

Scam



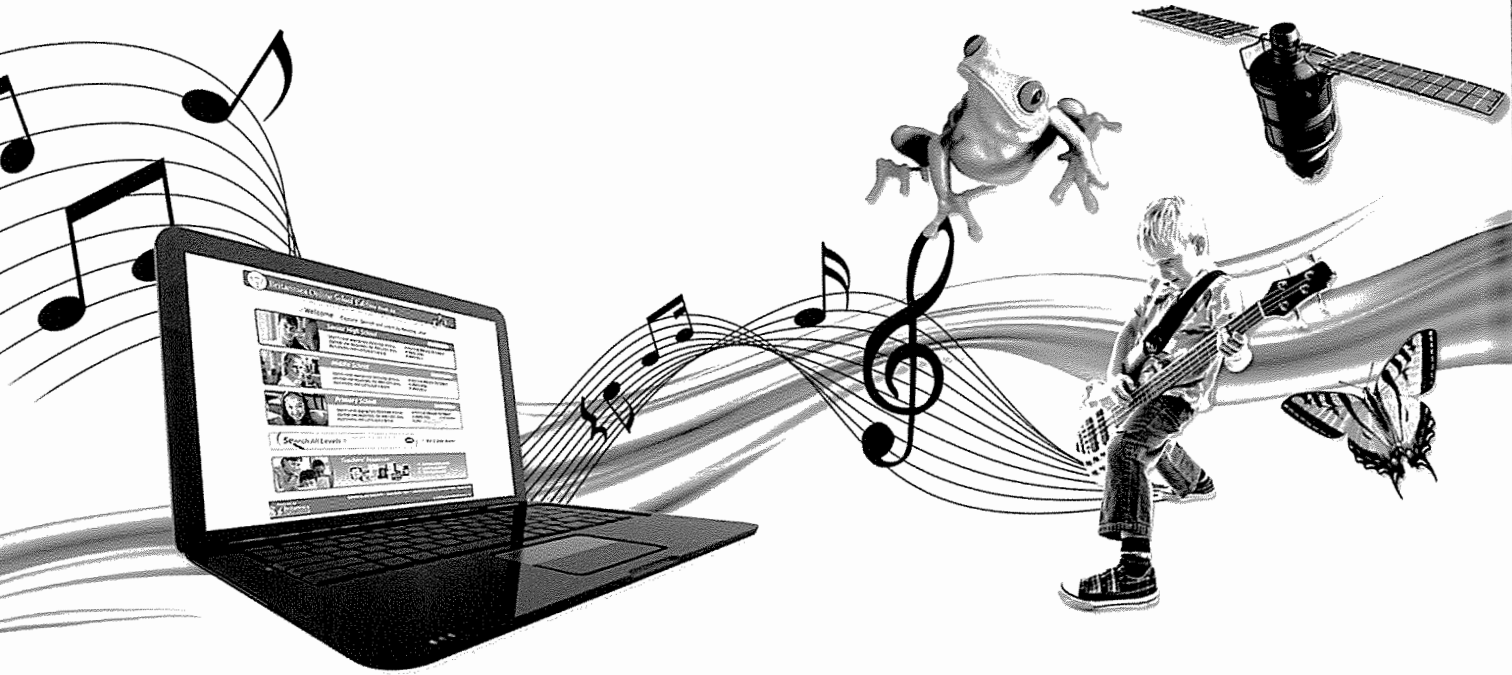
In this issue

- learning in virtual worlds
- investigate, innovate & create with IWBs
- students use *OneNote* to organise information
- school libraries 21C: action research and evidence
- solve an online mystery: collaborative learning with MuM

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Published by the Curriculum K–12 Directorate, **Scan** is a quarterly refereed journal that focuses on the interaction between information in a digital age and effective student learning. **Scan's** articles and reviews explore the use of curriculum resources in the learning environment.

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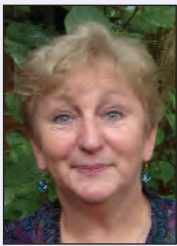
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From the Editor



Welcome to the second issue of *Scan* for 2010. Focuses in this issue include diverse opportunities for teacher

librarians to connect with teachers and with students as they engage in learning in a digital world. The digital tools are amazing when student achievement is supported by great teaching.

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

Contact the Editor on (02) 9886 7501 or <cath.keane@det.nsw.edu.au>

Cath Keane
Editor

Murder under the microscope: extending our digital horizons



Do your students enjoy the thrill of solving a mystery? The mystery element is integral to *Murder under the microscope* (MuM), an online environmental mystery project. Find out how to join the 2010 challenge. **page 6**

Students create OneNote digital notebooks as a prepublication, organisational tool



Students at Cammeray Public School are using *OneNote*, part of the *Microsoft Office 2007* suite, to organise their thoughts, plan their work and create innovative ways of presenting information. **page 9**

English 7–10 picture books: help from the online Resource reviews database

Carol Thomas, Assistant Editor, explicitly demonstrates how to refine keyword searches in the online Resource reviews database to identify sophisticated picture books to connect Years 7–10 students to a more complex appreciation and understanding of picture books, and cross curriculum themes. **page 14**

Why virtual worlds?

The MacICT virtual worlds team provides snapshots of recent virtual world projects. Find out what the students think about this innovative style of learning. **page 18**

IWBs in the library

Three highly motivated teacher librarians collaborated to assist novice interactive whiteboard users to effectively use this tool to enhance teaching and learning. The article provides suggestions about using IWBs. **page 22**



A SMART Board has just been installed in my library: now what?

Find out how to use SMART Boards to challenge students' thinking and understandings with authentic tasks, project based work and student-centred learning. Learning, and teaching, can be fun! **page 26**



Beyond the review: Multiple histories: the life and times of Lachlan Macquarie

Lizzie Chase, Review Coordinator, provides a unit of work for Stage 4 students based on resources developed and collated by Curriculum



Support and *TaLe* to celebrate the 200th anniversary of Lachlan Macquarie's appointment as Governor of New South Wales. **page 30**

Research columns two, 2010: Reflecting on the research journey to school libraries 21C

Read about the updated process for compiling and refereeing articles for *Research columns*. Join Colleen Foley on a reflective journey through 14 inspiring years of *Scan* research, refereed by Dr Ross Todd leading us ably to challenges and actions for 21C school libraries. **page 33**

Action research in schools

Sandra Canniff showcases the resources available for implementing action research in the school environment, and how to access the online learning course on the *Professional Learning and Leadership Development* website. **page 42**

Currents



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

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

21C school libraries partnering learning

The announcement and progress of the Australian Government *Inquiry into school libraries and teacher librarians in Australian schools*, underway as this issue goes to press, is the subject of considerable professional excitement. We know we have a rich body of research and professional literature attesting the impact of school libraries and teacher librarians on student learning.

This is affirmed in the envisioning process School Libraries and Information Literacy Unit has convened through the 2009 *School libraries 21C* online forum, related background reading including the overview of research and professional literature provided by Hay and Foley (2009) in *School libraries building capacity for student learning in 21C*, and culminating in the considerations and recommendations offered by Ross and Lyn in the executive summary of the discussion, *School libraries 21C: the conversation begins*. See your last issue of *Scan* for copy or view it online <www.curriculumsupport.education.nsw.gov.au/schoollibraries>.

Themes, issues and visions raised in that process are also seen in the common threads in the submissions to the Inquiry. They make interesting and inspiring reading <www.aph.gov.au/house/committee/edt/schoollibraries/index.htm>.

All of these sources provide great opportunities and material to share with our school communities. The rich and immediate record we have for envisioning school libraries and teacher librarian practice is also clearly seen in *Research columns* this issue. It is a journey through 14 inspiring years of *Scan* research, refereed by Dr Ross Todd leading us ably to challenges and actions for 21C school libraries.

Resourcing curriculum in a digital age

Key challenges emerge. We must provide engaging instructional support for information literacies in the complex digital information environment. A reflection on digital literacies and 21C pedagogy is included in *Research columns*. We also need to incorporate an evidence based practice approach in a practical and focused way to support and inform our collaborations with teachers and students, and to provide explicit feedback about learning outcomes. The School Libraries and Information Literacy Unit is committed to providing more support and strategies to assist an evidence based practice approach through *Scan* and online. See some helpful articles about resources, tools and action research in this issue. And watch this space!

A range of support for information literacy K–6 is available at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/tablecogs.htm>. Additional resources including SMART Notebooks are being added progressively. See pages 26–29 for more details.

Visit the recently added programming ideas for secondary information skills <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/7_10/matrix.htm>.

Suggestions for programming to support gifted students are also now available <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/7_10/gifted.htm>.

See the latest teaching ideas in the *Learning for sustainability rap* targeting HSIE, Science and Technology outcomes in Stages 3 and 4. The rap starts in Week 5 on 17 May, and it is not too late to join in <www.schools.nsw.edu.au/raps/learnsub/index.htm>.

Professional learning: changed workshop registration procedures

Information about workshops available for the remainder of Semester 1 is available <www.curriculumsupport.education.nsw.gov.au/schoollibraries/proflearn/index.htm>. Registration information is available online at <www.curriculumsupport.education.nsw.gov.au/prolearn10/index.htm>, or through the NSW DET portal > My applications > MyPL@DET > Browse courses.

OASIS Library package

The updated *OASIS Library* training package is near completion. A train-the-trainer session will be available in the Sydney area in late June. Watch *InPrincipal* for information about submitting an expression of interest if you are a teacher librarian interested in being an endorsed *OASIS Library* trainer. The aim will be to have one or two endorsed trainers for each Region. Let me know if you are interested. ■

Breaking news

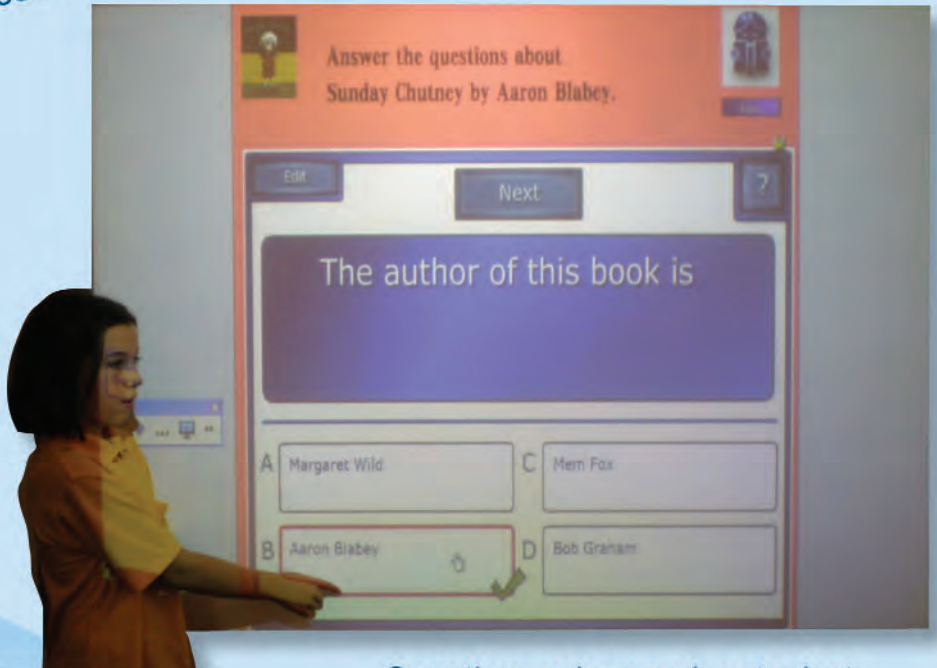
Spend a day with Dr Ross Todd.
See page 47.

Digital students

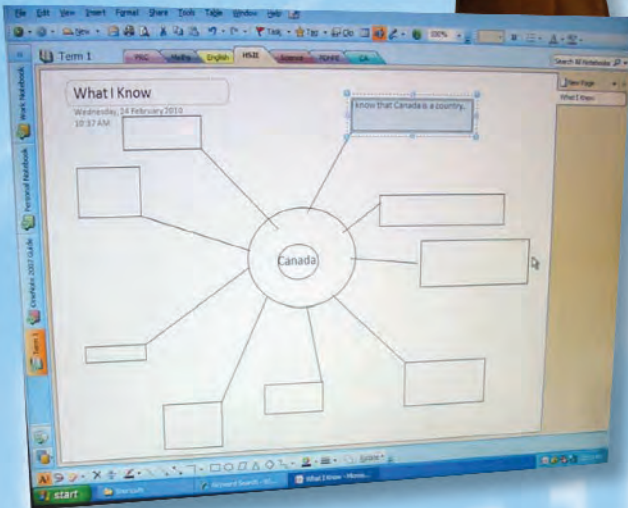
Some great ideas received by the Editor of *Scan*. Readers are invited to send their suggestions. Enjoy these and read on!



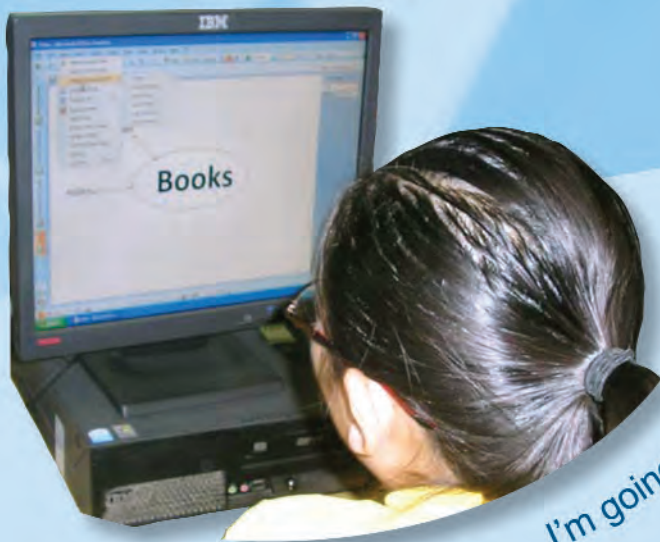
It was interesting to learn the process of trying to find answers to questions and doing research for MUM.



Creating quizzes about what we've been learning really makes you think.

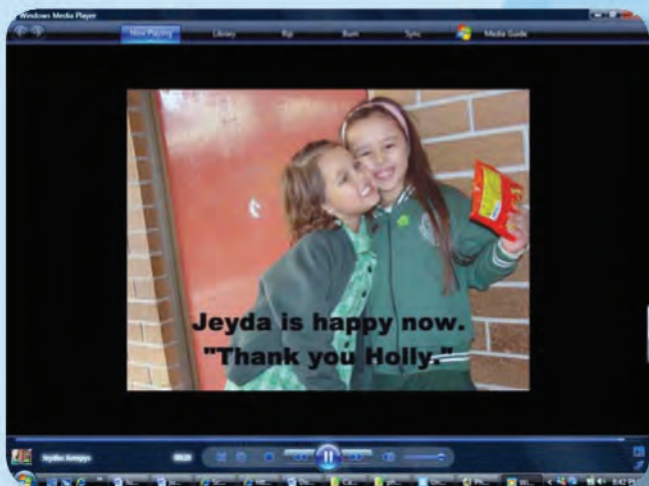


I'm happy with my first try at creating a concept map in *OneNote*. I'm going to link pages to it.



I'm going to use OneNote at home too.

I have enjoyed experimenting with texture, colour and glow on my objects.



We want a happy ending.



The virtual learning is out of this world. It gives you a totally different view of education.

Murder under the microscope: extending our digital horizons

The CLI team, from the Centre for Learning Innovation, explores exciting learning when young people use technology to learn and to develop the 21c skills they need to work in their own digital space – collaboration, creativity, self-confidence and problem solving. It is an opportunity for collaborative learning and teaching.

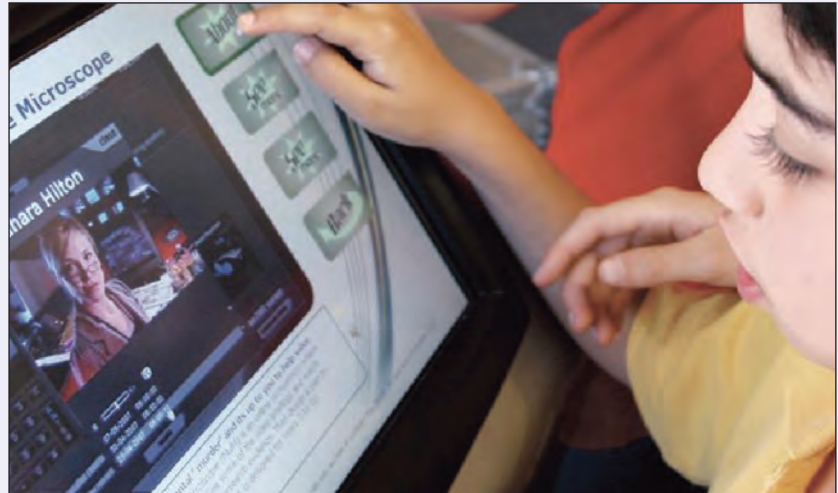


Figure 1 MuM puts the learner at the centre of the learning

An exciting online project

Murder under the microscope (MuM) is an online environmental mystery project, running each year for all school students, in Australia and overseas, in Years 5 to 10, typically children aged 9 to 15 years.

Murder under the microscope presents a new model for learning and teaching adapted for this generation who use technology in many different ways as part of their everyday life.

What MuM is modelling is no less than the future of teaching and learning.

Mark Treadwell (2009)

Mark Treadwell's comment about MuM is found in his recent evaluation report which is based on a series of interviews and surveys of students and teachers who participated in the *Murder under the microscope* project. Mark found that most teachers believe that an inquiry learning approach to education is far more engaging and positive for students. The report concludes that, given the current trends and educational context in

Australia today, education needs to be re-cast as collaborative, dynamic, team-orientated and inquiry-learning focused, as in the MuM project.

One of the greatest challenges facing teachers is how to meaningfully engage students. Many students and teachers have long expressed the urge to harness the potential that computer games and online services offer for learning in the classroom. MuM provides a model which shows how this can be done!

Twenty-first century expectations demand that the learner is an active participant in the learning process and is able to apply knowledge in a variety of situations. MuM, an online environmental mystery project, puts the learner at the centre of the learning (Figure 1).

Treadwell notes that, in order to solve the MuM crime problem, students must understand key concepts and synthesise a wide range of information from numerous and different rich multimedia sources, such as those provided by MuM. Student participant must be able to sift, sort, scan and

critically analyse. In addition, MuM facilitates collaborative processes that give students the opportunity to question, interrogate, manipulate and re-process information (Treadwell, 2009, p. 38).

MuM has been designed so that students develop metacognitive strategies. In order to play the game, students have to think about their thinking. They predict outcomes and, in collaboration with their team members and their class, students articulate their ideas and explain them to others.

Students will not always make the right choices but within the game they have opportunities to note and learn from these options and make new choices. Over the time of the game they activate and build on prior knowledge to help them make the critical choices.

Previous evaluation findings

Previous surveys of MuM showed that students enjoy learning while participating in this online environmental mystery project (Figure 2).



Figure 2 Students engaging with online learning and collaborating with team members

Treadwell's recent report has similar findings. Teachers comment on the extremely high engagement levels of the students, even for those students who had previously shown little or no interest in school or science.

Being online was great and the videos were cool! The kids' response to actually meeting the challenge was instrumental in their enjoyment.

Teacher 1

In previous surveys, the majority of students in MuM said they enjoyed *figuring out the mystery* the most. The mystery element is integral to MuM. Even the teachers do not know the answer to the mystery which necessitates a team approach to solving the problem. This means that MuM provides opportunities for teachers and students to learn together. Teachers can, therefore, use MuM to provide a context for research and help students make sense of the information.

Real world scenarios provide excellent vehicles for helping students learn and make sense of their world. Such authenticity, as advanced through the activities in MuM, allows students to participate in challenging learning tasks.

The victims and villains. The live crimes site stuff really gets them going.

Teacher 2

The unknown and the CSI factor were both good contributors. The quirky videos were seen as very cool by the older kids.

Teacher 3

Growing in popularity

MuM is growing in popularity and usage. Website statistics reveal a growing rate of school participation and student usage of the website. During the six week game period in 2009 (Figure 3), the number of hits

on the site was 29 100 653 – over triple the number of 9 270 906 in the same period in 2008. From April to June 2009, the number of unique visitors was 43 269 – another significant increase from 2008. Of particular interest, the 2009 online survey reported that 84.9% of teachers and 73.3% of students accessed the site from home as well as school. The MuM web hosting facility reported the two peak times of access to the website occurred between 9am to 3pm and from 5pm to 8pm. These are clear indicators of the game's penetration, popularity and accessibility.

MuM is leading the way in breaking down the barriers between the home and the place of education. It empowers teachers and their students to rethink education in an almost limitless variety of ways. MuM illustrates how the artificial divide between home and school learning can be broken down by digital technologies.

Listening and working in a team. I learnt that I can't do everything on my own and I don't always have the right answer. You just get this really good feeling when you work hard. My mum really liked MuM too and sometimes she even tried to take over my work and did stuff for me on the computer.

Student 1

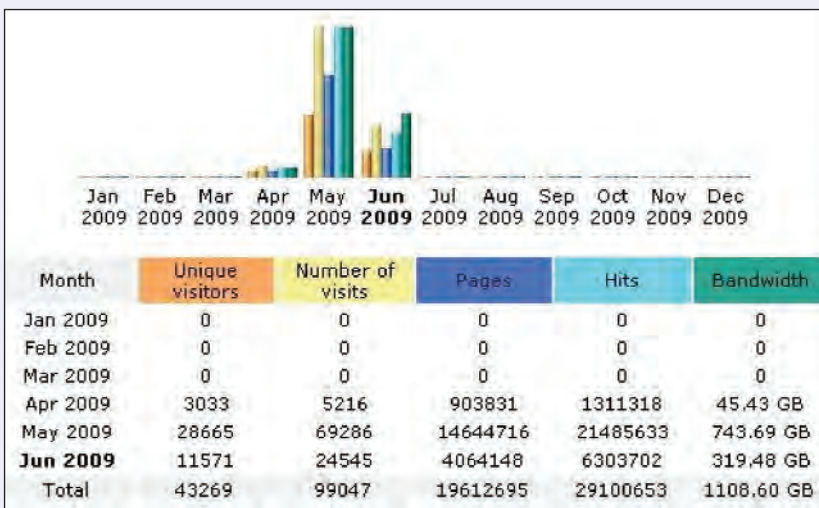


Figure 3 Website statistics for the six week game period during 2009

Sustainability and the Australian Curriculum

Over the last three years, MuM has enabled students to explore and analyse environmental issues such as coastal habitat destruction, soil depletion and salinity in inland Australia, and the effects of introduced species into Australia's fragile ecological systems. The MuM mystery presents perspectives on ecology and sustainability that have not been explored by any other educational resource (Figure 4).



Figure 4 The Murrumbidgee River, the crime site for MuM 2009, was the focus for student exploration and analysis of environmental issues

It means that students connect with real and contemporary issues. Additionally, each year MuM gives opportunities for students to connect with actual scientific experts in the field and receive accurate scientific information (Figure 5).

MuM provides a framework that will support students with the interrelated strands of the new draft Australian Science Curriculum (ACARA, 2010):

- science inquiry skills – incorporating skills and understanding of science as a way of knowing and doing
- science as a human endeavour – incorporating knowledge and understanding of the personal, social, environmental, cultural and historical significance and relevance of science
- science understanding – incorporating knowledge and understanding of the biological, physical, and earth and space sciences.

The draft content strands correlate with the learning and experiences in MuM. Most apt is the Science inquiry skills strand which talks of posing

questions, planning, conducting and critiquing investigations, collecting, analysing and interpreting evidence and communicating findings. This strand, which does not stand alone, is concerned with evaluating claims, investigating ideas and solving problems, making valid conclusions, and developing evidence-based arguments.

We can't learn to slow down. Sometimes we went too fast and missed out important things and spent ages researching the wrong ideas. We need to think more carefully before we start doing things.

Student 2

It was interesting to learn the process of trying to find answers to questions and doing research. The use of the different resources, like newspapers, but mostly the internet.

Student 3

Different to other educational resources

MuM is highly visual and interactive. Many participants in MuM comment

that its game-like context and multi-media are more stimulating than other educational resources. Video episodes, as well as graphical and audio messages, are systematically rolled-out via the website to heighten the excitement factor. These video episodes provide the clues that help students solve the problem that lies at the heart of the mystery. It appears that MuM's appeal and uniqueness arises from the way in which multiple sources of interactivity draw the students into a drama, and then into active and engaged learning. When asked the question, *what is one tangible benefit that was immediately obvious as students worked through the Murder under the microscope program?*, one teacher answered

Relevance! It was an actual real life event and the kids could Google the online locations. The video clips were excellent. Personally I was a bit daunted – but it [MuM] helped me overcome this along with the kids help. It gave me confidence in using technology and this new way of learning.

Teacher 4



Figure 5 Students connect with scientific experts in the field

The excitement for students builds. The pinnacle of the game is the 24 hour time period in which they lodge their solution to the mystery online. The heavy traffic of submissions reflects the ongoing engagement of the students. There is no other way to explain the 366 submissions being logged in the first 10 minutes of submission time in 2009.

The competition aspect was positive and put us under pressure to try and get the answers before anybody else.

Student 4

Shockwave on the shoreline

This year the MuM theme is *Shockwave on the shoreline* (Figure 6). Join MuM and race other teams to be the first to solve the eco-crime. You can register at <www.microscope.edu.au>. The game starts on Monday, 3 May, 2010. ■



Figure 6 *Shockwave on the shoreline* is the theme for MuM 2010

References and further reading

- Australian Curriculum: Science*, (2010) draft consultation version 1.0.1, ACARA Australian Curriculum Consultation Portal. Viewed 14 April 2010. <[www.australiancurriculum.edu.au/Documents/ Science%20curriculum.pdf](http://www.australiancurriculum.edu.au/Documents/Science%20curriculum.pdf)>.
- McKindlay, B. (2009) 'Murder under the microscope inspires the Tooleybuc community', *Scan* 28(3), pp. 9–12.
- Treadwell, M. (2009) *Murder under the microscope – evaluating the success of the MuM*, Mark Treadwell Consultancy, p. 38.

Students create OneNote digital notebooks as a prepublication, organisational tool



Sally Rasiaiah,
teacher librarian at
Cammeray Public
School, recognises
that OneNote has

the potential to be a powerful teaching and learning tool. Sally has been trialling this program in Cooperative Planning and Teaching (CPT) lessons with Years 4 and 6 at Cammeray.

The logistics of implementing effective information literacy skills into all key learning areas across a demanding curriculum can, at times, present challenges for teachers and teacher librarians. As

teacher librarians, we understand the need to explicitly teach the information skills process and the importance of developing critical literacy skills in our students (Figure 1). Research tells us that the process of transforming found information into deep knowledge and deep understanding depends on the systematic teaching and the gathering of evidence to show that learning has indeed taken place.

Ross Todd (2009, p. 26) states that:

...An instructional agenda targeted towards deep inquiry and knowledge development has to be the centre-piece of a transformed school library and the central dimension of the work of the teacher librarian. This agenda, along with the NSW Quality Teaching model (2003) goes beyond the development of a discreet set of information skills, to

competencies, attitudes and values that focus on knowledge development, critical thinking, problem solving, creativity and innovation.

The practical nuts and bolts of how this is achieved in best practice may, however, present some teachers and teacher librarians with dilemmas, such as the arrangement of the physical environment and the application of appropriate resources to ensure equity of access for all students. I have grappled with some of these issues over the years as I tried to reconcile the need to teach information literacy in a variety of teaching situations, while considering issues including:

- how to help students keep notes and paperwork together and at hand as they move between classrooms, computer labs, school libraries and home

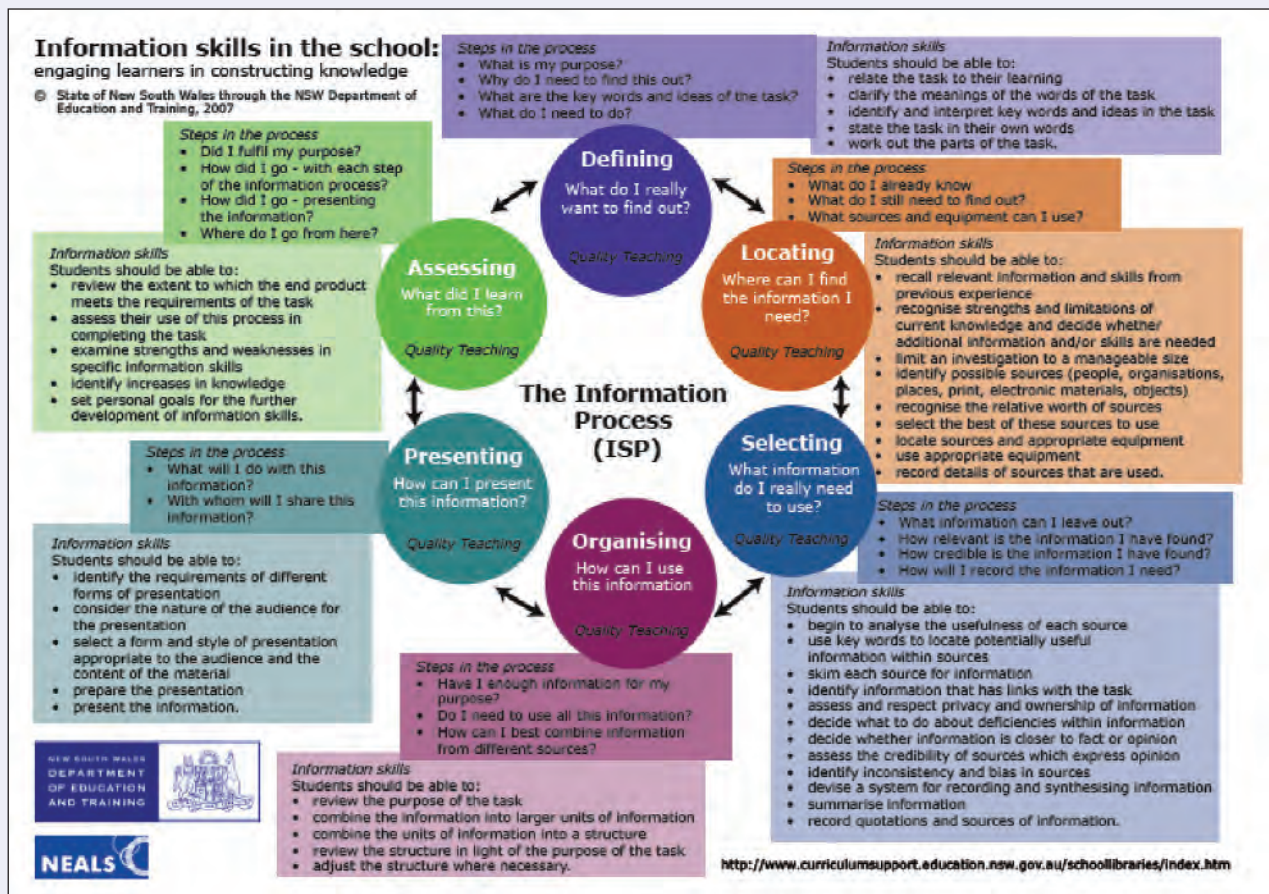


Figure 1 Information skills in the school: engaging learners in constructing knowledge <www.curriculumsupport.education.nsw.gov.au/schoolibraries/teachingideas/isp/>

- how to ensure that students save and name files systematically on the school network to avoid losing work or being unable to retrieve work quickly
- how to keep students focused on the defining stage of the information skills process: *what do I really want to find out; what do I need to do to complete the task?*
- how to know if my students have developed a deep enough understanding of the task to be able to continue with independent research, if I only see them once a week?

Realising that carrying out research tasks requires students to develop quite sophisticated organisation skills led me to find answers to these questions. The solution to these vexatious issues and a surprising number of other related positive outcomes were provided when I discovered *OneNote*, a component of Microsoft Office 2007 (Figure 2).

How OneNote works

OneNote is an organising, prepublication program with many features compatible with other Microsoft programs such as PowerPoint, Word and Excel. *OneNote* users create digital notebooks with sections (tabs) representing a new heading or topic within the notebook. Each section can have multiple pages and subpages linked to it, where resources that relate to those pages can be kept. All sections and

pages are visible, listed and easily reordered, making navigation seamless. This feature ensures that students, especially those who have difficulty understanding how to set out a project and create headings for their information, find the *OneNote* interface very logical.

The ease of using *OneNote* makes it ideal for teaching students how to organise their thoughts, plan their work and create innovative ways of presenting

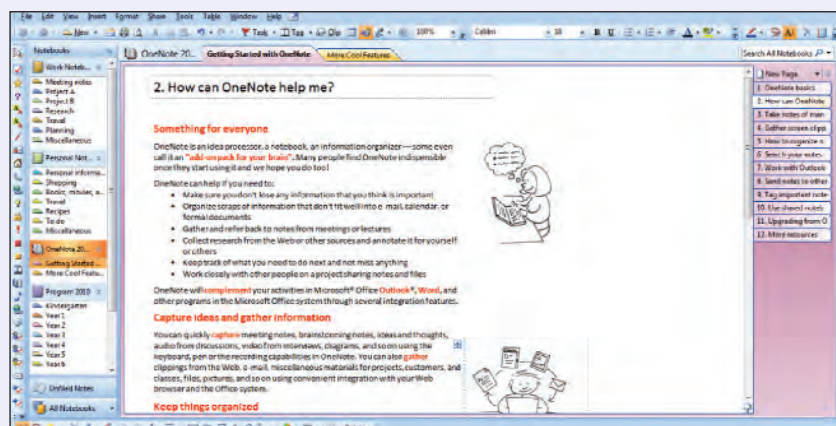


Figure 2 Getting started with OneNote

information using graphics, tables, drawings, highlighted sections, videos, narrated voice-overs, concept maps, hyperlinks and screen clippings. The drawing tools enable students to personalise their notebooks using colours and design templates (Figure 3).

Students using *OneNote*

I introduced *OneNote* to Years 4 and 6 at Cammeray Public School in Term 1. While the library was unavailable due to building works, I was team teaching with the teachers in the computer lab and in classrooms. With the computer lab at our disposal, and each classroom having a SMART Board, the teachers and I have compensated for the temporary lack of library access by engaging more readily with digital resources. *OneNote* suits this situation perfectly by resolving the above issues of organisation, retrieval of work, being focused on the defining aspect of the task, and ensuring equity of access to resources, in addition to providing ongoing evidence that the students are 'getting it'.

The students set up a notebook named *Term 1* with a section for each KLA and one for the NSW Premier's Reading Challenge (PRC). In the PRC section, students list the books that they read in the Challenge. Activities related to these books will be added as pages within this section. Author websites, videos of students reading excerpts, blog entries, character descriptions, and deconstruction of the text using the lasso or tables feature, are some of the ideas that teachers proposed to add (Figure 4).

...ability to hyperlink pages within a notebook...

Tracking students' work

The interactive features of *OneNote*, such as the ability to hyperlink pages within a notebook, and the audio and video functions, which allow students to video or tape themselves discussing



Figure 3 Students can use the *OneNote* drawing tools to personalise their learning

or presenting their progress or finished product to an audience, are motivating and have a variety of techniques that appeal to a range of learning preferences. There are no paper notes for students to lose or forget to bring to the computer lab, and no files lost, as *OneNote* automatically saves work. Teachers, who are being introduced to *OneNote* for the first time, have had several aha moments, as possibilities for use in the pods of computers or on the SMART Board become apparent. Even

though I will only meet classes once a week, I know that the notebooks that we set up together will be added to and well used throughout the week. In our dual roles, the teachers and I will be able to chart the students' learning and progress, as evidenced by the strategies used and material sourced for sections and related pages.

Flexibility and collaboration

Another excellent feature of *OneNote* is the ability to share a project across several computers and sync changes

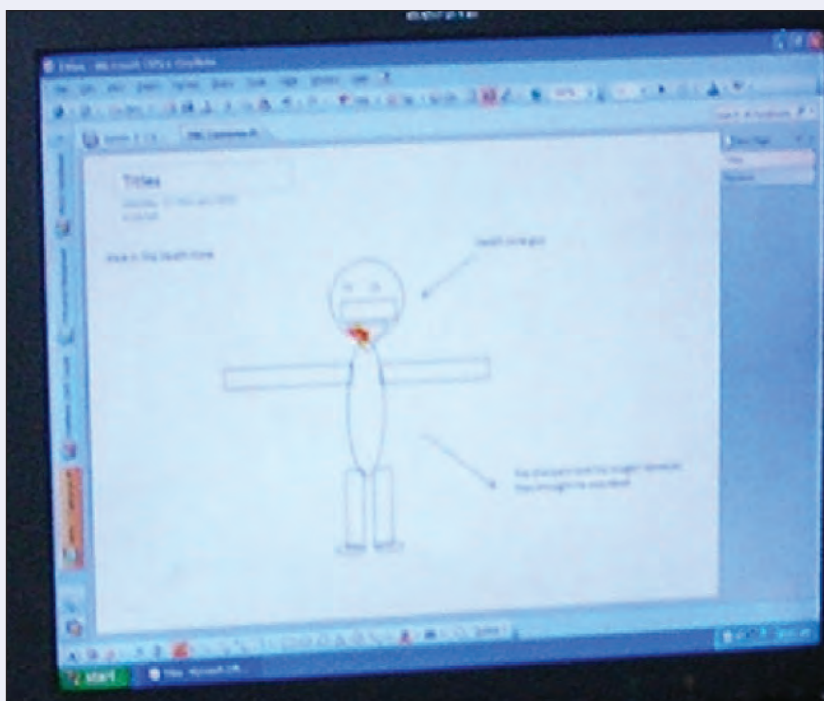


Figure 4 A pictorial representation of a PRC book created quickly by a Year 4 student, demonstrating that he could use the drawing tools for a purpose in the PRC section.

from one computer to another. This means that, if a student or teacher works on a project at school or home, by syncing the work onto a USB drive, the changes will merge into the same *OneNote* project when the USB is inserted into another computer.

