated websites. A comprehensive **Search** facility and links to **Australian stories**, **News and events**, **Resources**, **Australian culture websites** and the **Top 10 searches** facilitate navigation from the homepage. A **Bluey search** tool is offered which enables visitors to other sites to search for Australian culture from that website, other related websites or the whole index of the culture portal. A newsletter, **Ozculture**, gives monthly updates on news and events, and **Related portals** has information about **Indigenous**, **Kids**, and **Youth**.

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
Stage 6 Community Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; History 7–10; HSIE K–6; Society & Culture Stage 6
SCIS SUBJECTS: Arts, Australian; Australia – History; Australia – Social life and customs
PUBLISHER: Dept. Environment, Water, Heritage and the Arts, Australia
REVIEW DATE: 19/06/09 [994]



SCIS 1285512

Vicnet directory: Aboriginal

www.vicnet.net.au/aboriginal

A directory of websites, organisations and services available for and about Aboriginal Australians, the site has some use for students of Aboriginal Studies. Links include educational and art sites, **Aboriginal rights**, **Reconciliation**, the Alice Springs **Gap Youth**

Centre and the **Journey of healing**. There are over 10 000 links on the website and productively narrowing research may be a challenge for students. There are also some useful connections to international indigenous sites, such as within Canada and Afghanistan, that Aboriginal Studies students may find useful. P. Johnson

USER LEVEL: Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Visual Arts 7–10
SCIS SUBJECTS: Aboriginal peoples; Torres Strait Islanders
PUBLISHER: State Library of Victoria, Australia
REVIEW DATE: 01/07/09 [994]



SCIS 1033173

Professional reading

Resources are in Dewey order.

TODD, Ross J.

Guided inquiry: a framework for meaningful research in the school [DVD]

Syba Signs, NSW, 2009 (54 min.)

ISBN none

[027.8]

ABSTRACT

Divided into five sections, this presentation by Dr Ross J. Todd, Director, Center for International Scholarship in School Libraries (CISSL) at Rutgers, the State University of New Jersey, deconstructs and expounds the guided inquiry approach to information literacy. Dr Todd introduces the concept, provides a background and rationale and asks: what is guided inquiry? He explains the information search process and zones of intervention, and finishes the discourse with reflections on guided inquiry outcomes. Practical, research based strategies are included for teachers and teacher librarians to facilitate the setting of tasks and assignments that will help students transform information into deep knowledge and deep understanding.

USER LEVEL: Professional
SPOA SCIS 1405698

DICKMAN, Michael H. & STANFORD-BLAIR, Nancy

Mindful leadership: a brain-based framework

Corwin, USA, 2009

ISBN 9781412964104

[303.3]

Utilising current research on the construction and workings of the human brain, the book presents an interesting approach to leadership by focussing on the brain's relationship to the process of leadership and the achievement of goals. Material covers such aspects as the biological features and functions of the brain, its social, emotional and pragmatic dimensions, and its response to patterns to create meaning. The authors argue that a conscious reflection on the nature of our brain responses provides an understanding of our behaviour and improves leadership capacity. It is written in an academic style, citing other researchers and practi-

tioners in the field, and would appeal to those currently in educational leadership positions as well as aspiring leaders. S. Richards

USER LEVEL: Professional
Paper \$79.00 SCIS 1394785

GLASSON, Toni

Improving student achievement: a practical guide to assessment for learning

Curriculum Corporation, Vic, 2009
ISBN 9781742003078 [371.2]

A most useful, indeed pedagogically riveting book, this text is easy to read, uses clear examples of ways to improve teaching and learning, and suggests actions to be taken at a personal and faculty level. The book brings out some of the most pressing issues in teaching, such as: how can we do this better? It describes techniques to enable teachers to promote learning and move away from the chalk and talk model into something more interactive. The book will inspire teachers and leaders in education. S. Pollard

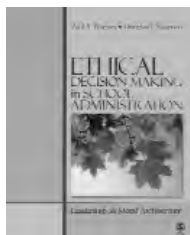
USER LEVEL: Professional
Paper \$42.95 SCIS 1363662

WAGNER, Paul A. & SIMPSON, Douglas J.

Ethical decision making in school administration: leadership as moral architecture

Sage, USA, 2009
ISBN 9781412952156 [371.2]

Thought provoking ethical questions are raised in this excellent book. Although emerging from an American context, it has significant relevance for Australian educational leaders who are interested in management theory and practice. Realistic and practical scenarios are provided, as well as strategies and approaches to sometimes contentious situations. It is a well researched resource and readers are invited to contemplate the ethical, moral and philosophical questions that are raised. Page layout and format, with a variety of charts, diagrams and tables complement the written text, and make the resource accessible and engaging. With a range of individual and group activities, this could be a valuable and very useful training resource for the professional development of educational leaders, managers, administrators and those aspiring to these positions. S. Richards



USER LEVEL: Professional
Paper \$81.00 SCIS 1394840

BLACK, Rosalyn

Beyond the classroom: building new school networks

ACER, Vic, 2008
ISBN 9780864319234 [371.3]

This well researched book calls for a concerted and collaborative approach to bridge the educational gap faced by disadvantaged students. It advocates the establishment of networks encompassing Australian schools, school systems, government departments, local business, community organisations, and internet based networks, to help address inequity. Contributing authors provide a variety of perspectives. These reinforce the argument that a collaborative networking approach provides life experiences and opportunities to help bridge the divide between educational advantage and

disadvantage. The book includes examples of schools where collaborative networks have benefited students and parents and enhanced shared professional learning for teachers. It would be pertinent reading for teachers and school leaders. S. Richards

USER LEVEL: Professional
Paper \$34.95 SCIS 1392306

PEARCE, John & BASS, Gary

Technology toolkit: introducing you to Web 2.0

Nelson Cengage Learning, Vic, 2008
ISBN 9780170136655 [371.33]

A user friendly approachable style of writing, and a clean and logical presentation make this resource a reassuring primer for educators grappling with the many facets of Web 2.0 use in schools and universities. Chapters are dedicated to RSS feeds, blogs and digital literacy, wikis and Wikipedia, podcasting, social bookmarking, virtual repositories, applications, and how to use Web 2.0 effectively in classroom projects. Many of the highly practical examples are Australian in origin, and there is consideration given as to how some Web 2.0 facilities can react with educational internet filters. The text is accompanied by a CD-ROM of how to pathfinders, and the publishers maintain a website, wiki and blog to encourage further support and feedback. I. McLean



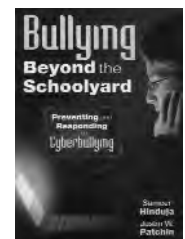
USER LEVEL: Professional
Paper \$59.95 SCIS 1373420

HINDUJA, Sameer & PATCHIN, Justin W.

Bullying beyond the schoolyard: preventing and responding to cyberbullying

Corwin, USA, 2009
ISBN 9781412966894 [371.5]

Bullying behaviour, when magnified by electronic devices, is a difficult problem to deal with because it spreads virally and can lead to a student's humiliation throughout the whole school. This book is full of ideas about the prevention and identification of cyberbullying, through clear rules, student led lessons and parent education. It has many examples of what educators should be looking for. It provides a continuum of cyberbullying behaviours and appropriate responses, including strategies for bystanders and for positive social networking. There is a list of helpful websites and supplementary questions for staff development sessions. The section on cyberbullying and the law is not relevant to NSW schools, but, apart from that, this is a very comprehensive book. A. Soutter



USER LEVEL: Community Professional
Paper \$75.00 SCIS 1391389

TOMLINSON, Carol Ann & STRICKLAND, Cindy A.

Differentiation in practice: a resource guide for differentiating curriculum. Grades 9-12

Hawker Brownlow Education, Vic, 2008
ISBN 1741708303 [373.19]

While many books about differentiation are theoretical and contain few practical examples, this book is a notable exception. A concise

introduction to differentiation is followed by teacher designed lesson ideas to support differentiation for gifted students. Of particular interest are: English units on *Macbeth*, perspective and identity; a Visual Arts unit on 3D ceramic sculpture; Mathematics units on vectors and quadratic equations; and a Science unit on water. Clearly laid out with overview charts and descriptions, the valuable teacher commentaries give extra tips. Material will boost quality teaching and learning in a research context that allows incorporation of favourite thinking tools and graphic organisers. E. Chase

USER LEVEL: Professional
Paper \$55.00 SCIS 1404539

McPHERSON, D. & SYKES, H. & TUCKER, E.

Choices for English: books, films and other texts that work

Cengage Learning, Vic, 2009 [820.71]
ISBN 9780170179690

An exhaustive guide that thoughtfully cross references material, the book organises works into useful categories based on themes, text types, genre, and connections. Interesting and informative synopses are supplemented by insightful teaching anecdotes and well researched background information. These rich and useful recommendations involve comments on gender interests, age appropriateness, links to topics and other texts, and reading ability. A realistic and empathetic approach to the varying tastes of students, friendly icons, a practical structure, and an extensive index will help English teachers quickly research texts. Well laid out templates for reading assignments, clearly explained teaching ideas for visual texts and poetry, a CD, and access to a virtual resource centre make this an invaluable resource for text selection. A. Crawshaw

USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6
Paper \$99.95 SCIS 1414077

MOSES, Will

Raining cats and dogs

Philomel, USA, 2008 [428.1]
ISBN 9780399242335

English idiom is intriguing. Such phrases as kick the bucket, barrel of laughs, my cup of tea, and egg on your face are often passed on orally from one generation to another. This entertaining book contains many idiomatic phrases, their meanings, examples of usage and humorous illustrations depicting each saying. There is no attempt to explain the derivation of the saying. Just as the language plays with words, the pictures in this book present visual puns to illustrate the absurdity of the literal meaning of the idioms. An interesting means of engaging and educating students, this delightful book unveils some of the quirky idiosyncrasies of the English language. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
\$19.95 SCIS 1405069

Everyday life

www.gcflearnfree.org/everydaylife/

The site uses interactive, situation based lessons to teach functional literacy and numeracy skills in learning areas of money, food, computer training, shopping, online learning, scheduling, and work. There is a tutorial to help new users get started on the site. The lessons are interesting and the voiceover is encouraging. Learners can choose their level or take a test to decide where to begin. Teachers guiding ESL and Life Skills students will find some helpful material that does not involve imperial measurements. For example, the site takes students through the use of a **Microwave** and an **ATM**, and the shopping activities are very useful life skills. A. Soutter

USER LEVEL: Stage 4 Stage 5 Community Professional
KLA: TAS
SYLLABUS: Food Technology 7–10
SCIS SUBJECTS: Life skills – problems, exercises, etc; Problem solving – Problems, exercises, etc
PUBLISHER: Goodwill Community Foundation, USA
REVIEW DATE: 01/07/09 [646.7] SCIS 1412102

DK readers. 3, Reading alone [series]

Dorling Kindersley, UK, 2008

A comprehensive series of multilevel readers, these beautifully presented books cater for a range of different reading abilities. Topics are varied, and the two books reviewed feature a good balance of informative and entertaining reading material. A major drawcard for students is the vibrant illustrations and interesting, relevant photographs. The layout, fonts and text structures will encourage students to read. The books' design promotes success, as material is organised in an approachable manner. They target independent readers, and they contain some challenging vocabulary and reasonably complex sentence structures. Students' interest is sure to be maintained. L. Doyle



USER LEVEL: Stage 2 Stage 3

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.

KLA:
SYLLABUS:

English
English K–6
Paper \$12.95 each

Reviewed titles in this series:

Ape adventures
Welcome to China

SCIS 1369201
SCIS 1361782

Picture books

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

BLAND, Nicholas

The wrong book

Scholastic, NSW, 2009
ISBN 9781741693409

Fabulous characters such as elephants, puppets, monsters and pirates all make an appearance in this very vocal picture book. Despite Nicholas Ickle's protestations that his book is not about them, strange creatures invite themselves in anyway and proceed to tell a story of their own in the visual subtext. The language is expressive and designed to be read, or shouted, aloud. Students will be included in the telling of this story as they happily predict what the next amusing intruder into Nicholas's book will be. The story builds to a suspenseful climax, sure to have an Early Years audience squirming with delight. S. Rasaiah



USER LEVEL: Early Stage 1 Stage 1
26.99 SCIS 1403525

BROAD, Michael

My brilliant book

Simon and Schuster, UK, 2009
ISBN 9781847381460

Busily illustrated pages with speech bubbles and collages make this textured picture book eye catching and unusual. Sam's sister suggests that he reads a book when he is bored. Not satisfied with his selection of books, Sam decides to create his own story book. His ideas become more and more fantastic, involving cowboys on giant bugs, and aliens that argue about shoes. Sam realises that there might just be too much brilliant stuff in this book for it to make sense. However, the story about making his brilliant book is even more amazing and makes perfect sense. Written in the first person, this narrative is designed to encourage students to create their own brilliant book, with or without spiders, aliens, cowboys or dinosaurs. It operates as a stimulating model for creativity. S. Rasaiah



USER LEVEL: Stage 1 Stage 2 Stage 3
Paper \$24.95 SCIS 1406915

CHILD, L. & BORLAND, P. & JENKINS, E.

Goldilocks and the three bears

Penguin Group (Australia), 2008 (Puffin)
ISBN 9780141383309

[398.20942]

Cleverly scripted to be read aloud, this classic fairytale has been recreated as a piece of theatre. With detailed miniature sets photographed to complement every page and a cast consisting of a lifelike Goldilocks doll and three very lovable teddy bears, this picture book presents a range of teaching possibilities. Resized fonts and first person narration maximise the reader's expression, which will captivate students, whether they are familiar with English folktales or new to this genre. The innovative interpretation, emotive close-up photographs of the sets, and clever use of audience participation make this a useful book for secondary students studying text structure and aspects of visual literacy. S. Rasaiah

USER LEVEL: Stage 1 Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
\$29.95 SCIS 1383955

CLAYTON, Sally Pomme & LEE, Virginia

Persephone: a journey from Winter to Spring

Frances Lincoln, UK, 2009
ISBN 9781845075330

[398.21]

Based on an ancient Greek myth, this picture book presents the tale of the abduction of Persephone by Hades, king of the Underworld. As with many ancient myths and legends, the content is didactic and this tale explains the cycle of seasonal changes during the year. Although rescued by her mother, Demeter, Persephone is compelled to return to the Underworld for three months each year. Her leaving the Earth plunges it into winter and her eventual return brings spring and rebirth. The concise verbal narrative and the mythical Grecian flavour of the illustrations combine to convey a delightful retelling of the ancient myth of death and rebirth. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4
\$29.95 SCIS 1403687

De KANTZOW, Megan & RIPPIN, Sally

Me, Oliver Bright

Scholastic, NSW, 2009 (Omnibus)
ISBN 9781862917156

Bright, childlike illustrations and family photographs decorate a scrapbook of a boy's reminiscences about his own life growing up, compared to that of his father and grandfather. Oliver lives in Sydney, his father grew up in a country town and his grandpa lived in the outback. Each experience is contrasted, as Oliver writes as he speaks and emphasises his colourful words with mementos and drawings. Keywords are interspersed throughout, allowing city students to learn about bygone events such as home milk deliveries. This engaging picture book would support a study of the Stage 1 COGs Unit (G): *Our stories* and the *Time and change* strand in HSIE K–6. The style of this story may inspire students to experiment with the presentation of their own creative writing. S. Rasaiah



USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
\$26.99 SCIS 1410377

DODD, Lynley

The Dudgeon is coming

ABC Books, NSW, 2008
ISBN 9780733323850



Written like a case of the old Chinese whispers, this clever picture book is written in verse and will delight its readers. Fanciful creatures in outlandish costumes pass on the message of the approaching Dudgeon. Beautiful colour illustrations add to the written text, bringing it visually alive. A perfect vehicle for readers' theatre, the tale builds page on page to a predictable but fulfilling ending. Whether read aloud, alone or as a shared experience, this resource will capture the imagination of its intended audience. Repetitive language will engage and empower younger readers. G. Cale

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$21.95 SCIS 1376776

FLYNN, Rachel & SMITH, Craig

My grandpa and me

Penguin Group (Australia), 2008 (Puffin)
ISBN 9780143502333

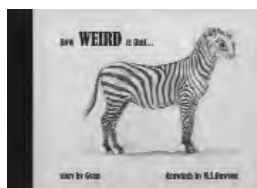
When John visits his grandparents he shares a building project with his grandpa. The story of this happy family day is portrayed through humorous illustrations and clearly written language in this charming picture book. The interactivity of the narrative, through questions to the reader, encourages discussion of the unfolding activities, leading up to grandpa's surprise and the reason for this building project. Students will enjoy sharing their own grandparent experiences and this would be especially beneficial during the teaching of the Stage 1 COGS Unit (B): *Our families*. The non-verbal antics of John's teddy bear add warmth and whimsy to the story. D. Imison

USER LEVEL: Early Stage 1 Stage 1
Paper \$12.95 SCIS 1383234

GYAN & DAWSON, M. S.