This function keeps work up-to-date, allows flexibility between places of work and facilitates collaboration between pairs or amongst groups of students. Storing notebooks in a shared folder on a network allows multiple users to edit the same notebook at the same time, in a similar way that a wiki is used. Changes merge automatically and the notebook is also available offline for each user.

Tagging resources for ease of retrieval

Searching notebooks and retrieving information in *OneNote* is performed by tagging keywords, paragraphs, images, etc. This is an excellent vehicle for teaching students how to use keywords effectively, by thinking through how and why they might need to group like resources or ideas at some future time. The drop down Tag menu contains a range of icons designed to highlight ideas, keywords, and tasks used throughout notebooks. For example, by tagging selected titles with a star, a student can instantly retrieve all PRC titles from across one notebook or several notebooks (Figure 5). The tagging symbols can also sit in a side menu in each section and page for quick access.

Instructing students to tag selected aspects of their work is one strategy that teachers could use to gauge the depth of understanding that has been reached by the class. In this way, students are made more aware of the metalanguage that they need to be using and they have a way of demonstrating their grasp of the subject by tagging results as they go.

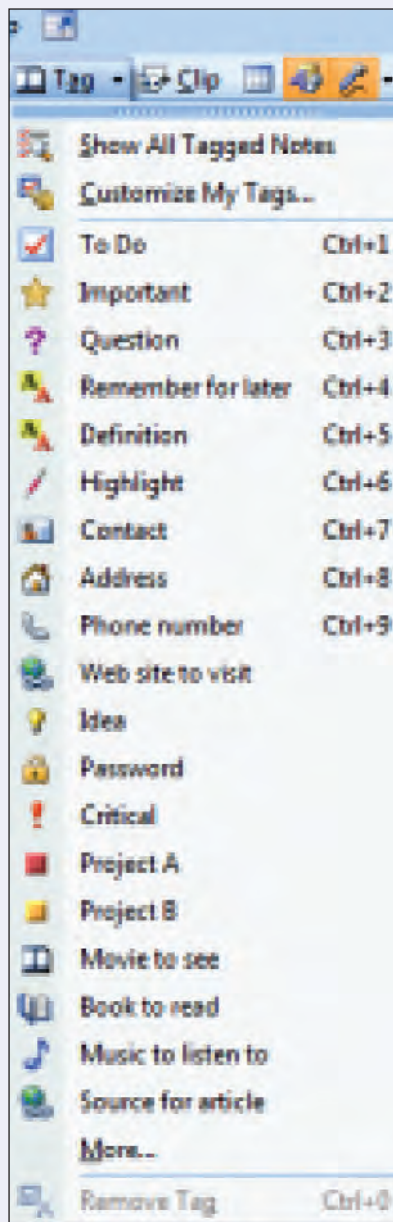


Figure 5 The drop down Tag menu

A powerful teaching tool

Now that the groundwork has been set for using *OneNote* with classes at Cammeray Public School, I am excited by the possibilities that this versatile program offers for future ventures. Already, teachers are finding personal and professional uses, such as programming, for *OneNote*. The side

note feature (Figure 5) which brings up a note from anywhere on the computer has been a valuable tool for me. When I see something on the internet that I want to remember or the telephone rings with a message that I need to jot down when I am in the middle of circulation, I simply bring up a side note and act on it later. The note is automatically saved in the unfiled notes section of *OneNote* and will remain there until I decide to move it into a notebook or delete it.


To create a side note  Press the Windows logo key + N or click the *OneNote* icon on the Windows taskbar.

Figure 5 Create a side note feature

The practical aspects of teaching and using information literacy, in sometimes challenging situations, have been addressed for me through the potential of *OneNote*. Teachers and teacher librarians, collaborating and sharing their collective wisdom, have needed a platform such as this to turn vision into reality.

I can see the possibilities for programming. I'm going to ask the principal if I can use OneNote for my Term 2 program.

Year 3 teacher

As Ross Todd stated (2009, p. 26), developing a set of information skills is not enough, we have to transform knowledge into ...*competencies, attitudes and values that focus on knowledge development, critical thinking, problem solving, creativity and innovation*. Supported by the principles of *Quality Teaching*, the information skills process and *OneNote* make a powerful partnership. ■

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— NEWSPAPER OF THE YEAR —

English 7-10 picture books: help from the online Resource reviews database



Carol Thomas,
Assistant Editor,
School Libraries
and Information
Literacy, explains

how to use the online resource reviews database to research picture book teaching and learning for English Years 7-10.

Since 2003, the English 7-10 syllabus has required that students must study examples of visual texts and they must have experience of picture books. To meet this need, English teachers may be using what they have in the book room and buying class sets of new and recommended picture books for older readers. Teacher librarians can support this process by accessing the Resource reviews database (Figure 1) and by showing English teachers how to use this useful resource.



Figure 1 The Resource reviews database link

How the Resource reviews database can help

All reviews in the Resource Review Program are written with NSW syllabuses in mind, and they often provide ideas about using the resource in a classroom. To engage students and meet syllabus requirements, teachers need picture books that:

- will appeal to adolescents in theme and style

- have enough depth for critical literacy and visual analysis
- build on primary school learning with texts of greater complexity.

The reviews identify such criteria and they will help teachers choose picture books appropriate to English 7-10. For example, these review extracts suggest ways in which the picture book could be used:

Fortuyn's ghost could usefully introduce Gary Crew's novel *Strange objects, which is also set in this time and place.*

Mr William Shakespeare's plays offers young readers an enjoyable introduction to Shakespeare's work.

Norman and Brenda has postmodern irony and cultural references, plus a dry, laconic tone.

Tomorrow would also be interesting to study as a transformation of Dylan Thomas's poem Fern Hill.

Sophisticated picture books for cross KLA units

Picture books are useful in cross KLA units of work, as Year 7 students become accustomed to high school subjects. From the reviews database, here are some examples of sophisticated picture books for cross KLA units:

Creative Arts and English: *Action Jackson; Dali and the path of dreams; Hana in the time of tulips; Run, hare, run!: the story of a drawing; Scribble sunset; The shape game; The fabulous feud of Gilbert & Sullivan; And Picasso painted Guernica*

PDHPE and English: *Michael Rosen's sad book; Mermaid queen: the spectacular true story of Annette Kellerman, who swam her way to fame, fortune & swimsuit history!*

Science and English: *Once upon a starry night: heroes and gods of the constellations*

HSIE and English: *Samsara dog; The Iliad and The Odyssey; Journey to Cahokia: a boy's visit to the great mound city*

TAS and English: *Zat cat: a haute couture tail*

The picture books in this year's editions of *Scan* will not have been studied by 2010 Year 7 students – a bonus for teachers.

Because they mix language and visuals in a forthright and sometimes poetic form, picture books are an excellent resource for teaching and learning about issues. Across KLAs, educators can use picture books as teaching tools to explore topical issues such as sustainability, antibullying, and identity. The best picture books for older readers offer insight into our complex psychological and sociological lives. Their succinct form and visual content can create vivid understandings where words alone have failed.

Here are some examples of sophisticated picture books dealing with issues.

- *The boat* (friendship)
- *The bubble* (grief, loss)
- *The king of Capri* (wealth, poverty)
- *My dog* (war, refugees, family)
- *Nine dragons* (war, peace)
- *Norma and Brenda* (loneliness, lifestyles)
- *The short and incredibly happy life of Riley* (happiness)
- *Voices in the park* (socio-economic division)
- *Woolvs in the sitee* (fear, social commentary).

Searchable terms

The words, *picture book*, are placed in every picture book review. Searching for *picture book* as a *Description/keyword* reveals 500+ resources. Narrowing that search, by ticking the Stage 4 and Stage 5 boxes (Figure 2), the search result shows 160+ picture books suitable for English 7–10 (Figure 3).

Teachers can also search the database by author. Teaching an author's style can help students develop their own voice: Robert Ingpen's style is distinct from Jeannie Baker's and Anthony Browne's, for example. For the study of an author, the reviews provide a quickly accessed and neat collection of critical opinion on an author's body of work and style. The following example (Figure 4) are result of an *Author* search for *Browne, Anthony*.

...connect students to a more complex appreciation and understanding of picture books.

Selecting resources using the database

At the beginning of 2010, there were 19 picture books on the review database that had a user level of high school only. There are hundreds more that have a user level list across primary and high schools. We know that many books are suitable for a

Figure 2 Entering specific search terms to refine the search

Search result on the following resources: General, Online resources
 General resources: 169 record(s) ^top

Figure 3 The search result for picture book+English+Stage 4+Stage 5

range of ages. Sometimes, layers of meaning in a single book can connect with students from Stage 3 to Stage 5.

Although teachers will battle to teach a picture book in high school that students have read in primary school, these known books could certainly be used to connect students to a more complex appreciation and understanding of picture books. In Crew and Warden's *Cat on the island*, suitable for primary and Stage 4, the review extract indicates possibilities for post primary study.

The written text is in brown ink, and is presented as if on scraps of paper. Stunning, sometimes disturbing illustrations evoke feelings of dread and inevitability with striking colours and expressive faces. The red cats are truly menacing.

Students who recognise Crew's book will remember the narrative. The teacher builds on that prior knowledge: *now that you are older, you can see more layers of meaning on this page. Note the dark colours. This is a deliberate choice by the illustrator to show darkness as a metaphor for confusion and fear.*

Student familiarity with a known book will work in the teachers' favour. Use these books to connect students to high school level concepts and visual literacy understandings.

To assist identification of these known books, use the reviews database to select picture books that cross the Middle Years. Students can demonstrate what they know and teachers can build on that by moving them into studies of more sophisticated picture books. Use the database to check out

7.	Title:	Voices in the park
	ISBN:	385408587
	Authors:	BROWNE, Anthony
	Publisher:	Doubleday, 1998
	Review:	Browne has here created another picture book masterpiece for young and old. The story is simple. (Or is it?) Two children accompany their parents and dogs to the park. The parents 'share' a park bench. Children and dogs meet; they play; they return to very different neighbourhood homes. Four voices tell the story; four interpretations, four quite different perspectives. The story is not simple. The carefully crafted and typed texts and superb illustrations, with their wealth of symbolism and hint of the surreal, have layers of meaning providing thought provoking comment on and insight into the nature of childhood, friendship and play; parenting and social engineering; social and economic division, prejudice, snobbery and more. B. Richardson
	Syllabus:	English K-6 English 7-12; HSIE K-6 HSIE 7-12; PDHPE K-6 PDHPE 7-12
	User Level:	Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
	KLA:	English; HSIE; PDHPE
	Availability:	\$24.95
	SCIS Number:	957837

Figure 4 The review of Anthony Browne's, *Voices in the park*, highlights the picture book's suitability for high school students

those 19 older level picture books; a user level of Stage 4 and up, or a very recent publication date, suggest that students will not have studied those books in primary schools. Teaching an older level book will help to overcome students' notions about picture books being babyish.

More tips for refining searches

Searching for picture books by using the keyword *picture book* and ticking the Stage 4 and Stage 5 boxes produces more than 160 results. Expanding the search by ticking Stage 3, Stage 4 and Stage 5 boxes produces more than 470 results. As some of these will include picture books suitable for Early Stage 1 to Stage 2 students, it is useful to use the *Find* option, <CTRL+F>, to limit the search results on the screen. This option can be used to find words on a theme, a genre or an issue. The *Advanced search* for picture book+Stage 3+Stage

4+Stage 5 has over 470 matches, for example. Limit the results of this search by using *Find* to search for reviews which include the term *deconstruct*. There are five matches which are highlighted in the reviews (Figure 5). By clicking *Next*, the next mention of the word *deconstruct* is found on the screen, and so on (Figure 6).

Using the same results screen and changing the search term in *Find* will produce a variety of text options for high school teachers. For example, typing *confusion* results in eight highlighted matches; *complex* has 21 matches; genre has 17 matches; and *refugee* has 14 matches. It is interesting to note that typing *historical* in the *Find* box produces 27 highlighted matches that include *historical* and *historically*. However, typing *history* results in 33 matches, which include *History 7–10* but ignore *historical*. To match review references to *history* and *historical*, just type *hist* which produces 86 highlighted matches.

In other words, experiment with word variations when searching the database.

Bonus search results

Remember to check the matches to online resources. At the moment, the picture book search has 31 website results ranging from online exhibitions of authors' and illustrators' works to tools and models for creating picture books.

Anyone, anywhere, can access the Resource reviews database.

No time? Photocopy this article for the English faculty, email each English teacher the link <www.schools.nsw.edu.au/resourcereviews/>, let them discover the practical teaching and learning help within the reviews for themselves, and reap the rewards of collegial sharing.

Check your catalogue records downloaded from SCISWeb. If the resource has been reviewed in *Scan*,

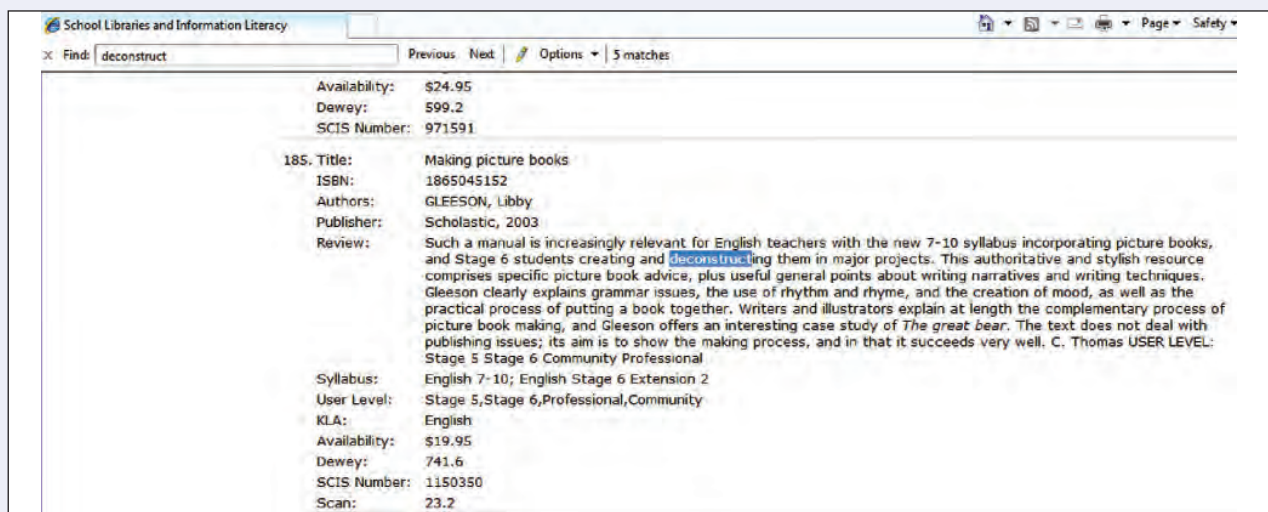


Figure 5 Shows the Find option ribbon with 5 matches and deconstruct highlighted in a review

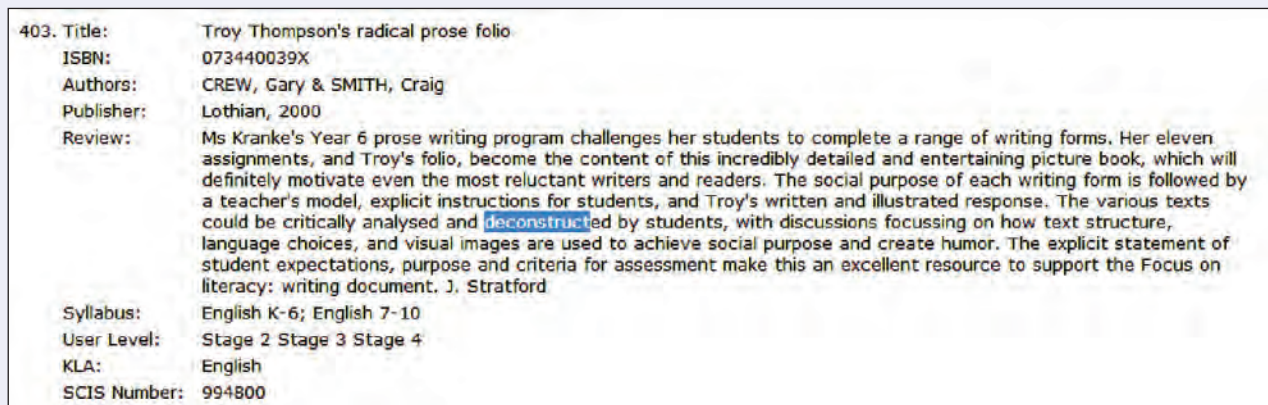


Figure 6 shows more highlighted results of a deconstruct search using Find <Ctrl+F>

the review is viewable in the search result for individual resources in *My library*. The Resource reviews database is also linked from these reviews. You may wish to alert your teachers to this value added support.

Two more ways to access picture book material

Lizzie Chase, Review Coordinator, writes *Beyond the review*, which suggests teaching and learning ideas for a resource reviewed in each edition of *Scan*. In *Scan* 28(2), teacher librarians can find Stage 4 activities and programming ideas for Graeme Base's *Enigma*. In *Scan* 29(1) a connection is

made between Alain Serres' *And Picasso painted Guernica* and Stage 4 studies in Visual Arts and English syllabuses.

On the *School Libraries and Information Literacy* website, access the wealth of material in Raps and book raps. Past raps (discussions about texts) are archived with everything intact, including authorial input. In the archive, there is some excellent material on Shaun Tan's *The rabbits*, specifically for English Stage 5 and Visual Arts 7–10, and the *Papunya School book of country and history* for English Stage 4. The English Stage 6 Area of Study: *Belonging* is the subject

of two raps which consider nine picture books. Some of these books are suitable for English 7–10. Raps are detailed resources which involve the practical use of ICTs in a modern and engaging study. Participating is ideal—students get to talk to authors and each other—but, once the rap is over, the entire resource remains available to all teachers to use.

For Middle Years and older students, full text articles with planning and programming suggestions are available for all teachers at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/7_10/>. ■

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Why virtual worlds?



The MacICT virtual worlds team—
Janette Eade, teacher librarian,
Andrew Cram, PHD candidate at
 Macquarie University, and **Katy
 Lumkin**, Visual Arts teacher from
 Liverpool Girls' High School—provide
 snapshots of recent virtual world
 projects which involved students
 in curriculum-centred learning
 opportunities that required deep
 engagement and higher-order thinking.

What is a virtual world?

A virtual world is a genre of online community that often takes the form of a computer-based simulated environment, through which users can interact with one another and use and create objects.

Wikipedia

Furthermore virtual worlds can be two, two and a half, or three dimensional and users are represented as virtual personae known as avatars. They can be set up in single user mode where the user is alone or multi-user mode where the user interacts with others. Virtual worlds can also contain social

networking facilities and collaboration tools (including blogs, personal home pages, chat, polls, emails, LAMS, internet sites, etc.) making them highly valuable spaces for e-learning and long-distance collaboration.

Virtual worlds are not designed, or recommended, to be used for in-world learning all day.

Macquarie ICT Innovations Centre (MacICT) virtual worlds projects

Able supported by Roger Buck, our IT specialist, (AtomicIT), MacICT projects aim to evaluate innovative educational applications of virtual world technologies, focusing specifically on activities that involve student construction within a safe environment. These activities provide students with curriculum-centred learning opportunities that involve deep engagement and higher-order thinking.

To create a safe virtual world learning environment, we established safe internet guidelines, STAR, which were placed on a notice board in-world and discussed with the students before beginning the activities (Figure 1).

Trialling virtual worlds in real schools

In June 2009, pilot studies were conducted with a primary school class and a secondary school class using the Activeworlds platform on the MacICT

server within the NSW Department of Education and Training.

Stage 3 students create a park

The first pilot involved Year 5 (Stage 3) students from Cromer Public School in a *Create a park* activity. In this activity, students worked collaboratively in groups to design and build a park which could be used by both adults and students (Figure 2 & Figure 3). An object shop was provided, from which students selected trees, flowers, tables, bins and other objects for their park. The students' first objective was to choose one piece of playground equipment based on the following criteria: sustainability, safety, function and



Figure 2 Create a park student work sample 1



Figure 3 Create a park student work sample 2

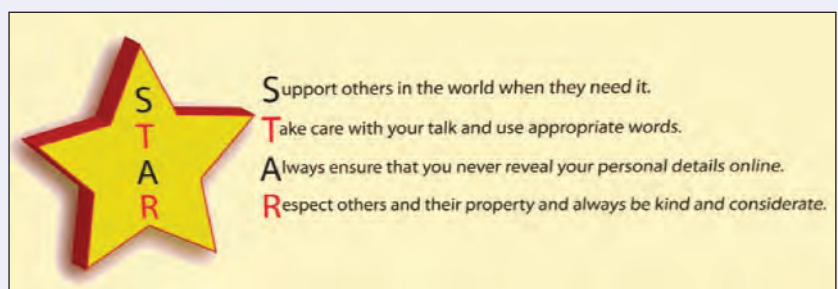


Figure 1 Star: safe internet guidelines for students participating in a virtual world

aesthetics. As each student chose a different piece of equipment, it was necessary for them to communicate with members of their group. Communication often occurred through chat in-world.

The main syllabus outcome addressed in the *Create a park* activity is

BES3.1 Creates and evaluates built environments, demonstrating consideration of sustainability and aesthetic, [cultural,] safety and functional issues

Science and Technology K-6 syllabus and support document, (1991)

Student responses to the virtual world activity

A taxonomy for learning teaching and assessing: a revision of Bloom's taxonomy of educational objective (2001) was used to help evaluate the activity in the context of the subject outcome and the success of this use of technology for learning. Students were asked, *Do you think this is a good way*



Figure 4 Vincent van Gogh's new bedroom student work sample 1



Figure 5 Vincent van Gogh's new bedroom student work sample 2

to learn? Their responses included Yes ...

It teaches you about team work and working together.

... so you can learn and play and learn at the same time.

... because it is interactive.

... because you create it.

... because it is a good way to learn designing.

It's appropriate for everyone and there is no swearing.

Stage 5 students create a bedroom for Vincent van Gogh

The second pilot involved Year 9 (Stage 5) students from North Sydney Girls' High School actively engaged with a *Postmodern response to van Gogh's artwork*. The primary focus of this project was to encourage students to work collaboratively to create, evaluate and exhibit artworks in the 3D virtual space. Initially, students learnt about the Postmodern Frame, by compiling information that was located by navigating around the virtual art museum. Students then applied the Postmodern Frame by forming groups which, using the 3D



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models provided, designed and built a new bedroom for Vincent van Gogh (Figure 4 & Figure 5). The main syllabus outcome addressed is

VA5.3 Makes artworks informed by an understanding of how the frames affect meaning

Visual Arts Years 7–10 syllabus, (2003)

Student responses to the activity

Students' responded positively to the question: *Do you think this is a good way to learn?*

It gave a range of possibilities for creation.

... because it is fun and I enjoyed it.

Building the room was probably the best. It was fun but at the same time we got to think about how we were going to design the room.

It encourages interaction and it is fun and interesting.

I liked how realistic the world was and how each picture had links for additional information.

These pilot studies confirmed the expectation that virtual worlds could be used to develop safe, curriculum-centred spaces for learning and to assist students to achieve targeted learning outcomes. The students from both groups were totally immersed in the worlds. When asked if it was a good way to learn over 70% of secondary and over 90% of primary gave the affirmative. All students demonstrated learning.

Watching the students as they first realised that they could actually have their avatars slide down the slippery dip and walk into Van Gogh's bedroom was a sheer joy for all involved.

Moving on: using new and more versatile software

After the initial pilots using the Activeworlds software, MacICT introduced a new and more versatile software known as OpenSim, which provides more versatile construction tools, better graphics and greater

opportunity to customise avatars. This provides more options for student-centred design, as well exploration of identity through avatars. A pilot study in November, 2009 with Riverside Girls' High School using this new software proved that it was technically stable.

Current pilot

The aim of the current project is to explore how students can develop their skills in spatial awareness through sculpture design and construction within the virtual world. This project involves a co-educational Year 9 class of 15 students from Dulwich High School of Visual Arts and Design completing a unit of work on site-specific artworks. At the end of the unit of work, the students will have designed and constructed installations (physical artworks) for specific sites within their school.

To prepare for the artwork design, students visited an exhibition of work by Olafur Eliasson that included site-specific artworks and initial models at the Museum of Contemporary Arts,

Sydney. Students then completed classroom activities focusing on the concepts and techniques used within the exhibition and by other artists.

After being exposed to the concepts and techniques involved in site-specific artworks, and trained on the virtual world construction tools, students entered the virtual world and individually created models of potential artworks that could be built within the school sites (Figure 6).

Each of the installations sites at the school, e.g. a spiral staircase, was simulated within the virtual world, so that students could design their virtual models in relation to the specific space that was to be used for the final installation (Figure 7).

Teachers responses to the activity

Teachers responded positively to the virtual world experience.

This is truly innovative! The limitations of working in a real world/site space are now defunct as the virtual



Figure 6 A 3D virtual world of student created artworks

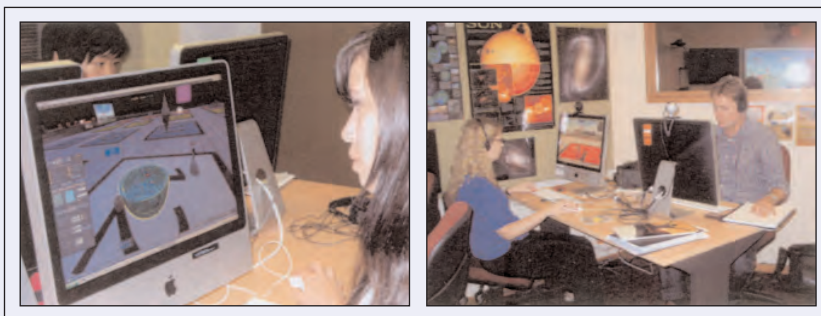


Figure 7 Dulwich High School of Visual Arts and Design Year 9 student, Isis, and Visual Arts teachers, Lisa Allison and Peter Wootten, develop their skills in spatial awareness through sculpture design and construction

world has negligible limitations on what you can create. The spin-off is that concepts can be realised quickly allowing for creative solutions.

Peter Wootten (teacher)

The students are totally switched on the whole time, which is almost unheard of in a typical classroom! They have picked up the technology quickly and have no problem jumping in and taking risks – as it is very easy to undo – again, something that they tend not to enjoy doing in a standard Visual Arts class.

Lisa Allison (teacher)

The Museum of Contemporary Arts, Sydney, has confirmed that they will continue to support this innovative project. This firm partnership with NSW Departmental schools will allow Dulwich High School of Visual Arts and Design to showcase their creative work to a much wider audience.

Videos for this exciting project can be viewed at <web1.macquarieict.schools.nsw.edu.au/index.php/projects/menu3dvirtualworlds.html>.

...share these virtual adventures.

Why would teacher librarians wish to embrace virtual worlds?

Virtual worlds lend themselves to collaborative tasks. They provide opportunities for students to connect with other classes, schools and cultures. Teacher librarians would value the opportunities to collaborate with teachers and students and share these virtual adventures. They could provide engaging scaffold support to assist students to develop their expertise in using information skills by searching for information, selecting information and generating new information within the world.

Teacher librarians may wish to embrace virtual worlds as a way to support curriculum areas through a

student-centred, experientially-focused and inquiry-based approach. Some activities to engage students could include:

- role play, fantasy and story-telling
- design, construction and manipulation of 3D objects
- socialisation and collaboration
- identity through avatar customisation.

What are the students using now?

While there are few educational virtual worlds that are currently available to teachers, students are using a variety of virtual worlds for play and socialisation. Written surveys from 54 students who participated in the 2009 pilot studies conducted at Macquarie ICT Innovations Centre revealed that all but two primary students and two secondary students had experience with a virtual world, sometimes more than one. The most popular primary virtual world was *Club penguin*. The most popular secondary virtual worlds were *RuneScape* and *Neopets*. It is worth noting that, as new worlds are constantly emerging, this could have changed since last year.

What is the future for virtual worlds?

In Term 2 2010, MacICT is hoping to conduct a case study involving collaboration between a secondary school and a primary school in-world together.

How can you get involved?

By following bloggers such as:

- Peggy Sheehy, (USA) a guru in the genre who is also a teacher librarian, at <www.blogger.com/profile/03651162225518942003>
- Lucy Barrow, (Victoria, Australia) formerly a teacher librarian, now staff ICT trainer at an independent K-12 school, at <lucybarrow.edublogs.org/2009/07/14/our-virtual-worlds-project/>

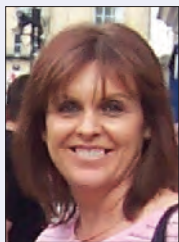
who will lead you to many other bloggers with similar interests. There is also a huge virtual world presence on Twitter.

Visit Macquarie ICT Innovations Centre at <www.macict.edu.au> for more information about the latest projects. ■

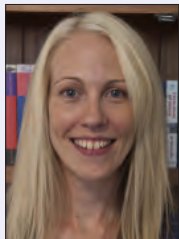
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IWBs in the library



Teacher librarians
Colleen Blancato, Hassall Grove Public School, **Shelley**



Napper, Quakers Hill Public School, and **Fran Mead**, Eastern Creek Public School,



collaborated to create a SMART Notebook presentation as part of The Penrith, Mount Druitt, Blacktown and Windsor (PMBW) Teacher Librarian Professional Learning Group professional development day workshop presentations during Semester 2 2009. They encourage teacher librarians to gain confidence to use and support the potential of this exciting technology.

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Why did we create a notebook presentation?

The PMBW Teacher Librarian Professional Learning Group holds a professional development day each semester. At the conclusion, we survey the attendees as to the success of the day in meeting their professional learning needs and what they would like to see at future meetings. The previous professional development day identified an overwhelming need to encourage the

practical application and use of interactive whiteboard (IWB) technology in the everyday teaching programming of a teacher librarian. As many school libraries are becoming the home of IWBs, teacher librarians have a wonderful opportunity to lead their school in the use and application of this technology. Some teacher librarians feel the need to increase their confidence to use the technology effectively.

Recent research conducted by Moyle & Owen (2009) has further highlighted the importance of technology in learning, with all respondents indicating ...high expectations about access to and use of computers... (p. 8) and with 65% of primary school student respondents indicating they expect to use an IWB within the next year (p. 44). Over 70% of respondents also indicated that they benefit from using technologies in their studies (p. 24). As educators, we must embrace and utilise these new technologies to the best of our ability, and seek to continue our lifelong learning journey in the area of technology to enhance the learning of our students.

Collaborative professional learning

When discussing the organisation of this workshop, we realised that we all had different experiences in using IWBs and agreed that we would like to give teacher librarians a range of practical examples for integrating IWBs into teaching and learning. Rather than present ourselves as experts, we felt we were all on the same journey as our workshop participants, just at different stages of experience. By presenting our own work samples, we hoped to show how user friendly the SMART Notebook10 software is: how you can create simple activities, and increase their complexity as your confidence grows in using the technology.

The NSW Department of Education and Training's SMART Notebook software licence agreement allows students and staff to download the software from the DET portal under the My websites tab, for use at school and at home for free (Figure 1).

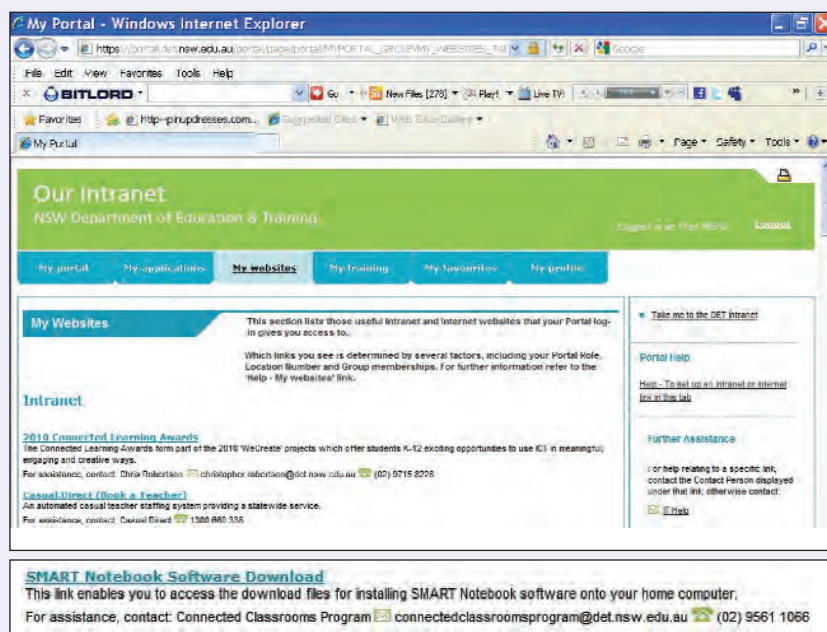


Figure 1 Access to SMART Notebook software download

Examples of use

The IWBs and associated software allow teachers to integrate both technology and higher-order thinking skills interactively into the teaching and learning cycle. The IWB can be an effective tool in addressing each level of Bloom's taxonomy of thinking skills, underpinning and supporting the information skills process. At the lower level, the IWB can be used as a means to record whole class brainstorm sessions and collection of prior knowledge, with the capacity to save the data for future reference. At the synthesis level, students can use the IWB and notebook software to demonstrate their understanding by creating interactive presentations (Figure 2). For example, students can

- demonstrate their understanding of sentence structure by ordering words
- demonstrate their understanding of animal characteristics by

creating a categorising game for their peers

- show their understanding of time differences through categorisation of images into a chronological sequence
- collaborate with a partner to create a presentation that demonstrates evidence of new knowledge.

Using ready made lessons

Using ready made lessons can be a great way to gather ideas and gain confidence in IWB use. There are a number of useful websites that provide ready made lessons created by educators, such as the *TaLe – Teaching and Learning exchange* and *SMART: Australia and New Zealand – notebook software*. Both of these sites provide a variety of interactive lessons for a variety of age groups across KLAs.

A range of SMART Notebooks, created to support teaching and learning units that focus on cross-curricula

connections, suggested teaching strategies, assessment opportunities and information literacy, are now available from the matrix links on the ISP K–6 and ISP 7–10 pages of the *School Libraries and Information Literacy* website <www.curriculum-support.education.nsw.gov.au/schoollibraries/teachingideas/isp/>.

Modifying ready made lessons to best suit the needs of your learners is another excellent way to become familiar with the software. You may find lessons that address the outcome or subject content you desire, but which may not meet the needs of your learners. The SMART Notebook software allows you to make these modifications. Some of the downloadable ready made lessons also provide suggestions for extension. You can then modify the lesson accordingly.

While we all had a primary school perspective, we believe that IWBs can be used to engage older students and are therefore an important tool in the high school library. *Curriculum Support* and *TaLe* provide numerous examples of resources and teaching ideas for use with IWBs. They have been prepared by educators and are listed by subject area. These lessons enable us, as novice IWB users, to jump onboard and use our IWB immediately—inspiring students and staff alike while learning about the software. These ready to use resources enable educators to gain confidence until they are ready to create their own original projects.

Creating notebooks

Using the toolbar and the gallery provided with the SMART Notebook software, it is easy to click and drag templates into your new notebook. We presented original lessons created from the software at a Departmental training day. With some previous experience using an IWB, but no experience with the notebook software, creating a simple lesson was initially a daunting task. Playing with the software builds confidence.



Figure 2 Students use higher order thinking to create activities and quizzes to test their peers' understanding of a topic

A simple Early Stage 1/Stage 1 lesson was created, using the appropriate term for each part of a book. While this may seem a very basic concept, it proved very effective in engaging the class and teaching the appropriate terminology. This was created from the gallery templates with a scanned book cover.

Using the notebook software to create lessons from scratch can be an effective way of integrating technology. It can assist in bringing the Children's Book Council of Australia's Book Week shortlist to life (Figure 3). We are able to read a book, using the IWB to enhance our visual literacy via projection, and incorporate relevant learning activities relating to the literature by inserting modifiable activities from the SMART Notebook 10 lesson activity tool kit. The ability to physically interact with the text, the illustrations and the ideas of a book engages all learners.

The tools included in the gallery, such as the multiple choice quiz and the various sorting tools, allow teachers to create interactive lessons relating to the text. For example, if the students are learning about the different types of nouns, the gallery provides a sorting tool in which you can enter the headings *Proper* and *Common* nouns and then enter a variety of words that the students can sort accordingly (Figure 4). This provides the students with instant feedback

about their understanding of the concept and also allows them to physically interact with the text.



Figure 4 One use of the sorting tool found in the gallery

Using IWBs in lessons in the library, supports information and ICT skills, and engages digital learners in a range of reading experiences. The Curriculum K–12 Directorate's publication, *An introduction to quality literacy teaching* (2009, pp. 27–29), highlights examples of key teaching strategies used to develop students' literacy capabilities, and provides suggestions for using IWBs to *enhance and extend effective literacy teaching and learning*.