How weird is that-

Museagency, NSW, 2008
ISBN 9780646493398



The 18 detailed illustrations of hybrid creatures in this artistic picture book reflect the confusion of the early settlers when they wrote about the thylacine. Descriptions such as zebra headed possum, greyhound tiger and marsupial wolf were used by those who first saw the Tasmanian tiger. The illustrations juxtapose two unrelated animals and, on each facing page, the narrator describes what he or she saw and heard in the forest. The language is poetic and thoughtful. Fantasy and realism are combined and keywords are emphasised by inconsistent font size and style. The artwork and descriptions of curious creatures in this book may fascinate students and inspire creative writing and drawing. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
\$34.95 SCIS 1410502

See the resource reviews database
<[www.schools.nsw.edu.au/
resourcereviews](http://www.schools.nsw.edu.au/resourcereviews)> for reviews
of many of these titles.

Resource
reviews db
[http://www.schools.nsw.edu.au/
resourcereviews/](http://www.schools.nsw.edu.au/resourcereviews/)

HACKETT, Dave

Norman Enormous

Penguin Group (Australia), 2009 (Puffin)
ISBN 9780143502227

[A821]

Two very different sized characters in this picture book find that they have many interests in common when, happily, Norman Enormous finds his very first, very best friend in Norman not-so-enormous. The humorous rhyme and cheery illustrations evoke contrasting feelings of pathos and amusement as the two Normans nervously prepare to meet. The underlying theme of loneliness and the gradual acceptance of differences are sensitively revealed. This book may illustrate to students how others' feelings and perspectives may differ from our own and yet, beneath outward differences, we all have the same basic desire for friendship. S. Rasaiah

USER LEVEL: Stage 1
Paper \$14.95 SCIS 1392309

MILLARD, Glenda & WHITE, Annie

Mbobo tree

Scholastic, NSW, 2009
ISBN 9781741693515



Constructed to resemble a tale born in the oral tradition, this picture book presents an anecdote about a life-giving tree and its mysterious protector. Set in an ambiguous isolated village, the Mbobo tree is hallowed by the villagers. When it is threatened, a previously unheard voice comes to its defence. Although the shouting and tree hugging is a somewhat idealistic retaliation against the real and metaphorical axeman, who *closed his ears*, the tale does stress the importance of nature and the need protect it. A pleasantly composed verbal and visual narrative, this could lead to some interesting class discussion on environmental issues. C. Sly

USER LEVEL: Stage 1 Stage 2 Stage 3
\$27.99 SCIS 1410384

NEDWIDEK, John & WHITE, Lee

Ducks don't wear socks

Penguin Group (USA), 2008 (Viking)
ISBN 9780670061365

Making light of the sombreness that can overtake modern life, this witty picture book shows that serious people can still have fun and enjoy themselves. Emily is a serious girl who reads serious books and plays the cello, but the antics of Duck encourage her to loosen up and develop a sense of humour. Wacky illustrations, and the pithy rejoinders of Duck to Emily's protests, show Emily softening from a solemn person to someone who grasps life's little joys. Having a balanced life could be a discussion point for young readers. An integral part of the illustration of Duck as a gardener is the prohibition sign, but it is unfortunately poorly placed and is rather lost in the telling. D. Imison

USER LEVEL: Early Stage 1 Stage 1
\$19.95 SCIS 1385633

NOLL, Amanda

I need my monster

Flash Light, USA, 2009
ISBN 9780979974625

The perfect antidote for anyone scared of monsters under the bed, this highly amusing picture book will have students seeing the

funny side of bedtime fears. When Gabe the monster goes fishing, a queue of substitute monsters arrive, each with a special attribute designed to fill the vacancy left by Gabe. No claws, tails or teeth are just right and none of the monsters is sufficiently scary to keep the protagonist in bed and allow him to go to sleep. With colloquial language and comical characters drawn in the style of an animated film, this book will be enjoyed for its visual appeal and could be helpful in reassuring students who are afraid of the dark. S. Rasiaiah

USER LEVEL: Early Stage 1 Stage 1
\$32.95 SCIS 1409966

POULTER, J. R. & DAVIS, Sarah

Mending Lucille

Lothian Children's Books, NSW, 2008
ISBN 9780734410337

A little girl grieves for the loss of her mother and clings to her broken doll, Lucille, for comfort as she and her father move on with their lives. Emotive illustrations and the analogy of an injured bird convey feelings of guilt, sadness, and rejection as the child grapples with the belief that, somehow, this was all her fault. The mending of the doll by the kind lady who enters their lives, and the recovery of the bird, gradually heal the hurt, and joy returns to the family. Teachers may find this picture book helpful in a discussion about step parents and the messages in the story could be comforting for students dealing with grief. S. Rasiaiah

USER LEVEL: Early Stage 1 Stage 1
\$28.99 SCIS 1374252

ROGERS, Gregory

The hero of Little Street

Allen & Unwin, NSW, 2009 (Boy bear)
ISBN 9781741145243



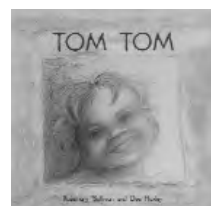
The third in the series, this wordless picture book follows the adventures of Boy with familiar detailed illustrations that hurtle the story along without the need for words. Visual storytelling brings a different dimension to literacy in the classroom as students have the freedom to express themselves as they interpret the story in their own words. Boy finds himself chased by bullies, escaping into a Vermeer painting, befriending a dog and being transported to Little Street in 17th century Holland. There is much to learn from the minute detail in the images of life in the town, including dress, architecture and the grisly scenes of the butcher shop where Boy liberates a pack of dogs. This could be a useful resource for a picture book study in Stage 4. S. Rasiaiah

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6;
English 7-10
29.99 SCIS 1404467

SULLIVAN, Rosemary & HUXLEY, Dee

Tom Tom

Working Title Press, SA, 2008
ISBN 9781876288983



Illustrated with vibrant, colourful drawings, this is a contemporary story of a young boy living an idyllic life in the Northern Territory's Top End. It follows his day as he interacts with his extended family and attends the local preschool. The clear

language and illustrations show warmth and humour, and provide opportunities to explore family life in an Aboriginal community. This ranges from complex kinship ties to a simple life of eating and playing. The writer draws on her experience as a teacher in remote communities and acknowledges the Aboriginal groups from which she has drawn. The illustrator uses pastel, coloured pencils and gesso, providing a textural finish to the illustrations in this picture book. There are several references to Aboriginal language and translations are provided for the reader. This book would support the Early Stage 1 COGS Unit (B): *Me. J. Jenkins*

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE; Languages
SYLLABUS: Aboriginal Languages K-10; English
K-6; HSIE K-6
\$24.95 SCIS 1380500

VAN LOON, Joan & STEWART, Chantal

Teaching the teacher

UQP, Qld, 2008
ISBN 9780702236532

Teachers like Miss Cherry know that sometimes, for some students, learning is hard but there is strength in everyone being in the same boat. In this entertaining picture book, the young protagonist decides to put this theory to the test, and he reverses roles with his new teacher for a day to teach her how to cope at school. Childhood skills such as tree climbing and rollerblading are intertwined with how to sit cross legged, eat an apple without front teeth, outstare a bully and sing solo at assembly. Students who find some aspects of school difficult and tiring will appreciate this novel approach. S. Rasiaiah

USER LEVEL: Early Stage 1 Stage 1
\$27.95 SCIS 1377740

WARGIN, Kathy-Jo & PULLEN, Zachary

Alfred Nobel: the man behind the Peace Prize

Sleeping Bear, USA, 2009
ISBN 9781585362813 [662.092]

The paradoxical outcomes and ethical questions raised by scientific invention are embedded discourses in this concisely written and exquisitely illustrated picture book. Swedish scientist, Alfred Nobel, with the help of his father and his brothers, invented dynamite for blasting away rock to build bridges, roads and other structures. With tragic results, this power was also used in war. Genuinely saddened by the devastation caused by his invention, Nobel left much of his wealth to institute annual scientific prizes and a peace prize to individuals or organisations whose work has contributed to humanity's progress. Mid range, close up and extra close up visual images of Nobel convey an intensity and pathos that supplement the written text. This is a wonderful picture book with appeal for a wide age range. The book concludes with the names of Nobel Peace Prize winners since 1901. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
\$36.00 SCIS 1411187

WILD, Margaret & BLACKWOOD, Freya

Harry & Hopper

Scholastic, SA, 2009 (An Omnibus Book)
ISBN 9781862917408

Harry and his dog Hopper do everything together, including sleeping next to each other in Harry's bed. One day Hopper is not there when Harry comes home from school. Harry is sad so his

father makes him up a bed on the sofa. The next night, Hopper comes back to play with Harry and they gambol in the moonlight. Each night Hopper returns in Harry's imagination, a little bit less solid and little bit colder. Harry is able to come to terms with Hopper's death and he is able to say goodbye. Readers who have experienced the death of a pet will have a special connection to the story, and it would be a great discussion starter for lessons on loss. S. Cousens

USER LEVEL: Stage 1 Stage 2
\$24.99 SCIS 1397871

Fiction for younger readers

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

ALBERT, Trish

First Australians, plenty stories [series]

Pearson Heinemann, Vic, 2009

Through the use of visually rich layouts, this series will sensitively introduce students to many aspects of Aboriginal and Torres Strait Islander culture and heritage. Sites, food, artefacts, celebrations, rights, language and Dreaming are explored through stylised graphics, captivating photographs and clearly written text. Identifiable and consistent literary styles, including poetry, recounts, narrative and speeches, are incorporated throughout each book. Navigational tools such as indexes, bold keywords, speech bubbles, profiles, questions and eye catching fonts, guide the reader through a superb collection of traditional stories, beliefs, facts and contemporary experiences. These inform, motivate and delight the reader. The series supports a range of cross curriculum outcomes and provides a stimulus for student writing and class discussion about Aboriginal culture. M. Nuku

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; HSIE K–6
\$24.95 each

Reviewed titles in this series:

<i>Celebrating survival day</i>	SCIS 1400079
<i>Discovering Aboriginal Australia</i>	SCIS 1400085
<i>Fighting for rights</i>	SCIS 1400081
<i>Kaisiana's journey to Torres Strait</i>	SCIS 1400082
<i>The travelling Yamani: a story from the Ngadjon-Jii people</i>	SCIS 1400075

BANYARD, Jen

Spider lies

Fremantle Arts Centre Press, WA, 2009
ISBN 9781921361517

Connor responds to a NASA request and suggests that some local moonbeam spiders be included in the next rocket launch, starting a chain of events that creates a secretive, space age drama. Original and amusing, the story is based in an ordinary Australian suburb,

and the tension grows as the reader realises that Connor, home alone, is being watched. Using email and satellite images, the problem of the escapee space spider is happily resolved, but with a quirky twist that leaves the reader wondering about the future. An unusual voice in the narrative is the spider, whose poetic thoughts as he struggles to find his family take the reader down another path of understanding loneliness and the importance of family. J. Foster

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1397622

BATESON, Catherine

The wish pony

Woolshed, NSW, 2008
ISBN 9781741663242

The themes of changing relationships, sibling rivalry and pre-teen angst are highly relevant to the target audience of this novel. Bateson's award winning writing style simply and succinctly communicates emotions and events, and propels readers through Ruby's journey as she deals with loneliness, a new baby brother and an unlikely ally in Magda, the neighbour, who gives her the wish pony. Reader will delight in the mystery surrounding the wish pony and its effects, while laughing and crying along with the main character. Discussions which may be stimulated by sharing this story could feature growing up, relationship dynamics and feelings of jealousy, neglect or loneliness. L. Doyle

USER LEVEL: Stage 2 Stage 3
Paper \$19.95 SCIS 1378348

BROKAMP, Elizabeth

Circle of three: enough friendship to go around?

Magination, USA, 2008
ISBN 9781433803222

Using primary aged girls as protagonists facing typical age related dilemmas, these books are almost entirely written in direct speech, making them very easy and enjoyable to read. They would be perfect for both engaging and instructing students in readers' theatre activities. Even though the language has, at times, fairly strong American overtones, the main characters find themselves in situations which will be familiar to Australian students. For example, having a group of three close friends, but only being allowed to invite one of them to a particular event. In *Nobody's perfect*, the narrative explores how a young perfectionist deals with this self imposed struggle. The books have *Girl talk* sections which provide interesting discussion points. A. Beedles



USER LEVEL: Stage 2 Stage 3
\$22.95 SCIS 1369381

Other reviewed title:

Nobody's perfect SCIS 1390832

COLFER, Eoin

Artemis Fowl and the time paradox

Penguin Group (Australia), 2008 (Puffin)
ISBN 9780141383347

Young fans will love the latest Artemis Fowl novel. Like the others, this story delivers a fast paced, lively adventure that will no doubt keep the pages turning. Ten year old Artemis Fowl is an Irish

whizkid faced with the very important task of using his criminal skills honorably to save his very ill mother. To complete his mission, he must go back in time into the fairy underworld, accompanied again by Captain Holly, who provides a strong female role for all readers. The book is a successful and pleasant read in the fantasy genre. S. Taylor

USER LEVEL: Stage 3 Stage 4
Paper \$24.95 SCIS 1374548

CORBY, Caroline

Before they were famous [series]

Walker, UK, 2008

Corby has expanded the scant facts of the early lives of these famous people into readable narratives, which each conclude at the point of documented fame. She does provide a brief overview of the rest of the personality's life, which may encourage further reading or research. The books follow a similar pattern where the protagonist has a family problem which results in reliance on friends or servants to overcome the adversity. Cleopatra has to fight her sister Berenike for the right to rule, while Boudica strives for freedom from the Romans. A clear picture is drawn of people, time and place, making the books appealing to fans of historical fiction. B. Hull



USER LEVEL: Stage 3 Stage 4
Paper \$14.95 each

Reviewed titles in this series:

Boudica: the secrets of the Druids SCIS 1383677
Cleopatra: escape down the Nile SCIS 1383688

CREECH, Sharon

Hate that cat

Bloomsbury, UK, 2008 [821]
ISBN 9780747595298

An intriguing little composition, this verse novel integrates cats with teaching and learning, poetry writing, and signing for a deaf mother. These disparate ingredients blend into the delightful tale of Jack, a boy who is encouraged by his teacher to learn and use a range of poetic elements in his communication, and incidentally to understand, appreciate and even love, cats. Delivered as journal entries over a six month period in Jack's life, the glimpses of his life are endearing. Through his writing it is clear that Jack's study of the works of poets, dead and alive, affect his perceptions of the world, as does his growing confidence in his teacher. This book is a joy to read. C. Sly

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
\$22.95 SCIS 1396488

FLYNN, Pat

Snow idea

University of Queensland Press, Qld, 2008 (Adventures of Danny)
ISBN 9780702236488

Identifying with Danny will not be difficult for those who may have at some time felt that they are the odd one out. Amusing, yet poignant, the narrative is about Danny's plight as he adjusts to a six month house swap in a new country and a new school. It will engage readers immediately. Written in short chapters, with

manageable mini chapters within, the book is ideal for the emerging independent reader. Each chapter focuses on a new adventure in Danny's life and each is filled with humour and easily digested language in the vernacular of the intended audience. G. Cale

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1378859

HAMILTON, Richard

Hero and the sinking ships

Bloomsbury, UK, 2008
ISBN 9780747595564



After the Morgan Street rats flee their nest in a dangerous attic, they are determined to seek a better life in the tropics. To this end, they stow away on an old sloop from which they only just escape after its untimely sinking. More adventures ensue on their new ship, where Hero, the most adventurous of the rat children, makes friends with a young human. Hero is so comfortable in his new, protected life that he is soon estranged from his family. When the young human betrays him, Hero learns two valuable lessons about the importance of family and the shallowness of pretension. This rollicking tale, with many sketches, is sure to be popular with young readers who enjoy a good adventure. J. Eade

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1383879

HIGSON, Charlie & WALKER, Kev

Silverfin: the graphic novel

Penguin Group, (UK), 2008 (Puffin) (Young Bond)
ISBN 9780141322537

The visual preface in muted colours reveals a lake at night, a fisherman having caught something, and a monstrous lizard that sucks him under. The tale begins and James Bond is ushered into the ominous world of Eton. He is afraid and yet curious. The bullies have sticks and stones but he has more. A partnership of writer and illustrator delivers the breathtaking struggle with an exact precision that will keep a reader absorbed. Mystery and suspense is a genre like no other and *Silverfin* has the verbal and visual text balance to hold its intended audience. V. Davidson

USER LEVEL: Stage 3 Stage 4
Paper \$19.95 SCIS 1388464

HORNE, Sarah

Tantrums and tiaras

Stripes, UK, 2008 (Molly & Mimi)
ISBN 9781847150455

Molly's new home is next door to a palace and she is delighted when the Von Volavons ask her to mind their cat, Mimi, while they go away. The cat is a force to be reckoned with. Not only does she speak, but her demands for gourmet meals are a challenge for the resourceful and sensible Molly. The engaging combination of language and expressive pictures will keep young readers involved and smiling at the cat's antics. With its pink, tactile cover, the book will attract and delight young readers and cat lovers. J. Foster