Digital reading experiences

IWBs are an engaging tool for students participating in the School Libraries and Information Literacy Unit's online raps. The Early Stage 1/Stage 1 *Bear and Chook books rap* (2009) was brought to life for the participants using an IWB. Students were fascinated and engaged by the Learncast of Lisa Shanahan and Emma Quay

reading their own creation, *Bear and Chook by the sea*, to a class at Caddies Creek Public School. Participation in the blog was made so much easier by the ability to have the whole class engaged in the task. Using an IWB makes everything larger than life and enhances all aspects of talking and listening in a shared reading experience. This extends the variety of reading experiences for students.

Information skills and team learning

The IWB provides the immediacy of being able to search the internet and it engages the whole class as a collaborative learning team. Teaching and learning the phases of the *Information skills* process for a unit of work has never been more exciting with whole class demonstration and discussion of critical literacy, selecting appropriate websites and defining search terms (Figure 5). Teachers can explicitly model the use of keyword searches using the *OASIS Web Enquiry* browser to locate resources in *My library*. Students can then actively practice searching their library collection through guided activities, and independent searches.

Students create

Students of all ages enjoy using the software to create their own notebook presentations. Stage 1 students used the software to present information about an animal they had researched. Opportunities for higher-order thinking occurred when the students created activities using the activity tool kit to assess their peers' learning about the information presented. This also allowed each student to work at their own level, while experiencing a full range of class ideas and knowledge.

Stage 3 students chose a picture book to share with their Stage 1 buddies. Each Stage 3 student had created a SMART Notebook interactive activity for their buddy to complete after the shared reading experience. The Stage 3 students demonstrated higher-order thinking to create appropriate activities to assess



Figure 3 Engaging students with a Children's Book Council of Australia's Book Week shortlist notebook activity

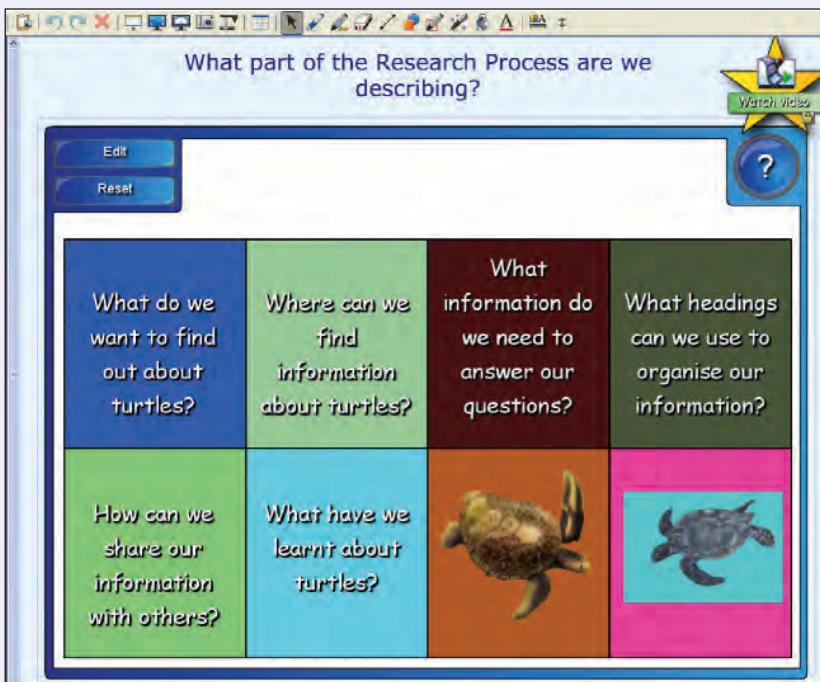


Figure 5 Which part of the research process are we describing? notebook activity

their Stage 1 buddies' understanding of the features of the narratives. All students found this an enjoyable, engaging and worthwhile experience.

Information skills

The IWB is also useful at all phases of the *Information skills process*. Demonstrations of interactive discussions and modelling of each phase of the ISP can be given to the whole class at the one time, quickly and effectively. Using the SMART Notebook software, students can create interactive links to the online resources discovered during the locating and selecting phases. As mentioned above, it is an excellent tool for student presentations.

A tool supporting assessment processes

IWBs can allow for a variety of student centred assessment methods to be implemented. This provides opportunities for a broader range of learning styles to be catered for, while addressing the same outcomes. IWBs can be used to create short quizzes, causal maps, interactive presentations and to collect student work samples—just to name a few. These assessment methods can be used individually or as part of whole class assessment, depending on the needs of the students.



Figure 6 This labelling task checks understanding of who are community helpers

interactive presentations that go a step further than PowerPoint. Students can incorporate quizzes, multiple choice assessments and sorting tools to demonstrate their understanding and the understanding of their peers. Both the process and the result can be very engaging for all involved.

Conclusion

The collaboration for this presentation was simply a demonstration of how Colleen, Shelley and Fran use the IWB and SMART Notebook 10 software in their everyday teaching program. The presentation was a huge learning curve for us but the feedback we received showed us that we met our purpose of providing practical examples that teacher librarians could take back to their own schools and begin using IWB technology the very next day. This enthusiasm to get started immediately also demonstrates that the IWB engages adult learners as well! ■

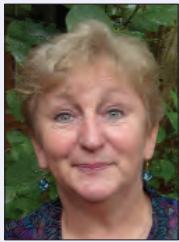
SMART Notebook 10 has inbuilt self assessment tasks which you can edit to meet individual student and class needs. Once the lesson has been created the assessment is automatically created while the task is being completed by the students. Using the tool enables students to gather evidence of learning at various stages of the process (Figure 6).

SMART Notebook 10 software allows students to create and present their newly created knowledge. Students can use the software to create interactive presentations of their research findings. The software allows student to create

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A SMART Board has just been installed in my library: now what?



Cath Keane, Scan Editor, provides suggestions for getting started with interactive

whiteboards, and highlights opportunities for utilising existing notebooks to support quality teaching and learning. Teacher librarians can use the interactive whiteboard and software to challenge student understandings and thinking.

Where do I start?

An interactive whiteboard (IWB) can be used as a tool to enhance effective teaching and learning. An easy place to start is to use it as a large computer screen to explicitly demonstrate in an interactive way how to search My library (Figure 1), and explore the range of resources in the school's collection that are related to a current class unit of work. Then, scaffold the effective use of resources found. For example, relate the search to a research task, discussing and identifying the websites that appear to have the most relevance to the topic, click the links for opportunities to demonstrate how to check for currency, authenticity and relevance of sources; *QUICK: the quality information checklist* (Figure 1) is a good starting point.

Use the SMART Board for explicit teaching to develop students' skills of

locating and selecting resources. Make students aware that a search of the internet requires the use of specific keywords to limit search results. Using

a website such as *How to do research*, which is available in *Links4Learning* (Figure 1) in the *My library* interface, demonstrate how to make a search

The image shows a screenshot of a library website interface and a research skills diagram. The website interface includes a search bar, navigation tabs (All, Keywords, Titles, Names, Subjects, Series), and sections for 'Browse Library', 'My Library Links', and 'My Library'. A central graphic titled 'Here are eight ways of checking information on web sites.' features a 'QUICK' quality information checklist with eight numbered questions. Below this is a large, colorful diagram titled 'The Kentucky Virtual Library presents: HOW TO DO RESEARCH'. The diagram is divided into six main steps: 1. PLAN (DEFINE SUBJECT, BRAIN STORM, WHAT DO YOU KNOW?, KEY WORDS & PHRASES, SIMILAR IDEAS, QUEST STRATEGY, BATHER TOOLS), 2. SEARCH FOR INFORMATION (LIBRARY CATALOG, KENTUCKY VIRTUAL LIBRARY, ENCYCLOPEDIA, CONTENTS & INDEX, DICTIONARY, MAGAZINES), 3. TAKE NOTES (KWL METHOD, PHOTO COPIES, NOTE CARDS, VENN DIAGRAM, CLUSTER METHOD, BIBLIOGRAPHY), 4. USE THE INFORMATION (SCAN FIRST, FIVE FINGER TEST, TRUE OR BOGUS?, COMPARE & CONTRAST, ORGANIZE INFORMATION, YOUR OWN WORDS, PUT IN ORDER, YOUR CONCLUSION), 5. REPORT (SHARE YOUR INFORMATION), and 6. EVALUATE (WELL DONE!). A 'GLOSSARY' section is also visible.

Figure 1 The SMART Board is an effective tool to demonstrate research skills using My library

engine query and how to interpret the results. Engage the students interactively in this process, using the resource in a teaching and learning sequence.

...checking their understanding from previous explicit teaching lessons.

Next, teach students to how to enter specific keywords and phrases in Google, for example, and discuss the results, checking their understanding from previous explicit teaching lessons. Show students how to use the <Ctrl + F> option to scan website pages for specific words and phrases which will be highlighted.

Why not check out SMART Notebooks? They are designed specifically for use with SMART Boards.

Where can I find SMART Notebooks that are relevant to syllabus topics and outcomes?

The *School Libraries and Information Literacy* website has a great range of SMART Notebooks that support cross-curriculum units of work and specific aspects of information literacy development in context. The following example (Figure 2) shows teaching and learning programming support in the locating phase for the Stage 1 COGs unit (E): *Products and services*. The matrix is a planning proforma

that maps the links between information literacy skills, ICT skills and *Quality Teaching* focuses. It includes a curriculum context, resources, links and an overview of suggested teaching and learning strategies for the curriculum connection focus and outcomes. The programming proforma unpacks the detail of related teaching and learning activities, which may be one or more lessons.

The specific focus for this sample teaching and learning activity is *Where does bread come from?*. The suggested activities include assessment ideas and links to a SMART Notebook (Figure 3), videos and interactive websites. This provides ideas for effective use of such a resource to support the *Information skills process*.

The screenshot shows the 'School Libraries & Information Literacy' website interface. At the top, there's a navigation bar with 'Home', 'Funding opportunities', 'Years 7-12', 'Curriculum policies', 'Curriculum initiatives', and 'Curriculum services'. Below this is a section titled 'Information skills in the school' with a diagram showing 'Defining', 'Locating', and 'Assessing' phases. A central table lists COGs units: ES1, S1, S2, S3, Me (B), Growing & Changing (C), Our Fleeting Past (G), Living, Our Place (A), Products & Services (E), Our Fleeting Past (G), Living. A red arrow points from the 'Me (B)' cell to the 'Products & Services (E)' cell. Below this is a large 'Planning proforma' table with multiple columns: Curriculum focus & outcomes, Information literacy skills, ICT Skills, Possible Quality Teaching focuses, Suggested teaching & learning strategies, Possible resources, and Suggested teaching and learning activities/strategies. The 'Possible resources' column lists various websites like 'video about baking', 'www.foodfactofile.org.uk', and 'www.grainchain.com'. The 'Suggested teaching and learning activities/strategies' column includes 'Observing and exploring (ask questions, pose problems, find out what is currently known)', 'organise a visit to the local bakery and take photos', 'watch a video about making bread', 'develop a class procedural text of processes', and 'use a bread maker to make bread in the classroom'.

Figure 2 A range of ISP K-6 support is available at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/tablecogs.htm>

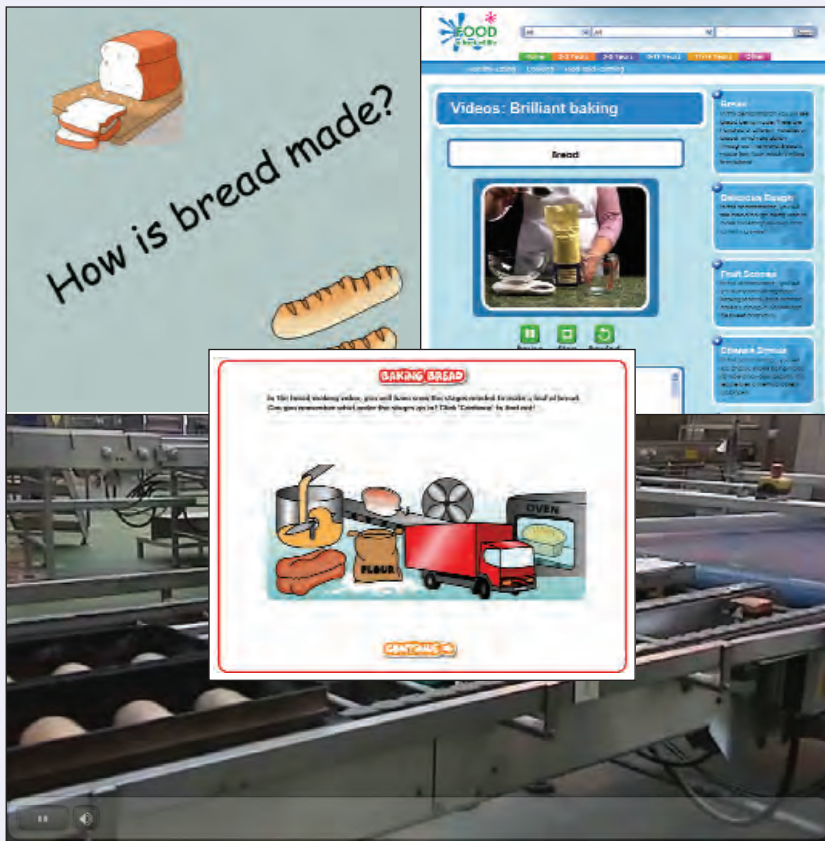


Figure 3 Stage 1 SMART Notebook: How is bread made?

How do I create SMART Notebooks?

Open a notebook from the Start menu (Figure 4). A new notebook will appear on the desktop. Close the

Welcome to notebook software screen and check the options on the side menu (Figure 5). The lesson activity toolkit has many items for use and adaption to suit your students' needs.

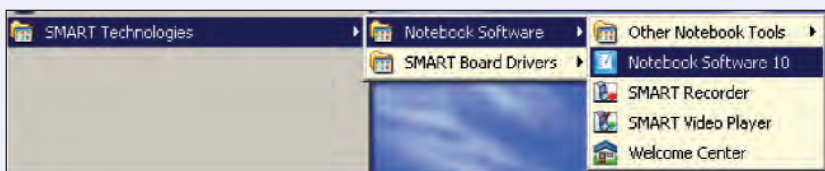


Figure 4 Opening SMART Notebook Software 10 from the Start menu

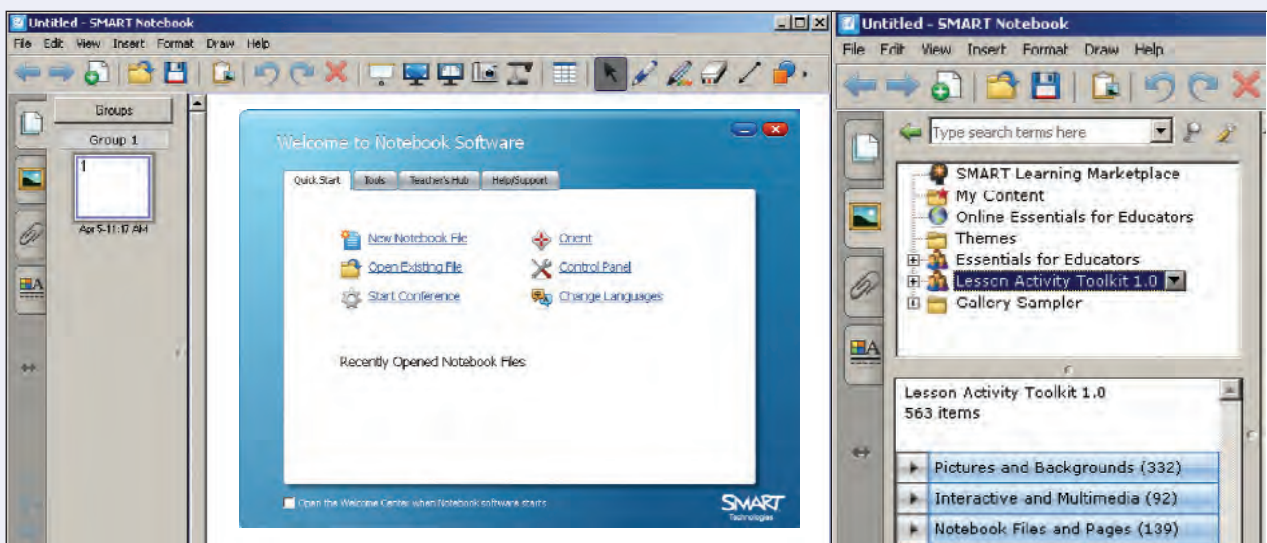



Figure 5 Opening a new notebook – browsing the contents and lesson activity toolkit

Become familiar with the function of each toolbar icon; many will already be familiar from Microsoft Word but the select tool  is important to use after each action. Read the previous Scan article by Blancato, Napper and Mead (pp. 22–25) for ideas, and choose activities that extend effective information and literacy teaching and learning by:

- creating pathfinders with hyperlinks to excellent websites
- creating notebook activities that require students to use higher-order thinking
- adapting existing notebooks to suit your needs e.g. notebooks linked to the ISP K–6 and ISP 7–10 pages of the *School Libraries and Information Literacy* website (Figure 6); remember to cite the original work
- extending and sharing reading and writing experiences
- modelling ways to manipulate text
- jointly constructing multimedia texts
- teaching students the grammar of visual design and how to read images
- teaching students to create their own notebooks for presentation and assessment purposes.

This approach supports 21st century pedagogy which includes authentic, engaging tasks, project based work and student-centred learning.

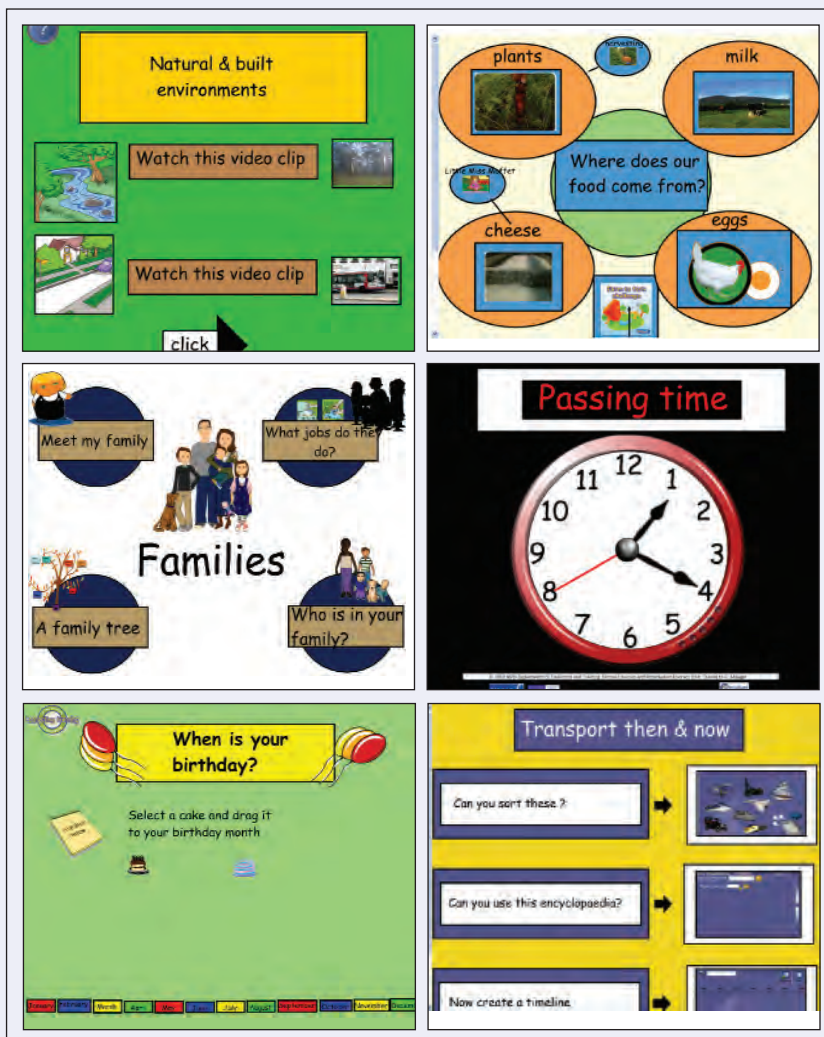


Figure 6 A sample of the ISP K-6 SMART Notebooks

Departmental support for using IWBs

Further sites to visit for prepared notebooks and ideas:

- *Curriculum Support: resources to support a digital classroom K-6* <www.curriculumsupport.education.nsw.gov.au/connected/resources/>.

- Check the teaching ideas and resources sections for each KLA and the ICT page at *Curriculum Support* <www.curriculumsupport.education.nsw.gov.au/ict/>.
- *TaLe – Teaching and Learning exchange* <www.tale.edu.au>.
- *Integrating information and communication technologies in teaching*

and learning <<https://det.nsw.edu.au/ict/>>.

- *SMART: Australia and New Zealand – notebook software*, <education.smarttech.com/ste/en-US/Education/Resource/Lesson+activities/International+Lesson+Activities/Aus_NZ+Notebook+Activities/>.
- Check the websites listed in *COGs resource lists* <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/cogsresources.htm>.
- Register at MY PL@DET for *Teacher librarians supporting connected learning K-12*. This one-day workshop includes hands-on training in the effective use of SMART Notebook 10 for teaching purposes. The step-by-step notebook training session, saved on participants' thumb drives, can be used to train students to create notebooks: <www.curriculumsupport.education.nsw.gov.au/schoollibraries/proflearn/>.

A focus on 21st century skills, such as critical thinking, problem solving, collaboration, information literacy and ICT literacy, guides effective use of technology, in keeping with teacher librarian core values. The IWB has the potential for transforming the teaching and learning of information literacy. Effective teaching with this tool will support students to transform information into knowledge. ■

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Beyond the review:

Multiple histories: the life and times of Lachlan Macquarie

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
www.schools.nsw.edu.au/resource/review/

The following unit of work is written for Stage 4 students. It can support the Optional Study: *The shaping of the modern world* in Stage 4 History. The unit provides opportunities for teacher librarians to collaborate with teachers to support students investigating history and historical skills by analysing information from a website, evaluating the expertise and perspective of the author, and discovering the purpose, audience, context and bias of the site.

Curriculum context

Lachlan Macquarie was Governor of New South Wales from 1810–1821. Any consideration of his legacy also becomes a consideration of multiple histories. These multiple perspectives about his role existed during his term as governor and continue today.

From one perspective, Macquarie can be celebrated as having a vision for a free settler colony, his extensive building programs, the opening up of pastoral land and his inventive use of the holey dollar to invigorate the economy.

From the perspective of Australia's first peoples, Macquarie can be seen as part of the history of dispossession, violence, resistance and resilience which characterised contact between Aboriginal people and colonisers.

From the perspective of convicts, Lachlan Macquarie was seen to champion the right of emancipists to take their full place in society. When he appointed emancipist lawyers as magistrates, it triggered protests to the



Figure 1 Macquarie 2010 <www.curriculumsupport.education.nsw.gov.au/macquarie_2010/>

British Government. Along with objections to the scale of his spending, these complaints ultimately led to his departure.

The Macquarie 2010 website (Figure 1) has been created to house a collection of resources to engage our students in quality teaching and

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in teaching and learning

Sites2See

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Lachlan and Elizabeth Macquarie archive: Sites2See. Sites last accessed August 2009

Lachlan and Elizabeth Macquarie Archive (LEMA)

Lachlan Macquarie (1761–1824) was governor of Australia from 1810–1821. In that time he set about improving the infrastructure of the colony with new buildings, roads and towns. The influence of Macquarie and his wife, Elizabeth (1778–1835) during Australia's colonial period is still strong some 200 years later. The Lachlan and Elizabeth Macquarie Archive (LEMA) holds many primary sources on the life and times of the Macquaries.



View [portraits](#) of the Macquarie family

Read a Sydney Gazette report on the [arrival](#) of the Macquaries. Discover how [names](#) came to be assigned to George Street and Hyde Park.

Examine an 1821 map of Sydney

Explore an early panorama painting of Sydney

Macquarie set up the first institution for people with [mental illness](#), approved a [female orphanage](#) by the Parramatta River and initiated [Australia Day](#) celebrations.

Consider Macquarie's [farewell speech](#) and reports of his [departure](#). The *Sydney Gazette* announced his [death](#) in 1824, and his [tomb](#) refers to him as the Father of Australia.

Colonial tours, initiatives and legacy
Read from Macquarie's journal on his [Tour of Inspection](#) to the interior of the colony (areas surrounding Sydney) or to [New Discovered Country](#) (Bathurst Plains).

Interaction with Aboriginal peoples
Find the earliest surviving record of a [civil action](#) by an Aboriginal person in an Australian court, information on the first [Aboriginal feast day](#) at Parramatta to meet with clans/tribes, and later interactions at [George's Head](#). A proclamation from 1816 that announced a reward for the [capture](#) of 10 Aboriginals, deemed outlaws, was [revoked](#) later that year.

Objects and artefacts
Examine [artefacts](#) such as Lachlan Macquarie's [writing chest](#) or Elizabeth's [earrings](#). Enter the [Lachlan Macquarie room](#) to explore more.

Research [Begin your own](#)

Syllabus links Teacher-suggested links Share other sites

Figure 2 Sites2See: Lachlan and Elizabeth Macquarie's archive [LEMA], <lrr.dlr.det.nsw.edu.au/LRRView/9280/9280_00.htm>

learning about the Macquarie era. The website includes teaching documents and a range of quality resources.

Sites2See: *Lachlan and Elizabeth Macquarie's archive [LEMA]* (Figure 2) in *TaLe* provides a useful resource for considering these multiple histories. In addition, the School Libraries and Information Literacy Unit, in partnership with the HSIE Unit, has created *Multiple histories: the life and times of Lachlan Macquarie* (Figure 3). This is a Stage 4 SMART Notebook

resource with teachers' notes exploring the life and times of Lachlan Macquarie. It showcases documents, images and objects from Macquarie's era.


It has a critical literacy focus and supports students in investigating history and learning historical skills.

Teachers and teacher librarians working together can select from a range of activities in this resource, according to their needs. It has a critical literacy focus and supports students in investigating history and learning historical skills.

Students will:

- identify the content, origin, purpose and context of historical sources, including ICT sources
- draw conclusions about the usefulness of sources
- distinguish between fact and opinion
- identify perspectives and interpretations of the past
- recognise that historians may interpret events differently
- interpret history within the context of the actions, values, attitudes and motives of people from the past.

The programming ideas for teacher librarians when collaborating with teachers are in Table 1.



Multiple histories: the life and times of Lachlan Macquarie

On each page that follows:

1. Move the images or boxes to see the writing underneath.
2. Click on the text to access linked sites.

Teaching ideas

Joint project of the School Libraries and Information Literacy Unit and HSIE Unit, Curriculum K–12 Directorate.
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Figure 3 Multiple histories: the life and times of Lachlan Macquarie SMART Notebook, <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp7_10/>

Information literacy: programming ideas for teacher librarians when collaborating with teachers: selecting

Topic: Stage 4 History - *Multiple histories: the life and times of Lachlan Macquarie*

These teaching ideas support *Multiple histories: the life and times of Lachlan Macquarie*.

They support the Selecting phase of the Information skills process.

Quality Teaching elements

Substantive communication: Students engage in sustained interaction, the communication is focused on the substance of the lesson and the interaction is reciprocal.

Problematic knowledge:

Students learn that knowledge is socially constructed, and hence subject to political, social and cultural influences and implications.

Multiple, contrasting and potentially conflicting forms of knowledge are presented and recognised as constructed and open to question.

Resources:

BibMe, <www.bibme.org/>

Curriculum Support, <www.curriculumsupport.education.nsw.gov.au/>

Lachlan and Elizabeth Macquarie archive, <www.lib.mq.edu.au/digital/lema/>

Macquarie 2010, <www.curriculumsupport.education.nsw.gov.au/macquarie_2010/>

Multiple histories: the life and times of Lachlan Macquarie, SMART Notebook, <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/>

Sites2See: Lachlan and Elizabeth Macquarie's archive [LEMA], <https://portalsrvs.det.nsw.edu.au/LRRView/9280/9280_00.htm>

TaLe – Teaching and Learning exchange, <www.tale.edu.au/>.

Pre-unit assessment to gauge current level of understanding/activities preceding this lesson: When analysing information from a website, it is important to evaluate the expertise and perspective of the author, and to discover the purpose, audience, context and bias of the site. **Selecting** is a phase in the Information skills process which involves choosing relevant information that meets the requirements of the task. Website navigation involves skim reading and is an important skill in the **Selecting phase**.

Syllabus context: Multiple histories can be written about any single person or event because history can be recorded from a number of perspectives – there is not one history. When studying the past, it is important to notice which groups were powerful and which groups were disempowered, and why.

History Years 7–10 syllabus outcomes:

4.7 identifies different contexts, perspectives and interpretations of the past

4.9 uses historical terms and concepts in appropriate contexts

4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past

Related computer competencies focus:

Students create a *OneNote* digital portfolio. They use *OneNote* comment balloons to evaluate their own writing.

Related information skills focus area:

Selecting

Students make decisions in answer to these questions:

- What information do I really need to use?
- How credible is the information I have found?

Specific skills:

- skim for relevant information
- evaluate expertise and credibility of site
- select relevant information
- make notes for stated purpose.

Suggested teaching and learning activities/strategies Selecting phase

The task for this lesson: Students will evaluate the expertise and credibility of a site, and select and make notes for research purposes.

The teacher explains that making notes from documents within *Macquarie 2010* in *Curriculum Support* and *Sites2See: Lachlan and Elizabeth Macquarie's archive [LEMA]* in *TaLe* will assist students in preparing for an extended response, in which they will report on varying viewpoints about Macquarie's achievements held by Macquarie's peers.

Digital portfolio: Teacher shows students how to construct an organisational framework for research in a digital portfolio using *OneNote*. Teacher explains how to cite websites using *BibMe*. Teacher explains how to use comment balloons in *OneNote*, to evaluate writing.

Selecting phase – the importance of skim reading

Using *Sites2See: Lachlan and Elizabeth Macquarie's archive*, the teacher models website navigation and evaluation skills for students. Teacher explains that skim reading is valuable in the selecting phase to gain an overview before looking in detail at a site. Teacher shows students how to navigate websites and how to evaluate them for expertise and bias.

Navigation: How to use menus, navigation bars, webpage titles, subheadings, images and captions and fact boxes as signposts.

Website evaluation: Teacher shows students how to check the credibility and expertise of the website's creator, including looking at the About section of the site to check the expertise, purpose, funding and bias of authors.

Assessment to determine progress towards stated outcomes

Assessment for learning: Students evaluate their own summary notes and a buddy student's summary from their digital portfolios, using *OneNote* comment balloons.

Assessment of learning: At the conclusion of a sequence of lessons about Lachlan Macquarie, students write about the varying perspectives on Lachlan Macquarie's life, held by his peers.

Table 1

Research columns

two 2010

Scan's Research columns values research as a process which:

- strengthens the theoretical basis for the practice of teacher librarianship
- informs practice, through the application of findings, questioning of assumptions, and identification and analysis of practical problems
- is informed by practice as part of an essential professional practice cycle.

This focus in Research columns is part of an ongoing commitment to evidence based practice, and building understandings about the interaction between information in a digital age and effective student learning. Examples and practical support are also provided in other articles, and online <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>

In this issue, Colleen Foley outlines a renewed approach to Research columns in Scan, and reflects on 14 years of Research columns to date.

Reflecting on the research journey to school libraries 21C



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Research columns update

In February 1996, Michelle Ellis, then Acting Senior Curriculum Adviser, Library and Information Literacy, introduced readers to Ross Todd as the research referee for *Research columns*, a new and exciting inclusion in *Scan*. Thank you to Ross for his significant passion, support, hard work and wisdom over the last 14 years. It has been an honour to have such a world leader in our profession supporting us. The partnership will continue in a new approach.

The process for compiling *Research columns* in *Scan* has now changed. Thank you to Dr Ross Todd and Lyn

Hay for their support in re-convening an Editorial Board for *Scan*. Board

members are listed on the inside front cover (see also Table 1).

Members of the Editorial Board, in alphabetical order are

Name	Position information
Colleen Foley	Leader, School Libraries and Information Literacy Unit Curriculum K-12 Directorate, NSW Department of Education and Training (Convenor of Scan Editorial Board)
Lyn Hay	Lecturer in Teacher Librarianship, School of Information Studies, Faculty of Education, Charles Sturt University.
Michael Murray	CEO English, Curriculum K-12 Directorate, NSW Department of Education and Training.
Ken Olah	R/Director, Curriculum, NSW Department of Education and Training.
Kathy Rushton	Associate Director, Professional Experience (Primary), Faculty of Education & Social Work, University of Sydney. (Previously DET Literacy Consultant)
Dr Ross Todd	Associate Professor, Director, Center for International Scholarship in School Libraries (CISSL), School of Communication, Information & Library Studies at Rutgers, The State University of New Jersey, USA.
June Wall	Vice President (Association Operations), Australian School Library Association Inc. (ASLA); Executive Librarian, St Ignatius College, Riverview.

Table 1 Scan Editorial Board

This Board will help guide directions for *Scan*, and support an adjusted research referee approach for *Research columns* as follows:

student learning into the future. The overview of research and professional literature in the background reading (Hay & Foley, 2009) provided for

choices have been made in research featured and abstracted, including additional probing articles authored by Ross. An enriching mix of Australian and international research has been represented. Timely and forward thinking challenges have been provided. There has been synergy between *Research columns* and key Departmental priorities such as *Quality Teaching* and connected learning, literacy and information communications technology, and other articles and research in *Scan*.

Research columns in *Scan*

Articles submitted to or commissioned for *Research columns* in *Scan* are:

1. submitted to the *Scan* Editor
2. read to ensure their focus meets the journal's criteria
3. sent to two referees
4. sent to one or more additional reviewers if appropriate.

Criteria

Articles must be:

- research based, or an example of best practice
- in keeping with an evidence based practice approach
- original
- of a scholarly standard
- referenced adequately.

Research articles should include the following components:

- the practice based problem that forms the research question(s)
- literature review
- aims/context/participants
- methodology and procedures for gathering data
- findings/conclusions
- implications for practice.

Information literacy and student learning

A commitment to information literacy has long been a passionate core value of teacher librarians. In instigating *Research columns* in *Scan*, Michelle Ellis indicated relevant research was required to provide credibility to assertions about the critical importance of information skills for student learning, and to inform practice in an ongoing way (1996, p.3).

Research focusing on aspects of information skills and information literacy was, appropriately, the focus of the inaugural *Research columns*. Significantly, in the feature research of the first issue, Penny Moore (1996) endeavoured to explore thinking processes from the perspectives of children, an echo of a now strongly solidified pedagogical commitment to constructivist approaches and *Quality Teaching*, with focuses on aspects such as student directed learning and engagement. Active engagement in an exciting process of learning was certainly at the heart of Moore's study of the importance of questions in the information process. Findings indicated the importance of making the information problem solving task and process explicit, considering phases in completing an information task, and modelling thinking with a class to support independent learning. Abstracted in this first *Research columns* was Kathleen Garland's information search process study with

Inspiration and challenge

When reviewing the last 14 years of *Research columns* in *Scan*, I am struck again by the rich record of hard work — of Ross Todd in refereeing the column, and of many inspiring professionals across time. In some ways it has been a curious trip down memory lane. I am reminded too that *Scan* is almost 30 years old! And well served by a number of outstanding editors, team members, educators, academics, principals and teacher librarians contributing to the excellence it reflects.

Revisiting the research in *Scan*, and the professional journey it has supported, is timely in the current context. The first issue of 2010 featured *School libraries 21C: the conversation begins*, Dr Ross Todd's and Lyn Hay's executive summary of the 2009 *School libraries 21C* forum. The online discussion provided an opportunity to reflect on our vision for government school libraries, work towards a common vision, and inform building their capacity to support

the forum, along with the thought provoking considerations and recommendations offered by Ross and Lyn in the executive summary, provide a rich and immediate record for envisioning school libraries. They also support thinking about issues reflected in the terms of reference for the Australian Government *Inquiry into school libraries and teacher librarians in Australian schools*, underway as this issue goes to press.

Across 14 years of research, what has inspired most? What recurring themes are there? It is interesting to reflect on questions such as:

- How have the professional values of teacher librarians and school libraries changed?
- How has the teaching and learning environment changed?
- How has teacher librarian practice changed?

It becomes obvious that *Research columns* in *Scan* has always endeavoured to be cutting edge, supporting change and challenges faced. Exciting

timely conclusions about attributes of effective research tasks. This pointed clearly to the importance of relevance, student choice and the need for practical support through the process, including for affective aspects of learning. Significantly, the other work abstracted was Carol Collier Kuhlthau's. Ross reflects on Kuhlthau's then 10 year contribution to the profession's understanding of learning from information, and the findings of her study. The study indicated the need to teach the information process, and suggested a range of strategies, such as well planned learning opportunities which provide collaboration and support throughout the process of information seeking.

Across *Research columns* focuses on information skills and literacy in the increasingly diverse technological environment, a rich array builds and enriches our path to current understandings. Of a total 57 *Research columns*, 32 (56%) featured articles and research focused on aspects of information skills or information literacy. Of these, 17 (53%) probed ICT aspects. Additionally, of 41 research abstracts, 39 (95%) related to information skills and information literacy, with 28 (72%) of these about ICT issues.