USER LEVEL: Stage 1 Stage 2
Paper \$16.99 SCIS 1400388

Freak Street [series]

Scholastic Australia, 2008

The residents of Freak Street are four extraordinary families who attempt to lead normal lives on Earth, but who must overcome bizarre problems. Each family has its own book within the series and in each story the Aliensons, Humansons, Wizardsons and Zombiesons are simply trying to fit in. Using out of control robots, missing brains, mystical creatures and pet killer whales, the mysterious authors appeal to the newly independent reader's imagination in this humorous series. Each book begins with an enticingly comical warning page with promises of things to come, and they end with a tongue in cheek explanation of the moral of the story. Complete with bright, energetic comic book illustrations, an interesting word format and eccentric characters, these chapter books will captivate young students. K. McDonell



USER LEVEL: Stage 2 Stage 3
Paper \$9.99 each

Reviewed titles in this series:

Meet the Aliensons	SCIS 1373542
Meet the Humansons	SCIS 1373545
Meet the Wizardsons	SCIS 1373550
Meet the Zombiesons	SCIS 1373551

MacDONALD, Alan

History of Warts [series]

Bloomsbury, UK, 2008

Bringing chivalry to life with humour and quirky tales, each book in this series takes something familiar and gives it the most unexpected twist. The knights, for instance, go off on a quest and a kitchen boy saves the day with a magical cooking pot. There are predictable characters in stories of witches, wizards, princes and princesses, but they do unexpected deeds such as saving Christmas through a little underhanded bribery. The stories are mainly told through the interactions of the characters rather than through description of events. There is plenty of scope for a class discussion of onomatopoeia and figurative and colloquial language. This is a very entertaining series that students will certainly enjoy. M. Whitfield

USER LEVEL: Stage 2 Stage 3
Paper \$12.95 each

Reviewed titles in this series:

Honesty Wart, witch hunter	SCIS 1387739
Sir Bigwart, Knight of the Wonky Table	SCIS 1387750

MARSDEN, Carolyn & LOH, Virginia Shin-Mui

The jade dragon

Candlewick, USA, 2008
ISBN 9780763640613

When Ah Mei starts school in America she speaks no English, has to learn a new culture and accept a new name, Ginny. A conflict develops between her traditional Chinese family and the western ways of a Chinese girl adopted by an American couple. Ginny, desperate to be accepted by her new friend, tries to use a treasured jade dragon to buy her friend's approval and this results in a valuable lesson about belonging and family values. This touching novel could support the Stage 1 COGS Units (G): *Our stories* and (B) *Our families*, and the Stage 2 COGS Unit (H): *Understanding each other*. S. Rasiaiah



USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
Paper \$12.95

SCIS 1390802

MASTERS, Anthony & DENNIS, Peter

The horror of the heights

A & C Black, UK, 2008 (Colour graffix)
ISBN 9780713686241

Dean Lambert must conquer his fear and leap from the highest diving board in the Wave Crest leisure centre, emotionally balancing the influential personalities of his father, champion brother, and his coach. There is also a mystery behind the faulty diving board, and this needs to be solved. Illustrations reflect the mood of the narrative and the contrasting text boxes and bubbles for dialogue are constructed clearly. The rapid pace carries the reader easily to a satisfying conclusion. ESL students and reading recovery students could make good use of this graphic novel and other titles in this series. V. Davidson

USER LEVEL: Stage 3 Stage 4
Paper \$14.95

SCIS 1371116

McDONALD, Megan

Stink and the great guinea pig express

Walker, UK, 2008 (Stink)
ISBN 9781406313413

When Stink and his friends discover the local pet shop has been overrun with cute, furry guinea pigs, they set off to find homes for all 100 of the adorable creatures. Newly independent readers will enjoy this fourth adventure in a cheeky and engaging series. Large print, uncomplicated language, and simple black and white illustrations will enable students to lose themselves in this chapter book. The author inserts some interesting general knowledge into the storyline, where the characters discuss the Great Wall of China, and by the inclusion of a facts page at the end of each chapter. K. McDonell



USER LEVEL: Stage 2
Paper \$11.95

SCIS 1393440

McROBBIE, David

A good arriving

Penguin Group (Australia), 2008 (Puffin)
ISBN 9780143004035

In a promising beginning, teenager Helen Fellowes leads an idyllic life in rural England. Her world changes dramatically when her parents lose their farm and Helen is forced to leave her family and her beloved home to work as a chambermaid. Both character and setting are well drawn up to this point. But the plot degenerates, bordering on the ridiculous with numerous coincidences and contradictions detracting from the novel's credibility. Helen meets a chimney sweep and together they emigrate to Australia. The novel morphs into thriller as several murders occur. While this novel certainly provides an insight into life in the 1830s its effectiveness is compromised in an overly ambitious attempt to tie in unnecessary subplots. S. Taylor

USER LEVEL: Stage 3 Stage 4
Paper \$19.95

SCIS 1372723

RODDA, Emily

Secrets of Deltora: exploring the land of dragons

Scholastic, NSW, 2008
ISBN 9781741692082

[A823]

Doran, a lover of dragons, sets out on a journey to seek adventure and danger. The book describes this quest to find the land of the dragons, using colourful and imaginative illustrations. Doran's secret journal, addressed to Prince Gareth, is intercepted by Drumm who seeks to unlock the clues that exist beneath the written word. Doran ventures through history and into unknown territories, exploring people and places through the journal and a travel guide. Magical and mystical themes are explored and readers are guided through a series of events to a secret message for fellows travellers to solve. J. Allen

USER LEVEL: Stage 3 Stage 4
\$29.95 SCIS 1388671

SIMONS, Moya

The walk right in detective agency [series]

Walker, NSW, 2008
ISBN 9781921150753

Perfectly suited to developing readers, these titles are a humorous look at the world of the young and aspiring amateur detectives, David and Bernice, as they launch into their hilarious adventures trying to solve everyday crimes that the police cannot. The series aims to engage both boys and girls, and move them along with fast paced tales concerning real situations, paralleling the many detective dramas on television. David's notebook entries will produce smiles and the sometimes banal humour will appeal to the target audience and have readers racing ahead to the next gross joke. The focus on friendship, loyalty and mutual respect between the main characters is a real strength in these titles. G. Cale



USER LEVEL: Stage 2 Stage 3
Paper \$14.95 each

Reviewed titles in this series:

Mischief afoot SCIS 1393436
High crime in Milk Bay SCIS 1386595

STORER, Jen

Tan Callahan's secret spy files: the mystery of Purple Haunt

Penguin Group (Australia), 2008 (Puffin)
ISBN 9780143303305

A whole new mystery is presented to Tan, an amateur sleuth, after her family move to the country. She and her sisters are determined to solve the mystery at the Purple Haunt clubhouse. Along the way, Tan discovers that best friends are not always the most popular girls, but are those who can be relied upon. Throughout the book, Tan provides various definitions for difficult words, which in a subtle way provides an excellent glossary. The story is short chapters interspersed with full page black and white sketches and Tan's diary entries. A humorous, inventive novel containing various types of text, the book would be an entertaining resource for both emerging and independent readers. J. Eade

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1376720

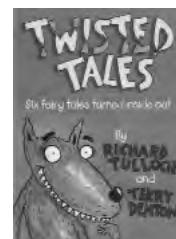
TULLOCH, Richard & DENTON, Terry

Twisted tales: six fairy tales turned inside out

Random House Australia, 2008
ISBN 9781741662740

[398.2]

There are usually two sides to every story and these fractured fairytales provide alternative points of view to six well known stories. Written in a humorous style with cartoons, the variations provide a new spin to traditional narratives. Lennie the lizard relates how horrified he was to be plucked from the garden and turned into a footman for Cinderella's coach, while Sleeping Beauty was just trying to get some sleep when she was rudely awakened by a kiss. The book is most enjoyable, and it provides impetus for class work on innovating on a text and discussions about different points of view. J. Eade



USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1377759

WANG, Gabrielle

A ghost in my suitcase

Penguin Books (Australia), 2009 (Puffin)
ISBN 9780143303794

Celeste's mother has died and her French father asks her to take her mother's ashes to China to the Isle of Clouds, back to where her mother was born. Celeste goes to China and meets her grandmother for the first time. Set in Shanghai, the novel is a mysterious and exciting story about ghosts, haunted houses and ghost hunters that could only have happened in China. Celeste discovers that she has inherited an unusual skill and she joins her grandmother in ghost hunting. The book is written in first person and present tense, and the reader will find Celeste and her adventures easy to relate to and enjoy. The narrative and Wang's penciled illustrations provide an insight into contemporary and traditional Chinese life. S. Cousins



USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1397124

Fiction for older readers

*Resources are arranged alphabetically by author.
Some of these items are also suitable for upper
primary students.*

ABDEL-FATTAH, Randa

Where the streets had a name

Pan Macmillan Australia, 2008
ISBN 9780330424202

A touching, warm and wonderfully real novel about an extraordinary 13 year old, this is a narrative about taking control. Hayaat's

life is fractured when she is forced to watch helplessly as police seize her home and her best friend dies. When Hayaat decides that soil from Jerusalem will help her grandmother to get better, she attends to her mission with uncompromising determination. The combination of accessible characters and a riveting storyline will draw in young readers and at the same time open their eyes to the realisation that for some, freedom is a hard earned privilege. S. Taylor



USER LEVEL: Stage 3 Stage 4
Paper \$19.99 SCIS 1386878

AGARD, John & KITAMURA, Satoshi

The young inferno

Frances Lincoln, UK, 2008 [821]
ISBN 9781845077693

The poetry of Dante is adapted and transformed for contemporary readers in this version of the *Inferno*. A youth awakens in Hell, with Aesop as his guide. Reconfigured with a host of intertextual links, including iconic illustrations reminiscent of art works like the Cheshire cat from *Alice in Wonderland*, the wisdom of the renaissance is made relevant to today. The Furies are a horrible gang of punks, and a line of philosophers, mathematicians, and other notables populate the cantos. Emerging from the inferno, the young traveller discovers his own good fairy. Verbal and visual texts are cleverly combined to create a very accessible postmodern reading of Dante's *Inferno*. V. Davidson

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$27.95 SCIS 1399322

BERNARD, Patricia

Claw of the dragon: the diary of Billy Shanghai Hamilton

Scholastic Australia, NSW, 2008 (My Australian story)
ISBN 9781865048611

An action packed colonial and nautical historical novel, presented as Billy's journal, this tale is about a Chinese boy who is rejected by his family and taken in by a missionary couple and raised with their family on Thursday Island. During 1899–1900 Billy is kidnapped by pirates and sold into slavery to work on the pearling boats operating around Australia's north. Billy experiences cruel captains and sees the inhumane treatment of fellow workers. He survives with inner strength, kind friends and a good deal of luck. A graphic recount of events, the novel presents history through the eyes of a young boy. It is an interesting page turner that captures the essence of the place and time, its harsh life and different cultures. C. Sly



USER LEVEL: Stage 4 Stage 5
\$17.99 SCIS 1354221

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.

CORNISH, D. M.

Lamplighter

Scholastic, SA, 2008 (Monster blood tattoo)
ISBN 9781862916876

Sweet Rossamünd is an apprentice lamplighter in this fantasy world in which monstrous creatures are attacking the high roads of the empire. Rossamünd befriends the feisty Threnody as they learn to protect the Ways and uncover the deeper machinations of the Officials. Whether a hero's courage and loyalty are enough to triumph in this dangerous territory is open to question. A whole new world is created in this fascinating genre, sometimes referred to as steampunk or neo-gothic. The writer displays depth of vision and a playful inventiveness with the English language, and this second book in the trilogy provides intrigue and adventure in a world where all is not as it seems. An exciting and creative epic, this series is sure to cultivate some devoted fans. V. Davidson

USER LEVEL: Stage 4 Stage 5 Stage 6
\$29.95 SCIS 1360569

De GOLDI, Kate

The 10 pm question

Allen & Unwin, NSW, 2008
ISBN 9781741757354

Frankie Parsons is the 12 year old quirky protagonist of this charming novel. Everything in his world is carefully controlled. He communicates with his best friend, Gigs, in a unique language known as Chilun. In addition, Frankie's head is filled with a multitude of questions and he seeks out his mother every night to discover the answers. Life becomes complicated when a new girl steps onto the school bus. Frankie's quest for solutions is revealed in a rich, tender plot that pulls at the heartstrings. This wonderful novel, organised as a diary, and spanning a four month timeframe, is sure to appeal to a wide spectrum of readers. H. Gardiner



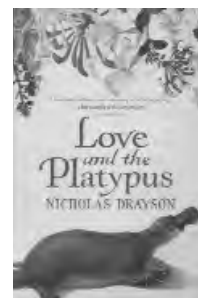
USER LEVEL: Stage 4 Stage 5
Paper \$17.95 SCIS 1398125

DRAYSON, Nicholas

Love and the platypus

Scribe, Vic, 2008
ISBN 9781921215995

The quest to discover the true nature of the reproductive system of the female platypus is the basis of this historical romance. William Caldwell, a young British naturalist, arrived in Australia in 1883 in search of answers. The scientific based plot uses environmental and medical themes in describing the wonders of nature. Caldwell meets colourful characters in outback Queensland who effectively smooth the science into a well-told narrative. His discoveries caused a scientific sensation, and they are explained against a romantic development. This unusual novel will suit curious students who enjoy scientific enquiry and novels with a connection to Australian history. S. Taylor



USER LEVEL: Stage 5
Paper \$24.95 SCIS 1361733

EATON, Anthony

Into white silence

Random, NSW, 2008
ISBN 9781741663259

The result of research carried out by the author at Casey Station, the novel retells the terrible fate of the men of the Raven who were trapped in the Antarctic icepack during the winter of 1922. To convey the horrors of their experience, Eaton uses the remarkably detailed and insightful journal of the expedition's Second Officer, William Downes, who perished along with the others. Eaton fills in the journal's gaps with remarkable empathy. This is a harrowing story that haunted Eaton and should move readers. Through this account, students could undertake a study of Downes as a significant individual from the 1920s. It would make a refreshing change from the examples provided in the syllabus for the History 7–10 Topic: *Australia between the wars*. R. Darlington

USER LEVEL: Stage 5
KLA: English; HSIE
SYLLABUS: English 7–10; History 7–10
Paper \$23.95 SCIS 1380870

GAIMAN, Neil

The graveyard book

Bloomsbury, UK, 2008
ISBN 9780747569015

From toddler to teen, Nobody Owens, known as Bod, is reared in a graveyard. He is protected by an array of delightful, devoted and memorable dead characters. How he got there and what his future is are a mystery to Bod, but he is frequently warned of imminent dangers in the living world beyond. This amazingly creative tale is instantly engaging with its quirky characters from bygone times, fantastic encounters and unusual life lessons. A pastiche of myth, history and magic, it is a unique story of friendship and self discovery. Presenting a very different vision of death, and breaking the boundaries of many of its related taboos, this compelling tale is sure to delight its readers. C. Sly

USER LEVEL: Stage 4 Stage 5
\$27.95 SCIS 1387743



GLEITZMAN, Morris

Then

Penguin Group (Australia), 2008 (Viking)
ISBN 9780670072781

This well-written sequel to *Once* will suit more mature readers as the story takes a dangerous and heartbreaking direction. Felix, a 10 year old Jewish refugee, and his friend, Zelda, a six year old Nazi orphan, are struggling to survive in Poland during WWII. Escaping from a concentration camp train, the children are captured and subsequently sheltered by Genia, a Polish farmer's wife. A strong connection forms as Felix and Genia protect their family from Zelda's anti-Nazi outbursts and Felix's nemesis, who is determined to expose him as a Jew. The narrative discloses the inhumanity of war and the unimaginable horror and cruelty of the Holocaust, while revealing moments of gentleness and humour in the perilous situations that beset the characters. Readers should not be deceived by the simplicity of the language in this extraordinary historical novel. The subject matter is unpalatable and the conclusion is confronting and could be distressing for some students. A. Frost



USER LEVEL: Stage 4 Stage 5
Paper \$19.95 SCIS 1365563

GREEN, Jessica

Theodork

Scholastic, NSW, 2009
ISBN 9781741693256

It is Theodore's first year at high school. After a successful primary school career he finds that he is now considered a *dork*, amongst other things. Even though he has some unfortunate experiences, Theodore does learn important lessons about friendship and himself. The book is written in first person and the reader will be drawn into Theodore's world and find his spectacularly unfortunate experiences easy to relate to and very amusing. Students who have found it difficult to settle into a new school and make friends will empathise with Theodore and his attempts to fit in, as well as his attempts at revenge. The book offers support for discussions about friendships and coping with difficult situations that can occur at home and at school. S. Cousins

USER LEVEL: Stage 3 Stage 4
Paper \$14.99 SCIS 1397900

HACKETT, Dave

UFO afloat

Penguin Group (Australia), 2008 (Puffin) (Unavoidable family outing)
ISBN 9780143303534

As with his crazy cartoons, cartoon man Hackett develops a storyline that will have readers laughing. When Jess and Brad run away on a cruise ship to Vanuatu, the whole family is in hot pursuit. What eventuates is an amusing tale, with Hackett using his cartooning skills to enhance the narrative. This latest UFO saga is ridiculous in essence and will appeal to young adolescents, who are bound to have been in UFO situations. From adventures with frozen peas, to mad guitars and volcanic islands, the novel has the elements to draw readers in and keep them thoroughly entertained throughout. It is a fast paced, humorous and very readable title. G. Cale



USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1358019

HALE, S. & HALE, D. & HALE, N.