Building understandings

In 1996, *Scan* readers were treated to a defining moment in emerging Australian research exploring information literacy, technology and student achievement. Ross featured McNicholas's action research, *New kids on the box: is it worth the effort and investment?* This provided a significant example of the importance of the research process and the benefits for teacher librarians. Conclusions included the need:

- to structure tasks in the internet environment to encourage higher-order thinking, including synthesis and analysis
- for teaching support for internet use and understanding of pedagogical implications.

Emerging emphasis on literacy improvement was one backdrop as the 1990s progressed. Add to this an ongoing dialogue about pedagogy, and the release of the NSW Department's *Quality Teaching* discussion paper in 2003. Research focuses and Ross's commentary, along with other key articles about knowledge management across 1998 to 2000 in *Scan*:

- challenged understandings of information literacy and highlighted the need for an holistic approach (Bruce, 1998)
- reflected on the embedding of information skills in curriculum around the world (Grant, 1998), which linked to contemporary NSW syllabus and outcomes directions, including explicit inclusion in the K-6 English syllabus
- noted dilemmas and information overload faced by students, and implications for teachers and teacher librarians, including for student focused, authentic, explicit instruction in the emerging internet environment (Gordon, 2000; Maxwell, 2000; Schutz, 2000; Lewis, 1999; Gordon, 1998; Grant, 1998; Oberg & Gibson, 1998).

Quality pedagogy

Progressing into the current millennium, concepts presented related to the information literate school community; an urgency for further understanding of information literacy and information seeking behaviour, and for increased evidence based practice emerged (Todd, 2002a, b, c; Kuhlthau, 2001; Schutz, 2000; Vine, 2001).

From 2004, as Ross reported on insights from his and Kuhlthau's work in the Ohio school libraries research study (Todd, 2004), renewed and deeper focus was placed on constructivist pedagogy, evidence based practice, and a richer discourse on the contributions school libraries make to learning in a technological, multi-modal resource environment (Foley, 2005a, b; Ryan & Hudson, 2005). The first edition of *School libraries work!*

was published in 2005. Ross introduced *Scan* readers to guided inquiry in the first issue in 2006 (Scheffers, Bruce & Nix, 2006; Todd, 2006a). This reinforced and provided substantial impetus for the vital importance of *Quality Teaching*, and explicit teaching interventions for information literacy, reflecting key principles for teacher librarians working with teachers.

Dynamic learning laboratories

The excitement continued with a report on Hay's groundbreaking research, *School libraries as flexible and dynamic learning laboratories ... that's what Aussie kids want* (2006). Introducing Hay's research, Ross reflects on how technology can contribute to developing students as problem solvers and critical thinkers (2006b, p. 18). He also indicates some important questions for using technology to enable learning and enhance quality teaching, including:

- *How do I enable learners to construct deep knowledge and deep understanding rather than passively receiving it?*
- *How do I ensure that learners are directly involved and engaged in the discovery of new knowledge?*
- *How do I enable learners to encounter alternative perspectives and conflicting ideas, so that they are able to transform prior knowledge and experience into deep understanding?* Todd (2006b, p. 19)

Such questions, while not new, emphasised a constructivist approach, aspects of *Quality Teaching*, and a student centred approach. They succinctly captured challenges and implications for ongoing information literacy development in the increasingly technological environment.

Linking this to core information literacy aspects, Ross went on to exemplify such questions focusing on students who are able to, for example:

- *define problems*
- *frame questions*
- *explore ideas*
- *formulate a focus to their inquiry*

- analyse and synthesise ideas to create their own views
- evaluate solutions and reflect on new understandings
- use technology and information tools to create information products that ... enable them to share their newly developed understanding

Todd (2006b, p. 19)

Compelling evidence

Hay's research provided compelling evidence for the ways school libraries and teacher librarians enable such learners. She presented the case that *school libraries need to make a conscious effort to re-engineer their libraries as dynamic and flexible learning laboratories to support the demands placed on students as information and ICT users.* Such an emphasis continues to echo in our conceptual framework. There could be no turning back! The *Hallmarks of an effective school library program* (2006, pp. 20–21). Used by Hay to select schools for the study, focused on three key areas:

- Supporting teaching and learning
- Resourcing the curriculum
- Providing a learning environment.

These hallmarks provided a scaffold for helping shape more explicit ongoing discourse, for example, as the School Libraries and Information Literacy Unit embarked on a partnership with Dr Ross Todd and Lyn Hay to support an envisioning process for school libraries 21C in NSW government schools from 2006 to 2009, culminating in the publication in 2010 of *School libraries 21C: the conversation begins*, Dr Ross Todd's and Lyn Hay's executive summary of the 2009 *School libraries 21C* forum.

During this period of focused support for envisioning school libraries into the future, recurring themes related to evidence based practice, teacher librarians as collaborative partners and leaders of learning, and resourcing curriculum in a digital age, were explored in *Scan* with renewed vigour, building on previous *Research columns* and pushing boundaries for professional practice.

Resourcing curriculum in a digital age

Terminology such as digital literacy, multiliteracies, digital age information literacy, and digital environment are now incorporated in thinking when considering information literacy in the current, complex information and learning environment. Such language and thinking is reflected in any number of submissions to the Australian House of Representatives *Inquiry into school libraries and teacher librarians in Australian schools* (2010). It is also reflected in understandings built in *Research columns* over time.

Todd (2004b, p. 20) reflected on the constancy of teacher librarians supporting literacy in a *changing information landscape*, referring to *multiliteracies* as capturing literacy across a range of media, and the high literacy demands that could be supported by explicit teaching interventions in, for example, a *Quality Teaching* framework. This underpinned the importance of La Marca's (2004) research on teacher librarians' powerful enabling role in creating a reading environment. Resourcing curriculum is thus intrinsically bound to teaching and learning purpose and quality pedagogy. As Todd (p.21) states in his introduction, the research:

... reinforces the importance of setting priorities for supporting reading in a literacy program, and the significance of a range of explicit teaching strategies for supporting reading in a range of formats including information communications technologies (ICT).

Later *Scan* research further reinforced aspects of integrating information literacy, ICT, and *Quality Teaching* in complex information environments, and the significance of explicit teaching interventions supporting the inquiry process, recognising the power of the guided inquiry approach (Hay & Todd, 2010; Gordon, 2009a, b; Hay & Foley, 2009; McLean, 2009; Todd, 2009a, b, d, e; Montiel-Overall, 2008; Todd, 2008c; Fitzgerald, 2007; Radford & Connaway, 2007; Todd,

2007a; Hay, 2006; Heinström & Todd, 2006; Scheffers, Bruce & Nix, 2006; Todd, 2006a, b).

21C literacies

While digital age and related concepts are now well embedded in recent research, a challenge is to explicitly identify what we mean by *digital literacies* and similar terminology.

Wikipedia (viewed 3/5/10) offers the following in its definition:

Digital literacy is the ability to locate, organize, understand, evaluate, and create information using digital technology...

Research around digital literacy is concerned with wider aspects associated with learning how to effectively find, use, summarise, evaluate, create and communicate information whilst using digital technologies not just being literate at using a computer.

The Danish Technological Institute (viewed 2/5/10) views digital literacy as *an essential life skill which, if absent or underdeveloped, becomes a barrier to social integration and personal development.* The Institute provides additional insight, with which most educators would concur, indicating:

Digital literacy involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

Further, it elaborates that digital literacy includes:

- basic literacy skills as a necessary precondition for digital literacy
- cognitive skills such as reading, problem solving and visual skills, and technical skills involving digital technologies.

The University Library webpage of the University of Illinois at

Urbana-Champaign quotes various sources as it presents understandings of digital literacy, incorporating:

- *the ability to use digital technology, communication tools or networks to locate, evaluate, use and create information*
- *the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers*
- *a person's ability to perform tasks effectively in a digital environment... Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments.*

All of these definitions reflect aspects of how research articles in *Scan* appear to have understood digital literacy, and the sorts of ways we use such concepts daily as educators. These definitions certainly have synergy with our understandings of information literacy in the contemporary environment, drawing on terms and concepts embedded in information process research and literature.

It is essential to come to a common definition of concepts related to digital literacy and the current information landscape. This is necessary in order to clearly articulate the links to teacher librarian practice, and the place of school libraries in the contemporary environment. The relationship between this and 21C pedagogy also needs to be understood. The definitions explored above also have synergy with understandings of information literacy and aspects of pedagogy explored in a range of *Scan* research articles, in a context of understanding:

- 21st century pedagogy as a constructivist approach which includes
 - a learner centred focus
 - interdisciplinary and project based work
 - authentic, engaging activities for the 21st century, p. 11

- 21st century skills and learning outcomes, including
 - learning and innovation skills: creativity and innovation; critical thinking and problem solving; communication and collaboration
 - information media and technology skills (*Framework for 21st century learning*).

Collaboration

Intertwined with such vital explorations and evidence about information literacy in the digital world and relevant current pedagogy, was a renewed and critical focus on collaboration. This is a long held core belief of the teacher librarian profession, worthy of further investigation, in part, because of the collaborative impetus of emerging technologies.

Todd (2008a; 2008b; 2008c; 2007d) focused thinking and considerations for the profession in the changing educational environment. Todd (2008b) also raised significant challenges when describing the purpose and results of a three year research project in *The dynamics of classroom teacher and teacher librarian instructional collaborations*. This provided a rich reflection on collaboration, its nature and meaning, analysing implications for pedagogical approaches and student learning outcomes. The work of Gibson-Langford (2008, 2007) offered suggestions for building a collaborative culture and planning collaborative tasks. Montiel-Overall's qualitative study provided further inspiration and understanding in a model for teacher and librarian collaboration. She indicates that effective collaboration:

... will require school librarians who are willing to engage with knowledge based outcomes and not just information processes, and develop instructional models which engage students in the whole experience from information access to knowledge development. (p.30)

Leading learning

The vital role of teacher librarians in collaborative partnerships and instructional intervention was documented and probed across feature articles by Dr Todd (2005a; 2005b). In doing so, Todd describes and presents a model of a school library as a dynamic agent of learning (2005a). Todd further reinforces the teacher librarian's collaborative role in curriculum implementation and developing students' critical literacy skills, reflecting on evidence based practice as vital.

Evidence based practice

An ongoing commitment to evidence based practice is a consistent theme throughout *Research columns* presented in *Scan*. In 2002 Todd revisited evidence based practice, referring to it as *the sustainable future for teacher librarians* (2002a) and detailing a range of strategies and opportunities for implementing *actions and evidence* (2002 b). Examples of evidence based practice included the research report presented by Ryan and Hudson (2005). This showed how action research provided evidence of teacher librarians making a contribution to student learning outcomes, and inspired teacher librarians to be leaders in schools. The importance of evidence based practice is again reinforced by Todd (2007) and linked to the need for continuous improvement in the context of digital landscape.

Evidence based practice is integrally linked to the discourse on resourcing curriculum, leading learning, collaboration and improvement. This is reflected in the overview of research and professional literature provided by Hay and Foley (2009) in *School libraries building capacity for student learning in 21C*. Further, practical support for capacity building as we envision school libraries into the future was provided by the article (see Table 2). Principals and teacher librarians using this capacity building framework (pp. 22–23) could use the following core questions to support discussions with their school community.

Table 2 A capacity building framework for school libraries (Hay & Foley, 2009, pp.22-23)

A capacity building framework for school libraries

Noah and Brickman (2004) present a framework consisting of 10 elements that may be used to assess and build a library's capacity for strategic short- and long-term planning. These have been adapted for principal and teacher librarian teams to consider, so they can initiate a capacity building process, in keeping with a shared vision, with their school communities.

Element	Examples of what capacity building looks like in practice
<p>1. Organisational clarity and alignment An effective school library develops its vision, mission, priorities and programs through a strategic planning process. This ensures the school library's future is built on broader Departmental and pedagogical directions, and strongly aligns with regional, community and school-based needs and priorities.</p>	<ul style="list-style-type: none"> • a common vision is formed with input from the principal and school executive team, all class teachers and specialist teachers, all library staff, and student, parent and community representatives • the vision informs the strategic planning process • all stakeholders maintain ownership of the strategic directions • a library committee or working party, convened by the teacher librarian, may be involved.
<p>2. Human resources An effective school library is supported by a knowledgeable and committed library staff, and a well-aligned Principal and teacher librarian leadership team. The school library team has sufficient skilled staff and volunteers to support programs, services and administrative functions.</p>	<ul style="list-style-type: none"> • the school supports training for newly recruited staff and volunteers, and ongoing professional development for existing staff • library staff are encouraged to participate in further education, local networking and professional association activities • individuals share new knowledge and skills with the team through in-house training sessions, mentoring or peer support programs • the principal and teacher librarian have regular conversations about the effectiveness and impact of school library programs and services on student learning, staff development, and explore ways of developing and supporting innovative practice.
<p>3. Facilities An effective school library is a multi-functional facility, where learning spaces are flexible and can be arranged and re-arranged to meet changing needs and priorities.</p>	<ul style="list-style-type: none"> • the facility, furnishings, equipment and technology adequately support school library programs and activities • the library continues to evolve in terms of space, layout, and design to address needs • technology infrastructure in the library is part of the school technology plan, and is regularly updated, maintained, evaluated and developed • the teacher librarian regularly monitors and adapts the facilities of the school library to best meet a variety of learning experiences • the teacher librarian explores appropriate ways that Web 2.0 and emerging technologies can be used to create collaborative, online workspaces to support teaching and learning needs.
<p>4. Collections The capacity of an effective school library program is dependent upon the selection and maintenance of a collection of print, multimedia, digital and online resources that meets the varied curriculum and recreational needs of its community.</p>	<ul style="list-style-type: none"> • collection management policies and procedures are carefully developed to ensure the collection remains balanced, dynamic and relevant • the collection and buying power are broadened through alliances with national, state and public library collections and resource services • the potential of freely available websites, online resources and digital media to build a customised hybrid collection is harnessed.
<p>5. Collaborations Teaching collaborations are central to an effective school library, including collaboration between the teacher librarian and teachers, principal, students and parents. Productive partnerships with other libraries can also be developed to support strategic goals. These collaborations may assist in building the school library's capacity in terms of resourcing, skills, expertise and supporting student learning.</p>	<ul style="list-style-type: none"> • the teacher librarian collaborates with teachers in planning, teaching and evaluating resource-based and inquiry-based learning activities • the principal supports and celebrates successful teacher – teacher librarian collaborations • advice and instructional scaffolds are provided to assist parents in supporting their children's information, technology and learning needs at home • other partnerships are sought with school libraries and public libraries in the local area, or local businesses and organisations.

Element	Examples of what capacity building looks like in practice
<p>6. Service delivery School library services should be dynamic, developing and changing as new curriculum and technologies emerge (see also element 5).</p>	<ul style="list-style-type: none"> • a customised web portal connects 24/7 with staff, students, parents, and the wider community • Web 2.0 technologies are used to build service capacity • the ethos of service delivery is to maximise the school library's connections with its users <ul style="list-style-type: none"> – to be responsive, adaptable and deliver! • school library staff: <ul style="list-style-type: none"> – evaluate existing services – keep up-to-date with new programs, services and emerging technologies – trial innovative ways of servicing the school community.
<p>7. Management systems An effective school library builds capacity through leveraging the potential of its staff, resource management system, content management system, financial and administrative systems.</p>	<ul style="list-style-type: none"> • the teacher librarian regularly collects data to effectively document evidence of the school library's use and impact, and identify areas in need of improvement (see element 9) • SCIS is used for cataloguing, thus saving library staff time for other support duties and, in particular, allowing the teacher librarian more time for teaching and learning activities • <i>OASIS Web Enquiry</i> is used to effectively support learning and teaching • the teacher librarian harnesses the potential of financial and administrative systems to develop budget plans, monitor income and expenditure, and to generate budget reports • the school library employs a range of tools from the school's intranet, content management and/or learning systems, and those freely available via Internet and Web 2.0 to build web services and online learning spaces to support teaching and learning activities.
<p>8. Communication An effective school library continually promotes what it has to offer and employs a marketing strategy to ensure this promotion is on target with each audience and message.</p>	<ul style="list-style-type: none"> • the school library taps into a range of formal and informal communication channels and media, for example: <ul style="list-style-type: none"> – school's daily notices or regular newsletter – weekly or fortnightly email update to staff and students – displays and a school library blog – design local, customised posters and bookmarks – present at school assemblies, KLA and Stage meetings, executive and committee meetings, parent and community meetings – write articles or announcements for the school magazine, local newspapers and radio, local council or community websites • all communications generated by library staff is disseminated and responded to in a timely and professional manner using the most appropriate medium, whether face-to-face communication, phone, email, online or print.
<p>9. Continuous improvement and flexibility An effective school library evaluates, documents, plans, prioritises, implements, and re-evaluates. The teacher librarian employs evidence based practice (EBP) and capacity building approaches to support this continuous improvement cycle.</p>	<ul style="list-style-type: none"> • evidence based practice demonstrates the impact of the school library's program and services on teaching and learning, and in achieving the school's goals and objectives • use a range of sources and strategies to evaluate programs, services and impacts, e.g. surveys, focus groups, student evaluations of project work and assignments, teacher evaluations of units of work, and evaluation sheets from professional development and in-service training sessions • analyse data collected from a range of sources and strategies to identify trends, predict demand, reconsider relationships and make timely decisions (Boyd 2006) • reallocate school library space, staff, and resources in response to changes in curriculum, user needs, technology or infrastructure.
<p>10. Funding School libraries need sufficient funding to contribute significantly to the daily life and needs of the school community. This includes the provision of a quality collection, responsive services and effective instructional programs. While capacity can be built using existing funding or the reallocation of funding within the school or library budgets, an effective school library is also proactive in gaining access to diverse sources of funding to build capacity.</p>	<ul style="list-style-type: none"> • budget submissions are clearly aligned with the school's strategic directions and priorities • the teacher librarian uses evidence of past and current impacts to secure funds to support new programs or projects to increase the school library's potential for further and future impact. These might include: <ul style="list-style-type: none"> – presenting project-based submissions to the P&C – applying for a national or state-based action research or teaching innovation grants – organising fundraising initiatives within the school and local community – seeking donations from local business and community organisations for new projects • the teacher librarian works closely with the principal, and members of the school library and technology committees, to seek potential sources and leverage ideas, evidence and collaborations to be successful in these endeavours.

School libraries making a difference: use the capacity building framework and reflect on:

- What are my school's learning priorities?
- How can I contribute to my school's learning culture?
- How can I show the difference I make?

Reference could also be made to the format provided by the sample programming proformas available with the matrices online at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/index.htm>. These follow an evidence based practice format.

Todd's (2009c) Delaware case study following Hay's and Foley's article, illustrated a cycle of continuous improvement and provided several recommendations for improvement and capacity building.

Action for school libraries 21C

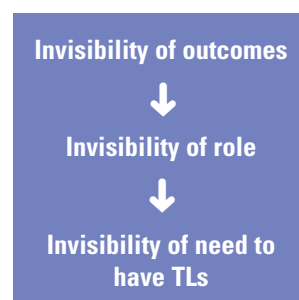
That evidence based practice is vital, is again reinforced through the discussion and recommendations (Table 3) provided by Lyn Hay and Dr Ross Todd in *School libraries 21C: the conversation begins* (2010).

As indicated by Hay and Todd there is a rich and complex body of literature that documents the strong contribution of quality school libraries to learning outcomes (p.39). We have a solid base to inform our engagement with digital age information literacy. Based on our ongoing professional values regarding information literacy, we cannot ignore the powerful imperative to embrace 21C pedagogies and resources to engage and explicitly support students. Evidence based practice will provide sustained professional practice into the future. Future research and articles in Scan, and focuses of the School Libraries and information Literacy Unit will support this. ■

R2 Developing capacity as evidence-based practitioners

We recommend that the profession as a whole needs to develop the capacity to articulate needs from research based evidence and local evidence collected in the school.

While there is a rich and complex body of literature that documents the strong contribution of quality school libraries to learning outcomes, we saw few examples of such evidence, and relatively weak arguments related to why school libraries are needed, and the evidence of their impact on student learning. As the majority of respondents, teacher librarians do not seem to have presented cogent, sustained, evidence-based arguments for the future of school libraries. Guidelines and professional development for the development of evidence-based practices could be provided by the School Libraries and Information Literacy Unit. Such a program could be implemented for school-based principal and teacher librarian teams.



R3 Sustained evidence based practice program

We recommend that a sustained evidence based practice program take place, with an emphasis on school-wide approaches to charting and identifying significant syllabus outcomes, and the skills and understandings required of digital citizenship, as a result of school library initiatives and interventions.

The weakest aspect in terms of contributions was the overall inability of respondents to state claims of learning outcomes at a concrete level (i.e. evidence at the operational level), and particularly claims that identify syllabus outcomes. There is a need for the development and implementation of a sustained evidence based practice program within NSW DET school libraries.

Table 3 Recommendations from *School libraries 21C: the conversation begins* (Hay & Todd, p. 39)

[Editor's note: full text of articles asterisked are available online <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>]

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Action research in schools

Sandra Canniff is Senior Education Officer (Leadership) Online learning supervisor, School Leadership and Executive Learning Unit, Professional Learning and Leadership Development. Sandra showcases the resources available for implementing action research in the school environment, and how to access the online learning course to support an evidence based practice approach.

Resources for implementing action research

Professional Learning and Leadership Development Directorate (PLLDD) has developed a package of resources available for leaders of action research in school based environments. Each component of the package provides a different level of support for the implementation of action research.

- The first component is a newly revised and updated booklet, *Action research for educators* 2nd Edition.
- The second component is a collection point of action research abstracts from NSW Department educators.
- The third component is an online course where participants learn about the process of action research and are guided through the implementation of a cycle of action research on an issue of importance in their workplace.

Action research is owned by practitioners

Many educators think of research as being removed from classrooms and found in academic circles. Action

research is owned by the practitioners. It is deeply embedded in the daily practice of researchers and has immediate relevance to everyone involved. Action research, participant research or teacher research is being used successfully around the world. It is a structured process used to observe what is currently happening and identify and implement what teachers, students, leaders and parents would like to see happening. It involves teachers examining their own practice. As such it is also a powerful professional learning experience.

Good teaching involves critical reflection.

Good teaching involves critical reflection. The action research process formalises what good teachers are already doing. It furnishes a reason for professional conversations examining pedagogy and practice. It provides a structure for implementing changes in the classroom or organisational unit where evidence is collected, analysed and interpreted to determine the effects of those changes and further implications for action.

The booklet

The *Action research in education* 2nd edition booklet (Figure 1) contains a detailed breakdown of each stage of the action research cycle with a description of what practitioner researchers would be expecting to be doing at each stage in each cycle. There are examples of processes you can use that are specific to NSW schools. In addition there are eighteen tools provided to help make action research easier to conduct. The order form can be downloaded from the action research section of the PLLDD website.



Figure 1 Action research in education 2nd edition booklet

Abstracts

The action research abstracts can be found on the PLLDD website (Figure 2). This area of the website is constantly growing with teacher researchers adding their abstracts as they complete their research. Currently there are over 200 abstracts that can be accessed alphabetically by author or by research topic. They provide a wealth of information about what is happening in NSW schools and how particular research projects in the unique environment of those workplaces have impacted on student outcomes. The sharing of the project with colleagues helps to solidify what has occurred in the learning and research process. It also provides information that can aid new researchers in the development of their research plan.

Online program

The third aspect of the PLLDD action research support is the online learning experience that occurs, associated with the *Leading action research* online course (Figure 3). This course provides participants with the understanding of the action research process, allows them an opportunity



Figure 2 Action research area of the Professional Learning and Leadership Development website

to observe and discuss the process occurring in a simulation (Melaleuca Central) and then work through an action research cycle with the support of someone who is experienced in action research and the others in their class.

This online program has been designed by the Leadership Learning Unit for anyone in the schools portfolio who is leading action research in their workplace. It starts with a three week online course and is followed by up to six months of support in the completion of their

own action research project. Registrations can be made at My PL@DET. Whenever twelve people have registered, another course begins for that cohort.

There are three modules in the first three weeks of the program. They include:

1. Getting started: commencement of the simulation; exploration of topics such as: what is research, what does it mean to be strategic, the role of research logs, data collection tools and the planning stage of the action research cycle

2. Issues to consider: further additions to the simulation; exploration of topics such as: ethics, objectivity and bias, the evaluation process, literature searches and the acting stage of the action research cycle
3. Analysing and sharing: the last segment of the simulation; exploration of topics such as: analysis and interpretation of data, your research report, reflecting and preparing for the next cycle, the role of the leader.

This is then followed by the implementation of individual action research projects with the support of other course participants and the e-facilitator.

During this six months, participants will work in an online environment.

They will have the opportunity to:

- contribute to the forum
- keep a research log using a blog
- participate in the simulation of Melaleuca Central School.

These are all experiences that can be directly translated into the classroom using digital media.

Action research is one of the key strategies that underpins the Professional Learning Continuum. ■



Figure 3. Leading action research online course – register at My PL@DET

Tagging: a challenge ahead for teacher librarians

Margot Pickworth, teacher librarian at Shore Preparatory School, shares the results of a survey of the uses of tagging by teacher librarians. It may be interesting for readers to read this in tandem with an article in the previous Scan (29.1, p. 43), in which Dheeraj Chowdhury explains how teachers can easily tag and share bookmarked sites using Curls through the DET portal.

Tagging is the adding of keywords to a digital object (e.g. website, picture, audiofile or videoclip) to categorise it (Hayman, 2007). It is not a new concept to teacher librarians who are trained to organise data using standardised terminology. However, the idea that any users can add any tag is a new and challenging concept. Many teacher librarians are using tag clouds for concept mapping, and to present key words and main ideas.

The rise of social bookmarking Web 2.0 tools such as *Delicious*, *Furl*, and *Digg* have introduced a new perspec-

tive to organising digital information. Using such sites allows users to bookmark websites and then add personal tags to assist the user to retrieve the site. From these tags users can then link to other users who have also bookmarked the site. This is in stark contrast to the traditional practice of the librarian assigning standardised library terminology.

There has been limited research in this field. Some studies have focused on the comparison of tags selected by users (mainly university students) and the terms added by library cataloguers, finding a distinctive similarity (Heckner, 2007). Other studies have found similarities with the addition of some personal tags that assist the individual user (Kipp, 2007). A comparison of the tags used across a range of social bookmarking Web 2.0 tools has revealed logically that the tags selected reflect the audience. Delicious users were more interested in web and programming, whereas *YouTube* and *Flickr* users selected more social terminology (Ding, 2009).

Surveying teacher librarians

In 2009, through OZTL_Net, an online survey tool was used to gauge

the current use of tagging by teacher librarians. Sixteen teacher librarians provided interesting findings regarding their use of social tagging as well as their views on how it challenges their current views of cataloguing.

Survey results

Teacher librarians are selecting the tags to make resources more accessible for their student audience. School-related terms such as grade level, Key Learning Area, subject, topic words are being used as the tags. This allows the teacher librarian to provide access to suitable information, tailored directly to audience requirements (Figure 1). Thus tagging can provide niche requirements for certain learning settings.

Most survey participants indicated that the main audience for their social tagging is the school library user. A small percentage indicated it was for their own professional use. The teacher librarian added the tags, although mostly from staff and student recommendations. Only one response indicated that students themselves were able to add tags. Perhaps this will be a consideration for the future.

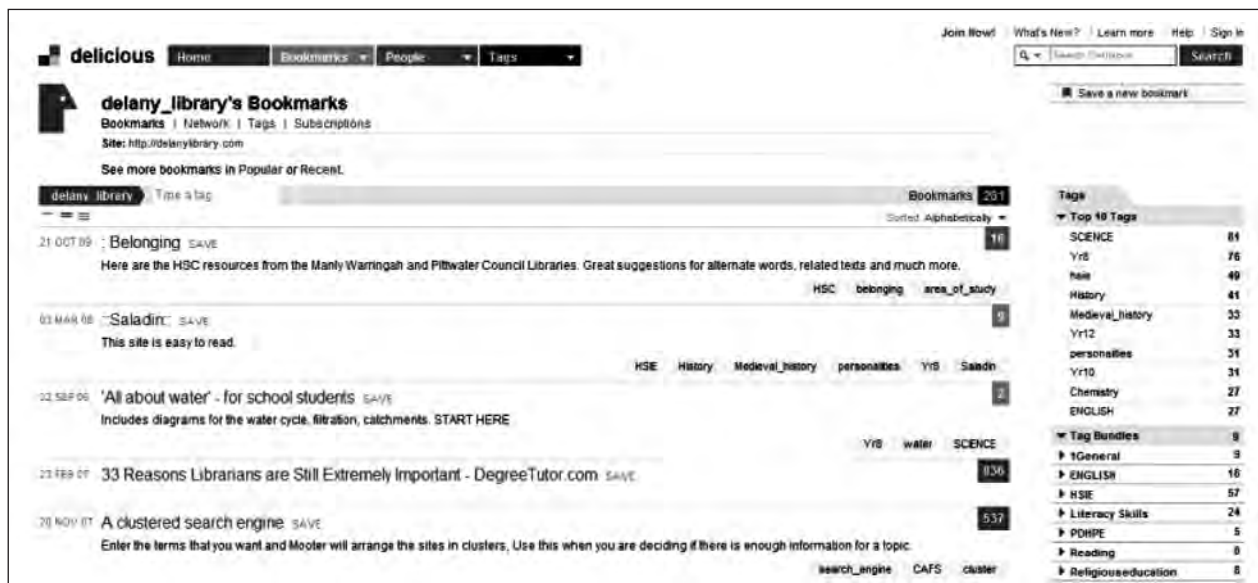


Figure 1. Print screen from Delaney Library showing tailored tags, including Year 8, Year 11, Year 12 and the HSC English Area of Study: Belonging

Advantages of tagging

When asked to state the advantages of tagging most survey participants mentioned that tagging meant that resources could be tailored to their audience. Seventy per cent indicated that tagging provides access to suitable information. Another important issue raised was

what others value is worth looking at. If my network tags it, it is probably more.....reliable.

Teacher librarian

This raises another valuable benefit of tagging. By following the tags, it will enable our users to follow a trail to quality information set up by credible users. This is surely important as we guide young users to make sense of the vast array of internet resources.

Disadvantages of tagging

As mentioned by colleagues through the survey, the inconsistency of terms can be a disadvantage to tagging. This includes such issues as whether to use wide or broad terms or the use of different tags for the same idea. All these issues appear to stem from the lack of a standardised list from which to select.

However, as students are already familiar with the concept of internet searching by keywords, which also lack structure, the concept of tagging is not a new idea to our users. If tagging allows our users to locate information they need, then it should become a vital part of our role.

Some advantages and disadvantages of tagging are displayed in Figure 2.

Future predictions

The final survey question asked for future predictions. Ninety per cent of respondents indicated that tagging could be used side by side with subject headings of traditional libraries. It was suggested that an organised system of tagging may eventually replace the free association that exists now. Another response indicated that users could suggest tags which would then be moderated

Advantages	Disadvantages
Power of numbers draws attention to popular, and often the best, sites	Assigned tags can be individual and thus not meaningful to other users
Tagging allows the teacher librarian to provide directly for audience	Tags can be inconsistent and misleading
Tagging allows students opportunity to rate and evaluate websites and thus become critical users of information	Social openness of tagging tools can lead in questionable directions
Tagging enables users to follow a trail set up by credible users.	Serendipity – wasting a lot of interesting time reading others tagged websites!

Figure 2. Advantages and disadvantages of social tagging

before being formally added to the catalogue. One respondent indicated that clear explanations had minimised any potential problems for the users with the tags.

Implications for teacher librarians

My recent survey results indicated that currently the teacher librarian is largely responsible for adding tags. Further research would be needed to examine the results if students also added their own tags for others to use. Would this make the information more or less accessible to others? In many ways the power of social bookmarking comes from the power of many, and

heavily bookmarked resources are usually the cream of the web.

Rethlefsen (2007, p. 1)

We will be guided to the best resources by our users, rather than the other way around.

What will be the future challenge?

Tagging brings with it some thought provoking challenges for teacher librarians. As mentioned, the lack of a standardised list of terms can lead to inconsistency; however, this ad-hoc tagging process allows us to tailor information for our audience in a web-friendly manner.

It is my belief that tagging will become one of the tools of trade that teacher librarians will use to continue their vital role of assisting students to develop lifelong skills of learning so that they are fully prepared for the challenges that lie ahead. Teacher librarians need to embrace these changes, make good use of emerging technologies and integrate them into teaching and learning. It has been exciting to be in contact with many other professionals who are already doing this! ■

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Quick bytes Quick bytes Quick bytes



CBCA 2010 shortlisted finalists in the Children's Book of the Year Awards

On the 30th March, the Children's Book Council of Australia (CBCA) announced the following nominated books for the 2010 Children's Book of the Year Awards:

EARLY CHILDHOOD

- BLAND, Nick (2009) *The wrong book*, Scholastic Australia. SCIS 1403525, reviewed *Scan* 28(3)
BOOTH, Christina (2009) *Kip*, Windy Hollow. SCIS 1453047, to be reviewed in *Scan* 29(3)
DUBOSARSKY, Ursula & JOYNER, Andrew (2009) *The terrible plop*, Viking/ Penguin Group (Australia). SCIS 1399183, reviewed *Scan* 28(2)
GLEESON, Libby & BLACKWOOD, Freya (2009) *Clancy and Millie and the very fine house*, Little Hare. SCIS 1429471 reviewed *Scan* 29(2)
SHANAHAN, Lisa & QUAY, Emma (2009) *Bear and Chook by the sea*, Lothian Children's. SCIS 1425022, to be reviewed in *Scan* 29(3)
THOMPSON, Colin & DAVIS, Sarah (2009) *Fearless*, HarperCollins. SCIS 1431590, to be reviewed in *Scan* 29(3)

BOOKS FOR YOUNGER READERS

- FENSHAM, Elizabeth (2009) *Matty forever*, University of Queensland Press. SCIS 1422721, reviewed *Scan* 29(2)
HIRSCH, Odo (2009) *Darius Bell and the glitter pool*, Allen & Unwin. SCIS 1400214, reviewed *Scan* 28(4)
LESTER, Alison (2009) *Running with horses*, Viking/ Penguin Group (Australia). SCIS 1430852, reviewed *Scan* 29(2)
McINTOSH, Fiona (2009) *The whisperer*, Angus&Robertson. SCIS 1424208, to be reviewed in *Scan* 29(3)
MURPHY, Sally & POTTER, Heather (2009) *Pearl verses the world*, Walker. SCIS 1410916, reviewed *Scan* 28(4)
STORER, Jen (2009) *Tensy Farlow and the home for mislaid children*, Penguin. SCIS 1416448, to be reviewed in *Scan* 29(3)

BOOKS FOR OLDER READERS

(These books are for mature readers)

- CHRISTOPHER, Lucy (2009) *Stolen*, Chicken House. SCIS 1415696, reviewed *Scan* 29(1)
CLARKE, Judith (2009) *The winds of heaven*, Allen & Unwin. SCIS 1404414, reviewed *Scan* 29(1)
LARBALTESTIER, Justine (2009) *Liar*, Allen & Unwin. SCIS 1429430, reviewed *Scan* 29(2)
METZENTHEN, David (2009) *Jarvis 24*, Penguin Group (Australia). SCIS 1404702, to be reviewed in *Scan* 29(3)
MILLARD, Glenda (2009) *A small free kiss in the dark*, Allen & Unwin. SCIS 1398162, to be reviewed in *Scan* 29(3)
TANGHEY, Penny (2009) *Loving Richard Feynman*, University of Queensland Press. SCIS 1417177, to be reviewed in *Scan* 29(3)

EVE POWNALL AWARD FOR INFORMATION BOOKS

- CLODE, Danielle (2009) *Prehistoric giants: the megafauna of Australia*, Museum Victoria. SCIS 1421508, to be reviewed in *Scan* 29(3)
M is for mates: animals in wartime from Ajax to Zep, (2009) Department of Veterans' Affairs. SCIS 1406964, reviewed *Scan* 28(4)
Mac INNIS, Peter (2009) *Australian backyard explorer*, National Library of Australia. SCIS 1420539, reviewed *Scan* 29(2)
PATRICK, Tanya & HUTCHESON, Nicholas (2009) *Polar eyes: a journey to Antarctica*, CSIRO. SCIS 1440203, to be reviewed *Scan* 29(3)
REEDER, Stephanie Owen (2009) *Lost!: a true tale from the bush*, National Library of Australia. SCIS 1436114, to be reviewed *Scan* 29(3)
YALATA & OAK VALLEY COMMUNITIES, with MATTINGLEY, Christobel (2009) *Maralinga: the Anangu story*, Allen & Unwin. SCIS 1399515, to be reviewed *Scan* 29(3)

PICTURE BOOKS

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

- COOL, Rebecca & MILLARD, Glenda (2009) *Isabella's garden*, Walker. SCIS 1427138, reviewed *Scan* 29(2)
DANALIS, Stella & DANALIS, John (2009) *Schumann the shoeman*, University of Queensland Press. SCIS 1428614, reviewed *Scan* 29(2)

Out and about

Some glimpses of teacher librarians and SASS staff attending Semester 1 workshops

These images show the intense concentration and collegial fun experienced by participants at the School Libraries and Information Literacy courses and workshops. Register for Semester 2 workshops at Courses & workshops at www.curriculumsupport.education.nsw.gov.au/schoollibraries/proflearn/workshops/.