Rapunzel's revenge

Bloomsbury, UK, 2008
ISBN 9780747587439

In this graphic novel version of the fairytale, *Rapunzel*, Rapunzel does not sit around waiting to be rescued, she rescues herself and, with the help of fellow outlaw Jack, rescues others, including her mother who is one of Mother Gothel's slaves. Panels of dazzling colour illustrations set the atmosphere and successfully tell the story. A realistic portrayal of the strong female protagonist and the use of powers rather than violence to overcome adversity, the narrative's interpretation is a valuable resource for senior students. Readers looking for adventure will appreciate this fast paced story of retaliation by a positive female role model. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$22.95 SCIS 1382634

HARTNETT, Sonya

Butterfly

Hamish Hamilton, Vic, 2009
ISBN 9780241015421

The eloquent probing of adolescence and the acceptance of differences within families will only be appreciated by mature readers of this novel. Plum's family is dysfunctional, yet atypically so and her two older brothers, Cydar and Justin, love and protect her. Plum is a childish 14 year old and caught up in the trap of wanting to be older and a new person. In order to fit in and have friends she steals her friends' possessions, but the opposite effect occurs. The book ends with a positive resolution for Plum, but not for others. There are some contextual and well treated issues on eating and weight, drugs, language, and adult infidelity. Students will not be fazed by the issues, but the main character is difficult to like and that could pose a problem for readers. C. Thomas

USER LEVEL: Stage 6
Paper \$29.95 SCIS 1396221

HORNIMAN, Joanne

My candlelight novel

Allen & Unwin, NSW, 2008
ISBN 9781741754858

As a teenage mother, Sophie and her child Hetty live wonderful lives in Lismore, complete with flooding rivers and university life. Their relationship with others and the experiences that unfold around them are beautifully told in this delightful book. Some of the absorbing characters include the remarkable Lil and the mysterious Maggie, while the intriguing bed and breakfast in which they live is central to the action. Sophie is not a typical teenager and her thoughts and actions about family, relationships, home and parenting are compelling reading. Sometimes quirky and always insightful, the novel is a satisfying follow up to *Secret scribbled notebooks*. A. Playford



USER LEVEL: Stage 5 Stage 6
Paper \$17.95 SCIS 1379169

KACER, Kathy

The diary of Laura's twin

Allen & Unwin, NSW, 2009
ISBN 9781741756678

The stories of two girls, 60 years apart, are intertwined in this moving novel. Sara is a Jewish girl from the Warsaw ghetto, and Laura is about to celebrate her bat mitzvah in America. Laura has to research a child from WWII and she uses Sara's diary as the core of her study. Through association with Sara's family, Laura is able to place problems she faces in her world into perspective. Themes of friendship, loyalty, family, justice, bullying and persecution are explored in this ultimately uplifting story. Historical photographs add poignancy, while the endnotes provide a factual context to Sara's story. Laura comes to understand that we cannot change the past, but we can change the future, a thought that may resonate in some readers of this novel. B. Hull



USER LEVEL: Stage 4
Paper \$16.95 SCIS 1398198

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.

LANDMAN, Tanya

The goldsmith's daughter

Walker, UK, 2008
ISBN 9781406307078

Itacate is shaping up to be a headstrong and creative young woman. There are just a few problems. Itacate lives in the Aztec village of Tenochtitlan in 16th century Mexico, where women are deemed fit only to perform perfunctory roles and one's destiny is determined at birth. Born under an ill-starred sky, Itacate attempts to make sense of her talents and her people's customs and beliefs as the Spaniards march into her city and change her way of life forever. Beautifully written from a perspective rarely explored in Stage 4 HSIE, the novel demystifies a lost civilisation in a very natural and unassuming way. A. Crawshaw



USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English 7-10; History 7-10
Paper \$16.95 SCIS 1376282

LARBALESTIER, Justine

How to ditch your fairy

Allen & Unwin, NSW, 2009
ISBN 9781741757378

The best way to explore a subculture in order to unearth some home truths is, of course, to parody it. Larbalestier takes us on an amusing and hair raising ride alongside Charlie, a 14 year old student at a sports high school in the highly fictitious, yet alarmingly plausible, town of New Avalon. Fairies are the order of the day, and just about everyone seems to have one. In an ideal world people select the fairy most suited to their lifestyle. But Charlie has been blessed with a parking fairy who only seems to benefit those around her. In the style of *Bridget Jones's diary*, the novel has all the comic insights of a character prone to the odd case of foot in mouth, rash actions and downright cluelessness. A. Crawshaw



USER LEVEL: Stage 4 Stage 5
Paper \$17.95 SCIS 1399502

MARCHETTA, Melina

Finnikin of the rock

Penguin Group (Australia), 2008 (Viking)
ISBN 9780670072811

Nine year old Finnikin witnesses the destruction and cursing of his kingdom and the death of many loved ones. After a 10 year exile, Finnikin rediscovers his father and he meets the mysterious and dangerous Evanjalín. After harrowing and enlightening experiences, he returns to his homeland to break the curse and save his fellow kinsmen. This mythical, suspenseful, and emotionally charged story explores the effect of war and adversity upon individuals and societies. Although the characters experience violence and cruelty, there is much about the story that is positive and hopeful, including the value of belonging. Readers will empathise with the realistic and multidimensional characters of this fantasy novel. S. Cousens



USER LEVEL: Stage 6
Paper \$24.99 SCIS 1381966

MARWOOD, Lorraine

Ratwhiskers and me

Walker, NSW, 2008

ISBN 9781921150395

[A821]

In a fascinating tale that cultivates a sense of the times, this historical verse novel presents a cameo of the chaos and lawlessness on the Australian goldfields. Its brevity, poetic pacing and powerful imagery elicits a strong emotional reaction to the incidents of fire, smoke, disease, and death. The young protagonist and his mangy dog, Ratwhiskers, are befriended by a Chinese boy and his group on the diggings. They grow vegetables for the rough, gold crazed diggers, and are greatly afraid of the miners' vindictive boss. A rapidly moving story, the book captures the atmosphere of the prejudice and discrimination towards the Chinese in a context where brutality dominates. Some interesting twists and turns carry the story to its momentous conclusion. C. Sly

USER LEVEL:

Stage 3 Stage 4
Paper \$14.95

SCIS 1370743

MEYER, Stephenie

Breaking dawn

Little, Brown, USA, 2008 (The twilight saga)

ISBN 9780316067928

In this fourth book, 18 year old Isabella Swan marries Edward Cullen and honours her commitment to become a vampire. Narrative twists and turns will sustain interest through Bella's internal transformations and the birth of an extraordinary child who places the Cullen family at great risk from the governing vampire elite. Once again, Bella must look to her best friend, Jacob Black, for an unlikely allegiance which may save the day. Wonderfully evocative of an alternative magical world, this unforgettable rite of passage novel explores the consequences of power, the nature of love and loss, the redemptive nature of sacrifices which are freely made, and the bravery and self-knowledge which must accompany the journey into adulthood. For additional information, see the review of Meyer's website in this edition of *Scan*. E. Chase



USER LEVEL:

Stage 5 Stage 6
Paper \$33.95

SCIS 1387011

ROWLING, J. K.

The tales of Beedle the Bard: translated from the original runes by Hermione Granger

Bloomsbury, UK, 2008

ISBN 9780747599876

Rowling's latest addition to the Hogwart's library features five fairytales for growing wizards and witches. The book begins with a fictional introduction by the author, and each story is followed by notes from Professor Dumbledore explaining the significance of each tale and how it has changed throughout the years. The book is an assortment of tales with messages ranging from love, generosity and tolerance, to gruesome tales of greed and the perils of invulnerability. Complex sentences and at times violent storylines make this a more suitable read for older students. A curious book of mystical fairytales, it is a must read for those who have fallen in love with, and want to learn more about, the magical world featured in Rowling's previous narratives. K. McDonell

USER LEVEL:

Stage 4
\$16.95

SCIS 1393727

Information, poetry and drama

Resources are in Dewey order.

Wacky-but true!

Wacky...but true, NSW, 2003

ISBN none

[001.905]

Created by an Australian teacher librarian, this vibrant monthly magazine is overflowing with entertaining facts that will intrigue students, especially those who like to browse the *Guinness book of records*. The magazine expounds general knowledge, including news and history facts, with jokes, puzzles and competitions. Articles have a clear and colourful layout. The magazine features a combination of vibrant illustrations, photographs, and a variety of simple and complex sentences. It will certainly engage students, and its enthusiasm adequately balances its lack of critical editing. K. McDonell

USER LEVEL:

Stage 2

KLA:

English; SciTech

SYLLABUS:

English K-6; Science & Technology

K-6

Paper \$5.95 available from

<www.wackymag.com.au>

SCIS 1158979

PINKNEY, John

True stories of the strange and unknown

Five Mile Press, Vic, 2008

ISBN 9781741783476

[001.94]

Pinkney presents young readers with a collection of fascinating true stories which are guaranteed to amaze and stimulate young minds. The book has stories about extraordinary coincidences, ghosts, UFOs, children raised by animals, and what inspired the Wright brothers to fly. Ideal for reading aloud and using as discussion and question prompts, each story engages the reader through the use of subheadings, descriptive language and black and white illustrations. The stories would provide an excellent starting point for research projects or as inspiration for creative writing. Teachers and students will love reading about the fascinating topics in this engaging text. K. McDonell



USER LEVEL:

Stage 2 Stage 3

KLA:

English; SciTech

SYLLABUS:

English K-6; Science & Technology

K-6

Paper \$19.95

SCIS 1376697

CLARKE, Patricia

The Rainbow Serpent of the Hopkins River

One Day Hill, Vic, 2008

ISBN 9780980564303

[298]

This is the story of the Gunditjmara people of the Warrnambool coastal region. The shadow of the Rainbow Serpent is ever present and

it threatens to cause havoc on its journey to south western Victoria. The story carries with it a sense of urgency as the birds and animals warn each other of the serpent's approach. Told from two points of view, the animals and the people of the Dreaming, the story includes a wealth of detail enhanced by deceptively naive illustrations. The narrative has a freshness and vibrancy that invites re-examination. Patricia Clarke is a Kirrae-wurrung woman and the story of the Rainbow Serpent was told to her by her father. S. Dickinson

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 \$24.95 SCIS 1403107

HAMPSHIRE, Mark & STEPHENSON, Keith

Signs and symbols

RotoVision, UK, 2008
 ISBN 9782940361908 [302.2]

A great visual stimulus with something to excite all students of art and design, this book looks at early signs and symbols such as petroglyphs, hieroglyphs, astronomical forms and the Chinese horoscope. Chapters such as *Membership* and *Identity* and *Signals* deal with topics of tattoos, recycling, and road signs. Visual Design students will find this book to be a fine resource. It is closely aligned to both the cultural and structural frames in Visual Arts syllabuses and it is an excellent stimulus for the study of how visual texts and visual communications work within societies. K. Ashley

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6; Visual Design CEC Stage 6
 \$45.00 SCIS 1393298

CORLETT, David

Stormy weather: the challenge of climate change and displacement

UNSW Press, NSW, 2008
 ISBN 9781742230085 [304.2]

The book looks at the issues of climate change and the potential for widespread displacement of affected peoples, using the tiny Pacific Island nation of Tuvalu as a case study. The issue for Tuvalu and regional powers like Australia, as outlined in this book, is to deal with the imminent threat of rising sea levels resulting from climate change. The challenge for Australia is presented as twofold. Australia must not only implement effective and ambitious climate change policies, but must also accept a responsibility for its role in climate change and the associated consequences of massive population displacement. The book provides a useful snapshot of climate change and refugees and is engagingly written. It is suitable for Stage 6 students and for teachers wishing to gain a deeper insight into these contentious issues. J. White

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Geography Stage 6; Legal Studies Stage 6
 Paper \$16.95 SCIS 1397003

SCIS Reviewing Team

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

ABDEL-HALIM, Aziza

Did you know?

Muslim Women's National Network of Australia, NSW, 2008
 ISBN 9780646487946 [304.48]

As the subtitle suggests, this book is aimed at refuting rigid interpretations concerning the position of women in Islam and interactions between faiths. It is an excellent compilation of ideas. Citing revered females in Islamic classical references, the author clearly tackles fabrications and misinformation that muddy the perceptions of Muslims and non-Muslims in regard to Islamic practices. The confusion between traditional ethnic customs and the universal principles that underlie the religion's international message is well worth considering. V. Davidson

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Society & Culture Stage 6; Studies of Religion Stage 6
 Paper \$10.00 SCIS 1385712

WILLIAMS, Sue

Women of the outback

Penguin Group (Australia), 2008
 ISBN 9780718104948 [305.409]

Giving voice to women who have lived and worked in outback Australia, this book is an inspiring read. Featuring the stories of Aboriginal and non-Aboriginal women, each chapter highlights the tragedies and triumphs of life in the bush. Many of the stories would make great biographical studies for English students, with engaging narratives and accessible language. Students of Aboriginal Studies will enjoy the story of Mitjili Gibson Napanangka remembering her childhood and her first encounter with non-Aboriginal people. The book provides some outstanding examples of ordinary Australians whose everyday experiences have become extraordinary tales, and it is a fine resource to break down gender based stereotypes of life on the land. A. Byron

USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7-10; English 7-10
 Paper \$32.95 SCIS 1381021



McINTOSH, Kenneth & WALKER, Ida

Youth with gender issues: seeking an identity

Mason Crest, USA, 2008 (Helping youth with mental, physical and social challenges)
 ISBN 9781422201459 [306.76]

An accessible and engaging text, the book examines how fractious gender issues can impact upon students' lives. The text is structured as a series of chapters with two alternating threads. One is a fictional narrative told by Kevin, a male student who identifies as female and whose attempt to take the identity of Kendra results in him being harassed and having to find a new school. The second thread is a factual analysis of the key concepts in relation to gender. The book will help teachers K-12 to both understand and empathise with the ways in which gender issues can profoundly



impact upon a student's experience of schooling. It also supports the study of gender and transgender issues in Community and Family Studies Stage 6 and Society and Culture Stage 6. A. Anderson

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English; HSIE; PDHPE
SYLLABUS: Community & Family Studies Stage 6; English Stage 6; PDHPE 7–10; Society & Culture Stage 6
 \$44.00 SCIS 1363076

BRISKMAN, L. & LATHAM, S. & GODDARD, C.