Oliver training in Dubbo



Oliver training at Curriculum K–12 Directorate, Ryde, with Doug Jenkins, Wendy Dawson & Chris Nelson



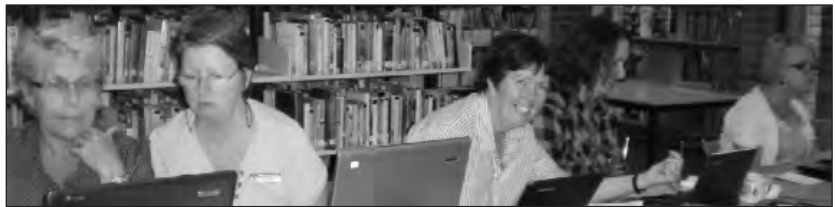
Teacher librarians supporting connected learning at Kempsey High School

A happy group of teacher librarians at Kempsey High School at the end of a busy, hands-on day of training in the effective use of a number of digital tools to support *Quality Teaching*.



Connected teacher librarians at Ballina High School

Creating and adapting SMART Notebooks, organising information in *OneNote2007*, creating digital stories and key main idea word clouds kept these teacher librarians occupied at Ballina High School. All are now excited to use some, or all, of these digital resources to support programming and teaching.



PRC 2010 launch at Werrington Public School

Teacher librarian, Julie Grazotis, read *Dragon quest* by Allan Baillie to 400 students to launch the 2010 Premier's Reading Challenge. Not a sound was heard from the assembled audience during the reading. The choir also sang. *In what other job could you dress up in a wizard's hat and read a great book aloud!*

Julie



The Children's Book Council of Australia, NSW Branch, Triple A event at the Menzies Hotel, Sydney

Teacher librarians, librarians and authors gathered in anticipation for the announcement of the 2010 short list. Panelists, Dr Robin Morrow, Dr Sharyn Jameson, Chris Cheung, Rachel Robson and William Kostakis, entertained the audience by presenting their own short list selections for each award category. ■



Anticipate! Appreciate! Applaud! The short list has been announced and circulated.



Patricia Wrightson, 1921–2010

Born in Bangalow, near Lismore, Patricia became one of Australia's best known authors of children's books. In 1986 she became the first and only Australian writer to be awarded the Hans Christian Andersen Medal for writers. Read Patricia's obituary at <www.smh.com.au/national/obituaries/author-delved-into-world-of-children-20100401-ri05.html>.



Five things

is a reading and writing rap that focuses on setting, plot, character, conflict and theme, and explains each of these in a rap message at <www.flocabulary.com/player/mp3/five_things.mp3>. Check out *Flocabulary – hip hop in the classroom* at <www.flocabulary.com/> for some free innovative resources.

Have you heard...



Upcoming professional learning and social events for all library non-teaching staff during May and June 2010:

National Library Technicians Day evening celebration (25 May 2010) and Leadership Course for library non-teaching staff (5 June 2010). Contact Jennifer Dyer, <j.dyer@bigpond.net.au>, ALIA NSW Library Technicians Group Convenor, for details about these upcoming events and get your name registered on the database for notification of all future activities. Teacher librarians, please pass on this information.



Quest Atlantis: a safe accessible, educational virtual world

<atlantis.crlt.indiana.edu/> is an international learning and teaching project for students, 9 to 16 years. The safe 3D multi-user educational environment is available through the portal. Teachers need to train in *Quest Atlantis* (QA) before they can open a class. In NSW, contact Macquarie ICT Innovations Centre for an Institute of Teachers accredited course, or online in QA using Skype with Dr. Bronwyn Stuckey, International Liaison Quest Atlantis, one night a week for four weeks. For more information, please contact <janette.eade@det.nsw.edu.au>. ■



TES iboard, free-to-use at <www.tes.iboard.co.uk/>.

These open-ended visual resources for learning dialogues are suitable for or easily adapted for the Australian Curriculum.



Wallwisher at <www.wallwisher.com/> is an online notice board.

Students and teachers can easily post sticky note comments about tasks and topics.



My place for teachers <www.myplaceforteachers.edu.au> is an educational interactive website to support teachers using the children's TV series, *My place*.

The TV series adapts the book, written by Nadia Wheatley and Donna Rawlins, into 13 stories children who live in the same house over 130 years (2008–1888).

Have you seen...



Xtranormal <www.xtranormal.com/> is a free text-to-movie website.

Enter text, choose an avator, a voice, and scenery. Add a scene, change emotions and actions, and then adjust the camera positions and submit. A movie will be created for you to share or for your students to use as a presentation tool.



William Bligh – an interactive graphic novel <www.abc.net.au/bligh/>

has 10 chapters covering Bligh's life. Maps and timelines are included.



Yammer <www.yammer.com> is a micro blogging tool for DET staff. It has

the potential to provide great opportunities for the teaching and learning community within the department. DET staff must use their DET email to register. For more information, contact Dheeraj Chowdhury: <dheeraj.chowdhury@det.nsw.edu.au>.



Room to read <www.roomtoread.org/>

hosts a School Room program to improve educational opportunities for children living in impoverished communities.



Got a copyright question? Go to the new look

Smartcopying website <www.smartcopying.edu.au> to find the answer. ■

Resource reviews



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

Resource reviews are provided for teachers to support their teaching and learning programs. The views expressed by reviewers are their own and should not be considered as an endorsement of the material by the NSW Department of Education and Training. Copyright for reviews is held by the NSW Department of Education and Training. Permission for reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact <colleen.foley@det.nsw.edu.au>.

USER LEVELS are given in Stages as follows:

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

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

The following symbols indicate the key learning area:

CA	Creative Arts
English	English
HSIE	Human Society & Its Environment
Languages	Languages
Mathematics	Mathematics
PDHPE	Personal Development/Health/Physical Education
Science	Science
SciTech	Science & Technology
TAS	Technology & Applied Studies
and	
VET	Vocational Education and Training
CEC	after a syllabus denotes that it is a Content Endorsed Course
COGs	indicates the Connected Outcomes Groups from the Planning and programming framework.

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

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

Reviews of internet sites

Sites are listed in Dewey order.

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!

Charlie and Lola. Story time

www.bbc.co.uk/cbeebies/charlieandlola/stories/

The appealing *Charlie and Lola* stories come to life online in this excellent BBC website. The interactive features allow us to see and enjoy the characters and participate in the story. Maximum impact will be enjoyed when the words and quirky illustrations are presented and projected for the whole class on an IWB. Each story culminates in entertaining activities to support the narrative. Related craft pursuits include making a mobile and a rocket, and colouring prints. This resource provides a wonderful presentation of the stories and it supports whole class reading, enjoyment of literature and an in-depth picture book study. D. Johnston

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	English
SYLLABUS:	English K-6
SCIS SUBJECTS:	Brothers and sisters – Fiction
PUBLISHER:	BBC, UK
REVIEW DATE:	01/04/10 [F]



SCIS 1438957

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>.

PC computer notes & hardware tutorials

www.pccomputernotes.com/index.htm

The site is a free introductory course in computer usage, components, terminology and troubleshooting. Written by several contributors with experience in the field, the material is student friendly and applicable to NSW syllabuses. In three main sections, the site explains the outside workings of a computer, such as the mouse and keyboard, the interior workings, and **Operating systems**. The care and maintenance of computers is also explained. **PC computer notes** is a short section that has some very sensible advice for students, especially those who are bewildered by the volume of information involved in computing studies. Most of the site's material will suit students with some knowledge of computing. C. Thomas

USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Information Software Technology 7–10; Technology (Mandatory) 7–8
Microcomputers
SCIS SUBJECTS:
PUBLISHER: CY7 Computer Services, USA
REVIEW DATE: 01/04/10 [004.16]



SCIS 1412811

Internet safety game

www.kidscomjr.com/games/safety/safety.html

Providing 10 rules for safe and respectful internet use, this site aims to educate students and increase their awareness about factors related to internet use at home and at school. Colourful creatures Iggey and Rasper take the site user through the 10 question **Quiz** which tests students' understanding of the rules stated on the site. Each question is read aloud to the students as they advance through the quiz. Students must answer each question correctly before proceeding to the next. A great introduction to internet use in the classroom, this site would be suitable for use as a whole class IWB activity or as an independent task to be completed before using the internet. K. McDonell

USER LEVEL: Early Stage 1 Stage 1
SCIS SUBJECTS: Computer crime; Computer games; Internet – Safety measures; Internet – Social aspects
PUBLISHER: Circle 1 Network, USA
REVIEW DATE: 01/04/10 [004.67]



SCIS 1449225

Hector's world: Silicon Deep

www.hectorsworld.com/island/#HOMEPAGE

The focus of this site is online safety and education for teachers, parents and students about **Cyberbullying**. The cheery ocean theme uses the New Zealand Hector's dolphin, animations, colour, video and audio to engage the target audience of 2–9 year olds. **Info island** takes users to material for teachers and parents. Resources, detailed lesson plans, music files, handouts and ideas are a useful collection for primary teachers. The **Silicon Deep** section has games, music and video clips. There are five engaging animations featuring Hector the dolphin, and these show students the risks of providing personal details in an online environment. **What the experts say** also has resources. The site is a fine resource to build students' digital citizenship, and it is very suitable for integrating safety messages into marine related curriculum units. C. Sheppard

USER LEVEL: Stage 3 Professional
KLA: SciTech

SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Bullying; Internet – Safety measures; Safety education
PUBLISHER: Hector's World, NZ
REVIEW DATE: 01/04/10 [004.78]



SCIS 1434167

Pencil: traditional animation software

pencil-animation.org/index.php?id=Home

Traditional hand drawn cartoons and comics are nearly a relic of the past. However, this application revives the craft in an interesting way. Site users can download a free trial of the program; the full application comes with 25 site licences. The program's trial is worth a look by teachers. The detailed **Users manual** includes screen captures and concise instructional steps. These are helpful and they will assist use of the interface and application. Images in the **Gallery** and **Screen** provide inspiration for multiple creative possibilities in the classroom. Teachers could find this to be a good alternative to other more complicated animation applications which have also been designed for classroom use. N. French



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts 7–10
SCIS SUBJECTS: Computer animation
PUBLISHER: P. Naidon, Japan
REVIEW DATE: 24/03/10 [006.6]



SCIS 1452416

Catalogue of digitized medieval manuscripts

manuscripts.cmrs.ucla.edu

The internet offers the chance to centralise collections such as this and speed student research by having a lot of related material in one area. This site contains a growing collection of medieval manuscripts, with some basic information about them. Searching by location reveals four in Australian libraries. Searching by title is probably the most helpful way to search, and there are many interesting, curious and beautiful manuscripts to view. Follow the work's title >**Full details**> **Site link** to get to the image itself. A site for scholars, this resource will have appeal to student historians with an interest in the area, and it is a rich source of examples for work within Visual Arts syllabuses. C. Thomas

USER LEVEL: Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: HSC History Stage 6: *Extension*; Visual Arts 7–10; Visual Design 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS: Literature, Medieval; Manuscripts
PUBLISHER: UCLA, USA
REVIEW DATE: 24/03/10 [016.9401]



SCIS 1453073

The Australian women's register

www.womenaustralia.info/index.html

Presenting biographical data on women and their organisations is the ever expanding brief of this site. It is a rich and immediately rewarding source of online images and audio. Senior students pursuing a line of research or an identity in the field of women's

studies may find the site is a superb resource for specific needs. It has material and links to topics such as women in wartime, **Oodgeroo Noonuccal**, sporting icons, and the **Female Orphan Institution**, and also to topics that are harder to find information on, such as female surfers at Manly in the early 1900s. The site is laid out in **Explore themes** and **Browse**. It can be helpfully searched by an A–Z list of occupations, events, artefacts and organisations. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English Stage 6: *Extension 2*; History 7–10; Modern History Stage 6; Society & Culture Stage 6
SCIS SUBJECTS: Women in Australia
PUBLISHER: National Foundation for Australian Women, Australia
REVIEW DATE: 15/03/10 [305.4]



SCIS 1446548

Worldometers: world statistics updated in real time

www.worldometers.info/

Part of the international *Real time statistics* project, the site is a dynamic display of world statistics, as, onscreen, rapidly changing numbers show what is happening in the world right now. Statistics are listed under sections of: **World population**; **Government & economics**; **Society & media**; **Environment**; **Food**; **Water**; **Energy** and **Health**. There is a strong connection to sustainability education. Especially useful for HSIE subjects, the site's numbers' display will create interested discussion in classrooms. IWB display will have great visual appeal and impact on students. It would be fascinating to compare fast and slow number changes in different categories, and to then discuss reasons for and effects of the varying speeds observed. **About us** is useful and **FAQ** is very useful, with a great set of links and information on how the statistical data is accessed and presented. C. Thomas



USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Mathematics
SYLLABUS: Geography 7–10; Geography Stage 6; HSIE K–6; Mathematics 7–10; Society & Culture Stage 6
SCIS SUBJECTS: Statistics
PUBLISHER: Worldometers.info, USA
REVIEW DATE: 01/04/10 [310]



SCIS 1447816

Make yourself heard

www.bl.uk/learning/citizenship/campaign/myh/makeyourself-heard.html

Examining the use of visual, spoken and written communication tools in historical and modern campaign events, this outstanding website would be an asset when studying English and History. Various forms of campaign communication are discussed, including **Photographs**, **Posters**, **Branding**, **Poetry**, **Speeches**, **Debates**, **Leaflets**, and **Newspapers**. These communications focus on a myriad of topics, such as the slave trade, propaganda, Northern Ireland, and racism in Britain in the 1930s. Detailed slideshows download quickly and they have primary source illustrations and graphics supported by audio commentaries. The transcript of each slideshow is available for closer study. Links to more detailed information are also provided. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7–10; Modern History Stage 6
SCIS SUBJECTS: Citizenship; Lobbying – Great Britain; Lobbying – History
PUBLISHER: British Library, UK
REVIEW DATE: 01/04/10 [324.0941]



SCIS 1449188

Inside NSW Parliament: a site study

[rrpublic.cli.det.nsw.edu.au/rrSecure/Sites/Web/nsw_parliament/index.htm?Signature=\(4086fe6d-7b55-4c9d-92e4-a6952814dd8e\)](http://rrpublic.cli.det.nsw.edu.au/rrSecure/Sites/Web/nsw_parliament/index.htm?Signature=(4086fe6d-7b55-4c9d-92e4-a6952814dd8e))

ABSTRACT

The site comprises a virtual tour of the NSW parliament and surrounds, and a design task. **Streetscape** presents still images of Macquarie St East, Sydney. **History** offers a video on the history of the parliament from 1788–1901. **Levels of government** is a changing map and audio reading of the onscreen text that relates the responsibilities of each level of government. The **Democracy exhibition** gives students the task of designing an exhibition about democracy with the NSW parliament as the virtual venue. The resource supports a site visit by students and a virtual site study in History 7–10.

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
SCIS SUBJECTS: New South Wales – Parliament; New South Wales – Politics and government
PUBLISHER: NSW DET, Australia
REVIEW DATE: 15/03/10 [328.944]



SCIS 1446553

Adventures with Bobbie Bigfoot

www.kidsfootprint.org/

A straightforward, simply designed game site, Bobbie Bigfoot is part of the Earth Day Network, an American organisation that has a commitment to shift the economy and public policy towards sustainability. **Kids begin here** offers students a chance to make decisions about their personal choices of food and transport, and then to make further choices about school-wide behaviours. At the end of the game, the player can find more ideas to reduce one's ecological footprint. **Teachers begin here** offers substantial individual and weekly lesson plans, including many hands-on activities that are relevant to the Science and Technology syllabus. M. Davis

USER LEVEL: Stage 2 Stage 3 Professional
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Energy conservation; Environmental protection; Human ecology; Sustainable living

PUBLISHER: Redefining Progress, USA
REVIEW DATE: 01/04/10 [333.7]



SCIS 1449490

Landcare NSW

www.landcarensw.org/

Students who are interested in environmental issues and finding out about the community group Landcare and its role, practices and activities will find all they need to know at this well organised website. Information is available on areas such as **Sustainable agriculture** and **Biodiversity** for older students. Primary teachers

will find information for the Stage 1 COGs unit (A): *Local places* and the Stage 2 COGs unit (A): *Local environments*. An **Aboriginal** page is available which provides many links relevant to understanding Aboriginal culture and history with respect to the environment. The site raises a number of topical environmental issues and discusses what can be done to alleviate and resolve these problems. The site encourages students to think about these issues and ways they can contribute to environmental sustainability. L. Doyle

USER LEVEL: Stage 5 Professional
KLA: HSIE; Science; TAS
SYLLABUS: Aboriginal Studies 7–10; Agricultural Technology 7–10; HSIE K–6; Science 7–10
SCIS SUBJECTS: Landscape protection; New South Wales – Environmental aspects
PUBLISHER: Landcare NSW, Australia
REVIEW DATE: 01/04/10 [333.73]



SCIS 1438899

ElectroCity

www.electrocity.co.nz/



An interesting concept in sustainability education, the site is an online game in which students start with a small town that they build into a modern city, exploring energy and environmental issues as they work. Material extends students' general knowledge about energy and the game is satisfying to play. It is reasonably simple to learn and manipulate, but players' management decisions and their graphic urban outcomes are scored in a way that demands thoughtful interaction. The **FAQs** clearly spell out the *what* and *how* questions. **Finished cities** show what other students have done. Players work with gas, coal, nuclear, wind, and hydro power sources. A quick game can be played in 15 minutes by a class, using a IWB; longer games would make excellent extension activities. C. Thomas

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; SciTech; TAS
SYLLABUS: Geography 7–10; Science & Technology K–6; Technology (Mandatory) 7–8
SCIS SUBJECTS: Cities and towns – Environmental aspects; Educational games; Electricity; Energy policy; Energy resources
PUBLISHER: Genesis Energy, NZ
REVIEW DATE: 01/04/10 [333.79]



SCIS 1404190

Arup

www.arup.com/

Arup is an intriguing and very large company that specialises in integrating sustainability with innovative building and engineering design. The magnificent **Projects** described here have multiple connections to TAS syllabuses and form an excellent resource for students. The site describes many international high profile designs, such as the massive airport terminal buildings of London and Dubai, and Beijing's Olympic venues of the *water cube* and the *bird's nest* stadium. There are many projects in various **Locations**, including Australian roads, water wise buildings, the Olympic Dam mine extension, the Mamu rainforest canopy walkway, and the Melbourne Recital Centre. Project descriptions are concise explanations of what, how and why. They are well written, interesting for students to explore, supplemented by many fine photographs, and ideal for use on IWBs. **Where now for cities**

and **How food shapes our future**, both accessible from the home page, are interesting multimedia explorations of these issues. The latter offers a short slideshow on lost food varieties, and the effect of wealth on diet. This large and bountiful site is well worth a browse by teachers. **Services A–Z** is a good place to assess the site's breadth and its application to NSW syllabuses. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; HSIE; TAS
SYLLABUS: Agricultural Technology 7–10; Design & Technology 7–10; Design & Technology Stage 6; Engineering Stage 6; Food Technology 7–10; Geography Stage 6; Visual Design CEC Stage 6
SCIS SUBJECTS: Building industry; Civil engineering; Sustainable development
PUBLISHER: Arup, UK
REVIEW DATE: 01/04/10 [338.7]



SCIS 1444820

Ecotown

www.powerhousemuseum.com/education/ecologic/ecotown/mid/

Ecotown is an interactive program in the PowerHouse's EcoLogic exhibition that illustrates sustainability indicators. A sustainability indicator is a community value that shows how far a community is from a set goal of sustainable development. Students select two indicators from choices within each of these three groups: **Social indicators**, **Economic indicators** and **Environmental indicators**. Using the *Macromedia Flash 5* graphic of a town, students make their choices and create a virtual sustainable town. Navigation is an overly prescriptive path, and all choices cannot be investigated before commencing the design. There is no background material and instructions are audio only. Although these are well paced and melodic, they will need to be replayed for students to get the gist of what needs to be done, and why. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography 7–10; Society & Culture Stage 6
SCIS SUBJECTS: Computer games; Ecology – Australia; Environmental policy – Australia; Sustainable development; Sustainable living
PUBLISHER: NSW Powerhouse Museum, Australia
REVIEW DATE: 01/04/10 [338.9]



SCIS 1447623

Ollie's world: an interactive sustainability resource

www.olliesworld.com/

An interactive sustainability resource for children, supported by organisations such as the Murray Darling Basin Commission, this self styled edutainment site is packed and complex to navigate. It focuses on the principles of reduce, reuse, recycle, and rethink, in the areas of waste, water, energy, air and biodiversity. The **Kid's page** takes site users to **Ollie saves the planet** and **Info** where the **Info index** offers a good route to information. Associated online games are quite basic. **Educator information in the UK** > **Educators** takes site users to creative suggestions for lessons that involve connectedness with the wider community. There is a commercial aspect to the site with the marketing of a series of companion CD-ROMs. M. Davis

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Environmental protection; Recycling (Waste, etc.); Sustainable development
PUBLISHER: Sustain Ability International, Australia
REVIEW DATE: 01/04/10 [363.7]



SCIS 1171025

Climate challenge

www.bbc.co.uk/sn/hottopics/climatechange/climate_challenge/

Demonstrating the intricacies of the climate change challenge, this wordy game puts the player in the shoes of the President of European Nations, whose job it is to make decisions and see how they affect the vital resources of food, water, energy and money. The President must also deal with carbon dioxide emissions. Every decision is reflected in panels that record the effects. Only devoted investigators of climate change issues and able readers are likely to persist. More generally useful are internal links to **The science behind climate challenge**, which outlines research incorporated into the game and provides external links to more information about a variety of topics, such as climate prediction and climate change news. **Video: climate change shorts** offers eight short films showing the effects of climate change. M. Davis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Earth & Environmental Science
Stage 6; Science 7-10
SCIS SUBJECTS: Climate change – Problems, exercises, etc.; Educational games
PUBLISHER: BBC, UK
REVIEW DATE: 01/04/10 [363.738]



SCIS 1449496

Awesome stories

www.awesomestories.com/



An immense variety of digital narratives can be browsed on this exciting website. Responding to the ageless human interest in stories, the site presents historical events as narrative, with an extraordinary collection of **Videos** and **Audio clips**. Videos include commentated clips of Emperor penguins in Antarctica, the **Allied bombing of Berlin**, **Acoustic perfection: amphitheater at Epidaurus** and Tutankhamen's treasures. Testimony to the site's range, there are also many videos and audio of music and drama performances. Narrations are e-journals that effectively transmit information using extensive cross referencing. **Images** has many photographs of historical significance, with background information, that strongly support the study of ancient cultures in Year 7 History. The bountiful search facility is a valuable teaching resource and teachers will particularly appreciate the inclusion of lesson plans. The site is high interest and a valuable resource for teaching with IWBs. D. Johnston

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: Ancient History Stage 6; Drama 7-10; History 7-10; HSIE K-6; Modern History Stage 6
SCIS SUBJECTS: Curriculum planning; Teaching – Aids and devices
PUBLISHER: AwesomeStories.com, USA
REVIEW DATE: 01/04/10 [371.3]



SCIS 1438953

Classtools.net: free Flash templates for educators

classtools.net/

This creative site offers a range of templates for teachers and students to construct their own interactive activities. Each game has clear instructions on how to construct it, using a personal selection of topics and relevant information. Many popular templates are listed, and working samples are provided under subject headings. The games will cultivate student understanding and use of diagrams, timelines, labelling exercises, and the connections of jigsaw pieces. When constructed, the interactive learning games can be played, with the resulting score based on accuracy and speed. Templates can be embedded into blogs, wikis, and websites. A valuable compendium of digital tools, this is a fascinating resource for teaching and learning across the curriculum. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
Professional
SCIS SUBJECTS: Computer animation; Teaching – Aids and devices
PUBLISHER: www.classtools.net, France
REVIEW DATE: 04/04/10 [371.33]



SCIS 1435686

Fascinating Egyptian mummies

www.mcq.org/momies/

Evocative music and upbeat Egyptian graphics will engage students on this site. Three games form the main content, and these begin in a wonderful virtual tomb where the lighting, audio and graphics are perfect. The games are short and they feature appealing illustrations of steps in the mummification process, placing organs in the correct Canopic jar, and weighing the heart—the final judgement before the god Osiris. Supporting each game is an information section with images of artefacts and carbon dating captions. In an excellent learning feature, the musical beat ceases when students move away from the game to read the information. C. Thomas

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7-10
SCIS SUBJECTS: Egypt – Civilisation; Egypt – Social life and customs – To 332 BC; Mummies
PUBLISHER: Musee de la civilisation, Canada
REVIEW DATE: 01/04/10 [393]



SCIS 1447581

KS3 Bite size. English

www.bbc.co.uk/schools/ks3bitesize/english

This well conceived site is overflowing with relevant and useful information relating to all aspects of the English language, including reading, writing, talking and listening, and Shakespeare. Each clearly stated heading and subheading leads the user to revision activities and tests on each topic. Each **Activity** consists of simple computer graphics combined with an audio voice-over presenting information and then requiring students to answer questions. Each **Test** provides a range of independent activities and gives suggestions for related tasks. Older students studying Shakespeare will appreciate the clearly set out summaries, while teachers of upper primary students can set tasks for students to revise their knowledge of sentence structure. K. McDonell

USER LEVEL: Stage 3 Stage 4 Professional
KLA: English

SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: English drama – Problems, exercises, etc.; English language – Problems, exercises, etc.

PUBLISHER: BBC, UK
REVIEW DATE: 01/04/10 [428.0076]



SCIS 1449235

I'm reading!

www.starfall.com/n/level-c/index/play.htm?f

Providing a systematic phonics approach and phonemic awareness practise, this site has the imprimatur of the International Reading Association. The **Site map** is the best way to navigate. It gives an overview of offerings in a colourful and informative chart that allows site users to navigate to specific material. **Scope & sequence** presents detailed objectives, such as short-A, short-E, and additional concepts such as working with alphabetical order. Both of these pages are reached via the **Educators** link. The **Download center** contains related worksheets. The site also offers simple animated plays, comics, and folktales. These are sometimes read aloud, but in quite a stilted way. Users can listen to music, from Beethoven to Scott Joplin, and read and listen to animated poems. The site is packed with useful material and it will repay the time taken to get to know it. M. Davis

USER LEVEL: Early Stage 1 Stage 1 Professional
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6
SCIS SUBJECTS: Reading – Phonetic method
PUBLISHER: Starfall, USA
REVIEW DATE: 01/04/10 [428.4]



SCIS 1449511

Cosmos: the science of everything

www.cosmosmagazine.com/

This daily online news service from Australia's award winning magazine, *Cosmos*, deals with every aspect of science. A major advantage of the site for teachers trying to enthuse students with scientific interest is that it is constantly changing and being updated. The best sections are the **News** articles, which cover a wide variety of what is current in science, and **Life and environment** and **Technology**. An option that Science teachers may find useful is to subscribe to the magazine via this website and receive comprehensive teacher's notes with discussion topics and creative activities. Educators may also like to make use of **Reviews** when selecting DVDs, videos and print material for school use or professional development. L. Doyle



USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science; SciTech
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Physics Stage 6; Science 7–10; Senior Science Stage 6

SCIS SUBJECTS: Science – Periodicals
PUBLISHER: Luna Media, Australia
REVIEW DATE: 01/04/10 [505]



SCIS 1438897

Splat square. Reveal 1–100

www.primarygames.co.uk/pg2/splat/splatre100.html

Using a grid of 100 squares, this very useful site encourages students to work out the number of a particular square. The

student selects the square, guesses its position silently or orally, then clicks on the square to reveal that position. The number is shown with a bold splat of colour and a loud audio. The game suits Stage 1 learning experiences and assessment opportunities, particularly for counting patterns, and recognising and recording repeating patterns. Once students have coloured multiple squares on the hundreds chart, teachers could then ask the key question: what pattern do you notice? The site could be used to encourage students to relate repeating patterns to number patterns. Because the initial activity is done in colour with sound, the game uses left and right brain skills. It would be best modelled in class before independent use and it would make an energetic class activity on an IWB for promoting mathematical discussion and understanding. C. Thomas & C. Keane

USER LEVEL: Stage 1 Stage 2
KLA: Mathematics
SYLLABUS: Mathematics K–6
SCIS SUBJECTS: Mathematics – Problems, exercises, etc.; Number games

PUBLISHER: Primary Games, UK
REVIEW DATE: 01/04/10 [510.76]



SCIS 1443132

Multiplication.com

multiplication.com

A precise resource, the site has the focused aim of helping students learn the skill of mathematical multiplication. Using an interactive and simple format, with plenty of visual appeal, the site allows students to get some enjoyment and instant feedback when learning the times tables. **Learn** has easy to use tables where students type in answers, although getting to the most useful table may require teacher help. After some minimal assistance, young students will be able to use the site independently. The strategies in **Teach** make the most of left and right brain aptitudes, and the games and resources have visual engagement. **Games** has interactive, classroom, electronic and computer activities. The site is an interesting and pedagogically sound numbers resource in that it emphasises the role of images in mathematics teaching and learning, and the ineffectiveness of rote learning. C. Thomas

USER LEVEL: Stage 2 Stage 3
KLA: Mathematics
SYLLABUS: Mathematics K–6
SCIS SUBJECTS: Arithmetic
PUBLISHER: Krimsten, USA
REVIEW DATE: 01/04/10 [513.2]



SCIS 1424322

Lessons on waves, light and sound

www.sciencejoywagon.com/physicszone/09waves/

Providing an introduction to the physics concepts of waves, light and sound, this outstanding website would be useful in Science syllabuses. The language, style and format are most suitable for senior students, with Stage 4 students needing greater teacher support. There are numerous topics relevant to Science syllabuses, including those on wave interference and reflection, the Doppler effect, interference beat frequency and patterns, and **Reflection & refraction**. Other topics may be accessed through a member's only area. Easily navigated, the content is organised by topic with a brief description and type of presentation, including slideshows and interactive laboratory experiments. Clear instructions facilitate use with easy to read written text complemented by fascinating animations and graphics. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Physics Stage 6; Science 7–10; Senior Science Stage 6
SCIS SUBJECTS: Waves – Study and teaching
PUBLISHER: Science Joy Wagon, USA
REVIEW DATE: 01/04/10 [531.07]



SCIS 1449157

Creature features

www.ocean.udel.edu/extreme2002/creatures/

Explore some of the mysteries of the deep at this inviting and informative website. Users can find information about weird and wonderful oceanic creatures, view photographs and videos, and take a virtual tour as the pilot of a submarine. Some of the information is presented in Q&A format. Overall, the language and layout are user friendly, and the style is visually appealing. Interspersed throughout the site are questions to further ignite curiosity and spark interest. Students studying living things in Science and Technology may find this resource to be a useful supplement, and it would certainly have appeal on an IWB. L. Doyle



USER LEVEL: Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Marine animals
PUBLISHER: University of Delaware, USA
REVIEW DATE: 01/04/10 [591.77]



SCIS 1438892

Atlas of the human body

www.ama-assn.org/ama/pub/physician-resources/patient-education-materials/atlas-of-human-body.shtml

Brief written notes relating to different parts of the human body are provided in this interesting website that would be valuable when studying Science 7–10, or as basic information for investigating ears and eyes in the Biology Stage 6 Option: *Communication*. Information is divided into various categories including **Body/torso**, **Brain**, **Muscles**, **Skin**, and the nervous, digestive, respiratory, skeleton and endocrine systems. Subcategories are available with more detailed explanations, and numerous disorders are reviewed. Colourful and clearly labelled illustrations complement the easy to read written text. The language, style and format are suitable for middle school and senior students. The site is easy to navigate and downloads quickly. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Human anatomy
PUBLISHER: American Medical Association, USA
REVIEW DATE: 01/04/10 [612]



SCIS 1449183

The haunted house: how does your body move?

www.bonesandharry.co.uk/main/main.html

An engaging interactive website targeting upper primary students, this site provides exciting activities and games designed to educate students about the human body and how it moves. Users travel through nine rooms within a haunted house; each room requires students to learn about the skeleton, joints and muscles in order to master the final quiz. While the written instructions are difficult to

process at times and none of the information is provided orally, the website is easily navigated and students will enjoy exploring each room. Games and quizzes provide students with an exciting way to test their prior knowledge and to reinforce learning. The website would be an exceptional tool when studying the Science and Technology component of the Stage 2 COGs unit (C): *Effects of growth and change*. K. McDonell

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Educational games; Physiology
PUBLISHER: S. Smith, UK
REVIEW DATE: 01/04/10 [612]



SCIS 1444873

Wiggle into health

www.wiggleintohealth.com

A cooperative project between Medibank and the Wiggles has resulted in this attractive, uncomplicated site which has close links to PDHPE syllabus outcomes. Each Wiggle is associated with a different aspect of health: nutrition, safety, hygiene and physical activity. For parents and teachers there is a lot of information on topics like hand washing, fussy eaters, fun fitness, and road safety. There is a very simple children's game, accompanied by music and basic animation, for each aspect. These involve no computer skills other than to click and drag, however the games will need adult explanation. Students will require teacher assistance to successfully navigate the site. M. Davis

USER LEVEL: Early Stage 1 Stage 1 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K–6
SCIS SUBJECTS: Children – Care and health; Children – Nutrition
PUBLISHER: Medibank Private, Australia
REVIEW DATE: 01/04/10 [613.7]



SCIS 1434196

Exploring visual literacy: NSW Stage 5 English syllabus resource

www.albinowebquest.com.au/

This WebQuest addresses Stage 5 media outcomes in the English 7–10 syllabus. It integrates visual literacy with technology in challenging students to create a powerful multimedia message about skin cancer and sun protection. The centrepiece of the site is a rap song. Utilising a video clip and lyrics, and other texts aimed at the young, the WebQuest leads students into an examination of visual literacy and the targeting of teenage audiences through visual texts. The site provides access to information, websites and scaffolds for completing the WebQuest. The teacher guide is a model for teachers developing other units of work. Schools are offered the opportunity to compete in a Cancer Council competition to develop resources targeting a younger audience. The resources will remain useful once the competition has concluded. C. Thomas



USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Skin cancer; Visual literacy
PUBLISHER: Cancer Council NSW, Australia
REVIEW DATE: 01/04/10 [616.9]



SCIS 1449150

Automotive technology: resources

www.automotive-technology.co.uk/resources.html

A well resourced website for understanding the concepts of automotive work, this easily navigated site uses a table layout for the links. In this list of resources, the **Article on emerging technology** looks at innovations, from X by wire to starter generator systems, and is a very good resource for looking at industry links within the Industrial Technology 7–10 Module: *Automotive*. Other articles, all found in the well designed newsletters, explain automotive innovations and concepts such as antilock braking systems in easy to understand detail for Stage 5 students. **Online learning** contains two impressive animations on automotive braking systems and pre-engaged motors. Teachers can edit and save a lesson plan to use in conjunction with online materials. B. Khanna

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS; VET
SYLLABUS: Automotive Curriculum Framework Stage 6; Engineering Stage 6; Industrial Technology 7–10; Industrial Technology Stage 6

SCIS SUBJECTS: Motor vehicles
PUBLISHER: T. Denton, UK
REVIEW DATE: 01/04/10 [629.2]



SCIS 1412784

DesignLine

www.designlinecorporation.com/index2.htm

The website of a modern bus building company, the site has some interesting information for TAS students on contemporary engineering design. Site material stresses the environmentally friendly nature of the buses. It will suit students who are curious about vehicle design in general and fuel efficient designs in particular, and those researching hybrid and electric vehicles. **Our environmental practice** is a summary and **Our innovative approach** briefly explains design strengths. **Our design & manufacturing process** includes a vehicle assembly animation. Further details and images of bus models and their technical specifications can be found in **DesignLine NZ**; the company builds Australia's buses in NZ. C. Thomas

USER LEVEL: Stage 5 Stage 6
KLA: TAS; VET
SYLLABUS: Automotive Curriculum Framework Stage 6; Design & Technology Stage 6; Engineering Studies Stage 6; Industrial Technology 7–10; Industrial Technology Stage 6

SCIS SUBJECTS: Buses – Design and construction; Buses – Environmental aspects

PUBLISHER: DesignLine, USA
REVIEW DATE: 25/03/10 [629.222]



SCIS 1446559

Robotics & Automation Lab

robotics.ee.uwa.edu.au/

The site describes research on autonomous **Mobile robots**, including intelligent driving and walking robots, autonomous underwater vehicles, wheelchairs and unmanned aerial vehicles. Although it is university research, the work of the laboratory will connect with and interest motivated high school students. It is a well illustrated resource with great images and inspirational material for TAS



students, especially gifted and talented students. The site explores the design of embedded controllers, **Automotive systems**, **Embedded systems**, and simulation systems. In **Teaching**, students can view the projects; this section also leads to practise work in computing for robotic design. For older students interested in working with robotics, this will be a fascinating resource. C. Thomas

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Design & Technology Stage 6; Engineering Stage 6
SCIS SUBJECTS: Artificial intelligence
PUBLISHER: Robotics & Automation Lab, Australia
REVIEW DATE: 01/04/10 [629.8]



SCIS 1412870

Creature features

www.abc.net.au/creaturefeatures/

Affiliated with the television show of the same name, the website is dedicated to animals and unusual pets. Students will enjoy exploring the site, learning about **Pet facts** and discovering **Celebrity pets**. The site provides videos along with a block of written text, which allows students to read information supporting the footage. In **Make it yourself**, students can choose from a range of hands-on activities which they can do independently. By following the **About** and **Contact us** choices, students can write in to the program for their own animal questions to be answered. Entertaining games, vibrant graphics and the use of photographs and videos will engage students and encourage them to learn more about their favourite animals. Teachers could use this site as a starting point to teach descriptive writing, using animals as the topic. K. McDonell

USER LEVEL: Stage 1 Stage 2
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6
SCIS SUBJECTS: Drawing; Educational games; Handicrafts; Pets – Care and health; Pets – Habits and behaviour
PUBLISHER: ABC, Australia
REVIEW DATE: 01/04/10 [636.088]



SCIS 1249967

Apartment therapy

www.apartmenttherapy.com/

Packed with designs, ideas and projects to do with architecture, interior design, graphics, colours, food, building and craft materials, this broad site is an inspiring resource. It ranges over design **Technology**, projects for and about **Children**, **Green** designs and **Home design**. Topics present in a vertical scroll, with a large image and a summary of the piece; these range from capturing daily sun with a rotating house to the many uses of industrial felt. The presentation updates rapidly and it is appealingly centred on the screen. However, this useful content is surrounded by a crowded layout of information and advertising, which may distract younger students. The site satisfyingly covers most of the design technologies explored in Technology (Mandatory) 7–8 and it enthusiastically shows students some of the design paths that they can pursue in Stage 5 and Stage 6 TAS subjects. As such, the resource is an attractive promotional resource for TAS as it shows students where their school TAS choices can take them post-school. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS

SYLLABUS: Design & Technology 7–10; Design & Technology Stage 6; Technology (Mandatory) 7–8
SCIS SUBJECTS: Interior decoration
PUBLISHER: Apartment Therapy, USA
REVIEW DATE: 25/03/10 [643]



SCIS 1446570

KeepCup

www.keepcup.com.au

A one product website, the site is an appealing resource for product and website design, and environmental studies. The product is promoted as the world's first barista standard reusable coffee cup, and its design and environmental features are exactly described in a no nonsense language using artistic icon navigation. Students will find this uncluttered and well written site a pleasure to use. For Commerce teachers, the site is a strong and simple illustration of how a successful contemporary product can evolve from sustainability and reuse issues. The site is an excellent resource to illustrate how a product has been researched to fill a niche. In **Calculator**, the site explains some problems with disposable cups in scientific terms, and it gives a useful explanation of the company's **Research** and **Considerations** influencing business related environmental decisions. C. Thomas

USER LEVEL: Stage 4 Stage 5
KLA: CA; HSIE
SYLLABUS: Commerce 7–10; Graphics Technology 7–10; Visual Design 7–10
SCIS SUBJECTS: Coffee industry; Containers – Environmental aspects

PUBLISHER: KeepCup, Australia
REVIEW DATE: 25/03/10 [663]



SCIS 1446642

AccessArt: visual arts teaching and learning

www.accessart.org.uk/

The online workshops on this site are a terrific resource for visual arts students, from preschool to adult learners. **Drawing** ranges from a simple introduction to storyboarding and techniques for HSC students. **Installation art** is a detailed look at theory and practice, based on an actual school installation. **Video & photography** has one ordinary article about the value of digital cameras, but the more interesting section of **Teenage creativity** leads to an immersive multimedia learning space. **Colour** targets Early Stage 1 students who are learning about colours and colour mixing. **Sculpture** has multiple activities, including making figurative sculptures, using clay, plaster impregnated bandages, and undertaking collaborative works. Resources have been created by artists who explain their products and processes very well for a high school audience. The site also has some interesting ideas on working with sketchbooks. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS: Art – Study and teaching
PUBLISHER: AccessArt, UK
REVIEW DATE: 01/04/10[707.1]



SCIS 1447618

V&A Images

www.vandaimages.com/index.asp



Students can access a wide range of fine images on this site. **Editorial** is a list of themed collections, such as **Costume by century** and **Fashion accessories**, which lead to high quality reproductions. Students can collect and organise images in a personalised **Lightbox**. How to do that is explained in **Search**. The site can be searched by keyword, such as *shirt* and *Vivienne Westwood*, but this can yield inaccurate results; it is more efficient to access images via **Search>V&A collections**. **Creative** and **Ideas** have some intriguing concepts for students to explore. **Ideas** is a rich showcase of examples to inspire young designers. Here, **Client portfolio** runs a great animated display of stock images, showing how they have been manipulated for book covers, film backgrounds, advertising, packaging, and corporate publications. These are excellent models for Visual Design students, as they artistically show the potential of using an image for a new design. The site is an excellent resource for students to *learn about* and *learn to*, design. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; TAS
SYLLABUS: Textiles Technology 7–10; Textiles & Design Stage 6; Visual Arts 7–10; Visual Design 7–10; Visual Design CEC Stage 6

SCIS SUBJECTS: Art, Decorative – Pictorial works; Victoria and Albert Museum – Catalogues

PUBLISHER: V&A Images, UK
REVIEW DATE: 01/04/10 [708.2]



SCIS 1447801

Bradshaw Foundation

www.bradshawfoundation.com/

Discovering, documenting and preserving ancient rock art around the world is the primary objective of this not-for-profit organisation. On this site, articles, videos and interactive maps present fascinating information about the world's oldest art works. **iLecture films** and **Podcasts** can be downloaded for a fee. A comprehensive **Search** engine and **Site map** expedite the use of this extensive site. Of particular interest to Australian students, the **Bradshaw paintings** depict what are thought to be the oldest figurative paintings in the world. The site's vivid reproductions and its artistic and cultural analyses are very interesting and suitably written for students. Sections such as the **Yinchuan Rock Art Museum** and **The pyramids of Egypt** may assist students with research options in the Ancient History Stage 6 Topic: *Investigating the past: history, archaeology and science*. S. Rasaiah

USER LEVEL: Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: Ancient History Stage 6; Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS: Art, Prehistoric; Cave drawings
PUBLISHER: Bradshaw Foundation, Australia
REVIEW DATE: 25/03/10 [709.01]



SCIS 1306947

Timtim: draw & color online

timtim.com

Drawing and colouring in pictures is an enjoyable activity for students. Negating the need for pencils and stencils, the site allows students the option to draw using their mouse or to fill in colours

on the provided clipart imagery. The latter activity is suited to younger students. The **Drawings** are shown by theme, which makes searching for specific imagery easy. The basic tools provided to draw or colour each image are very similar to *Paint* and *Kid Pix*, allowing students who know these programs to engage quickly with the format of this application. Students can write in a text box, with adjustable size and type, and work with shapes. The site is written for teacher use, with a forum and other information, and the featured works are a combination of works from all age ranges. The application itself is a simple drawing and colouring tool which will engage students for a short period. N. French

USER LEVEL: Stage 1 Stage 2
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Drawing
PUBLISHER: T. Newlin, USA
REVIEW DATE: 31/03/10 [741.2]



SCIS 1452481

Pixton for schools: learning with comics

pixton.com/uk/schools/overview

Enabling students to create, remix, and share comic format compositions, the site is an exciting way to learn about and use visuals as a means of communication. Engaging with this type of visual communication, students can extend their skills in reading and writing, spelling and grammar, storytelling, and creative thinking. Comics are created through a click and drag process. Background, characters and speech bubbles can be reconstructed and repositioned to suit personal choices. Creations can be shared via email or embedded in blogs, and all resources are appropriate for use on IWBs. This is a great site for students and a high quality educational tool. C. Sly



USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6; English 7–10; Visual Design 7–10
SCIS SUBJECTS: Comics – Problems, exercises, etc; Writing (Authorship)
PUBLISHER: Pixton Comics, Canada
REVIEW DATE: 04/04/10 [741.5]



SCIS 1441753

Images of delight

www.imagesofdelight.com/index.asp

Although this is a commercial site selling original artworks from children's book illustrations, the commercial aspect does not intrude and the site is unpretentious. It features a number of familiar illustrators, including Anthony Browne, Bob Graham and Babette Cole, supplying useful material for an author/illustrator study. For each illustrator there is a biography, a bibliography, and a slideshow of images. Illustrators are listed in **Illustrators & artworks** on the side bar. The images are a fascinating mix of preliminary sketches, unused finished illustrations, alternative covers, and the published originals. They could provoke a challenging discussion about the choices that authors make. For example, why did Browne decide to change the characters in *Voices in the park* from humans to chimps? M. Davis

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6

SCIS SUBJECTS: Children's literature; Illustration of books – Pictorial works
PUBLISHER: Images of Delight, UK
REVIEW DATE: 01/04/10 [741.6]



SCIS 1449479

Digital resources tagged with 'belonging'

dl.screenaustralia.gov.au/tag/belonging/

An online collection of film clips to support teaching the concept of belonging across Australia, the site identifies the most suitable Year level and subject area for each resource. For the current English Stage 6 Area of Study: *Belonging*, the clips are: **Cuc Lam's suitcase**; **Dreamings, through Indigenous art**; **Family life in Geelong**; **Lighthouse keepers and their families**; **Lowitja O'Donoghue, the Stolen Generation**; **Matisse & Islam**; **Mining Bougainville**; **Online communities**; a journey to Vanuatu; television soap operas; and **Working to play in a rock band**. The clips are accompanied by a synopsis, production data, a list of tags for the parent site, background to the film's content, links to further resources, and classroom activities. The latter are written by media educationalists who are identified in **Resource writers**. The clips would present very well on an IWB, offering a fine opportunity for a teacher led discussion on analysing what characterises a good English Stage 6 *Belonging* resource and what can be said about that resource in HSC terms. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Connectedness (Psychology) in films; Films, Australia – History and criticism; Human relations in films; Self-perception in films; Social groups in films
PUBLISHER: Screen Australia
REVIEW DATE: 25/03/10 [791.43]



SCIS 1447032

Improvisation encyclopedia

www.improvencyclopedia.org

A comprehensive resource for improvisation theatre, this well organised site will be especially useful for teachers new to Drama. There are hundreds of **Improv games** and exercises, subdivided into categories for speedy access to the most relevant material. The site has **Improv references** and an **Improv glossary** for further research and more theoretical involvement in this style of drama. Separately on the site, teachers can also find some warm-up games, ice breaker activities, and drama exercises which can be used promote trust within groups and to encourage spontaneity across KLAs. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: Creative Arts K–6; Drama 7–10; Drama Stage 6; English 7–10
SCIS SUBJECTS: Improvisation (Acting)
PUBLISHER: Improv Encyclopedia, USA
REVIEW DATE: 01/04/10 [792.02]



SCIS 1328555


Theatre database

www.theatredatabase.com/

An analytical history of drama and theatre is the focus of this useful resource. A strong focus on the timeline of theatre makes the site

especially useful as a resource for Drama Stage 6. It is segmented into eight eras, from the plays of ancient Greece to the 21st century. These sections comprise an interesting collection of referenced articles, biographies, and discussions. Material is cross-referenced and it draws widely from academic writing, mainly over the last 100 years. The **Monologue archive** has a great index of gender based comic, dramatic and classical monologues. Teachers will find this site an excellent place to collect resources for Drama. P. Smith

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10
SCIS SUBJECTS: Theatre
PUBLISHER: TheatreDatabase.com, USA
REVIEW DATE: 01/04/10 [792.09]

 SCIS 1438879


TheatreHistory.com

www.theatrehistory.com

Comprising an eclectic collection of articles on the history of theatre, the site will be an enjoyable resource for Drama students. Articles can be found under topics that include **Ancient theatre**, **Medieval theatre**, and a number of national choices. The most extensive of these is **British theatre**, with plenty of content useful for the study of Shakespeare in English syllabuses. The articles comprise biographies, synopses, descriptions of events and places, and some detailed and precise criticism. **Actors** and **Plays/playwrights** are subsections within national choices. The site also has a **Script archive**, with collections of full-length plays, monologues, one act and 10-minute plays. The opening page's **Today in theatre history** would be an interesting way to broaden students' general knowledge about international theatre, and it could be used as an engaging laptop activity to begin Stage 5 Drama lessons. C. Thomas



USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English; HSIE
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10; History 7–10
SCIS SUBJECTS: Theatre
PUBLISHER: TheatreHistory.com, UK
REVIEW DATE: 01/04/10 [792.09]


 SCIS 1420704

The Cleveland Press Shakespeare photographs, 1870–1982

www.ulib.csuohio.edu/shakespeare/

A great pictorial resource for the study of Shakespeare's plays in performance and the art of costume design, the site has an extensive photographic collection dating from 1870–1982. With over 400 publicity images of actors in stage and screen performances, the site will certainly enhance students' appreciation of the nature of dramatic interpretation over time. Presentation and documentation is precise and professional, indeed the intensive notes alone would support a lesson on how to reference research material. See **About this site** for information on referencing and the structure of the database. The database is searchable by play, genre, and person, including actors, directors and costume designers. This is an extraordinary collection of images, with the added bonus of the captions being lines from the play and/or the original caption, putting each photograph into dramatic and social context. C. Thomas

USER LEVEL: Stage 4 Stage 5 Professional
KLA: CA; English; TAS
SYLLABUS: Drama 7–10; English 7–10; Textiles & Design 7–10
SCIS SUBJECTS: English drama – Pictorial works; Photographs – Collections; Shakespeare William – Pictorial works; Shakespeare William – Production and direction
PUBLISHER: Cleveland State University Library, USA
REVIEW DATE: 01/04/10 [792.9022]


 SCIS 1447509

Art, storytelling, technology and education: resources for educators, parents, innovators

www.jasonohler.com/storytelling/index.cfm

Advancing literacy and learning is the focus of Professor Ohler, particularly in the area of storytelling and teaching. His digital storytelling and education website is a collection of articles and material on the art of storytelling, technology and techniques, assessment and copyright, and a fair use perspective. In **Projects**, the successful **Stories of culture and place** has information on teaching storytelling to students, so that confidence and skills in telling and retelling, peer critiquing, performance, recording and editing is developed. Across the site, Ohler's notes about how to write digital stories are excellent reading for senior English students. For teachers, one particularly outstanding keynote presentation, in **Presentations**, is **Beyond the essay: new kids, new media, new literacies**, which focuses on transforming learning through digital creativity. The website is excellent professional learning for teachers embracing digital storytelling, and it integrates elements of *Quality Teaching*. D. Johnston

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6: *Extension 2*
SCIS SUBJECTS: Computers in education; Storytelling – Data processing
PUBLISHER: J. Ohler, USA
REVIEW DATE: 01/04/10 [808]


 SCIS 1438959

10-minute-plays.com

www.10-minute-plays.com/

With a broad range and variety of texts to choose from, this site delivers not only quality scripts but also useful information. The site opens with a selection of scripts that fit the 10-minute format. The concept is explained through links on the sidebar, with rules for playwriting and references to other informative websites, making the site a valuable resource for English and Drama teachers. The scripts can be sorted by author, cast size and genre. A number of monologues for male and female characters are available. The online store allows for purchasing books of scripts. S. Pollard

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Drama 7–10; English 7–10
SCIS SUBJECTS: One act plays
PUBLISHER: 10-minute-plays.com, USA
REVIEW DATE: 01/04/10 [808.2]

 SCIS 1449153

Film, radio and TV: film script terminology

www.internetcampus.com/frtv/frtv013.htm

For students who are beginning to write scripts and critically analyse films, the site explains the language of the subject in clear summaries and photographic illustrations. The site explains scene transition terms, shot terms, and camera angles as technical procedures, without going into the meaning created by selecting a particular technique. Students need to go beyond mere identification of the technique and the site does not support that aspect of learning. It would however be useful as a handy reference for students to have beside them to check filmic terminology when writing scripts. The site gives common abbreviations used in script writing, and links to script templates. A most useful inclusion is the modelling of layout in sample scripts from the genres of dramatic film, advertising, and news reading. C. Thomas

USER LEVEL: Stage 3 Stage 4
KLA: CA; English
SYLLABUS: Creative Arts K–6; Drama 7–10; English K–6; English 7–10
SCIS SUBJECTS: Film scripts – Terminology
PUBLISHER: CyberCollege, USA
REVIEW DATE: 25/03/10 [808.2]



SCIS 1179981

Essay writing

www.jcu.edu.au/office/tld/writingskills/essay/

Using a straightforward checklist approach, the site is an introduction to essay writing. Part of an academic support series, the site is useful for illustrating essay techniques and structure to older students. The standard process for writing is briefly described in generic terms, making the site appropriate for the varying requirements of each KLA. **Sample essays** are also cross KLA and these are accessible models for students. The resource is simply written, clear and clinical, with limited appeal for individual student use, but with strong potential for IWB use. A teacher directed scroll through the list, with the cursor revealing a little more information on each point, is a sound essay revision activity, especially for students who need to talk through the process. The site has an interesting mind map example for essay planning. There is one link, to a more detailed PDF on **Analysing the question**, and this could be investigated by experienced essay writers. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6: *ESL*
SCIS SUBJECTS: Essay; Writing (Authorship)
PUBLISHER: James Cook University, Australia
REVIEW DATE: 01/04/10 [808.4]



SCIS 1437848

Perform-a-poem: the e-safe site for sharing children's poetry performances

performapoem.lgfl.org.uk

Performance poetry is a dramatic mix of poetry reading and theatre; its growing appeal as entertainment in adult venues indicates a renewed credence in the value of poetry. The focus of this site is on performance and it relies heavily on video, with instructions given for uploading videos. Through watching and engaging in performances, students may gain a new perception of poetry as a vital and modern art form. The website began as an idea by Michael Rosen to provide a place for students to upload videos of their performances

and view other students' performances. The site features Rosen teaching primary students and performing his poem *Hand on the bridge*. It has useful material from a range of experts on filming performances, writing poetry, and helping students develop performance skills. The text resources suggested for performance are excellent and target a range of ages. The site has an encouraging tone and plenty of material that suits class exploration on an IWB. The teacher resource section has tips and commentaries on the use of performance as a way to encourage young people in poetry writing, but it is through the site's links that teachers will find the greatest range of resources. C. Thomas & S. Pollard

USER LEVEL: Stage 3 Stage 4 Professional
KLA: CA; English
SYLLABUS: Creative Arts K–6; Drama 7–10; English K–6; English 7–10
SCIS SUBJECTS: Children as artists; Performance art; Poetry
PUBLISHER: Booktrust, UK
REVIEW DATE: 01/04/10 [808.5]



SCIS 1443136

Poetry through the ages: an expressive journey

www.webexhibits.org/poetry/

Uplifting and pedagogically useful for students, the site provides a historical look at poets, places and poetic forms. In **Background**, there is information on movements and readings, a **Glossary**, and a detailed history from ancient times to 21st century experimental poetry in **Explore forms**. Each poetic form is accompanied by a potted history and a table of features. The site is easily navigated via several pathways, and although the language can be poetically dense, sections are succinct and well laid out with content, examples and many illustrative artworks and photographs. Material suits individual use by students, and is also appropriate for teacher interpretation as class work on an IWB. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Poetry – History and criticism
PUBLISHER: WebExhibits, USA
REVIEW DATE: 01/04/10 [809.1]



SCIS 1437835

Norton anthology of English literature

www.norton.com/college/english/nael/

Covering English literature from the Middle Ages to the 20th century, this web companion to Norton's hard copy anthology is an excellent resource for senior English. The sections are chronologically arranged and not long, but they are so well written that they allow students to gain the big picture on such things as the social impact of WW1, the beliefs of the Romantics, and life in 7th century England. Quality material and plentiful illustrations make the site a pleasure to browse. The site's content shows the inseparable nature of English literature and English history, and the multiple choice quiz in each section is as valuable for History as it is for English. Further to that, **Making connections** in each section offers some interesting discussion points for teachers to pursue with students. In **Archive**, there are **Audio** readings from *Beowulf*, *The Canterbury tales*, and Old English poetry. C. Thomas



USER LEVEL: Stage 6 Professional
KLA: English; HSIE

SYLLABUS: English 7–10; English Stage 6; HSC History Stage 6: *Extension*; Modern History Stage 6
SCIS SUBJECTS: English literature – Collections
PUBLISHER: Norton, USA
REVIEW DATE: 01/04/10 [820.8]



SCIS 1437831

Shakespeare and his world

www.fathom.com/special/shakespeare/

Taking a scholarly approach to Shakespeare's life, his works, and the social and political context of Elizabethan England, the site has online articles, seminars, lectures, and a wealth of links worth exploring. Material is concerned with how we understand the plays and poems and how we continue to form opinions about them. It does this through literary topics, such as genre, and discussions about people, such as the audience and the acting stars of 1600, rather than by examining the plays individually. The site looks at critical approaches to the plays, including historical, linguistic, psychoanalytic, and gender based interpretations. It examines performances and printed versions over the last 400 years to show how these are crucial to a knowledge of Shakespeare's works. The seminars are suitable for teacher led Stage 6 discussion, independent use by motivated senior students, and they would present very well on an IWB. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6: *Extension 1; Extension 2*
SCIS SUBJECTS: Dramatists, English; Shakespeare, William
PUBLISHER: Fathom Knowledge Network, USA
REVIEW DATE: 01/04/10 [822.3]



SCIS 1447458

Shakespearean theatre

shakespeareantheatre.suite101.com/

Part of *Suite 101*, a moderated online writers' network, this site is a collection of freelance articles on Shakespeare and his works. Articles range over precise topics, such as Hamlet's love of words, the two poet characters in *Julius Caesar*, the lack of early acclaim for *The tempest*, and Kenneth Branagh's film of *Henry V*. The pieces are written for a general audience and, as they tackle one idea, they are usually short and interesting to read. The site could be useful for presenting a variety of opinions to students in English 7–10, when studying one of the plays. Each writer's credentials can be examined. C. Thomas

USER LEVEL: Stage 5 Professional
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: English drama – History and criticism; Shakespeare, William – Criticism, interpretation, etc.
PUBLISHER: Suite 101.com, USA
REVIEW DATE: 01/04/10 [822.3]



SCIS 1447517

Panoramas.dk. The new 7 wonders

www.panoramas.dk/7-wonders/

At this site, students are able to view breathtaking 360° panoramic images of seven inspiring international landmarks: the Taj Mahal, the

Great Wall, the Colosseum, Petra, Machu Picchu, Rio de Janeiro and Chichen Itza. As the panoramas are interactive, users can manipulate the images to view them from whichever angle they choose. These panoramas of the new seven wonders of the world support multiple aspects of the HSIE curriculum, especially in the study of built environments and international cultures. The panoramic photographic technique, as used here by professionals, allows site viewers to feel as if they are really there, enhancing the experience. Links to other wonders may be useful for further research. L. Doyle



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS SUBJECTS: Historic buildings; Photographs; Wonders of the World
PUBLISHER: H. Nyberg, Denmark
REVIEW DATE: 01/04/10 [909]



SCIS 1438885

Peace-building guide

www.tlpeace.org.au/peace-building_guide.htm

The central belief expressed at this website is that storytelling and plot construction can be a powerful influence in teaching the concepts of peace, tolerance and understanding. The **Peace building storytelling guide** suggests literature activities that promote non-violence, harmony and acceptance. The literature mentioned deals with a range of topics, including studies of Asian nations and refugees. The guide also encourages readers to explore different methods of publishing children's writing, for example clay animation, cartoons, audio retellings and drama productions. Three **Webquests** explore issues related to environmental conservation, introduced species and human impact on the environment. L. Doyle

USER LEVEL: Stage 2 Stage 3 Professional
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
SCIS SUBJECTS: Peace – Study and teaching
PUBLISHER: Teaching and Learning for Peace Foundation, Australia
REVIEW DATE: 01/04/10 [909]



SCIS 1438885

Atlas Obscura: a compendium of the world's wonders, curiosities and esoteric

atlasobscura.com

A collaborative and ongoing project, the atlas is a fascinating site that includes interactive maps, writing, photographs and short videos about the world's bizarre and unusual places and events. Ideal as an IWB activity or for self directed extension work by students, the site offers a great opportunity to integrate ICT skills across KLAs. Students can focus on a specific country or investigate the **Categories of wonders & curiosities**. The latter includes a very wide range of material on syllabus related topics such as **Microminature art**, landscapes, flora and fauna, disasters, archaeology, architecture, and technology. Most of the material will work best as an inspirational illustration of where education can take students. For example, Creative Arts students can admire the artists who added resonating tubes to a bridge, in **Musical wonders**. The site is not merely a catalogue, it succeeds in expanding the user's sense of identity in a wider and wondrous world. C. Sheppard

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; HSIE; Science; TAS; VET

SYLLABUS: Earth & Environmental Science Stage 6; Geography 7–10; Geography Stage 6; Music 7–10; Science 7–10; Tourism Curriculum Framework Stage 6; Visual Arts 7–10

SCIS SUBJECTS: Civilisation; Geography; Natural history; Wonders of the World

PUBLISHER: Atlas Obscura, USA
REVIEW DATE: 01/04/10 [910]



SCIS 1434156

The National Archives education service

www.nationalarchives.gov.uk/education/

All collections in the British National Archives are a wonderful resource. This site gives access to the archives with the added value of thoughtful and well constructed educational connections that form excellent resources for schools. **Topics** and single **Lessons** cover 1066 to the present in nicely written explanations of key people and events, video reconstructions and activities. The site has many clever ideas, including the **Research table** for students to record their thoughts, and critical analysis activities where students compare the site's video reconstructions to the online primary sources to gauge the films' historical accuracy. Students can learn about **Using primary sources**, and they can work with documents and analyse evidence in the **Virtual classroom**. The site is wide ranging across historical periods. For example, **Podcasts** includes presentations on Charles Darwin, English **Radicalism and unrest**, Henry V, Stalinist Russia, WWI **Voices of the Armistice**, UFOs, and Dickens. This is a superb resource for History syllabuses. C. Thomas

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; HSC History Stage 6: *Extension*; Modern History Stage 6
SCIS SUBJECTS: Great Britain – History; Great Britain – Social life and customs

PUBLISHER: National Archives, UK
REVIEW DATE: 01/04/10 [941]



SCIS 1444453

Journeys in time, 1809-1822: the journals of Lachlan & Elizabeth Macquarie

www.library.mq.edu.au/all/journeys/menu.htmls

Journeys in time 1809-1822 is a project that makes available the existing primary source documents created by Lachlan and Elizabeth Macquarie. The website provides students and researchers with access to full transcripts of Macquarie's journals, and notes on the transcripts, organised by year. There is extensive analysis and information about the source material, and supporting historical background relating to early Australian colonial history. The latter can be explored in **People** and **Places**, both of which offer superb A–Z listings. **Ships** is an interesting collection of material relating to merchant and naval shipping around 1800. The biographies in **Historical background** are a good place for Stage 5 students to begin research on Lachlan and Elizabeth Macquarie. Stage 6 students following a line of interest in Macquarie or early NSW will find the collection of documents on this site to be an unparalleled resource. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7–10; HSC History Stage 6: *Extension*; Modern History Stage 6

SCIS SUBJECTS: Australia – Governors – Biography; Australia – History – 1788-1851 – Sources

PUBLISHER: Macquarie University, Australia
REVIEW DATE: 01/04/10 [994.02]



SCIS 1453065

Lachlan and Elizabeth Macquarie's archive [LEMA]

irr.dlr.det.nsw.edu.au/LRRView/9280/9280_00.htm

ABSTRACT

The LEMA project provides an online gateway into the lives and times of Lachlan Macquarie (1761-1824), and his second wife, Elizabeth Campbell (of Airds) (1778-1835). The site, accessed via *TaLe*, provides a taste of the extensive collection of documents, artefacts, images and maps which can be found in the archive. Macquarie's **Tour of inspection**, accounts of the female orphanage, his writing chest, and Elizabeth Macquarie's earrings are among the artefacts depicted. Interaction with Aboriginal peoples is shown in newspaper accounts and proclamations by Macquarie, which appeared in the *Sydney Gazette* and the *NSW Advertiser*. These accounts provide teachers with the opportunity for classroom discussion about concepts such as historical interpretation, contested histories, colonisation, dispossession, resistance, paternalism, and racism.

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; HSC History Stage 6: *Extension*; HSIE K–6; Modern History Stage 6

SCIS SUBJECTS: Australia – Governors – Biography; Australia – History – 1788-1851 – Sources

PUBLISHER: NSW Centre for Learning Innovation, Australia
REVIEW DATE: 01/04/10 [994.02]



SCIS 1453422

Lachlan Macquarie: visionary and builder

www.records.nsw.gov.au/state-archives/digital-gallery/lachlan-macquarie-visionary-and-builder/lachlan-macquarie-visionary-and-builder

Commemorating the bicentennial of Macquarie's NSW governorship, this virtual exhibition is a valuable collection of the state library's primary sources. Key documents are shown and transcribed, with some interpretation. Contents include Macquarie's town planning **Instructions**; his **Proclamations** on moral behaviour; **Improvements** to be made in banking, farming and landscaping; **Public notices**; and directions for the **Exploration** of the Blue Mountains and Bathurst. The site's links give useful direction for further research. **Archives outside** is a blog about creating a digital gallery and what is happening behind the scenes, and this could be interesting reading for students creating similar virtual projects. C. Thomas

USER LEVEL: Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: History 7–10; HSC History Stage 6: *Extension*; Visual Design 7–10

SCIS SUBJECTS: Australia – Governors – Biography; Australia – History – 1788–1851

PUBLISHER: NSW State Records, Australia
REVIEW DATE: 25/03/10 [994.02]



SCIS 1446575

Belonging: a century celebrated

www.belonging.org/misc-pages/people_place.html

A travelling exhibition for the centenary of Federation, this now archived resource explores how people did or did not experience belonging in Australia in the 20th century. The site has sections on **People** and **Place**, and subsections presenting a slideshow of images supported by quotations and sometimes audio and film clips. Topics include **At work**, **Dressed to belong**, **Arrivals**, **Special places**, **Place in the world**, and **Not welcome**. The latter has an audio of the White Australia dictation test for immigrants and it challenges students to take that test. The images include most aspects of Australian society, with a concentration on the working class activities that created a sense of community in 20th century Australia. There are **Education kits** for teachers and students K–12, and Sir William Deane's transcribed opening speech for the exhibition is a worthy document in itself as an English Stage 6 Area of Study: *Belonging* resource. C. Thomas



USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English Stage 6; History 7–10; Society & Culture Stage 6

SCIS SUBJECTS: Australia – Federation; Australia – Social conditions – 20th century; Australia – Social life and customs – 20th century

PUBLISHER: Centenary of Federation, Australia
REVIEW DATE: 25/03/10 [994.04]



SCIS 1446539

Kudnarto

kudnarto.tripod.com/index.html

Written as an e-book, this lengthy dissertation is about the culture of the Kurna people of South Australia and Kudnarto, a Kurna woman who married a European man in the mid-1800s. It was compiled by a non-Aboriginal historian with support and advice from Aboriginal communities and AIATSIS. The impact of European influences on the Kurna people's everyday life in the 19th century, and the consequences of an Aboriginal woman marrying outside her culture, are portrayed in well researched detail in the book. The site takes advantage of interactive devices, with abundant links to biographical information, primary sources and footnote references. Although the content of the book is divided into manageable chapters, and linked sections aid online reading, students may find that specific techniques and critical literacy awareness are required to use an e-book effectively. It would be an interesting resource to introduce e-book stylistics to English students. Teacher discretion is advised before directing students to parts of this book. S. Rasiaiah

USER LEVEL: Stage 6 Professional
KLA: English; HSIE
SYLLABUS: Aboriginal Studies Stage 6; English 7–10

SCIS SUBJECTS: Kurna (Aboriginal people) – History; Women, Aboriginal – Biography

PUBLISHER: B. Woerlee, Australia
REVIEW DATE: 25/03/10 [994.23]



SCIS 1444442

Professional reading

Resources are in Dewey order.

Future Problem Solving Program (Australia)

www.fpsp.org.au/

A very locally relevant resource for Australian students, the website explains this dynamic and innovative program which is designed to develop students' critical and creative thinking skills. Using future based scenarios involving global problems, the program encourages individual students and teams of students in the skills of problem identification and problem solutions. Material is tailored to show students how to create positive futures. **About** summarises the program and includes **Program options** which gives a full explanation of how schools can be involved. The site has particular application to gifted and talented education. Teachers can access NSW specific information in **Training and events**. The **Documents** in **Newsroom** may also be of use to teachers, although, ironically, the site has an issue with the currency of its information. C. Thomas

USER LEVEL: Professional
SCIS SUBJECTS: Creative thinking – Study and teaching; Future – study and teaching; Problem solving – Study and teaching

PUBLISHER: Future Problem Solving Program Australia

REVIEW DATE: 01/04/10 [153.407]



SCIS 1431340

SHARP, Timothy J.

100 ways to happy children: a guide for busy parents

Penguin Group (Australia), 2009

ISBN 9780143008101

[155.4]

Not just for parents, this is one of the best behaviour management books teachers will ever read. There are precise ideas and answers regarding establishing foundations, building character, setting positive boundaries, making learning safe and fun and ensuring wellbeing. The book promotes reinforcing optimism and it models coping with small disasters. The main message is to learn from children and enjoy life. This can happen if students have clear personal goals, and when teachers set clear and attainable goals for the class. It is all about modelling appropriate attitudes and behaviours. A. Soutter

USER LEVEL: Community Professional
Paper \$24.95 SCIS 1432619


Secondary teaching resource

www.actf.com.au/learning_centre/title_pages/set_tp.php

Written to encourage students to think critically when working with multimedia and advertising texts, this resource uses books, films, poems, blogs, and internet sites, and it presents plenty of good, workable ideas for the classroom. It works with the well

chosen topics of media metalanguage, narrative structure, film language, humour, stereotypes, and genre, to show students how to build their awareness and develop objective value judgements. It will help students separate genuine information from misleading or complex sources. The site is laid out in three PDF strands: reading on the internet; classroom activities on the individual as a media producer, with a special study of Phillip Larkin's poetry on *YouTube*; and adaptations and transformations of storylines, with five classroom activities on specific texts. Some of the site's material, particularly in the third PDF strand, is suitable for primary classrooms. C. Thomas

USER LEVEL: Professional
KLA: CA; English
SYLLABUS: English K–6; English 7–10; English Stage 6
SCIS SUBJECTS: Mass media – Social aspects; Mass media – Study and teaching
PUBLISHER: Australian Children's Television Foundation
REVIEW DATE: 01/04/10 [302.23]



SCIS 1440167

McGEE-SIPPEL, Lorraine

Hey mum, what's a half-caste?

Magabala, WA, 2009
 ISBN 9781921248030 [305.89]

Recollecting her adopted family, her disturbed life growing up in the 1950s and the ultimate discovery of her ancestry, the author writes her honest autobiography in a conversational style. Discovering that she was Aboriginal and adopted and realising that her family was not what she had always thought it was, kindles pride in her heritage, albeit amidst deep depression and confusion. The book explores the consequences of the author's life aligned with the Stolen Generations. Positivity emerges as McGee-Sippel gains strength from knowing her birth family and from reconnecting with her cultural identity. Teachers need to be aware that there are sensitive issues touched upon in this book, as the author at times contemplates suicide as a result of childhood trauma. S. Pollard

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6
 Paper \$24.95 SCIS 1411293

Speak soft, speak sure


www.curriculumsupport.education.nsw.gov.au/speak/

ABSTRACT

An internet project about the acceptance of difference, the site explores two themes: values and attitudes towards difference in a multicultural and multi-faith world; and the knowledge and skills that make an active and informed citizen. The overall aim of the project is to develop acceptance of difference with an increased understanding of human rights. Material examines historical examples and contemporary solutions to acts of intolerance. The site has three teaching units. **Invasion or colonisation?** explores how the same events can have different meaning for different groups of people; **Civil rights USA 1950–1970** explores equality in socioeconomic and political rights; **Nazi Germany** explores the collapse of democracy. The site also has ideas and short activities for teaching and learning about values, a resource section, and information on whole school approaches to learning about prejudice. The latter looks at Moorefield GHS, Sir Joseph Banks

HS, and Hjulsta Skolor, a school in Sweden, as schools that have come up with whole-school strategies for teaching about tolerance.