Human rights overboard: seeking asylum in Australia

Scribe, Vic, 2008
 ISBN 9781921372407 [323.6]

Produced as a result of repercussions after the detention of Cornelia Rau, the book is a snapshot of the history of refugees in Australia in the last 20 years. It highlights the glaring differences before and after 1992, when the mandatory detention of asylum seekers became law. Conditions in detention are detailed and there are many quotations from refugees, and those who have helped and hindered them. The nature and outcomes of disadvantage are discussed, in terms of mental illness and refugee status, and this makes the book useful support for the study of related issues in Legal Studies Stage 6. J. White



USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
 Paper \$35.00 SCIS 1391417

CHAPMAN, Garry & HODGES, Gary

Smart young consumers [series]

Macmillan Education Australia, 2008

Brightly presented with photographs and diagrams, this practical series explores a range of topics in consumer education. Students will engage with the accessible language and clear, logical formats which make these resources suitable for independent study. The case studies in each *Smart story* may provide great stimulus for role plays. Characters are used throughout the series to explain a range of common consumer issues such as product comparisons, mobile phone plans, tax, and superannuation. With strong links to the *Social systems and structures* content in the HSIE K–6, on consumer rights and responsibilities, this series will prove a valuable resource. A. Byron



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
 \$29.95 each

Reviewed titles in this series:

Consumer choices SCIS 1367881
Consumer rights and responsibilities SCIS 1367860
Getting a job SCIS 1367862
Managing money SCIS 1367864

Stolen generations: the way forward

/ edited by Justin Healey. Spinney, NSW, 2009 (Issues in society)
 ISBN 9781920801991 [362.84]

A thought provoking collection of diverse articles including reports, speeches and editorials challenge the reader to critically reflect on past, present and future understandings and consequences of the Stolen Generations at a national and international level. Newspapers, websites, statistics, surveys, magazines and journals address such topics as the national apology to the Stolen Generations. These are critically evaluated from the perspective of key Aboriginal spokespersons, writers including Tom Calma and Mick Dodson, and organisations such as the Reconciliation Network. Rhetorical questions, case studies, myth busters, highlighted passages and carefully selected graphics, images and web links make this book ideal for a study of interpretation and historical perspective. M. Nuku

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; History 7–10
 Paper \$20.95 SCIS 1399224

Social determinants of Indigenous health

/ edited by B. Carson & T. Dunbar & R.D. Chenhall & R. Baillie.
 Allen & Unwin, NSW, 2007
 ISBN 9781741751420 [362.84]

Developed in consultation with Aboriginal health professionals, this book examines social explanations for the short life expectancy, high infant mortality and other poor health outcomes experienced by Aboriginal people throughout Australia. A number of prominent researchers have come together to look at the impact of factors including racism, poverty, employment, welfare, housing, education, human rights and history. The book presents ideas and information clearly. Every chapter finishes with a summary, discussion questions and references. The final thought provoking chapter discusses interventions and sustainable programs to improve outcomes for Aboriginal people. It is refreshing to read a book which does not blame Aboriginal people for dying young, examining instead different approaches to explain the social gradient in health. A. Soutter



USER LEVEL: Stage 6 Professional
KLA: HSIE; PDHPE
SYLLABUS: Aboriginal Studies Stage 6; PDHPE Stage 6
 Paper \$49.95 SCIS 1351452

Insights [series]

Pearson Education, Vic, 2008

Primary students will enjoy using these factual texts for research or interest. Topics addressed are highly relevant to the 21st century, and focus on aspects of international environmental, cultural and historical issues, with a liberal sprinkling of disasters. They offer support for the study of our world in SciTech and HSIE K–6. The books are loaded with vibrantly coloured text boxes, captioned photographs, maps, bold headings and illustrations. The information is comprehensive, yet presented clearly and



concisely in manageable sections. A valuable addition to a school library, the series is sure to promote interest in and understanding of current issues, motivating learners to enthusiastically explore the topics they contain. L. Doyle

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$24.95 each

Reviewed titles in this series:

Adventures in the air SCIS 1389953
Exploring the unknown SCIS 1389967
Impact: environment SCIS 1389985
The new 7 wonders of the world: a travel guide SCIS 1389962

WALKER, Kate

Recycling [series]

Macmillan Education Australia, Vic, 2009

Informative and comprehensive, this series is well set out and makes good use of fact boxes, glossaries, flow charts, photographs and tables to appeal to all learning styles. Aimed at younger students, information is well researched and presented in a clear logical style that shows students all aspects of recycling. The books depict manufacturing processes, uses and reuses of products, and the impact on the natural world if we do not recycle products. Included in each title is a section on how school students have tackled recycling, and a supporting project to make, recycling the material in question. This useful series is a solid practical introduction to the topic of recycling and environmental management. R. Higginbottom

USER LEVEL: Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K-6
 \$29.95 each

Reviewed titles in this series:

Clothing SCIS 1396771
Food and garden waste SCIS 1396738
Glass SCIS 1396775
Metal cans SCIS 1396778
Paper SCIS 1396779
Plastic bottles and bags SCIS 1396735

BURNSCOTT, Leela

Forensic investigations [series]

Macmillan Education Australia, Vic, 2008 (Macmillan library)

The outstanding colour graphics and photographs that complement the clear layouts in each book will attract and maintain students' interest in forensic investigation. Ample summaries on topics such as explosions, evidence, and technologies are provided, as are in-depth feature boxes highlighting facts on a range of forensic techniques. Case studies balance the theoretical information provided. Each topic has clear, descriptive paragraphs that are easy to read, with bold headings separating key themes. Employment possibilities are briefly reviewed. These excellent resources support studies about scientific knowledge and developments, and will fascinate students interested in crime scene investigations. A. Frost



USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
 \$21.95 each

Reviewed titles in this series:

Big bangs: looking at explosions and crashes SCIS 1396620
Body talk: looking at biological evidence SCIS 1396628
Fact or fiction: looking at forensic investigations and technologies SCIS 1396614
Lasting impressions: looking at marks and imprints SCIS 1396722
Lost and found: looking at traces of evidence SCIS 1396625
Nature tells: looking at bugs, plants and the environment SCIS 1396618

CHAPMAN, Helen

The Aussie kids survival handbook: skills and tactics to deal with almost anything!

Five Mile Press, Vic, 2008

ISBN 9781742113173

[363.107]

The funky, black and white cartoon format of this book will attract and hold the attention of young adventure seekers. Topics include the handling of natural disasters, creatures on the loose, as well as dealing with strangers and bullies. Potential dangers with regard to water, transport, the home, and keeping safe generally are outlined. The book has clearly defined strategies for managing these situations. The cartoons lend themselves to drama presentations. The book would be a useful discussion starter on life skills and staying safe. A. Beedles



USER LEVEL: Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
 Paper \$12.95 SCIS 1374435

The housing crisis

/ edited by Justin Healey. Spinney Press, NSW, 2009 (Issues in society)

ISBN 9781920801946

[363.5]

This volume of a series renowned for its topical and often timely approach to issues looks at housing affordability for renters and buyers of property, as well as homelessness. Articles and excerpts are sourced from print media, organisations' reports and websites. The majority of these are from early 2008 and they precede the 2009 recession. While certainly still topical and interesting, some of this volume is therefore a little outdated. Arguably more relevant is the section on homelessness, which combines information to paint a disturbing picture of this side of the housing crisis. The book provides a good starting point for senior students to approach the issue of housing in Australia. J. White

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Legal Studies Stage 6; Society & Culture Stage 6
 Paper \$20.95 SCIS 1399227

BURSZTYNSKI, Sue

Crime time: Australians behaving badly

Hybrid, Vic, 2009

ISBN 9781876462765

[364.1]

These engaging true crime tales make fascinating reading. From the gruesome details of the *Batavia* to the exploits of Tony Mokbel, each short chapter is intriguing in detail without being judgements-

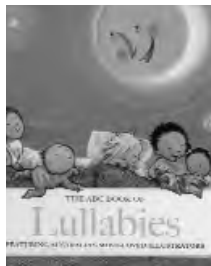
tal. There are almost 60 identities, including the bushrangers of the 1800s and the crime bosses of the recent *Underbelly* television series. The index is a who's who of Australia's infamous characters. Fact boxes contain interesting trivia. This would be a really useful resource for primary teachers who want to nourish students' interest in the colourful and criminal aspects of Australia's history. A. Playford

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; History 7-10; HSIE K-6
 Paper \$16.95 SCIS 1398171

The ABC book of lullabies

ABC Books, NSW, 2008
 ISBN 9780733323621 [393.8]

An enchanting collection of lullabies, chosen and illustrated by well known Australian illustrators such as Kilmeny Niland, Alison Lester and Wayne Harris, this book has diversity of songs and of illustration styles. The artists use collage shaped by *Photoshop*, pen and ink, gouache, charcoal and chalk, pencil, watercolour and acrylic washes. The style of illustration ranges from the intricacies of an engraved Victorian book plate for 'Brahms' lullaby' to the flat bright colours of a water scene for 'Come to the window'. Each double page spread of printed lullaby and graphic presents a new visual experience. There is a statement from each illustrator, listing their work and revealing the reason for their choice of lullaby, and sometimes the story behind the art. M. Davis

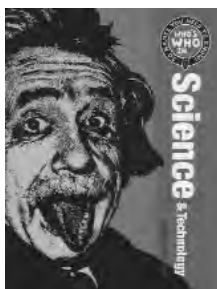


USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6; Visual Arts 7-10
 \$24.95 SCIS 1385036

Science encyclopedia

DK, UK, 2009
 ISBN 9781405337113 [503]

Covering most topics and content outcomes in Stage 4 Science, this well presented and colourful book will be an asset to Science teachers and students. The constant use of simple language, plain examples and relevant descriptions make this a great reference book for Science Life Skills students. Each page contains succinct information using a large font and very attractive glossy photographs and diagrams. The book deals with life science, physical science, Earth and space science, and materials science. The latter, which deals with properties of matter, elements, compounds, mixtures, physical and chemical changes, is particular useful for Science 7-10 students and outcome 4.7 on properties of substances. Each page concludes with a relevant Q&A. I. Mavin



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
 \$35.00 SCIS 1400560

OXLADE, Chris

Science and technology

A & C Black, UK, 2008 (Who's who in- 50 names you need to know)
 ISBN 9781408104262 [509.2]

Containing information about 50 famous scientists, this is an extremely useful book for Science 7-10 and outcome 4/5.1 on the history of science. Students will find the book to be an excellent starting point for research work on these scientists, with information on their life and work, as well as a key quotation and websites for further research. Each person's achievements and milestones are summarised in a short timeline. The language is succinct and straightforward, and scientists are appropriately categorised into chapters according to their research area, with an under representation of female scientists. The most applicable ones for Science 7-10 students – Watson and Crick, Darwin, Newton, and Curie – are all extremely well documented. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
 \$35.00 SCIS 1401945

BIRCH, Robin

Weather and climate [series]

Macmillan Education Australia, Vic, 2009

Using climate as its linking theme, this practical series provides excellent support material for classroom activities. It is predominantly Australian in context, with some global implications, such as information on the greenhouse effect and regional groups. Students will appreciate that it is set out in an easily navigated format, with clear headings, simple language and a good range of visual sources. Each title deals with a number of issues, such as human interaction, global warming, and drought. The emphasis on the issues and comparisons of past, present and future trends allows for a number of curriculum based tasks. It is well suited to the study of environments in Geography 7-10. B. Kervin

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: Geography 7-10; Science & Technology K-6
 \$31.95 each

Reviewed titles in this series:

Climate change	SCIS 1399695
Earth's climate	SCIS 1399696
Extreme weather	SCIS 1399705
How weather works	SCIS 1399690
Living with weather	SCIS 1399702
Watching weather	SCIS 1399710

BRETT-SURMAN, Michael K.

Children's encyclopedia of dinosaurs

Five Mile Press, Vic, 2008
 ISBN 9781742113227 [567.9]

Colourful and contextualised illustrations, illuminating diagrams and succinctly expressed information make this overview of dinosaur evolution informative and accessible. Our understanding of the developing world of dinosaurs is enhanced by maps showing continental drift and a timeline. Investigation of dinosaur senses, anatomy, diet and digestion, temperature regulation, reproduction, rearing of young, defence and attack strategies, size, strength and speed, all give insight into the diverse adaptations and physiology of dinosaurs. The book has an alphabetical selection of individual

dinosaurs from around the world, including Australia, notes on the history of paleontology and our developing understanding of fossil evidence. N. Chaffey

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE; Science
SYLLABUS: HSIE K-6; Science 7-10
 \$29.95 SCIS 1385973

PALLEN, Mark

The rough guide to evolution

Rough Guides, UK, 2009 (Rough guides)
 ISBN 9781858289465

[576.8]

Darwin's controversial 1859 publication changed the way people thought about life on Earth. This book provides the general public with the basics to begin to understand Darwin's ideas on evolution. The detailed descriptions and stories will probably be lost on most Biology students, but Biology teachers will enjoy the biological history described in this fascinating book. Many aspects could be adapted by teachers when teaching about Darwin in the Biology Stage 6 Topic: *Evolution of Australian biota*. The book examines Darwin's ideas and how they impacted on other aspects of society. Every chapter is strongly supported by diagrams and photographs. Science teachers will find this well written book a pleasure to read. I. Mavin



USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science 7-10
 Paper \$24.95 SCIS 1410834

RAMAGE, Jan & HICKMAN, Ellen

Tuart dwellers

Department of Environment and Conservation, WA, 2008
 ISBN 9781876615307

[577.3]

The magical descriptions of a day in a tuart forest absorb the reader of this book into the mini worlds that exist in and around these magnificent trees. Watercolour illustrations that are almost photographic in their detail reveal the ecology of insects, lizards, birdlife, and animals from dawn to nightfall and during a storm. The ingenious camouflage antics of the mad hatterpillar feature throughout, and everywhere the interdependence and interrelationships that exist in undisturbed bushland are revealed. Students will be intrigued by the cycle of life, sometimes hidden in nature, and they may grow more aware of the need to preserve our dwindling woodlands. This is a useful resource for the Stage 1 COGs Unit: (C): *Growing and changing*. S. Rasaiah

USER LEVEL: Stage 1
KLA: SciTech
SYLLABUS: Science & Technology K-6
 \$26.95 SCIS 1386427

VOGT, Richard C.

Rainforests

Five Mile Press, Vic, 2008 (Insiders)
 ISBN 9781742111278

[577.34]

Rainforests as a global environment, their structure and resulting ecology, are graphically illustrated here to showcase the biodiversity and workings of this ecosystem. The book explores the characteristics, adaptations and roles of plants and plant layers, insects,

reptiles, frogs, birds and mammals, and how they negotiate their habitat, day and night. Selected animals highlight a variety of survival modes. Fact boxes show their size, weight, diet, reproduction, conservation status and location. Human interaction and the environmental impact are touched on. Full page colour illustrations, enhanced by synoptic introductions, informative maps, diagrams, captions, pictorial and text insets, engage the reader and assist understanding and appreciation of the rainforest environment. N. Chaffey



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: Geography 7-10; HSIE K-6; Science & Technology K-6
 \$19.95 SCIS 1380808

The Great Barrier Reef

/ edited by P. Hutchings & M. Kingsford & O. Hoegh-Guldberg.
 CSIRO, Vic, 2008

ISBN 9780643095571

[577.7]

Providing detailed information about the biological, chemical and physical processes of the Great Barrier Reef, this is an impressive reference book for teachers and students of Marine Studies. Teachers completing Optional Module 6: *Coral reef ecology* will find the book particularly useful for the content areas of reef types, human impact, biodiversity and managing reefs. For Optional Module 7: *Oceanography*, several sections are very useful. Numerous other modules in the Marine Studies course would be readily supported by this outstanding book. Each chapter uses straightforward language and is enriched with superb colour photographs, graphs, tables and classification keys. I. Mavin

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Marine Studies CEC Stage 6
 Paper \$89.95 SCIS 1392922

PRYOR, Kimberley Jane

Animal attack and defence [series]

Macmillan Education Australia, 2009 (Macmillan library)

Using creative photographs, and interesting and informative details about land and sea animals' defence mechanisms, these books will engage learning. Descriptions use vital statistics and case studies in a read, see and learn format which enables the reader to apply and create understandings. The layout of glossy pictures, bold headings and fact boxes highlights the drama of survival techniques used by a variety of animals. Key information includes where the animals live, what they eat, predatory behaviour, environmental adaptation such as armour, and clever camouflage techniques to avoid predators. The series strongly supports the study of living things and environments in SciTech and HSIE. J. Allen



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$31.95 each

Reviewed titles in this series:

Amazing armour	SCIS 1396710
Mimicry and relationships	SCIS 1396715
Venom, poison and electricity	SCIS 1396716
Warning colours	SCIS 1396719

GALLAGHER, Debbie

Australian animals [series]

Macmillan Education Australia, 2009 (Macmillan young library)

The written language is clear and simple with short passages linked to coloured photographs in these compact books. Highlighted keywords are defined in the glossary and there is a range of techniques that demonstrate effective ways to organise and present information, such as captions, tables, maps, and labelled diagrams. A short quiz is provided in each title to reinforce learning. Titles cover some of the more unusual Australian animals and could be useful when studying the Stage 1 COGs Unit (C): *Growing and changing* and the Stage 2 COGs Unit (C): *Effects of growth and change*. R. Parnis



USER LEVEL:	Stage 1 Stage 2
KLA:	SciTech
SYLLABUS:	Science & Technology K-6 \$22.95 each

Reviewed titles in this series:

Emus and cassowaries	SCIS 1396645
Goannas and water monitors	SCIS 1396662
Malleefowl and lyrebirds	SCIS 1396638
Potoroos and numbats	SCIS 1396633
Quokkas and quolls	SCIS 1396655
Tree-kangaroos and wallabies	SCIS 1396658

MURPHY, Glenn

Inventions

Five Mile Press, Vic, 2008 (Insiders)

ISBN 9781742111292 [609]

Twenty three inventions from the wheel to the internet are documented chronologically in this useful book. On a double page, the background to each invention is explained, and diagrams and cross sections show how the item works. A timeline at the bottom of the pages shows how the invention has developed, for example the telegraph to television. The book explains what an invention is, and gives a timeline of inventions through history. While the written text is kept to a minimum, labelled diagrams and photographs clearly explain the inventions. This would be a useful book to dip into for many areas of the SciTech curriculum. J. Foster



USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	Science; SciTech
SYLLABUS:	Science 7-10; Science & Technology K-6 \$19.95 SCIS 1380811

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.