USER LEVEL: Professional
SCIS SUBJECTS: Cultural diversity; Human rights
PUBLISHER: NSW DET, Australia
REVIEW DATE: 01/04/10 [323]



SCIS 1443123

SLATTERY, Peter

Conversations with young people: a training and learning video [DVD]

P. Slattery, NSW, 2009 (180 min.)
 ISBN none [362.7]

The resource explores different ways of talking and listening to young people. It examines the techniques of beginning, developing and deepening conversations. Slattery teaches ways of using questions with students to open possibilities and help young people discover their own answers. Sometimes this is through writing and drawing, at other times he uses rating scales. He is particularly good at teaching how to explore behavioural difficulties with students without them becoming defensive. School counsellors will find this resource to be useful professional learning. A. Soutter


USER LEVEL: Community Professional
 \$110.00 SCIS 1411469

Great schools

www.greatschools.org

The site targets parents, but it has a lot of constructive material for schools in its articles on teaching and learning, and behaviours. The site's most useful information is laid out in age related sections and the topics of **Health & development**, **Academics & activities**, and **Learning disabilities**. Of special interest are ideas about community relations in **Improve your school**, and, in **Middle school**, the articles on study skills, including note making, and **The instant guide to time management for kids**. The site uses material from academics and educational organisations, with useful hyperlinks to their studies and research. There is plenty of useful generic information on teaching and learning, and some reference to international studies, such as the positive reference to Australia in **Analyzing middle school science**. C. Thomas

USER LEVEL: Community Professional
SCIS SUBJECTS: Schools – United States
PUBLISHER: GreatSchools, USA
REVIEW DATE: 25/03/10 [371.009]



SCIS 1446563

HARGREAVES, Andy & SHIRLEY, Dennis

The fourth way: the inspiring future for educational change

Corwin, USA, 2009
 ISBN 9781412976374 [371.2]

Understanding what has gone before in the way of educational and social change sets the context for the process described in this book. The strength of the approach is inspiration and innovation, responsibility and sustainability. It is centred on students as partners in learning and is mindful of 21st century skills. Such skills include creativity and the intellectual agility required to sustain lifelong learning. Examples cited are drawn from interna-

tional practice that exemplifies both the strengths and limitations of approaches to educational change, including issues for sustainable leadership, strong public engagement, personalised learning, teacher professionalism, professional communities, and differentiation and diversity. While reform is ever present in the book, the authors caution that there are judicious strategies that build on learning from the past to meet the educational needs for the future. F. Plummer

USER LEVEL: Professional
Paper \$46.95 SCIS 1427075

SHARRATT, Lyn & FULLAN, Michael

Realization: the change imperative for deepening district-wide reform

Corwin, USA, 2009

ISBN 9781412973854 [371.2]

Strategies presented in this book focus on school-wide capacity building to support effective assessment and instructional practices to improve students' literacy skills. Strategies for and benefits of sharing instructional practice are given considerable attention, within a framework of step-by-step guides for what teachers can do for students who are struggling to meet the literacy demands of the curriculum. Three powerful and strategic elements for realising reform centre on the use of data to drive instruction, to build school-wide capacity for literacy assessment and instruction, and to establish professional learning communities to share successful practice. Collaborative practices such as case management, lesson study, action research and encouraging parental involvement are illustrated by vignettes and case studies that serve to guide systemic improvement. F. Plummer

USER LEVEL: Professional
Paper \$35.95 SCIS 1444038

Digital literacies: social learning and classroom practices

/ edited by Victoria Carrington & Muriel Robinson. Sage, UK, 2009
ISBN 9781847870384 [371.33]

This United Kingdom Literacy Association publication shows, through case studies, how traditional classroom practice can incorporate technology. Authors are practicing teachers and lecturers, ranging from novice to more experienced educationalists. The book endorses a combined approach to print and digital text and demonstrates how to use student knowledge and current technology to extend quality classroom pedagogy. Supporting this is current research around digital technology. At the end of each case study, **Download** summarises the key points of the case study, offers further suggestions for the classroom, and includes a list of professional readings. These pages alone are a valuable resource within this well researched and well presented study. J. Adnum

USER LEVEL: Professional
Paper \$52.95 SCIS 1430947

KENT, Peter

Learning with ICT: a practical guide to integrating ICT across the curriculum

Macmillan Teacher Resources, Vic, 2009 (Macmillan masterclass)
ISBN 9781420268836 [371.33]

Teachers looking for ways to integrate ICT into their daily teaching could find that this book is just what they need. It explains why

integrating technology is necessary and it shows ways this can be done through creating, researching, communicating and collaborating. It gives examples on how to generate understanding and how to manage and organise these technologies. Checklists for Year 3 and Year 6 can be used to sequence learning. This extremely practical book displays examples of using programs and an assortment of ideas and activities on evaluating online information, posting online, cyberbullying, and the risks of being online. G. Maugle

USER LEVEL: Professional
Paper \$41.99 SCIS 1406962

LAW: learning activity wizards

law.cli.det.nsw.au/Default.aspx

ABSTRACT

The site's tools create interactive multimedia learning activities. Activities are designed to assist teachers with few specialist technical skills to develop e-learning resources and internet ready content. Teachers can build activities with content in video, audio, animation, photographs and images to meet a specific learning outcome or focus. LAWs are reusable and suitable for using with interactive whiteboards. They can be used for displaying content, creating quizzes and questions, graphs and charts, and puzzles. Activities include creating an image viewer, a photographic album and viewer, and a virtual tour. There are tasks involving language activities such as sequencing, multiple choice quizzes, writing surveys and cloze passages, and creating mind maps and timelines. Each activity has a sample. The activities are only accessible via the DET portal.

USER LEVEL: Professional
SCIS SUBJECTS: Classroom activities; Elearning; Teaching – Aids and devices
PUBLISHER: NSW Centre for Learning Innovation, Australia
REVIEW DATE: 01/04/10 [371.33]



SCIS 1438869

SMART exchange

www.exchange.smarttech.com/index.html?lang=en_AU

Interactive lessons and digital classroom resources are freely available on this site. Teachers can share and upload material, choose to join the international community forum, or simply gather lessons independently from the site. In **Standards correlated lessons**, teachers will find outcomes-related lessons for Australian schools. For example, a search for NSW English Year 7 currently reveals 54 lessons, and a visual preview feature allows for quick evaluation by educators. The site can be searched in various ways, including by subject, image and web pages. **Connect with teachers** leads to **Welcome and announcements** and information on how to use the site. Resources range in quality and classroom usefulness from fair to excellent, and the best will make fine resources for IWBs. The resource is in a beta test period and teacher feedback is encouraged. C. Thomas



USER LEVEL: Professional
SCIS SUBJECTS: Educational resources; Teaching – Aids and devices
PUBLISHER: SMART Technologies, Canada
REVIEW DATE: 01/04/10 [371.33]



SCIS 1447612

Knowledge network explorer

www.kn.att.com/index.html

Designed to support teachers coping with the explosion of new technologies for learning, the site has loads of free resources and information. **What is KNE?** is a good place to start investigating the site's possibilities. Teachers can create web pages and hotlists through **Filamentality**, a tool which helps educators search the internet and then organise information into online learning activities. **Blue web'n** lists educational websites arranged by subject grade, level and format, and a search tool productively narrows searching. **Videoconferencing** takes teachers from the basic process and it shows the process and advantages of using this tool. The site has some amazing and useful classroom resources and it is a fine source for professional learning. Processes are explained very well, but teachers will need time to fully explore this useful website. C. Bennett

USER LEVEL: Professional
SCIS SUBJECTS: Educational technology; Information technology – Study and teaching; Internet; Teaching methods; Teleconferences
PUBLISHER: Pacific Bell, USA
REVIEW DATE: 01/04/10 [371.33071]



SCIS 1033613

MAH, Ronald

Getting beyond bullying and exclusion, PreK-5: empowering children in inclusive classrooms

Corwin, USA, 2009
ISBN 9781412957236 [371.5]

Few books about bullying focus on the students who are most likely to be victimised, that is, those who stand out because of giftedness, learning difficulties, Aspergers, and ADHD. This book is good at alerting teachers to the difficulties these children face at school and in the community. Some of the solutions offered, such as letting children be frustrated and fail, are controversial. Olympic swimmer Michael Phelps is used to illustrate this technique. Other techniques, such as supporting the child sensitively to allow them to develop skills and flourish, are more acceptable. There is an emphasis on the difficulties that children with language problems experience in understanding instructions. The book is an interesting read about how bullies evolve, and the necessity of early intervention, but it does not contain many practical strategies for teachers. A. Soutter

USER LEVEL: Professional
Paper \$49.95 SCIS 1434720

How to manage children's challenging behaviour

/ edited by Bill Rogers. Sage, UK, 2009
ISBN 9781848606852 [371.93]

Rogers' books remind us why we became teachers. This helpful revised edition brings together contributions from practicing teachers to show how politeness, concern and genuine care for students can convince even the most challenging students that there is a way back. Because there are many contributors with different teaching styles, it is a good read with ideas that every teacher can use. There are chapters on understanding and teaching children with behaviour disorders, the hard to manage class,

building a cooperative classroom group and supporting the parents of difficult students. There is an excellent example of a behaviour management plan in the final chapter. A. Soutter

USER LEVEL: Professional
Paper \$53.95 SCIS 1427913

College of William and Mary. Center for Gifted Education

www.cfge.wm.edu

There is some useful material for gifted and talented education on this site, and the quickest way to find it is via the site index, which will take users straight to KLA relevant material and professional development resources. The KLA sections have units for purchase, and their detailed annotations and a Q&A section about the units will help teachers judge their worth. In **Navigators>Language arts curriculum**, English teachers will find six free literature units online. The site is very good at describing the material it either sells or promotes, and at evaluating the links it recommends. These links are very useful for teachers building a professional GAT library, as the site gives extensive notes on the resources selected as being most useful in gifted and talented education. **Publications** has downloadable articles, including **An interview with Dr Miraca Gross**. C. Thomas

USER LEVEL: Professional
SCIS SUBJECTS: Gifted children – Education
PUBLISHER: Center for Gifted Education, USA
REVIEW DATE: 01/04/10 [371.95]



SCIS 1431333

Curriculum differentiation

austega.com/gifted/provisions/curdifferent.htm

Differentiating the curriculum means modifying environments and practices to cater for students. The opening page of this site usefully summarises and explains the theory and practice of how differentiation can work to encourage gifted and talented students. There is plenty of Australian material on the site. **Gifted resources** has lists of websites and articles that will assist teachers and parents working with GAT students, through some practical ideas about what giftedness involves. This section has the most recent news and events, but the site is not particularly current. It is useful for a scout around the country to see what has been happening in the field, but it also has some illogical material and an inconsistent layout that can be frustrating to navigate. C. Thomas

USER LEVEL: Professional
SCIS SUBJECTS: Gifted children – Education
PUBLISHER: Austega, USA
REVIEW DATE: 01/04/10 [371.95] SCIS 1431336

Gifted and talented students: meeting their needs in New Zealand schools

www.tki.org.nz/r/gifted/handbook/stage2/prog_continuum_e.php

The site is an online handbook, written to help NZ schools develop an individual approach to teaching their gifted and talented students. The handbook will also help Australian schools, particularly in the challenge of creating a coordinated whole-school approach to the teaching and learning of GAT students. The site has a pleasant and approachable tone and it describes similar situations to those facing Australian schools in the needs and strategies of GAT education. It is easy to use, especially via the **Sitemap**, expertly written and well designed in distinct stages: developing a

school policy; characteristics of GAT students; and programming and evaluation. The site's material is a user friendly merging of academic research and practical implementation and it is well worth a look by new and experienced teachers working with GAT students. It is also an excellent model, succinct and focused, of a national curriculum approach to an initiative. C. Thomas

USER LEVEL: Professional
SCIS SUBJECTS: Gifted children – Education;
Education – New Zealand
PUBLISHER: Ministry of Education, NZ
REVIEW DATE: 01/04/10 [371.95]



SCIS 1347694

Gifted Canada: Canadian information concerning bright and gifted children

www3.bc.sympatico.ca/giftedcanada/index.html

The Canadian approach to gifted and talented education has some helpful applications for NSW teachers. **Teaching and Resources** are basically annotated portals for websites dealing with schools, publications, networks and individuals in the GAT field. Many of these are Canadian sites, but there are some interesting resources here that have international relevance. The site uses a simple layout of headings and lists, so a systematic approach of going through its material is the quickest way to find useful material. **Research** collects academic articles on the challenges facing gifted students and their teachers. **Teacher focus** retells some experiences, and dotted throughout the site are short narratives that could form excellent illustrations for staff meetings about GAT practices, principles and philosophies. C. Thomas

USER LEVEL: Professional
SCIS SUBJECTS: Gifted children – Education
PUBLISHER: L. Ansell-Shepherd, Canada
REVIEW DATE: 01/04/10 [371.95]



SCIS 1431342

Gifted education professional development package

www.dest.gov.au/sectors/school_education/publications_resources/profiles/gifted_education_professional_development_package.htm

ABSTRACT

The package consists of six modules to scaffold teachers' learning over the course of a professional development program. It is designed to cover the essential information every teacher needs to know to address the needs of gifted students. *Module one* looks at understanding giftedness. *Module two* covers a range of subjective and objective identification procedures with particular attention to procedures for identifying gifted students from minority and disadvantaged groups. *Module three* treats social and emotional development. *Module four* covers underachievement in gifted students. *Module five* builds on the information in the first four modules, covering teaching strategies and methods of curriculum differentiation to enhance the learning of gifted students in the mainstream classroom. *Module six* looks at developing programs and provisions for gifted students.

USER LEVEL: Professional
SCIS SUBJECTS: Gifted children – Education; Teachers – In-service education
PUBLISHER: Dept. of Education, Employment, and Workplace Relations, Australia
REVIEW DATE: 01/04/10 [371.95]



SCIS 1431349

New South Wales Association for Gifted and Talented Children

www.nswagtc.org.au/index.html

With links to EdNA, the association has some valuable resources for teachers on its website. It allows parents and educators to discover ideas and resources, and to network and share knowledge via the site, using its blog, library, bookshop, newsletter, and state **Support groups**. **Events and activities** is a pleasantly updated section that is useful for tracking social and pedagogical events. **News and resources** contains **For teachers** which is a small but well presented collection of useful material such as articles, papers, Departmental resources, and research in GAT education. Perhaps the most useful section of the site is the **Gifted links library**, which is an excellent collection of annotated electronic resources with direct relevance to Australian teachers. The library would be a fine place for teachers to ascertain a practical and theoretical understanding of what is happening in GAT education in Australia. C. Thomas

USER LEVEL: Professional
SCIS SUBJECTS: Gifted children – Education; Parent and child
PUBLISHER: NSW The Association, Australia
REVIEW DATE: 01/04/10 [371.95]



SCIS 1067527

Cross-curricular approaches to teaching and learning

/ edited by Chris Rowley & Hilary Cooper. Sage, UK, 2009

ISBN 9781847875952 [372.19]

Cross KLA planning raises challenges for primary teachers in the context of implementing a national curriculum. The approach taken in this resource places the teaching of history and geography at the centre of integrated curriculum planning across the full range of primary subjects. A range of planning tools such as concept maps, grids and timetable frameworks will assist teachers to make decisions about how curriculum is taught, in what sequence and what time frame. Case studies illustrate a range of approaches taken by practicing teachers to integrate knowledge and understanding across the curriculum, with information on skills, values and attitudes. Within the case studies, teaching strategies that are deliberately student centred are explained and elaborated with student work samples. F. Plummer

USER LEVEL: Professional
Paper \$53.95 SCIS 1434716

English language arts: a curriculum guide for the secondary level

www.sasked.gov.sk.ca/docs/ela102030/index.html

These guidelines are a useful resource for the teaching of visual literacy across a range of texts. Laid out in a list of 10 points, material is written for teachers and it explains how to critically analyse visuals and how teachers can model this for students. The site itself is visually bland and the information comprises questions and details that require prior knowledge of visual literacy terms. Teachers could easily rework some of this information into a form suitable for students. While the sublists of personal, critical and creative response questions are written for students to answer, they may require tweaking for classroom use. Another example that would be enhanced by reworking is the grid for analysing an advertisement. The site is a small resource, but is packed with useful and practical strategies for teaching effective viewing. C. Thomas

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

SCIS SUBJECTS: Education, Secondary – Canada; English language – Curriculums; Mass media – Curriculums

PUBLISHER: SaskEd, Canada
REVIEW DATE: 01/04/10 [428.0071]



SCIS 1441823

Little books with big ideas [series]

A&C Black, UK, 2009

Designed for use in the classroom, these books about poetry and textile crafts feature simple step-by-step instructions and a comprehensive list of materials needed for each activity. In particular, the poetry book has several short, easy to learn poems which young students will love to enhance with their own words and themes. Many of the books' activities are common in early childhood teaching, but they do offer a neat one-stop collection of these ideas, and some variations for beginning teachers. There is a wealth of hands-on tasks that students will enjoy and which readily link across the curriculum. Each activity features early learning goals, which correspond to Australian indicators rather than outcomes. M. Whitfield



USER LEVEL: Professional
Paper \$24.99 each

Reviewed titles in this series:

The little book of making poetry
The little book of sewing and weaving

SCIS 1421916
SCIS 1427116

Benettonplay: creative games from Benetton

www.benettonplay.com/toybox.php

Created by a young team of international designers and artists, this site exposes the work of an online community exploring play as a form of expression and communication. It advocates connecting people in new kinds of creative relationships. The interactive resources include **Flipbook!**, a drawing game that allows people to create and share simple animations, plus a host of audio and visual creations. Samples can be viewed in the **Gallery** after registration. Ranging from simple to highly sophisticated, gallery samples suggest the suitability of these tools for a wide age and ability range. For teachers wishing to experiment creatively with digital tools, this is a very interesting site. C. Sly

USER LEVEL: Professional
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Design 7–10; Visual Design CEC Stage 6

SCIS SUBJECTS: Classroom activities; Games

PUBLISHER: Benetton, Italy
REVIEW DATE: 29/03/10 [793.7]



SCIS 1435680

Teach Shakespeare

www.chicagoshakes.com/main.taf?p=4,7,7

A rich source of teaching ideas on Shakespeare's plays, the site has archived some excellent material on plays presented by the company. There are 18 teacher handbooks online, with *Richard III*, *Twelfth night*,

and *Macbeth* having direct relevance to the current HSC English syllabus. The handbooks offer activities, a history of criticism, actors' techniques, and ideas on teaching and interpreting the play in performance. In **For playgoers**, teachers can also download lectures and audio clips of audience and cast discussions about each play. **CPS Shakespeare** has interesting positive feedback, in multimedia, from students who have had positive exposure to the Bard. C. Thomas

USER LEVEL: Professional
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10; English Stage 6: *Advanced; Extension 1*

SCIS SUBJECTS: Shakespeare, William – Criticism, interpretation, etc.; Shakespeare, William – Study and teaching

PUBLISHER: Chicago Shakespeare Theater, USA
REVIEW DATE: 01/04/10 [822.3]



SCIS 1447455

Literacy and Numeracy resources

Literacy resources are in Dewey order.

The *Office of Schools Plan 2009-2001*

<www.curriculumsupport.education.nsw.gov.au/policies/literacy/guidelines/> articulates what is needed to best support every learner in NSW government schools. Literacy and Numeracy are priority areas. Reviewers include literacy and numeracy experts to show how resources might support these priorities.

CLAYTON, Gray & CLAYTON, Rae

Upper primary grammar and conventions [kit]

Macmillan Education, Vic, 2009

ISBN 9781420277050

[428.2076]

This package comprises 25 blackline masters and a CD-ROM, providing the purchaser with the licence to use it on up to five classroom computers. The CD-ROM offers opportunities for interactive whiteboard (IWB) activities as well as individual student study. Choice of one of three characters at the beginning of each sign in seems to serve no purpose other than mild encouragement during the games. The skill focus of each game includes a definition: **What is it?**, some **Examples**, and skills practice activities. **Now try these** are exact copies of the blackline masters, with the addition of a coloured crayon to circle a focussed convention, such as acronyms or idioms. Answers may be typed in the boxes in some places. The completed worksheets could be printed for assessment or revision, but the blackline masters already provide this facility. This package is an interesting concept to engage students, but since the blackline masters are the same as the online activities, there is no real online interaction and the elements could be just as efficiently used separately. D. Imison

USER LEVEL: Stage 3
KLA: English
SYLLABUS: English K–6
\$85

SCIS 1427452

Listening post [kit] [series]

/ edited by Katherine Steward. Macmillan Education, Vic, 2009 [428.6]

Listening post is a user friendly comprehension resource, valuable for class discussion, group work and learning about text types. Designed to support the Macmillan Literacy Network program, the resource can be used as a stand alone. Each module contains 2 audio CDs with 8 lessons in total. Each lesson is supported with clearly set out teacher notes, covering a synopsis of the text and structure, ideas to engage students, blackline master worksheets, assessment strategies, and further activities. The listening activities focus on different text types and comprehension skills. A listener is led through 3 stages: listening to a paragraph on the theme and the way to answer the questions; listening to another paragraph and answering the questions on their own before being given the answers; finally listening to the main text and some discussion of word meanings before reading the text by themselves and answering set questions. Answers are provided for the teacher, but the questions are also tagged as inferential or literal, thus creating a useful assessment tool. For stand alone use, it would be helpful if the contents indicated the genre and comprehension skill of each reading, but it is highlighted at the top of each module. This is a valuable resource with listening/reading material matching the designated Stages. J. Foster

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$95.00 each

Reviewed titles in this series:

Listening post. Middle primary pack (a) SCIS 1427202
Listening post. Upper primary pack (a) SCIS 1427214

Picture books

Picture books are arranged alphabetically by author.

Some books in this section are nonfiction or have relevance to a particular KLA.

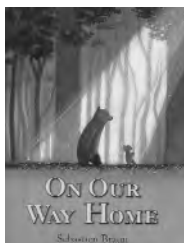
BRAUN, Sebastien

On our way home

Koala, NSW, 2009
ISBN 9780864619013

Written in large, clear print and with minimal writing, this picture book will delight younger readers. The author/illustrator explores the relationship between father and child through the use of bold colour, large illustrations and a succinct storyline. Young readers will identify with the characters and the idea explored. Looking closely at the way the characters interact, and the way this is defined by the illustrations, readers can be guided to appreciate the book as a gentle tale with undercurrents of love and understanding. It is an enjoyable story to be shared and a wonderful read aloud resource. G. Cale

USER LEVEL: Early Stage 1
Paper \$13.99 SCIS 1408100



BURNINGHAM, John

It's a secret!

Walker, UK, 2009
ISBN 9781406314472

Naive, childlike illustrations in this picture book tell the delightful story of Malcolm the cat and how it happens that Marie Elaine and little Norman are invited to a party with him, so long as they can keep the secret. How they get there, what they do there, and how they evade the dogs in hoods on the way, is told simply, with gentle touches of humour in word and illustration. The end papers, showing the cat coming in and going out the cat flap, connect with the question posed by Marie Elaine to her mother: where do cats go at night? The night party scenes are vibrant and alive against a black backdrop, contrasting with the muted scenes before and after. D. Imison

USER LEVEL: Early Stage 1 Stage 1
\$27.95 SCIS 1413808

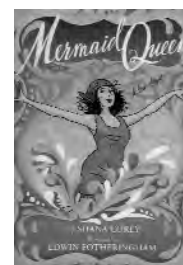
COREY, Shana & FOTHERINGHAM, Edwin

Mermaid queen: the spectacular true story of Annette Kellerman, who swam her way to fame, fortune & swimsuit history!

Scholastic, USA, 2009
ISBN 9780439698351

[797.2092]

The joy of swimming, the fun of costuming and the courage of a girl blend smoothly into this classic story of Australian culture at its most iconic. Kellerman created international waves in the early 20th century, overcoming leg braces to invent water ballet, the modern women's swimsuit, and a new future for women inhibited by societal niceties and oppressive bathing suits. It is a very illuminating and entertaining look at how women were regarded at this time. The title hints at a mythic reading and this picture book succeeds on every level. The internal dynamic of the illustrations on each page are complemented with the sure and enthusiastic pace of the story and the careful variety of font size and style. This is a benchmark picture book with a wonderful heroine. Its style and content would suit a picture book study in Year 7 English. V. Davidson



USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English 7-10; HSIE K-6
\$27.99 SCIS 1415542

DANALIS, John & DANALIS, Stella

Schumann the shoeman

University of Queensland Press, Qld, 2009
ISBN 9780702236211

The dedication in this picture book is to those who make things last. The story is a modern fable about the craftsmanship and pride of the artisan, illustrated in a whimsical style which will engage readers. Schumann's story is the story of a skilled craftsman who is put out of business by a factory and who then finds a new group of customers in the animals of the forest. With its underlying references to mass production and pollution, it would provide a great introduction to a discussion of social systems and structures, especially resource systems. The author uses alliteration and rich vocabulary to describe the animals



and their shoes, as well as word play to appeal to older readers. The book has many words and it would be very stimulating in a shared or modelled reading session for Stage 3 students, and as a picture book study for English students in Year 7. K. Rushton

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
 \$24.95 SCIS 1428614

DUNBAR, Joyce

Oddly

Walker Books, UK, 2009
 ISBN 9781844280322

Some say that it is love that makes the world go round, and this title has just a little bit of that ethos throughout its pages. Strange creatures meet a sad, lost little boy, and as they explore each other, they find out what friendship and love are all about. Beautiful earth and water tones enhance the large, clear drawings. Nuances of how we are when we are sad, how those who love us try to comfort us, and what it is to be joyful in friendship, are explored throughout this text. While simple in style, the language is evocative and the meaning very clear: there is nothing strange, odd or lost about love. G. Cale

USER LEVEL: Early Stage 1 Stage 1
 \$27.95 SCIS 1413562

FOX, Lee

10 little hermit crabs

Allen & Unwin, NSW, 2009
 ISBN 9781741757392

Large, colourful illustrations combine with bold written text in this a terrific book for emergent readers. Playfully written with repetitive words and a counting element, this amusing story has the reader scurrying to turn the page to see what happens to each of the hermit crabs on their journey to the sea. The sea theme is seen in the words arranged in waves on each page, and the language used is evocative of the theme. Larger than life sea creatures and quirky hermit crabs with extraordinary shells abound in the pages of this delightful text. Repetitive colour is used in the sand and sea, giving a natural flow to the book. It is an engaging resource for young readers. G. Cale



USER LEVEL: Early Stage 1 Stage 1
 \$19.95 SCIS 1424182

GARLAND, Michael

Miss Smith and the haunted library

Dutton Children's, USA, 2009
 ISBN 9780525421399

At least once in our school lives, we should all have a teacher like Zack and the children in his class do. On a dreary morning, the enthusiastic and unconventional Miss Smith takes the class and her *Incredible storybook* to the library, where the librarian, Virginia Creeper, reads the children spooky stories. All sorts of scary characters are brought to life, including Frankenstein, Dracula, the dog in *Hound of the Baskervilles*, and the mysterious creatures in Lewis Carroll's *Jabberwocky*. While the librarian reads, the atmosphere becomes increasingly eerie until cookies and drinks are offered and the party begins. When the elderly members of the

book club arrive it is up to Zack to finish the stories so the characters can return to the book and the library can be restored to order. R. Higginbottom

USER LEVEL: Stage 1 Stage 2
 \$24.95 SCIS 1432784

GLEESON, Libby & BLACKWOOD, Freya

Clancy & Millie and the very fine house

Little Hare, NSW, 2009
 ISBN 9781921541193

Moving house can be difficult. Clancy feels that his new house is too big and his old house was much better, so he mopes around until he discovers a stack of empty moving boxes. When he is joined by a new friend, the pair create stories using the boxes, culminating in box houses that segue into an appreciation of Clancy's new home. The stories are enhanced by Blackwood's illustrations of creative box structures. This gentle picture book is sure to find a young audience who can relate to having to go somewhere new that seems big and scary to them, be it a new house or new school. R. Parnis



USER LEVEL: Early Stage 1 Stage 1
 \$24.99 SCIS 1429471

HATHORN, Libby & UNGER, Doris

Zahara's rose

IP Kidz, Qld, 2009
 ISBN 9781921479236

This detailed picture book relates the journey of Zahara and her family as they endeavour to take the first rose to the Queen of Babylonia for her precious garden. The rose symbolises something wonderfully surprising that can grow from nothing, with some patience and faith. The moving language and illustrations combine to make Zahara's emotions of anticipation, disappointment, awe and pride tangible to the reader. This visual tale transports its audience to another time and place. Themes of family relationships and loyalty may be a source of classroom exploration, perhaps focussing on traditions and the special bonds that form between family members. L. Doyle

USER LEVEL: Stage 2
 \$26.95 SCIS 1429129

HEFFERNAN, John & PERKINS, Gwyn

One of those days

Scholastic, NSW, 2009
 ISBN 9781741693348

Illustrations in pastel colours add a soft touch to this picture book's fanciful tale. Simple illustrations do not give full details, but they hint at windows, doors, and background buildings, as a cartoonist might. Samantha's imagination feeds the excitement of her world, from breakfast to bedtime, and what happens in her day depends so much on whether it is *one of those days*, as referred to in the title. Clever pictorial depiction and descriptive fonts connect strongly with events such as wolfing down breakfast and racing all the way home. Unfortunately, a few double page illustrations are poorly positioned, meaning that some details are lost to the reader. D. Imison

USER LEVEL: Stage 1
 \$27.99 SCIS 1422790

HORACEK, Peter

Elephant

Walker, UK, 2009
ISBN 9781406311006

This delightful narrative reminds us of the importance of play, friendship and activity. A young boy staying with his grandparents has no one to play with so he creates an imaginary friend, Elephant. Inevitably, when the garden is damaged from playing football and things are knocked, spilt, messed up, and broken inside the house, the boy blames his friend. He is sad and becomes withdrawn when no one believes Elephant is responsible, but, all is well in the morning when his grandfather invites him to play. The simple, imaginative illustrations support and add meaning to the narrative. R. Higginbottom

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1410980

KWAYMULLINA, Ambelin

Caterpillar and butterfly

Fremantle Arts Centre Press, WA, 2009
ISBN 9781921361579

This excellent resource combines the old and the new, as its Aboriginal author tells caterpillar's tale of triumph in modern language. Vivid, strong colour is used, intermingled with some muted and more traditional colours, and the pages of text are colour matched to accompanying illustrations. As with many Dreaming stories about animals, this title has a lesson and a moral to explore about inner strength. This is done very ably through illustration and written text. Visually stunning, the picture book will delight, dazzle and engage its readers and it could be a stimulus for many learning experiences. G. Cale

USER LEVEL: Stage 3
\$26.95 SCIS 1353736

LEBLANC, Andre

The red piano

Wilkins Farago, Vic, 2009
ISBN 9780980607017

A tale from the times of Mao Tsetung and the Cultural Revolution in China, this picture book exhibits the triumph of the human spirit. Inspired by a true story, the harsh reality of this period in Chinese history are brilliantly depicted. Separated from family and confined in a labour camp, a gifted young pianist finds a way to practise what is forbidden. Smuggled music, a clandestine rendezvous, music, and hidden secrets form the pages of this story. Sombre, dark acrylics denote the timbre of this tale and definitely add emotional depth to the storyline. The use of images from Maoist propaganda offers another layer to the narrative. The book would make an interesting picture book study in English 7–10. Downloadable teaching notes are available as a PDF at <www.wilkinsfarago.com.au>. G. Cale

USER LEVEL: Stage 4 Stage 5
\$27.99 SCIS 1428639

LESTER, Alison

Running with horses

Viking, Vic, 2009
ISBN 9780670868339

Intriguing and striking illustrations convey a myriad of moods and emotions to readers of this outstanding picture book. Readers will

find their hearts thumping as they await the fate of Nina, her father, and their beloved horses as they flee by night across treacherous mountains, hoping for refuge during WWII. Students could spend ages poring over these pictures that are often a contrast of light and dark, featuring a combination of photographs, monochrome drawings and splashes of colour. Charged with feelings of fear, desperation and love, this story is one to remember. L. Doyle



USER LEVEL: Stage 2 Stage 3
\$29.95 SCIS 1430852

MCFADDEN, Clare

The flying orchestra

University of Queensland Press, Qld, 2010
ISBN 9780702237041

A fine introduction to a new writer and illustrator, this picture book is a delightful juxtaposition of the ordinary and the extraordinary. The visually driven narrative explores the music of our lives as a quirky flying orchestra sweeps readers from railway underground to outback, dusk to dawn, and from Earth to the heavens. Calming and captivating illustrations and brief written text create a whimsical, lyrical atmosphere that encourages readers to listen to the sound track of their own lives. Through the extended metaphor of the enchanting flying orchestra, the composer awakens readers to the metaphysical nature of existence. This charming book will elicit interesting discussions and it has a wide ranging appeal across ages. C. Sly



USER LEVEL: Stage 2 Stage 3
\$24.95 SCIS 1438944

MILLARD, Glenda & COOL, Rebecca

Isabella's garden

Walker, NSW, 2009
ISBN 9781921150333

Rhyming its way through the cycles of life, this wonderful picture book begins with the dark and deep soil, where seeds begin their journey to produce a garden. Building incrementally, like *The house that Jack built*, the rhyme immerses us in rich metaphorical descriptions. The eye-catching cover opens into brightly coloured double page illustrations that use acrylics and images of fabric collage to present the seasons of life, until Jack Frost spreads his mantle of sequins. This vibrant resource will engage students and it presents opportunities for choral reading and enjoyment while following the cycles of life. D. Johnston



USER LEVEL: Stage 1 Stage 2
\$27.95 SCIS 1427138

MILWAY, Katie Smith

One hen: how one small loan made a big difference

Black, UK, 2009
ISBN 9781408109816

Microfinance changes the life of Kojo, a Ghanaian boy. A poor entrepreneur, he is inspired to sell eggs to raise money. Once this business begins to thrive, others in the village are also inspired and

the bank then finances a 900 hen poultry farm after hearing of Kojo's industriousness. He then hires workers who manage their own single animal business. Microfinance is explained as a supplement to the narrative, and a real life Kojo is profiled with words and photograph. The story is told in a slightly didactic fashion, in present tense with many words, beside a large collage image on each page. Each image has one large print sentence in the style of *The house that Jack built*. The book has multiple applications in COGs units, regarding money, independence, connected lives, values, identity and growth. It has particular application to the Stage 2 COGs unit (E): *Products, services and systems*. D. Johnston



USER LEVEL: Stage 2 Stage 3
Paper \$16.99 SCIS 1432041

MURRAY, Martine & RIPPIN, Sally

Mannie and the long brave day

Allen & Unwin, NSW, 2009
ISBN 9781741758863

Illustrated with Rippin's watercolours, this enchanting picture book has a traditional look. Mannie and her toy friends—Lilliput, a large elephant, and a life size doll, Strawberry Luca—go on an adventure with a magic box that seems to hold just what they need on their journey through the landscape. When Mannie gets frightened, Lilliput shows her courage and all ends well. Young listeners will enjoy this simple tale, helping to predict the contents of Mannie's box each time. The use of rhyming verbs in some sections of the text encourages participation. The story could also be used as a basic structure to create stories about imaginary journeys or ways that students have helped their friends. R. Parnis



USER LEVEL: Early Stage 1 Stage 1
\$22.99 SCIS 1426567

NEZ, John Abbott

Cromwell Dixon's sky-cycle

Putnam, USA, 2009
ISBN 9780399250415

Cromwell Dixon was an aviation pioneer, a 14 year old who designed a flying bicycle and flew in aeronautical exhibitions across America between 1907 and 1910. The picture book's illustrations and detailed narrative describe Cromwell's dream, his persistence and achievements beyond anything that could have been expected. Illustrations include the kind of detail that young students delight in, such as the chooks in the back yard where Cromwell's first flying attempt ends. Illustrative style and language suggest a past era. The book is a well told narrative, and an interesting historical recount, complete with bibliography, photographs and an outline of Cromwell Dixon's role in aviation history. It will entertain readers and it will also intrigue young inventors. M. Davis

USER LEVEL: Stage 2 Stage 3
\$24.95 SCIS 1417761

O'BRIEN, Patrick

You are the first kid on Mars

Putnam, USA, 2009
ISBN 9780399246340

Through a blend of scientific facts and imagination, this picture book takes young readers on a trip to Mars and a space station manned by scientists who are primarily looking for life on Mars. Explanations as to why certain methods and precautions are needed, with scientific facts to support them, are delivered in the course of the narrative. Additional information on Mars is included. The visual text is clear and engaging, with its simulation of the extraterrestrial landscapes, and the book will have particular appeal to young readers interested in science fiction tales or the science of our solar system. R. Higginbottom

USER LEVEL: Stage 2
\$24.95 SCIS 1417769

ROBERTON, Fiona

Wanted: the perfect pet

Penguin Group (Australia), 2009 (Viking)
ISBN 9780670073566

A quirky picture book, this humorous tale is about Henry's search for the perfect pet, a dog. He resolves to advertise in the paper and his advertisement is answered by a duck who, because he is lonely, disguises himself as a dog to meet Henry. The resulting mishaps are a visual and linguistic delight, simply but beautifully portrayed in black and white illustrations with a touch of colour. Both written text and graphics cleverly switch between simple and complex, adding to the humour and the story's depth. Readers will relate to the yearning for a friend and perhaps realise that friends can appear in unexpected places. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1428853

TAYLEUR, Karen & MCKENZIE, Heath

Halloween in Christmas Hills: the legend of Stingy Jack

Black Dog Books, Vic, 2009
ISBN 9781742030302

The Johnson family enjoys celebrating festivals, embracing and sharing Christmas, Australia Day, Easter and St Patrick's Day in their neighbourhood. Their enthusiasm is contagious. When they celebrate Halloween, the youngest, Miles Cameron, who likes scary things, is at last allowed to go trick or treating with the family. With its black backgrounds, white text and dark illustrations, students reading the book will be filled with apprehensive anticipation for Miles Cameron. There is plenty to look and smile at as the reader follows Miles Cameron on his spooky journey, first with his siblings and then on his own to the forbidden, Stingy Jack's house. The many Australian children who enjoy Halloween will relate to the escapades in the dark, the rules that the children are given, and to feeling enjoyably scared. J. Foster

USER LEVEL: Stage 2 Stage 3
Paper \$16.99 SCIS 1428630

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.