WALKER, Richard & ABADZIS, Nick

Dr Frankenstein's human body book: the monstrous truth about how your body works

Dorling Kindersley, UK, 2008

ISBN 9781405332521 [611]

Frankenstein's name has been used to entice readers into this tome of the human body, and they will not be disappointed. The doctor invites readers to join him and his assistant, as they create a human body, from atoms to skin, hair and nails. A colourful, double page spread explains each body part with interesting information about the physiology of the human body in small sections of written text, colourful illustrations and clear, labelled diagrams. Frankenstein's notes in the corners of the pages record progress. Day 30 completes the human body. This book is produced with board pages and is designed for lots of use. It is a well organised, attractive and accessible resource for students investigating how the human body works. J. Foster

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Science; SciTech
SYLLABUS:	Science 7-10; Science & Technology K-6 \$39.95 SCIS 1390853

Tell me a story about Australia [series]

Pearson Heinemann Library, NSW, 2009

Each book in the series contains an introduction about the value of stories in the history of a nation – stories which can be handed down to each new generation. Comprehensive information on each topic is clearly presented, along with large, bold headings, coloured fact boxes, historical photographs and diagrams. Each book has a detailed timeline. The series is an interesting idea which takes one historical event and retells it, but the presentation is fairly standard and less like a story than the series title suggests. Topics are both relevant and useful in working towards the achievement of outcomes in the Stage 2 COGs Unit (B): *Being Australian*, and the Stage 3 COGs Unit (G): *Traditions and heritage*. J. Eade



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:

Men down a mine: Beaconsfield	SCIS 1397015
Building a capital city: Canberra	SCIS 1397010
The making of the Anzac legend: Gallipoli	SCIS 1397013
Man with a mission: John Flynn	SCIS 1397009

HAMMOND, Richard

Car science

Dorling Kindersley, UK, 2008

ISBN 9781405332002 [629.2]

Physics, aerodynamics, and the history and future of cars are packaged here into an exciting and accessible book about the science of cars. In topics of power, speed, handling and technology, well organised and eye catching double page spreads encourage exploration of the short sections of written text. The book's words

are laid out as captions for diagrams and dynamic photographs, but there is a lot of information within those words. The graphics invite readers to explore meaning in the words. Scientific concepts are explained simply and effectively with excellent illustrations. Car enthusiasts will enjoy dipping into this book. J. Foster

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
 \$35.00 SCIS 1381900

DYER, Alan

Mission to the Moon

Five Mile Press, Vic, 2008
 ISBN 9781742113395

[629.45]

On the 40th anniversary of Apollo 11's Moon landing, the book offers an opportunity to reflect on Earth's interaction and humanity's fascination with the moon. The book examines the moon in history, Russian and American space programs, the Apollo missions, astronaut selection, training and space suits. Coverage of the Apollo 11 mission, amplified by an accompanying DVD, is comprehensive – from the countdown dissection and lift off overview, through each stage and procedure, to the return of the mission and new knowledge of moon geology and geography. Future missions are outlined. Well labelled, cut away diagrams are informative and insightful. N. Chaffey



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
 \$24.95 SCIS 1392073

JAKAB, Cheryl

Global issues [series]

Macmillan Education Australia, 2009 (Macmillan library)

Topical environmental issues are defined and addressed with rich questions and clearly focused information in this series. Each book examines a different problem and provides ideas for activities at the local level. In each book, five case studies, associated with that book's challenge, are superimposed on a world map, followed by more detailed discussion of those specific problems. This approach fits in very well with the Stage 3 COGs Unit (A): *Living land* and Unit (E): *Global and social issues*. The comprehensive case studies offer much for discussion with further information available through selected websites. Transport, biomes, tourism, and sustainable urban planning are just some of the topics presented clearly and succinctly. While being concerned with global issues, there is some specific reference to Australia, such as Melbourne's first green office building. D. Imison

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: Geography 7–10; HSIE K–6; Science & Technology K–6
 \$31.95 each

Reviewed titles in this series:

Global warming	SCIS 1399734
Protecting natural environments	SCIS 1399731
Renewable energy	SCIS 1399724
Sustainable cities	SCIS 1399727
Toxic waste	SCIS 1399738

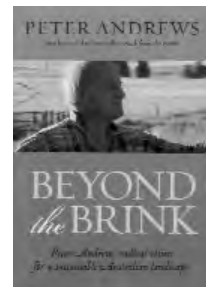
ANDREWS, Peter

Beyond the brink: Peter Andrews' radical vision for a sustainable Australian landscape

ABC, NSW, 2008
 ISBN 9780733324109

[631.58]

Andrews has gained prominence for his practical approach to sustainability through rehabilitating degraded farmland. His simple but effective techniques to restore the natural balance on degraded farmland are described and clarified here in a most readable way. Agriculture students seeking practical advice for adapting Andrews' ideas to farms and regions will find this to be a useful manual for sustainable methods. This follow up to *Back from the brink* is a valuable contribution to the issues of land and water management, and most of its ideas, such as the value of letting weeds grow, will not be found elsewhere in students' research. J. White



USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Agricultural Technology 7–10; Agriculture Stage 6
 Paper \$35.00 SCIS 1391175

PYERS, Greg

Pets [series]

Pearson Heinemann Library, NSW, 2009

Responsible pet ownership is the dominant theme throughout this series. The language is succinct and straightforward and the photographs clearly support the explanations about pet care. Difficult terms relating to the care and treatment of each animal are explained in a glossary, and the books encourage further research via references. Included in each book is an interesting interview with a child who owns that pet. This format may provide teachers with a model for students responding to texts on less familiar topics, or for learning about language structures and features. This series also supports the study of growing things in Science and Technology. S. Rasiaiah

USER LEVEL: Stage 1 Stage 2
KLA: English; SciTech
SYLLABUS: English K–6; Science & Technology K–6
 \$29.95 each

Reviewed titles in this series:

Birds	SCIS 1396556
Cats	SCIS 1396534
Dogs	SCIS 1396549
Fish	SCIS 1396559
Mice and rats	SCIS 1396545
Rabbits	SCIS 1396540

NICHOLLS, C. & PATERSON, J. & WALLER, R.

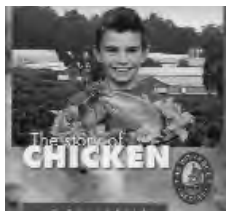
Chicken: the story of chicken in Australia

Kondinin Group, WA, 2008 (The Workboot series)
 ISBN 9781876068523

[636.513]

Detailing Australia's poultry industry, the book introduces the food production of chicken and covers the issues of rearing, breeding, commercial production and processing. Comprehensive colour diagrams include the features of hens and cockerels, the development of the chick inside the egg, and the work of vaccines.

Information is very well presented with extensive use of photographs, plus cartoons, diagrams and maps. The book is very strong on scientific and agricultural detail, it is a detailed and intensive guide to the topic and it lightens the detail with some chicken trivia – 87 chickens came out on the First Fleet. The book is an excellent resource for the study of meat chicken farming and the culinary uses of chicken. D. Johnston



USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Agricultural Technology 7–10; Food Technology 7–10
 \$33.95 SCIS 1392569

The art atlas

/ edited by John Onians. Laurence King, UK, 2008
 ISBN 9781856695572 [709]

People have been creating artworks for millennia; this comprehensive atlas offers a new way of seeing the factors that unite all art and what makes it varied. Within a progression that mingles chronology and geography, from hunting and gathering to modern technologies, the book's large format uses many maps, written information and images relating to each place and period of time. The resource has the feel of a geography textbook that overlays history and culture with features of land and sea. The visuals are placed solidly in context of time and place. This is an excellent resource for researching individual artists and human artistic activity in world history. The resource is duplicated in PDF on an accompanying CD. K. Ashley

USER LEVEL: Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: HSC History Stage 6: *Extension*; Visual Arts 7–10; Visual Arts Stage 6
 \$90.00 SCIS1390864

ROSS, John & BOOTH, Anne

Every picture tells a story: adventures in Australian art from the collection of the National Gallery of Australia, Canberra

Thames & Hudson, Vic, 2008
 ISBN 9780980354034 [709.94]

Artists often reflect current events in their works. This resource utilises artworks from the National Gallery of Australia to convey the history and development of Australian culture. Each double spread features an aspect of our heritage, including the first Australians, convicts, exploration, the gold rush, a love of the beach, and the diversity of our land. The written text is concise and supported by large, glossy artworks. Information on artists and their work is contained in coloured boxes that create a visual focus in the page design. The diverse content of this book will engage students with the history of our country and its artistic representation over time. N. French



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA; HSIE
SYLLABUS: Creative Arts K–6; HSIE K–6; Visual Arts 7–10
 Paper \$29.95 SCIS 1393230

FINGEROTH, Danny

The rough guide to graphic novels

Rough Guides, UK, 2008 (Rough guides reference)
 ISBN 9781843539933 [741.5]

Presented in this guide are definitions, history, an original example, the canon of graphic novels, and iconic creators from the world of graphic narratives. There are detailed chapters on the origins of the genre, 60 works from the canon, and manga. Critiques of the works of contemporary graphic novelists like Neil Gaiman, and useful background to the *Watchmen* movie, demonstrate the currency of the book. This is a valuable reference and resource for teacher librarians and English teachers. V. Davidson

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
 Paper \$29.95 SCIS 1390257

AMBROSE, Gavin & HARRIS, Paul

The fundamentals of graphic design

AVA, Switzerland, 2009
 ISBN 9782940373826 [741.6]

Students of the graphic arts will enjoy this manual of ideas and concepts in visual communication. It includes topics that are basic to the study of graphics, for example the tools of creative thinking and using the technology, and it takes students through to the more complex layers of meaning, branding and consumerism. The overall presentation of material is informative and straight to the point, visually appealing and very suitable for student research. It covers all the areas of knowledge of what graphic designers are all about, from the design to the end product, portfolios and careers in the industry. E. Queffert

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Design CEC Stage 6
 Paper \$69.75 SCIS 1396038

MILLMAN, Debbie

The essential principles of graphic design

RotoVision SA, Switzerland, 2008
 ISBN 9782940361809 [741.6]

Utilising the formal layout of many presentations of design theory, the book deals with creative and business topics, ranging from typography and colour to marketing research and workflow. Empathy and vitality is revealed in the section showcasing individual graphic designers, who discuss their creative journey from design brief to finished product. Many images are used to illustrate designs within 34 disciplines, including print, entertainment, industry, retail, brand innovation, websites, and motion graphics. The book is an ideal case study stimulus for senior art students. K. Ashley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Design 7–10; Visual Design CEC Stage 6
 \$75.00 SCIS 1383808

See the resource reviews database
www.schools.nsw.edu.au/resourcereviews for reviews
 of many of these titles.

Resource reviews db
<http://www.schools.nsw.edu.au/resourcereviews/>

WATTS, Julie

The art of Graeme Base

Penguin Group (Australia), 2008 (Viking)
ISBN 9780670071302

[741.6]

Base's works are not page turners but page keepers, as this beautifully illustrated work shows. It lovingly shows the development of Base's illustrative life and the power of art to illuminate. His characteristic signposts, the visual tricks to engage readers, and the development of colour as a storytelling component are described by Base in captions beside large reproductions. After the initial biography, there is a chapter for each work concentrating on a particular picture book's development. This is an excellent resource that traces the important themes portrayed in his work. F. Campbell



USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: English K-6; English 7-10; Visual Design 7-10; Visual Design CEC Stage 6
\$79.85 SCIS 1392943

REES, Darrel

How to be an illustrator

Laurence King, UK, 2008
ISBN 9781856695305

[741.6023]

A manual on how to succeed in illustration, this guide is a practical book which looks at the business side of illustrating. It does not offer a set of design exercises, but it answers questions about preparing a portfolio, setting up a studio, getting an agent, and producing marketable work. Transcript interviews with nine illustrators and five art directors provide ample opportunity for students to investigate the conceptual framework of illustrators. It is a visually dry book with only a smattering of images connected to the artists interviewed, but its business information is sound. K. Ashley



USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6; Visual Design CEC Stage 6
Paper \$55.00 SCIS1396073

BURKE, Sandra

Fashion entrepreneur: starting your own fashion business

Burke, UK, 2008
ISBN 9780958273305

[746.9]

Burke's guide is a must read for anyone considering a career in the fashion industry, especially those wishing to own and run a successful fashion business. It covers all aspects including fashion shows, roles and responsibilities of people working in the industry, problem solving, decision making, market research, and branding. There are useful glossary and reference sections. Glossy photographs and high quality fashion sketches are shown in colour, and there are black and white production styles. HSC students and teachers studying a designer and researching current industry issues and marketing aspects of the syllabus will appreciate the book's valuable insight into the industry. M. Timperley

USER LEVEL:

Stage 6 Professional

KLA:

TAS

SYLLABUS:

Textiles & Design Stage 6

Paper \$49.95

SCIS 1396089

BERENS, Kate & HOWARD, Geoff

The rough guide to videogames

Rough Guides, UK, 2008 (Rough guides reference)
ISBN 9781843539957

[794.8]

For students fascinated by the technology and culture of videogames, here is an eclectic overview of the historical evolution of the genre, from its formative shopfront arcade days to online games and the current batch of commercial successes, such as the Wii. The book explores the industry, gives an A-Z of 75 high profile classic and current games, looks at the personalities, and describes spin-off media such as gaming magazines, movies, books and websites. The game reviews would be useful in deconstruction activities in English, as the professional reviewers use cleverly selected, often colloquial, language to make their texts appeal to young aficionados. I. McLean

USER LEVEL:

Stage 4 Stage 5 Stage 6

KLA:

CA; English; TAS

SYLLABUS:

Design & Technology 7-10; English 7-10; Visual Design CEC Stage 6

Paper \$33.95

SCIS 1389196

ALBERT, Trish

First Australians: plenty stories [series]

Pearson Heinemann Library, Vic, 2009

Developed by Trish Albert, from the Yidinji people of North Queensland, these texts support the study of cultural identities and diversity in HSIE K-6. Teachers will find *Keeping strong through art* a particularly useful stimulus with its wide range of colourful photographs. Images range from traditional bark paintings to contemporary paintings of creation stories and multimedia installations. Other books celebrate Aboriginal languages, sporting achievements and contributions to Australian life. Each book in this series features bold words, an informative glossary, and a clear layout enabling students to engage with a wealth of historical and contemporary sources and issues. The series will enable teachers to approach the teaching of Aboriginal culture and issues with confidence. S. Dickinson

USER LEVEL:

Stage 2 Stage 3

KLA:

CA; HSIE

SYLLABUS:

Creative Arts K-6; HSIE K-6

Paper \$10.50 each

Reviewed titles in this series:

Indigenous sporting greats

SCIS 1401625

Keeping language alive

SCIS 1401623

Keeping strong through art

SCIS 1401617

Secret objects

SCIS 1401611

MORGAN, Paul

Total rugby union: a new fan's guide to the game, the teams and the players

Black, UK, 2008
ISBN 9781408110058

[796.333]

Jam packed with information on international and provincial rugby union teams and profiling the world's best players from recent history, the book gives a fair and broad coverage of Australian and southern hemisphere competitions. The graphics, mainly energetic photographs, are colourful and give a sense of the excitement and passion that many share about the game. Overall, students will find

the wealth of information on the individual aspects of rugby very useful and detailed, through an enthusiastic approach and attention to detail. The resource has a smidgen of history and less on the rise of women's rugby. R. Cox

USER LEVEL: Stage 5
KLA: PDHPE
SYLLABUS: Physical Activity & Sports Studies 7–10
 Paper \$24.95 SCIS 1382414

EDWARDS, Alistair

Hyundai A-League skills & drills: learn to play like the A-League's top players

Penguin Group (Australia), 2008
 ISBN 9780143304258 [796.334]

An excellent resource for teachers, parents and coaches, the book will assist young soccer players to observe and develop new skills. Colour photographs of primary aged girls and boys showing the moves are numbered in sequences of up to five continuous movements. The development of each technique can be clearly followed. Directions of movements are clearly explained in easy to understand steps. They describe stance, placement of feet and knees and how to move the ball using a specific part of the foot. Professional adult players are shown in triumphant action with an accompanying profile. This handy volume lists Australian football organisations with websites to support online interest enquiries in local clubs. D. Johnston

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K–6
 Paper \$19.95 SCIS 1389551

INGPEN, Robert

The boy from Bowral: the story of Sir Donald Bradman

Walker, UK, 2008
 ISBN 9781921150647 [796.358092]

Ingpen's romantic drawings nicely complement his factual account of the life of Don Bradman. Centred on facts relating to runs scored and tests played, the written record is accompanied by excellent stylised illustrations that capture the essence of Bradman's career before and after WW1. Students undertaking assignments on sporting icons or sport history will find this information complete and easily accessible. Bradman's strokes, field placings and portraits form the bulk of the illustrations. The Physical Activity and Sports Studies syllabus has the flexibility to offer students the chance to study major stars and their chosen sports. The book supports such a study as well as pleasurable browsing by cricket fans. R. Cox

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English; PDHPE
SYLLABUS: English K–6; English 7–10; Physical Activity & Sports Studies 7–10
 \$29.95 SCIS 1376362

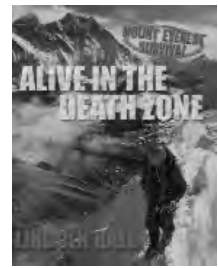
HALL, Lincoln

Alive in the death zone

Random House, NSW, 2008
 ISBN 9781741663372 [796.52]

This highly interesting and motivating book explores the story of Lincoln Hall's battle to survive on Mt Everest. Hall was left to die

on the mountain and the book captures the drama, suspense and danger of his survival experience. Using breathtakingly stunning photographs, an effective layout and crisp writing style, it describes aspects of mountain climbing and the history of Mt Everest. From the attention grabbing title to the board game inside the back cover, the book is a guaranteed page turner, sure to appeal to readers who enjoy biographies of outdoor adventurers. The story could be used to illustrate human interaction with environments in Stage 4 Geography. L. Doyle.

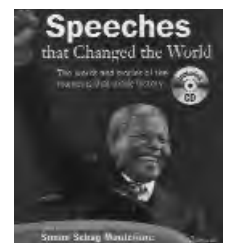


USER LEVEL: Stage 4
KLA: English; HSIE
SYLLABUS: English 7–10; Geography 7–10
 \$29.95 SCIS 1389244

Speeches that changed the world: the words and stories of the moments that made history

Quercus, UK, 2008
 ISBN 9781847246066 [808.85]

An anthology of 48 speeches, from Moses to George Bush on 9/11, this volume offers a window onto significant occasions in history. It provides a brief biography and image of each orator, seven of whom are women. Each entry gives an extensive context in which the speech was made, with key phrases isolated, a transcript of the speech or part of it and, in 21 cases, an historical recording of the speech on an accompanying CD. The resource is a fascinating and attractive collection, with excellent primary sources for historical study and the investigation of persuasive oral texts in English. M. Davis

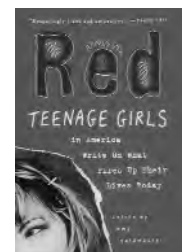


USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7–10; History 7–10; Modern History Stage 6
 \$34.95 SCIS 1397032

Red: teenage girls in America write on what fires up their lives today

/ edited by Amy Goldwasser. Plume, USA, 2008
 ISBN 9780452289833 [814.008]

Goldwasser tentatively sought the musings of the current generation of teenage girls and ended up with a collection that many women will identify with as reflecting adolescent issues. The contributors are already mature, perceptive, dignified and worthy. The book is a collection of essays about families, friends, the body, the media, school – in fact topics that will be very interesting to Australian teenagers. The essays are articulate and thoughtful, direct in their views, optimistic in outlook, and very readable. They express the writers' ideas very well and girls in particular will enjoy browsing this resource. A. Crawshaw



USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7–10; Society & Culture Stage 6
 Paper \$14.95 SCIS 1392281

Macquarie PEN anthology of Aboriginal literature

/ edited by Anita Heiss & Peter Minter. Allen & Unwin, NSW, 2008
ISBN 9781741754384 [A820.8]

The book contains an outstanding collection of writings by Aboriginal people, from first contact to the present day. Fascinating insights into the struggle for human rights, recognition and reconciliation are recorded. A letter from Bennelong to his sponsor begins a literary journey that includes speeches, radio interviews, poems, extracts from plays, and letters to families. An excellent feature of the book is that each writer is given a small biography. Also useful is the detailed glossary of terms, the sources and a comprehensive index. The editors acknowledge a wide variety of Aboriginal organisations for their contributions and assistance. A. Playford



USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; English 7–10
Paper \$24.95 SCIS 1364134

HSC belonging

/ edited by Mary Colbert. Herald Education, NSW, 2009
ISBN none [820.9]

Specifically designed for the English Stage 6 Area of Study: *Belonging*, this book is a fascinating collection of print media resources, drawn from the *Sydney Morning Herald* and the *Sun-Herald*. The resources include a variety of news articles, opinion pieces and editorials, speeches, feature articles, cartoons and photographs. Different aspects of belonging are investigated through these texts, such as mateship, immigration and multiculturalism, subcultures, technology, Aboriginal Australians and reconciliation. Particular areas of Australian social life – fashion and sport – are also explored. While some pieces consider the concept of belonging at the global level, most are focused on the Australian scene, and most reflect a positive view of belonging. The concept of not belonging is considered less frequently. Several are substantial enough to be used as a text of own choosing for the Area of Study, and students can use the book to practise their skills of analysis and synthesis for English Stage 6 Paper 1 Section 1, although the book does not represent the full range of texts that students are likely to encounter. However, these accessible and engaging texts are a useful way for students to explore the concept of belonging. Further resources, including plenty of extra texts and some relevant speeches, are available online at <www.heraldeducation.com.au/view_page.asp?intpageid=122>. M. Murray

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6
Paper \$25.00 SCIS 1405474

ADAMS, S. & SWERLING, L. & LAZAR, R.

The most stupendous atlas of the whole wide world by the Brainwaves

Dorling Kindersley, UK, 2008
ISBN 9781405331968 [912]

Maps and geographical information are presented here using irreverent drawings and text. The format alternates between maps of continents and explanations of geographical and geological

processes. Each of the six continent maps opens to an array of information about people, places and features, using playful cartoon characters and graphics. The maps lack detail, however they give an entertaining overview of the major physical and political features of the continents. Accompanying information is interesting but it has a loose structure that lacks a theme, making the resource most suited to browsing. Explanations of geographical and geological processes have a more structured approach, with straightforward diagrams and simple descriptions. This interesting format is likely to engage younger students. J. White



USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10; HSIE K–6
\$35.00 SCIS 1395379

Eyewitness expert [kit] [series]

DK, UK, 2008

These boxed sets comprise a CD, profile cards, wall chart, model, map and books. The information in *Knight* relates to the middle ages and is excellent support for the Year 7 study of medieval Europe in History 7–10. There is a large amount of material on castles in this kit. *Shark* has detailed information about sharks, especially types of shark and their locations, anatomy, behaviour, and marine ecology. The resources have some hands-on activities, such as how to log observations, and a small multimedia component. The kits' CDs contain *Clip art* images that suit exploration on an IWB. They are interesting and visually strong resources, with engaging and useful material for schools. P. Johnson

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: History 7–10; Science 7–10; Science & Technology K–6
\$39.95 each

Reviewed titles in this series:

Knight SCIS 1395451
Shark SCIS 1395440

BORDESSA, Kris

Great medieval projects you can build yourself

Nomad, USA, 2008 (Focus on social studies)
ISBN 8790979226809 [940.1]

The book details the making of a variety of items, especially food and clothing projects, and it also gives some interesting background to medieval European life. Laid out like a magazine and using plenty of black and white illustrations, the book is a pleasant mix of visuals and written information. It makes good use of text boxes with anecdotes and medieval words. Instructions for building, constructing and making these enjoyable and realistic projects are written in succinct language. Stage 4 History students will gain a sound background and knowledge of the Middle Ages from this very user friendly book. R. Higginbottom



USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7–10
Paper \$33.95 SCIS 1394871

BRASCH, Nicolas

Gallipoli: reckless valour

Black Dog, Vic, 2009

ISBN 9781742030258

[940.4]

In this accessible and comprehensive introduction to the fateful Gallipoli campaign, events are presented chronologically and summarised with a user friendly timeline. Besides descriptions of events, the book provides insights into Australian society and culture of the early 20th century. Written text is accompanied by archival photographs and maps, extracts from letters and newspapers, statistics and facsimiles of war posters. Many of these could be used as part of a source study, individually or as part of the whole. The book unashamedly takes the Australian perspective on the events of 1915, and as such provides a limited perspective, but is an engaging and accessible starting point for students of WWI. J. White



USER LEVEL:

Stage 5

KLA:

HSIE

SYLLABUS:

History 7–10

Paper \$16.99

SCIS 1398175

KRAMER, Lance & BARTLESON, H el ene

Golden leaves: an introduction to the Chinese cemeteries of Christmas Island

BooBook Editions, NSW, 2008

ISBN 9780980558500

[994]

Christmas Island celebrated 50 years as a territory of Australia in 2008, and it is fitting that the cultural diversity and shared history of this tiny island in the Indian Ocean should also be celebrated. A detailed and thoroughly researched resource, this book pays tribute to the Coolie miners from China who came to work in the Christmas Island Phosphate Company from 1899. Working conditions for the miners were extremely harsh and many died from accidents or diseases such as beriberi. Cemeteries were constructed in accordance with the principles of feng shui and headstones were erected and inscribed in a culturally sensitive manner. Tables showing translations of inscriptions on the headstones and their relevance to the Chinese calendar are provided throughout the book. Students learning about the importance of the appropriate use of language and the diverse ways in which meaning is conveyed in written texts will find much of interest in this very readable book. S. Rasaiah

USER LEVEL:

Stage 4 Stage 5 Professional

KLA:

Languages

SYLLABUS:

Chinese K–10

Paper \$POA

SCIS 1379987

COLLINGRIDGE, Vanessa

The story of Australia: the epic journey from Gondwana to the present day

Five Mile, Vic, 2008

ISBN 9781741789621

[994]

In a remarkable achievement, this boxed book is an extensive history of Australia, and Australia in international context, in just 64 pages. The layout has many short chapters with colourful illustrations, maps and photographs. The highlight for students and teachers will be the 25 facsimiles of primary resources. These full colour documents include extracts from the list of convicts on board the First Fleet and Matthew Flinders' chart of Terra Australis. The resource includes many graphics, and is a superb visual resource. Written content gives an excellent history for students, although the

title is misleading as the book stops at the 1992 Mabo decision. This inspirational book will be enjoyed by a variety of readers. A. Playford

USER LEVEL:

Stage 5

KLA:

HSIE

SYLLABUS:

History 7–10

\$49.95

SCIS 1392263

Who reviews?

Reviewers for Scan and the DET website are selected from teachers and teacher librarians across the state.

Judy Adnum, Consultant, Literacy
Julia Alvarado, Chifley College, Bidwill Campus
Joanne Allen, Seaham PS
Andrew Anderson, Canterbury GHS
Kristin Ashley, teacher
Aveen Beedles, teacher librarian
Amanda Byron, Illawarra and South Coast Regional Office
Gayle Cale, teacher librarian
Francie Campbell, Killara HS
Narelle Chaffey, Oxley HS
Lizzie Chase, School Libraries and Information Literacy Unit
Sally Cousens, Advisor, Literacy
Alexandra Crawshaw, Colo HS
Robert Cox, Henry Kendall HS
Robert Darlington, teacher
Victor Davidson, Birrong GHS
Meg Davis, teacher
Suzanne Dickinson, Ryde State Office
Lee Doyle, Matthew Pearce PS
Jan Eade, Macquarie ICT Centre
Jenny Foster, Warrimoo PS
Nicole French, Singleton HS
Amanda Frost, The Hills Sports HS
Heather Gardiner, Bulli HS
Ruth Higginbottom, Tomaree PS
Coleen Holmes, Chifley College Bidwill Campus
Bronwyn Hull, Goulburn HS
Di Imison, Telopea PS
Janine Jenkins, Batemans Bay PS
Pam Johnson, St Clair HS
Di Johnston, Fairfield Heights PS
Bede Kervin, Bowral HS
Cheryll Koop, Consultant, Literacy
Ian Mavin, Jamison HS
Karen McDonnell, Lethbridge Park PS
Ian McLean, Penrith PS
Michael Murray, CEO English, Ryde State Office
Marty Nuku, Brisbane Water Secondary College, Senior Campus
Rhonda Parnis, Sherwood Grange PS
A Playford, Ballina HS
Shauna Pollard, Rooty Hill HS
Elisabeth Quiefert, Chifley College Bidwill Campus
Sue Richards, teacher
Sally Rasaiah, School Libraries and Information Literacy
Steve Sampson, Muswellbrook South PS
Cathy Sly, School Libraries and Information Literacy
Alison Soutter, Project Officer, DOCS
Graham Spindler, Parliament House, NSW
Susan Taylor, Lindfield PS
Carol Thomas, School Libraries and Information Literacy
Michelle Timperley, The Entrance HS
Jason White, Chifley College Bidwill Campus
Merryn Whitfield, Bald Face PS

Articles – Authors

C
CHASE, Lizzie 13, 25
CHESSMAN, Angela 22
COOPER, Jonathan 13

D
DAVIS, Rosemary 4

Articles – Titles

B
Beyond the review: *Breaking dawn* a book study 25

C
Collaboration: a key ingredient to enhance teacher effectiveness 42

E
English perspective on the Jonathan Cooper interview, An 15

H
Have a laptop, will read: free e-books from links in the school library collection 30

Internet sites – Titles

3D medical animations 62

A
ABC health & wellbeing 62
Aboriginal art prints 64
Aboriginal Housing Company website 60
Action for Aboriginal rights 56
Active listening 55
Active listening skills 55
Adventures in energy 57
Analysing newspapers 55
Analysing television advertisements 55
archive of book cover designs and designers, for the purpose of appreciation and categorization, An 65
Arrive alive 60
artyfactory.com/ 64

B
Boost kids 55

C
CAAH: NSW Centre for the Advancement of Adolescent Health 59
Canadian Museum of Civilization 69
Crime films 65
Culture.gov.au: Australia's culture portal – connecting you with Australian culture online 69
Cybersmart detectives 53

D
Diverse Australia Program: everyone belongs: for students 56
Drugs and driving 60

Resources – Authors

A
ABADZIS, Nick 88
ABDEL-FATTAH, Randa 78
ABDEL-HALIM, Aziza 83
ADAMS, S. 93
AGARD, John 79
ALBERT, Trish 75, 91
AMBROSE, Gavin 90
ANDREWS, Peter 89

B
BANYARD, Jen 75
BARTLESON, Hélène 94
BASS, Gary 70
BATESON, Catherine 75
BERENS, Kate 91
BERNARD, Patricia 79
BIRCH, Robin 86
BLACK, Rosalyn 70
BLACKWOOD, Freya 74
BLAND, Nicholas 72
BOOTH, Anne 90

G
GORDON, Carol A. 34
GRAY, Martin 30

H
HEFFERNAN, John 22

Heads for tales 22
HSC *Belonging* and Matt Ottley's *Requiem for a beast* 17

J
Jonathan Cooper interview: a close encounter with the painting, *Winding the skein* 13

M
More writers talking in 2009 46
Murder under the microscope inspires the Tooleybuc community 9

O
OASIS Library Reports 48

E
Eco worldly 57
Embrace the future: resilient youth 54
Encyclopaedia Britannica online 54
Est. of Hans Jensen v. The White Star Line 58
Everyday life 71
Exploring the nanoworld 63

F
Film and media schemes of work 66
FoodWorks for life: nutrition & the food groups 63

G
Graphic map 67

H
Harmonica Academy: everyone plays 65
Headroom: the lounge 58
Healthy food guide 63
hero's journey, The 67
How do astronauts eat in space? 64

I
Ideas for getting started: for students 61
Interactivate 61

K
Kids: explore the world of nutrition with nutrition explorations 63

L
Law Society of New South Wales, The 58
Legal Information Access Centre crime library 58
Likeitits.org.au 62

BORDESSA, Kris 93
BORLAND, P. 72
BRASCH, Nicolas 94
BRETT-SURMAN, Michael K. 86
BRISKMAN, L. 84
BROAD, Michael 72
BROKAMP, Elizabeth 75
BURKE, Sandra 91
BURNSCOTT, Leela 85
BURSZYNSKI, Sue 85

C
CHAPMAN, Garry 84
CHAPMAN, Helen 85
CHILD, L. 72
CLARKE, Patricia 82
CLAYTON, Sally Pomme 72
COLFER, Eoin 75
COLLINGRIDGE, Vanessa 94
CORBY, Caroline 76
CORLETT, David 83
CORNISH, D. M. 79

M
McKINDLAY Belinda 9
MUDGE, Yvonne 28
MURRAY, Michael 15

R
RAMSAY, Wendy 16
RATTEY, Ann 46

P
Powerful partnerships for quality learning: Digital Education Revolution – NSW rolls on! 4
primary and high school partnership: meeting the Challenge together, A 28

R
Raising active voices in school libraries: authentic learning, information processing and *Guided Inquiry* 34
Research columns three, 2009: What did you do in school today? 32

Literary elements mapping 67
Living in the greenhouse 62

M
Macquarie dictionary 61
Margaret Brandman 65
Mental illness: what a difference a friend makes 59
Mirage bookmark 64
Modern world history 68

N
NSW Commission for Children & Young People 59

O
official website of Stephenie Meyer, The 67

P
Passionate poetry 66
Picture_word_book 66
Plot diagram 66
Process flow charts in food manufacture 64
Profile publisher 54
Propaganda: explore the Nazi's sophisticated propaganda campaigns and their legacy 68

R
Racism. No way!: games room 56
Read easily: Ebooks online library 54
Relationships Australia 60
Royal Society. Students, The 61

S
Savings quest 57

CREECH, Sharon 76

D
DAVIS, Sarah 74
DAWSON, M. S. 73
De GOLDI, Kate 79
De KANTZOW, Megan 72
DENNIS, Peter 77
DENTON, Terry 78
DICKMAN, Michael H. 69
DODD, Lynley 73
DRAYSON, Nicholas 79
DYER, Alan 89

E
EATON, Anthony 80
EDWARDS, Alistair 92

F
FINGEROTH, Danny 90
FLYNN, Pat 76
FLYNN, Rachel 73

S
School Systems team, The 48
SLY, Cathy 17
STANDEN, Julie 28

T
TODD, Ross J. 32

T
tribute to Maureen Nicol, A 47

V
Visual Arts perspective: engaging with artworks in the gallery context, A 16

science of cooking, The 63
ScienceResearch.com 54
Scripting: what's your movie about? 66
Search GLIN 58
Sephardic music 65
Shane Johnson 60
Shmoop: literature 67
Short stories 67
Spendwell 57

T
Talking works 59
Teen health: ages 12-17 56
Timetoast 68

V
Vicnet directory: Aboriginal 69
Virtual and online field trip guides 62
Virtual bakery 63

W
WebQuest.org 60
What's up in finance? 57
Where's your head at? 59
Writers talk. 2008 68
Writing letters 61

Y
Young people 55
Youth health: make informed choices 56

HINDUJA, Sameer 70
HODGES, Gary 84
HORNE, Sarah 76
HORNIMAN, Joanne 81
HOWARD, Geoff 91
HUXLEY, Dee 74

I
INGPEN, Robert 92

J
JAKAB, Cheryl 89
JENKINS, E. 72

K
KACER, Kathy 81
KITAMURA, Satoshi 79
KRAMER, Lance 94

L
LANDMAN, Tanya 81
LARBALÉSTIER, Justine 81
LATHAM, S. 84
LAZAR, R. 93
LEE, Virginia 72
LOH, Virginia Shin-Mui 77

M
MacDONALD, Alan 77

Resources – Titles Vol 28

10 pm question, The 79

A
ABC book of lullabies, The 86
Alfred Nobel: the man behind the Peace Prize 74
Alive in the death zone 92
Animal attack and defence [series] 87
art atlas, The 90
art of Graeme Base, The 91
Artemis Fowl and the time paradox 75
Aussie kids survival handbook: skills and tactics to deal with almost anything!, The 85
Australian animals [series] 88

B
Before they were famous [series] 76
Beyond the brink: Peter Andrews' radical vision for a sustainable Australian landscape 89
Beyond the classroom: building new school networks 70
boy from Bowral: the story of Sir Donald Bradman, The 92
Breaking dawn 82
Bullying beyond the schoolyard: preventing and responding to cyberbullying 70
Butterfly 81

C
Car science 88
Chicken: the story of chicken in Australia 89
Children's encyclopedia of dinosaurs 86
Choices for English: books, films and other texts that work 71
Circle of three: enough friendship to go around? 75
Claw of the dragon: the diary of Billy Shanghai Hamilton 79
Crime time: Australians behaving badly, The 85

D
diary of Laura's twin, The 81
Did you know? 83
Differentiation in practice: a resource guide for differentiating curriculum. Grades 9–12 70
DK readers. 3, Reading alone [series] 71
Dr Frankenstein's human body book: the monstrous truth about how your body works 88
Ducks don't wear socks 73
Dudgeon is coming, The 73

E
essential principles of graphic design, The 90

MARCHETTA, Melina 81
MARSDEN, Carolyn 77
MARWOOD, Lorraine 82
MASTERS, Anthony 77
McDONALD, Megan 77
McINTOSH, Kenneth 83
McPHERSON, D. 71
McROBBIE, David 77
MEYER, Stephenie 82
MILLARD, Glenda 73
MILLMAN, Debbie 90
MORGAN, Paul 91
MOSES, Will 71
MURPHY, Glenn 88

N
NEDWIDEK, John 73
NICHOLLS, C. 89
NOLL, Amanda 73

O
OXLADE, Chris 86

P
PALLEN, Mark 87
PATCHIN, Justin W. 70
PATERSON, J. 89
PEARCE, John 70

Ethical decision making in school administration: leadership as moral architecture 70
Every picture tells a story: adventures in Australian art from the collection of the National Gallery of Australia, Canberra 90
Eyewitness expert [kit] [series] 93

F
Fashion entrepreneur: starting your own fashion business 91
Finnikin of the rock 81
First Australians, plenty stories [series] 75
First Australians: plenty stories [series] 91
Forensic investigations [series] 85
Freak Street [series] 77
fundamentals of graphic design, The 90

G
Gallipoli: reckless valour 94
ghost in my suitcase, A 78
Global issues [series] 89
Golden leaves: an introduction to the Chinese cemeteries of Christmas Island
Goldilocks and the three bears 72
goldsmith's daughter, The 81
good arriving, A 77
graveyard book, The 80
Great Barrier Reef, The 87
Great medieval projects you can build yourself 93
Guided inquiry: a framework for meaningful research in the school [DVD] 69

H
Harry & Hopper 74
Hate that cat 76
Hero and the sinking ships 76
hero of Little Street, The 74
History of Warts [series] 77
horror of the heights, The 77
housing crisis, The 85
How to be an illustrator 91
How to ditch your fairy 81
How weird is that- 73
HSC belonging 93
Human rights overboard: seeking asylum in Australia 84
Hyundai A-League skills & drills: learn to play like the A-League's top players 92

I
I need my monster 73
Improving student achievement: a practical guide to assessment for learning 70

PINKNEY, John 82
POULTER, J. R. 74
PRYOR, Kimberley Jane 87
PULLEN, Zachary 74
PYERS, Greg 89

R
RAMAGE, Jan 87
REES, Darrel 91
RIPPIN, Sally 72
RODDA, Emily 78
ROGERS, Gregory 74
ROSS, John 90
ROWLING, J. K. 82

S
SIMONS, Moya 78
SIMPSON, Douglas J. 70
SMITH, Craig 73
STANFORD-BLAIR, Nancy 69
STEPHENSON, Keith 83
STEWART, Chantal 74
STORER, Jen 78
STRICKLAND, Cindy A. 70
SULLIVAN, Rosemary 74
SWERLING, L. 93
SYKES, H. 71

Insights [series] 84
Into white silence 80
Inventions 88

J
jade dragon, The 77

L
Lamplighter 79
Love and the platypus 79

M
Macquarie PEN anthology of Aboriginal literature 93
Mboobo tree 73
Me, Oliver Bright 72
Mending Lucille 74
Mindful leadership: a brain-based framework 69
Mission to the Moon 89
most stupendous atlas of the whole wide world by the Brainwaves, The 93
My brilliant book 72
My candlelight novel 81
My grandpa and me 73

N
Norman Enormous 73

P
Persephone: a journey from Winter to Spring 72
Pets [series] 89

R
Rainbow Serpent of the Hopkins River. The 82
Rainforests 87
Raining cats and dogs 71
Rapunzel's revenge 80
Ratwhiskers and me 82
Recycling [series] 85
Red: teenage girls in America write on what fires up their lives today 92
rough guide to evolution, The 87
rough guide to graphic novels, The 90
rough guide to videogames, The 91

S
Science and technology 86
Science encyclopedia 86
Secrets of Deltora: exploring the land of dragons 78
Signs and symbols 83
Silverfin: the graphic novel 76
Smart young consumers [series] 84
Snow idea 76
Social determinants of Indigenous health 84
Speeches that changed the world: the words and stories of the moments that made history 92
Spider lies 75

T
TODD, Ross J. 69
TOMLINSON, Carol Ann 70
TUCKER, E. 71
TULLOCH, Richard 78

V
VAN LOON, Joan 74
VOGT, Richard C. 87

W
WAGNER, Paul A. 70
WALKER, Ida 83
WALKER, Kate 85
WALKER, Kev 76
WALKER, Richard 88
WALLER, R. 89
WANG, Gabrielle 78
WARGIN, Kathy-Jo 74
WATTS, Julie 91
WHITE, Annie 73
WHITE, Lee 73
WILD, Margaret 74
WILLIAMS, Sue 83

Stink and the great guinea pig express 77
Stolen generations: the way forward 84
Stormy weather: the challenge of climate change and displacement 83
story of Australia: the epic journey from Gondwana to the present day, The 94

T
tales of Beedle the Bard: translated from the original runes by Hermione Granger, The 82
Tan Callahan's secret spy files: the mystery of Purple Haunt 78
Tantrums and tiaras 76
Teaching the teacher 74
Technology toolkit: introducing you to Web 2.0 70
Tell me a story about Australia [series] 88
Then 80
Theodork 80
Tom Tom 74
Total rugby union: a new fan's guide to the game, the teams and the players 91
True stories of the strange and unknown 82
Tuart dwellers 87
Twisted tales: six fairy tales turned inside out 78

U
UFO afloat 80

W
Wacky-but true! 82
walk right in detective agency [series], The 78
Weather and climate [series] 86
Where the streets had a name 78
wish pony, The 75
Women of the outback 83
wrong book, The 72

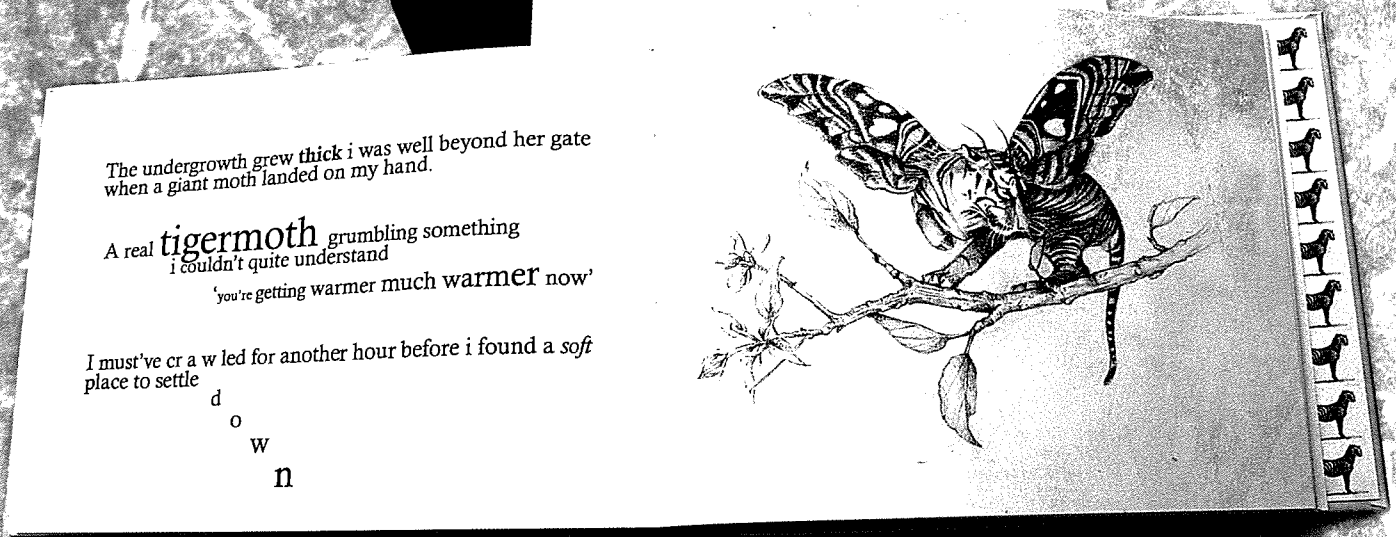
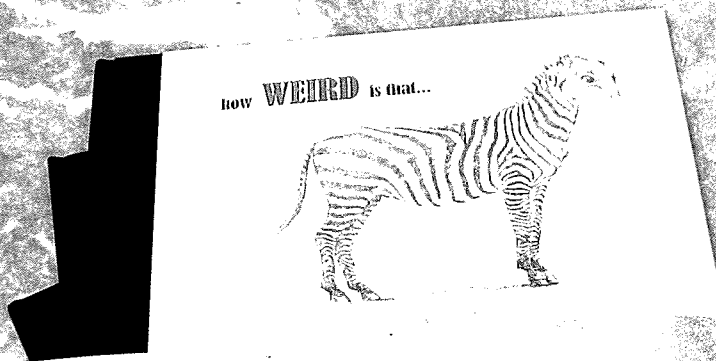
Y
young inferno, The 79
Youth with gender issues: seeking an identity 83

Have you ever had one of those days when you're trying to describe the impossible the highly improbable the most likely extinctable creature rarely ever seen?

how WEIRD is that...

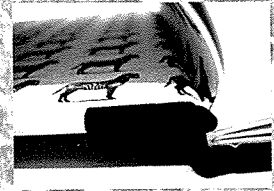
CBCA Short List:
Crichton Award for
Best New Illustrator
2009

story by Gyan
drawings by M.S.Dawson



“... a really gorgeous little hardcover book full of the weirdest creatures you could ever hope to meet in the Tasmanian forest...” Readings review.

How can this be, you have the tail
of the **roar** of a beast?
and licked my ear
at you eat, my friend, my dear
and with



Available from good book stores and www.museagency.com ISBN: 9780646493398:
Trade enquiries: phone/fax 02 6685 7584 or sales@museagency.com
a museagency book

Library News



ASP Microcomputers - 456 North Road Ormond VIC 3204
T: 03 9578 7600 F: 03 9578 7727 E: solutions@asp.com.au W: www.asp.com.au

Data Technology
Hardware • Software
Design • Consulting

PROVIDING QUALITY PRODUCTS & SOLUTIONS TO NSW SCHOOLS FOR OVER 20 YEARS.

"It is wonderful for student and staff morale to have a commitment from organisations such as yours..."
– Louise Yeomans, Principal, St. Ives High School

Since its humble beginnings back in 1977, ASP Microcomputers has been providing innovative data capture solutions that are truly reliable and cost effective, and are also backed up by friendly and insightful technical support. This is a standard we uphold in our everyday practice – our corporate mission is "to offer our clients lifetime value and support". We take pride in our presence in NSW Schools for over 20 years. Here are some of our new and existing solutions that continue to make ASP a household name ...

Barcode Zapper™

Widely used across Australian Schools, the Barcode Zapper™ has been a reliable, handy and simple to use scanner – a school library icon for over 10 years. The new model, which we released this last, is built to last and is backed by a five-year warranty. ASP's Barcode Zapper is a compact, high-performance hand held barcode scanner suitable for reading barcodes of up to 10cm wide and is very user friendly (for both left and right handers).



Z4 DataTraq™ Our most popular two-in-one scanning solution, the Z4 DataTraq™ is ideal for operation at circulation and ready to tackle even the most demanding of stock-takes – simply remove the connection from your PC and you are ready to go portable. The Z4 DataTraq is compatible with most Library Systems, and has been a reliable reader for Australian Schools since its first inception in 1990.



SlimScan & SlimScan BT™

A newcomer to the ASP family, and is proving to be a popular scanning alternative, the SlimScan™ is a laser scanner with a difference. It offers superior hands-free operation at circulation, and is also available as a Bluetooth cordless reader for tasks away from the PC, with a range of up to 100 metres.



ClassNet™ Since its creation back in 1998, the ClassNet™ Terminal provides a simple, cost effective solution, transferring the attendance-recording task from the class teacher to the attending students.

One swipe of a student's barcoded student card and their attendance is recorded – in a fraction of the time it takes to call a roll.



AssetTraq™ The possibilities are virtually endless! No longer do things such as AV equipment, music equipment or even science room equipment have to go by unaccounted for during stocktake or audit. AssetTraq™ is an easy-to-use Windows program that uses the power of barcode identification to keep track of assets and their locations. Simple reporting for outstanding loans and reminders can even be sent to borrowers by email or SMS. For a free thirty-day trial just visit ASP's website or feel free to give us a call. AssetTraq – what's where and who has it!



SUPPORT SNIPPET

A handy reference for your ASP Portable Barcode Reader/Z4 DataTraq

Some of your most commonly used functions for your portable barcode reader – cut or copy and keep this in a handy place!

- Function 19 – clears memory
- Function 11 – download
- Function 10 – displays amount of memory used
- Function 23 – displays the number of scans

For friendly service and support contact ASP email support at support@asp.com.au

SPECIAL OFFER

Mention this publication when you place your order for any of our products to receive a 10% discount off standard prices. Loyalty Bonus customers will receive a further 5% off!



Library eNews Don't forget to register for Library e-News online at www.asp.com.au/reqlibnews.html

The ASP Loyalty Bonus

Client loyalty allows ASP to do business our way, with genuine care for our clients. Our Loyalty Bonus prices are to say 'thank you'. Once you have purchased from ASP you are eligible to take advantage of these prices the next time you buy. Just quote the serial number of existing ASP equipment and ask if there is a Loyalty Price on the equipment you are after (most usual school purchases are covered). There is no need to trade in, saving you time and the cost of freight.

- All offers valid until end of 2009.
 - Please specify code L35 on your School Order to receive special offer.
 - All prices shown exclude GST & freight.
 - Special offers & prices subject to change without notice
- ASP MICROCOMPUTERS is a Division of Grayline Holdings Pty. Ltd. ABN 81 004 940 729. Prices are subject to change. Call for full range and latest pricing. ASP reserves the right to suspend or change the conditions of its Customer Loyalty Bonus without notice. Product names may be Trademarks of ASP Microcomputers or their respective company.