WILD, Margaret

Grandpa baby

Penguin Group (Australia), 2009
ISBN 9780670071746

In this exquisitely told story, grandpa and Georgie reverse their roles for a day. Readers travel through the day with the two characters and observe just how much attention little ones really do pay to all that adults do and say. Beautifully coloured illustrations combine with soft watercolour backgrounds and features to enhance the storyline, highlight the characters, and readily engage the target audience. A lovely story to read aloud, this picture book has movement opportunities and it lends itself to role play. The writing is well matched to the illustrations, making it a very good resource for the emergent reader. G. Cale

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1417756

WILLIAMS, Juliet

The giggle gum tree

IP Kids, Qld, 2009
ISBN 9781921479182

Where there is a will, there is a way—at least that is what the Smart sisters aim to prove in this enjoyable picture book. A light-hearted tale of the giggle gum tree and the sisters' fight to save it, the narrative will delight readers and spark the imagination. Clever use of alliteration and a tongue in cheek dig at bureaucracy give this fast paced story extra depth. Beautifully crafted watercolours enhance the storyline. The attention to detail, in regard to the human characters and animals, is very appealing. The book lends itself to group discussion on conservation issues and it is a good example of problem solving and lateral thinking. G. Cale

USER LEVEL: Stage 1 Stage 2
\$24.95 SCIS 1412466



Fiction for younger readers

Resources are arranged alphabetically by author.

Some of these books are also suitable for lower secondary students.

ARCHER, Dosh

Urgency emergency [series]

Bloomsbury, UK, 2009

Delving into medical emergencies behind the scenes of nursery rhymes and fairy-tales, readers will be amused and impressed by the skills of Nurse Percy and Doctor Glenda. *Injured spider* features Incy Wincy, who was hurt when down came the



rain, washing him out of the waterspout. *Choking wolf* is based on the tale of Red Riding Hood and, in this version, the wolf is given the Heimlich manoeuvre at the hospital, and the medical team sit on him until the police arrive. In *Melting snowman*, a snowman is rushed to hospital on Christmas Eve when the weather warms up. Clever use of ice cream holds him together until it begins to snow again. The books are well written, with dry humour and witty illustrations—teachers will also be amused. D. Johnston

USER LEVEL: Early Stage 1 Stage 1
Paper \$12.99 each

Reviewed titles in this series:

<i>Injured spider</i>	SCIS 1419636
<i>Choking wolf</i>	SCIS 1419634
<i>Melting snowman</i>	SCIS 1419638

BEALE, Fleur

Lacey and the drama queens

Scholastic, NZ, 2009
ISBN 9781869439477

Set in a town in New Zealand, the novel focuses on popular themes, including friendship, dancing, parties and fashion. Many girls will readily identify with the trials and tribulations of Lacey, as she experiences the excitement of a trip to Australia, the jealousy of friends, dealing with some home truths about her dancing and being ostracised from her school group. The book uses plenty of short sentences and basic but contemporary language. Readers will enjoy the dramas, and the protagonist is a likeable, good natured 10 year old. C. Sheppard

USER LEVEL: Stage 2 Stage 3
Paper \$14.99 SCIS 1433459

BOWRING, Sam

The zoo of magical and mythological creatures

Pan Macmillan, NSW, 2009
ISBN 9780330424752

Fantastic, mythical creatures with extraordinary names abound in this fantasy tale. Prince Zachary does not fit the mould and, in despair, Zachary is banished to the kitchens by his disappointed parents. A chance errand to the zoo opens up a world of new possibilities for him as he becomes a sorcerer's apprentice and begins to lead a fun filled double life. Extremely amusing, fast paced and gripping, this story will engage readers from the first page. Bowring uses a background in comedy to full advantage as this exiting tale unfolds, and he shows readers what joy it is to finally find somewhere that you really belong. Facing the most fearsome of creatures proves to be Zachary's springboard. G. Cale



USER LEVEL: Stage 2 Stage 3
Paper \$14.99 SCIS 1407713

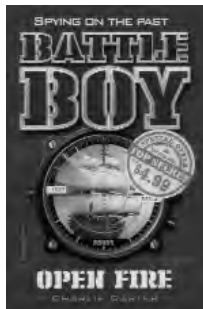
CARTER, Charlie

Battle boy: spying on the past [series]

Pan Macmillan Australia, NSW, 2009

Each of these novels places our hero, Napoleon Smythe, in a different battle zone of history. The unassuming librarian at the local library has enlisted Napoleon to solve some of history's most

baffling mysteries. In *Open fire*, Napoleon travels with Sir Francis Drake, and in *Red devil down* he is in France in 1918 to find out who shot down the Red Baron. Readers of the Zac Power series are sure to enjoy the super gadgets in these novels, including time travel battle books and a talking, protective suit that simulates skin. The series combines adventure, gadgets and historical battles in an easy to read large type format with black and white illustrations of weapons from the past. It is sure to fire the imagination of young primary readers. R. Parnis



USER LEVEL: Stage 1 Stage 2
Paper \$9.99 each

Reviewed titles in this series:

Open fire SCIS 1425340
Red devil down SCIS 1425345

The David Beckham Academy [series]

Egmont, UK, 2009

The books' simple sentence structure, large font and illustrations allow developing readers the chance to enjoy an interesting story with short chapters. Written by several authors, each title follows the experiences of a different set of children, through soccer action and off field dramas, as they attend a three-day workshop at The David Beckham Academy. The series sends relevant social messages and highlights the importance of values such as teamwork, acceptance and confidence. *Bossy boots* is the only story with a female footballer, and she has to battle for her place on the team until the happy conclusion. The stories are written with a football keen audience in mind and they will certainly connect with that audience. K. McDonell

USER LEVEL: Stage 2 Stage 3
Paper \$12.95 each

Reviewed titles in this series:

Bossy boots SCIS 1424655
Le football SCIS 1423628
Save the day SCIS 1424654
Twin trouble SCIS 1423629

DICAMILLO, Kate

The magician's elephant

Candlewick, USA, 2009

ISBN 9780763644109

A delightful fantasy, this tale involves a young boy called Peter who is searching for his younger sister, Adele. His quest leads him into contact with an imprisoned magician, and an elephant, conjured during an act at the Bliffendorf Opera House. The story exposes Peter's desperation as he searches for his long lost sister, but it also builds the hope and love that surrounds the characters. The ultimate conclusion of this engrossing, magical tale is both satisfying and comforting. It is a pleasure to read and will be especially enjoyed by those students who believe in the power of magic and make believe. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
\$24.95 SCIS 1432120

See the Resource reviews database
<www.schools.nsw.edu.au/resourcereviews> for reviews
of more resources.

Resource reviews db
www.schools.nsw.edu.au/resourcereviews/

Eoin Colfer's Artemis Fowl: the graphic novel

/ adapted by Eoin Colfer, Andrew Donkin & Giovanni Rigano.

Penguin Books Ltd, UK, 2007, (Puffin)

ISBN 9780141322964

Visual and written texts operate together to convey this science fiction fantasy. A glossy graphic novel, it centres on a young criminal mastermind, Artemis Fowl, who makes use of futuristic technology to outwit supernatural beings. There is a strong use of colour in the sequential artwork, with different monochromatic panel segments being used to indicate shifts in time and place. Text boxes and speech bubbles aid the narrative development through an interesting combination of overt dialogue and internal monologue. A captivatingly zany cross genre adventure story, this graphic format contains many valuable techniques to enjoy and discuss while developing and extending students' visual literacy skills. C. Sly

USER LEVEL: Stage 2 Stage 3
Paper \$24.95 SCIS 1339713

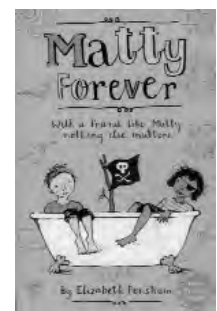
FENSHAM, Elizabeth

Matty forever

University of Queensland Press, Qld, 2009

ISBN 9780702237027

A close friendship between Bill and Matty is the subject of this endearing story. When Bill and his mother move into the new town, it is not long before Bill becomes a regular visitor to the house next door to see Matty and her extended Indigenous family. These two neighbours enjoy playing together and they share each other's deepest secrets. The arrival of wealthy new girl, Isabella, leads to conflict and to Bill ultimately betraying Matty's trust. After much soul searching Bill divulges his own secret and in so doing finally comes to terms with the reality of his situation. This delightful tale of true friendship is sure to be popular with young independent readers. J. Eade



USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1422721

HENDERSON, Don

Macbeth, you idiot!

Penguin Group (Australia), 2009 (Puffin)

ISBN 9780143304289

Using clever analogies to Shakespeare's *Macbeth*, Henderson presents an entertaining novel about starting high school and trying to fit in with the crowd. The novel has three witches, a scheming female, betrayed friends, deceptions and power plays, all centred on Andy Macbeth's desire to be captain and coach of the soccer team and popular at school. The characters are well portrayed and sure to remind readers of someone they know. It is intriguing to find *Macbeth* references and similarities within this well written story; readers not familiar with the play will still enjoy this adventure. R. Parnis

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1414601

HUGHES, Kenneth

The adventures of Bundy the bush kangaroo

K. Hughes, Vic, 2009

ISBN 9780646513768

This is an adventure story of anthropomorphic Australian native

animals who take a journey to discover the whereabouts of a human. Along the way, Bundy the bush kangaroo and Whitey the cockatoo meet many other animals who claim to have spotted the elusive human. Confrontation with a pack of dingoes offers a challenge for Bundy and Whitey. This little tale captures the atmosphere of the Australian outback and its fauna. It is a simple, enjoyable story for young readers. C. Sly

USER LEVEL: Stage 1 Stage 2
Paper \$15.95 SCIS 1427905

JONES, Gareth P.

The Thornthwaite inheritance

Bloomsbury, UK, 2009
ISBN 9780747599821

Orphaned twins Lorelli and Ovid live a reclusive life in their mansion since the mysterious death of their parents. Death is a running theme throughout the novel. Cared for by the family butler, Mr Crutcher, and educated by their extensive library, the twins amuse themselves, and the reader, by plotting to kill each other using devious methods. Crutcher is not a perfect guardian and when a visiting young man pays Lorelli attention and the twins begin to discover the outside world, they start to realise how alone they are, and they begin to solve the many mysteries surrounding them. The book is well written using an old fashioned style and word choices that will appeal to literate students. R. Higginbottom



USER LEVEL: Stage 3 Stage 4
Paper \$15.99 SCIS 1426742

JONSBURG, Barry

A croc called Capone

Allen & Unwin, NSW, 2009
ISBN 9781741756685

The sequel to *The dog that dumped on my doona*, this book's central character, Marcus, goes off on another adventure with his bumbling sidekick Dylan, and Blacky, the dog with attitude and a strong smell. While on a family holiday in the Northern Territory, Marcus is set the task of saving the crocodiles from illegal hunting. The liberal use of toilet humour and off-colour expressions will appeal to student readers. Although there is an environmental message regarding conservation reserves for animals such as crocodiles, teachers would need to decide whether the means justifies the end with this book. R. Higginbottom



USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1400829

Kampung boy

Wilkins Farago, Vic, 2009
ISBN 9780980607000

The first Australian edition of an Asian classic, *Kampung boy* is an autobiographical cartoon book by an award winning Malaysian cartoonist. It is a detailed insight into the childhood of an Islamic boy growing up in rural Malaysia in the 1950s. The written text is humorously straightforward, and illuminated and expanded by the sometimes hilarious black and white drawings which offer a richly detailed picture of village life that is both comic and tender. It includes familiar childhood escapades, such as dozing off in class,

fishing, going to the movies, mixing with the rough boys, trespassing and an encounter with the police, against a background of family rituals and daily village life. M. Davis

USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1428876

MILLIGAN, Laura

Hocus Pocus versus the stinky pong

Penguin Group (Australia), 2009 (Puffin)
ISBN 9780143304265

Set on a magical island inhabited by Wizzles and giants, this imaginative and playful chapter book will suit newly independent readers. When green fumes and slime begin to invade the island of Hocus Pocus, two young Wizzles decide to investigate. Lucy and Joe, with the help of Lucy's grandfather and a giant named Gog, must save their island from the bitter and cursed witch who is tainting the island with a stinky pong. The book features a simple writing style with multiple characters, a humorous plot, and black and white illustrations. Appealing to young minds through mystical creatures and toilet humour, the book emphasises the importance of accepting people for their differences. K. McDonell

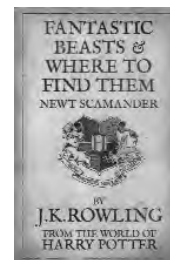
USER LEVEL: Stage 2
Paper \$16.95 SCIS 1403292

ROWLING, J.K.

Fantastic beasts and where to find them

Bloomsbury, UK, 2009
ISBN 9781408803011

Loaded with mythical creatures, witches and warlocks, this companion to the Harry Potter series is full of the lingo and expressions that fans of this fantasy genre enjoy. It presents itself as a well known reference for wizard families, now available for Muggle study. An A-Z of fantastic creatures features elaborate descriptions of an assortment of fictitious and real creatures, classified into categories of dangerous, harmless or boring. Entries are humorous, with a small number of line drawings and graffiti, and content that will amuse and intrigue young independent readers. D. Johnston



USER LEVEL: Stage 3 Stage 4
Paper \$13.99 SCIS 1424711

SHAN, Darren & ARAI, Takahiro

Cirque du Freak (The saga of Darren Shan)

HarperCollins Children's Books, UK, 2009
ISBN 9780007320875

A highly engaging graphic novel in the manga style, this English translation adheres to the Japanese tradition of reading from back to front and with the story panels reading right to left across the pages. The black and white artwork makes use of many wordless panels, offering a good deal of detail for visual reading. A hair-raising tale of loyal friendship in a world of monsters and vampires is conveyed through the frequent use of diagonal and zigzagging sightlines that maintain a rapid pace and convey the heightened emotions. Japanese writing and symbols are incorporated into the visual text, particularly as onomatopoeic word symbols. This book is a terrific example of manga and it provides many examples of visual literacy techniques to engross and challenge readers. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$16.99 SCIS 1428008

SPILLMAN, Ken & NIXON, Chris

Jake's gigantic list

Fremantle Arts Centre Press, WA, 2009
ISBN 9781921361715

With Jake's birthday coming up, his father asks him to write a list of what he would like as a gift. As the list grows to include a pirate, anaconda and cheetah, Jake's items become more extreme. When his Aunt Lyn comes to visit and remarks that he has not included a book, Jake replies that he already has one of those. As the birthday approaches, his aunt takes him to a place that has lots of the items on his list, much to Jake's surprise. A short, beginning chapter book with ample black and white illustrations that will hold the attention of early readers, this story encourages a love of books and it successfully relates to events in most young children's lives. R. Parnis

USER LEVEL: Stage 1
Paper \$10.95 SCIS 1420173

SPRATT, R.A.

The adventures of Nanny Piggins

Random House, NSW, 2009
ISBN 9781741663167

Ignored by their workaholic father and having lost their mother years before, Derrick, Samantha and Michael keep to themselves and stay out of trouble. This all changes when a pig responds to the help wanted sign in their front yard. When Nanny Piggins arrives and turns their gloomy existence upside down, the children will do anything to keep her. Each chapter shares an escapade in the lives of the family and their unorthodox and eccentric Nanny, whose character resembles Mary Poppins. Long chapters and a spattering of difficult vocabulary will suit independent readers. Along the way, the reader begins to understand that some rules are meant to be broken in the search for happiness. K. McDonell

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1403707

THOMPSON, Colin

Camelot

Random House Australia, NSW, 2009 (The dragons)
ISBN 9781741663815

A delightful reworking of the King Arthur story, this first book of a new series is a very humorous take on the legend. Arthur is an unpleasant, indulged prince growing up in luxury on the isle of Camelot. Romeo, an orphaned boy of the same age, is the oven cleaner for the castle because he has the capacity to withstand fire. Not only is Arthur cruel, he is stupid. When he accidentally blocks the sewers, Merlin and Morgan le Fey are forced into an uneasy alliance to solve the problem. By the book's end, it is clear that Romeo is the true heir to the throne. Book two will be keenly anticipated by young readers who enjoy Thompson's dry wit and his gift for ironic personal and social observations. E. Chase

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1431249

WALTERS, Celeste

A certain music

Woolshed, NSW, 2009
ISBN 9781741663334

Set in the Vienna Woods in the early 1800s, this tale of love, faith and the power of the human spirit is one that will tug at the heart

and uplift its readers. It is said that music soothes the savage beast, and it is indeed through music that a recalcitrant young girl and a deaf musician form a bond that will not be broken, even by death. Delicate black and white illustrations enhance the storyline and add depth to the narrative. The tale has a surreal feeling, leading readers off into a fantasy world where anything might be possible. Many emotions are explored, making this a delightful story and a wonderful springboard for discussion amongst independent readers. G. Cale

USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$14.95 SCIS 1399387

Fiction for older readers

Resources are arranged alphabetically by author.

Some of these items are also suitable for upper primary students.

AGUIAR, Nadia

The lost island of Tamarind

Penguin Books Ltd, UK, 2009 (Puffin)
ISBN 9780141323862

Fast paced and action packed, this tale follows Maya, Simon and Penny on an epic adventure to the fantastical island of Tamarind, after their parents go overboard in a storm. The youngsters arrive on Tamarind and stumble from one adventure to another in the quest to find their parents. When they meet Helix, their relationship develops as he becomes an integral part of their lives. The book's evocative language and larger than life characters will have readers on the edge of their seats in anticipation. A lengthy tale, with many twists and turns, this is an exceptional narrative for independent readers who enjoy fantasy. G. Cale

USER LEVEL: Stage 3 Stage 4
\$16.95 SCIS 1403710

BAUER, Michael Gerard

Dinosaur knights

Omnibus, SA, 2009
ISBN 9781862917958

A vicious dinosaur bent on killing, a damsel in need of two brave knights, and an investigative journalist tracking the past with soon to be invented technology—these three threads wind into a connected series of stories in this book. Brilliantly crafted by an accomplished author the book will have wide appeal amongst students who enjoy well written fantasy and science fiction novels. Budding Year 7 historians who have encountered the Crusades, glimpsed the romance of the medieval period, and who appreciate the prehistoric drama of a rampaging tyrannosaurus, will cheer for a reporter who unravels the truth from a confounding opposition. V. Davidson

USER LEVEL: Stage 3 Stage 4
Paper \$18.99 SCIS 1407508

BONGERS, Christine

Dust

Woolshed Press, NSW, 2009
ISBN 9781741664461

In a lovingly drawn central Queensland town, this coming of age novel tells the story of a 12 year old girl surviving in a household of six brothers, against a background of sibling mischief and bonding, dances, school, the long stretch of holidays, drought and flood. Set in the 1970s, with a prologue and epilogue in present time, the novel's perspective, vigorously interesting language and humour give the novel an air of originality. The author explores a strong theme of exclusion and its lifelong effect on the excluder, who failed to follow up opportunities for friendship. A father's unelaborated sexual abuse of his daughter is a pivotal point in the plot. For this reason, some students may find this novel confronting. M. Davis

USER LEVEL: Stage 6
Paper \$17.95 SCIS 1418442

CALIFORNIA, John David

Sixty years later

Windupbird, UK, 2009
ISBN 9789185869541

On first glance this unauthorised sequel to Salinger's *The catcher in the rye* may look appealing, but English teachers should beware. An ambitious first novel by a Swedish writer, it traces an older Holden Caulfield's journey to New York, where he meets up with characters from the original text in an attempt to discover his unknown past. Woven into the sometimes confusing narrative are sections where J. D. Salinger struggles to kill off his character because Holden has attained independence as a cult hero and escaped from the author's control. While the concept is interesting in terms of death of the author, culture and postmodernism, the realisation is abysmal. Littered with dreadful similes, attempts to recreate the style of the original, cringe-worthy sex scenes, and an insulting portrait of Salinger, this is a work be read for its novelty value. H. Cobban

USER LEVEL: Stage 5 Stage 6
Paper \$24.95 SCIS 1431696

COTTRELL BOYCE, Frank

Cosmic

Macmillan, UK, 2009
ISBN 9780330440868

Comparisons with the humour of Roald Dahl are justified in relation to this linguistically amusing story about a boy who manages to get himself onto a secret space trip. The tale is told from the viewpoint of Liam Digby, a 12 year old English schoolboy who, because of his height and some facial hair, is able to pass himself off as a father. Readers will appreciate the popular culture references, and the self deprecating humour of Liam, his friend Florida, and the assorted characters who end up lost in space when the trip goes awry. C. Sheppard

USER LEVEL: Stage 3 Stage 4
Paper \$14.99 SCIS 1424125

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.

The eternal kiss: vampire tales of blood and desire

/ edited by Trisha Telep. Random House Australia, NSW, 2009
ISBN 9781864719413

Lovers of vampire fiction will be in their element with these 13 contemporary short stories showing vampires from every perspective. Targeting a young adult readership, the stories vary in tone from witty and romantic to menacing and evil. They feature vampires with soft hearts, lonely and seductive vampires seeking a mate, and rapacious vampires ruled by blood lust. Tapping into such perennial issues as the place of the outsider, the need for belonging, and the human desire for immortality, these stories are all about turning points. Each vampire steps into a new life, and it is this new existence which is the subject of the stories. The book is most suitable for senior students because of the graphic interplay between desire and destruction. E. Chase

USER LEVEL: Stage 6
Paper \$18.95 SCIS 1420038

FITZPATRICK, Becca

Hush, hush

Simon & Schuster, UK, 2009
ISBN 9781847386953

Patch is a fallen angel who will do anything to regain his wings. This boy is clearly a handsome supernatural and he knows how to get inside minds. Nora is a savvy teenage girl, fully conscious of both menace and infatuation with Patch's physical and emotional presence. For all her sensible reflections, Nora finds him irresistible even as the plot falls into a desperate search for a murderer. Above the earthly manifestations of struggle operate the great hierarchic host of angels caught in Miltonic visions. All the elements of characterisation, dialogue, descriptive writing and narrative technique blend organically into a work of high art. The climax is awesome and a sequel is a certainty. V. Davidson



USER LEVEL: Stage 5 Stage 6
Paper \$24.99 SCIS 1432568

GANG, Wang

English

Penguin Group (USA) Inc, 2009 (Viking)
ISBN 9780670020591

Translated from Chinese, this fictional account of personal and political struggles during the Cultural Revolution will resonate with students. The subject matter, language and themes are most suitable for older readers, who will find this story both sad and uplifting, as it offers a glimpse into a society in turmoil. The narrative is a coming of age story about the friendship between a teenage boy and his English teacher. Although there are moments when the language seems too colloquial for the overall tone, the English language is a focus and it is used as a convincing metaphor for freedom and for all that the Cultural Revolution strove to suppress. The main characters are brought together through their love or hate of the English language. K. Rushton

USER LEVEL: Stage 5 Stage 6
Paper \$35.00 SCIS 1422910

GWYNNE, Phillip

Swerve

Penguin Group (Australia), 2009
ISBN 9780143009337

Using the theme of life's crossroads, Gwynne explores the predictable path of a wealthy, high achieving, private school student. Car enthusiast and cello playing Hugh is lured by the open road; his grandfather is an unconventional travel companion, tempting Hugh to alter his fate by giving him control of a V8. During the 2700km road trip to Uluru the pair have dramatic, death defying highway escapes. They also have interpersonal head on collisions and they meet unlikely acquaintances. This very readable novel speeds along through short chapters which are marked by signposts depicting points on the journey. It is a fast paced and engaging novel for adolescent readers. E. Sly

USER LEVEL: Stage 5 Stage 6
Paper \$19.95 SCIS 1422901



HAMILTON, Tim

Ray Bradbury's Fahrenheit 451: the authorized adaptation

HarperVoyager, UK, 2009
ISBN 9780007304738

Authorised by its original composer, this classic dystopian novel of the 1950s is re-envisioned as a graphic novel. The predominance of muted colours helps to convey the oppression of the totalitarian government that is the power source in this fictional futuristic society. A rapid pace and a sense of urgency are dictated by the use of predominantly small panels in the sequential art format. Retaining the essence of the original, the book raises questions about the sources of knowledge and how they are controlled by a society. A number of important issues about censorship, totalitarian regimes, how society's knowledge is passed on, and the future of books can also be pursued through a study of this graphic novel. Given current controversy related to the future of books in the electronic age, this is a timely reconstruction of Bradbury's novel and it is sure to elicit lively classroom discussion. C. Sly

USER LEVEL: Stage 5 Stage 6
Paper \$29.95 SCIS 1438722

IVANOFF, George

Gamer's quest

Ford St, Vic, 2009
ISBN 9781876462864

In this science fiction fantasy novel, Tark and Zyra are teenage thieves who live in a dangerous world inhabited by murderous characters, dragons, mages and robots. Interacting with the mixture of science and magic, the two youngsters skillfully kill and steal from their opponents in their quest to gain access to Designers Paradise. Once there, they assume the avatar identities of two middle class suburban high school students living in comfortable homes with loving families. When everything begins to go wrong, Tark and Zyra once again become embroiled in the dangerous world from which they came. This fast paced adventure is sure to be enjoyed by science fiction enthusiasts, but is not suitable for younger students due to the level of violence. J. Eade

USER LEVEL: Stage 5
Paper \$16.95 SCIS 1430192



JUREVICIUS, Nathan

Scarygirl

Allen & Unwin, NSW, 2009
ISBN 9781741753707

In this adventure, Scarygirl searches for answers to find the man haunting her dreams. This is a graphic novel without words; Scarygirl resembles a piranha and the graphics are very detailed. The page layout is varied and exciting to view, with bright, vibrant colours and a contemporary drawing style that will engage readers, especially those who know how to read complex graphics. A middle section provides an informative break from the narrative, with information about the author's material practice and intentions, in an interview format. The story is appealing and is an interesting resource to develop visual literacy and interpretation skills. N. French

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: English 7-10; Visual Arts 7-10; Visual Design 7-10
Paper \$35.00 SCIS 1421995



KIERNAN, Celine

The poison throne

Allen & Unwin, NSW, 2009 (The Moorehawke trilogy)
ISBN 9781741758689

Returning to her royal court after a five year absence, Wynter Moorehawke has to re-enter a kingdom more repressed, dangerous and cruel than the one she left. Can she restore the peace and a world of joyful innocence where cats talk and ghosts have personality? The first book in this Irish trilogy is a reasonable attempt to depict a determined adolescent heroine in fantasy. However, it is impossible to ignore the inconsistencies of technique and awkwardness of characterisation in this novel. Fans will not notice but readers new to fantasy may have trouble sustaining interest until the end. V. Davidson

USER LEVEL: Stage 4 Stage 5
Paper \$19.99 SCIS 1426760



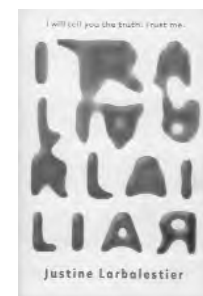
LARBALESTIER, Justine

Liar

Allen & Unwin, NSW, 2009
ISBN 9781741758726

Micah is born with a covering of fur that soon disappears. Readers discover that she is part werewolf, part liar, and now her boyfriend has been murdered. She belongs to a family that has withdrawn to the edge of society. Although she promises to tell the reader the full story, we know she has lied and will lie again. The lupine transformations of adolescence and reinterpretations of known body experience will lock readers in. Set in New York, this is a suspenseful detective fantasy with some violence and swearing. By the time the real truth is out the book has crossed genres and a great story is told. V. Davidson

USER LEVEL: Stage 5 Stage 6
Paper \$22.99 SCIS 1429430



LAWSON, Sue

After

Black Dog, Vic, 2009
ISBN 9781742031125

CJ is an outsider, a boy who is sent to live with his rural grandparents and who feels worthless and abandoned. He has to settle into a new school and is too discouraged to even try to fit in. CJ cannot forgive himself for something terrible he believes he did and so he rejects everyone before they reject him. Many students whose parents have split or who have moved schools and who feel that somehow they are to blame will relate to this narrative. Very well written and engaging, this is a realistic novel set in a small drought ravaged town. It shows that all people, adults and children, make mistakes in the mess of life. A. Soutter

USER LEVEL: Stage 3 Stage 4
Paper \$18.99 SCIS 1423633

LINK, Kelly

The wrong grave

Text, Vic, 2009
ISBN 9781921520730

Finding short stories that connect with young adult readers can be a challenge. This fantasy collection achieves that. The writer's ability to take serious events, such as death, and turn them into humorous tales is masterful. Her clever use of irony and a quirky style neutralise the macabre topics. Using this wit, the composer's themed tales show an understanding of the perspectives of young adults. Mixing fantasy with everyday events, and interchanging between the narrator and main character's voice also adds to the reader's engagement. J. Adnum

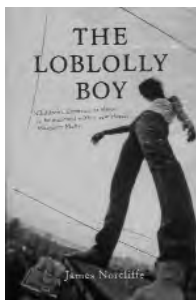
USER LEVEL: Stage 4 Stage 5
Paper \$22.95 SCIS 1424841

NORCLIFFE, James

The loblolly boy

Allen & Unwin, NSW, 2009
ISBN 9781742371160

The gift of flight and the chance to become invisible may seem very tempting opportunities. However, for the loblolly boy, his decision to gain these qualities leads to regret and loneliness. A spell-binding plot filled with sadness, intrigue and adventure documents his quest to return to the real world. Only a few humans who are Sensitives can see and communicate with him. Collectors threaten his existence. The only means of resuming his previous life is for the loblolly boy to exchange with a susceptible child and this fantasy narrative is told in first person by a boy who befriends the loblolly boy. H. Gardiner



USER LEVEL: Stage 4 Stage 5
Paper \$15.99 SCIS 1426321

NORRINGTON, Leonie

The devil you know

Allen & Unwin, NSW, 2009
ISBN 9781741758665

A teenage boy's struggle to protect himself and live with violence is the central theme of this novel. Told in the first person, it captures the emotional journey of his attempts to understand and build

positive relationships with his parents, school acquaintances and other adults who impact on his life. Readers will quickly establish a connection with the central character's struggle through his stream of consciousness narrative and graphic depictions of situations. Issues include the nature of gangs, levels of bullying, and being a victim. While the novel contains strong language and confronting subject matter for readers, the overall positive message it presents is an important reinforcement of the anti-violence message. B. Kervin



USER LEVEL: Stage 5
Paper \$15.99 SCIS 1420943

PERERA, Anna

Guantanamo boy

Angus & Robertson, NSW, 2009
ISBN 9780732288952

As a 15 year old, Khalid Ahmed is happy to hang out with his friends and play computer games. But, when a relative becomes ill the Ahmed family travel from England to Pakistan, and things go awry when Khalid is kidnapped by a group of hooded men. From here, the narrative details the teenager's emotionally harrowing journey as he is accused of being a terrorist and taken from a military prison in Pakistan to the infamous Guantanamo Bay. The sophisticated plot recounts every painful moment of Khalid's lengthy imprisonment. At times, events become overwhelming as any sense of hope is lost in the seemingly unending oppression. This powerful and disturbing novel is best suited for older readers. H. Gardiner

USER LEVEL: Stage 6
Paper \$19.99 SCIS 1403566

PULFORD, Elizabeth

Blackthorn's betrayal

Walker Books Australia, 2009
ISBN 9781921529030

Readers interested in historical fiction will enjoy this second stand alone instalment of Blackthorn's adventures. Readers may identify with the strong female character and share in her insecurities, personal growth and ultimate successes. A descriptive, well paced plot, it deals with a range of themes including good vs. evil, quest and struggle, and suspicion and acceptance. The style of writing and level of language cater for different abilities and maturity levels, and the broad genre canvas will attract a range of students. There is ample character development and enough plot twists to keep readers interested. B. Kervin



USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1424581

RIDDLE, Tohby

The lucky ones

Penguin Group (Australia), 2009
ISBN 9780143005698

Written from the first person perspective, this appealing novel follows Tom who has just left school and is about to embark on a

new phase of his life. The teenager tries to balance family, love and friendship in a series of turbulent events that move along at a constant pace. Providing a perceptive but humorous angle on adolescence, Tom must come to terms with a range of issues ranging from marital breakdown to estrangement from his best friend. Set in Sydney, the well developed characterisations add authenticity to the engaging storyline. Some readers may not be satisfied with the rather abrupt conclusion, however this amusing novel is certainly a pleasure to read. H. Gardiner

USER LEVEL: Stage 6
Paper \$19.95 SCIS 1402747

STOCKETT, Kathryn

The help

Penguin Group (Australia), 2009 (Fig Tree)
ISBN 9781905490431

A compelling read that would complement a reading of *To kill a mockingbird*, the novel explores race, gender and class in Mississippi during the 1960s. Written from the perspectives of two black American housekeepers, Aibileen and Minny, and a young white woman, Skeeter, the novel examines the different experiences of the black Americans and their complex relationships with white families, particularly children under their care. With great difficulty, Skeeter finds women to tell these stories and she writes them down, although she is increasingly marginalised by her friends. The voice of each character is effectively developed. As they tell their stories, they grow towards independence and, through humour and love, win the battle to have the writing published. It is ultimately a novel of hope and triumph, perhaps a little sentimental, but great for a Year 10 class text. H. Cobban

USER LEVEL: Stage 5
Paper \$32.95 SCIS 1411667

TAYLEUR, Karen

Hostage

Black Dog Books, Vic, 2009
ISBN 9781742031026

Tully finds herself at a police station being interviewed as a suspect in an armed hold-up in a pharmacy. Through interconnecting perspectives from Tully and other characters in the story, as well as the interview itself, a portrait of this hurting young girl emerges. Readers will have some empathy for Tully, but she is not to be pitied. She does not want that. This is a tale of a troubled adolescent who is constantly on the move with her mother, so she can neither keep nor develop relationships. The narrative provides an extraordinary insight into a troubled but beautiful life. It is an intricate internal journey of identity, pain and memory. F. Campbell

USER LEVEL: Stage 5 Stage 6
Paper \$18.99 SCIS 1428609

THAMM, Shane

My private pectus

Ford Street, Vic, 2009
ISBN 9781876462833

A deformity of the chest, pectus excavatum, leads to vulnerability and becomes a hindrance for 17 year old Jack. In these reflections of his adolescent experiences, Jack cannot meet his father's expectations on the football field, nor is he interested in following a tradition of joining the army. His interests are surfing, working with cars, and girls. The teenage voice is captured in first person, present tense and recognisable colloquialisms. Jack's worries are expressed

in some dubious but realistic behaviours and the plot involves drug taking and binge drinking, with some sexual references. Short-listed for the 2010 Northern Territory book of the year award, the novel explores the construction of masculine identity in contemporary Australia, and it does end positively for Jack. E. Sly

USER LEVEL: Stage 6
Paper \$19.95 SCIS 1423568

WHITE, Dee

Letters to Leonardo

Walker, UK, 2009
ISBN 9781921150883

Matt Hudson desires nothing more than to be an artist, but his father actively discourages him from pursuing his dreams. It is not until Matt receives a birthday card from his supposedly dead mother that he realises why his father has thwarted his artistic ambitions. Finding solace in the life of his hero, Leonardo da Vinci, Matt tries to comprehend the tumultuous events that now occur. In a cleverly constructed plot that mixes humour and tragedy, the issue of mental health is explored in a sensitive manner. Realistic characterisation adds to the overall appeal of this compelling novel. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1417108

WILSON, N. D.

Dandelion fire

Random House Australia, NSW, 2009 (100 cupboards)
ISBN 9781741664218

The 100 cupboards in Henry's bedroom are portals and he makes a decision to leave everything he has known to find his origins. Discovering that he has the gift of second sight, he determines to use this to combat the rising strength of the evil witch of Endor. Beautifully written, with a strong cast of minor characters and plenty of action, this fantasy adventure will appeal to readers who enjoy the Narnia series. Along with vivid depictions of the kingdom of the Faeren, the book offers gripping battle scenes and genuine suspense. Henry is a very likeable hero who goes through a number of rites of passage, becoming stronger and wiser by the end of the story. It will be fascinating to see how this enthralling series develops. E. Chase

USER LEVEL: Stage 3 Stage 4
Paper \$17.95 SCIS 1409157

Information, poetry and drama

Resources are in Dewey order.

EVANS, Chris

Aliens and UFOs

ABC, NSW, 2009
ISBN 9780733323744

[001.9]

Inviting readers to adopt the role of being a member of the Extraterrestrial Investigation Agency, this publication is a compelling, interactive experience for children. Combining history, science, and a

good deal of speculation, it fuels the imagination with hypothetical questions. Glossy pictures and paragraphs of information explore such issues as the history of human interest in extraterrestrials, sightings of UFOs, different types of UFOs and aliens, and strange encounters with heavenly phenomena. It is a most entertaining book and is sure to captivate young readers with its visual connections of science and imagination, art, science fiction, history, and film. C. Sly

USER LEVEL: Stage 3 Stage 4
KLA: CA; English
SYLLABUS: English K–6; English 7–10; Visual Arts 7–10
 Paper \$35.00 SCIS 1425365

Ask me anything

Dorling Kindersley, UK, 2009
 ISBN 9781405337328 [030.2]

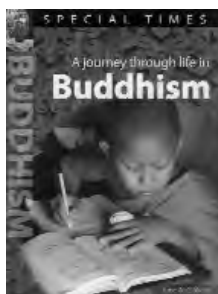
Containing several thousand facts, piece of trivia, and general lists, this visually attractive book includes much information. Although it is presented as a general knowledge book, there is a strong science theme throughout. The main sections cover the topics of space, Earth, dinosaurs, plants, animals, the human body, technology, transport, places, culture, and history. For virtually every unit of work covered by Science 7–10 students, there is some useful information in this book. Keen students will find the trivia and lists presented simply fascinating. The diverse information presented could make this book quite useful when encouraging students in science concepts. Concise written text and stunningly colourful pictures are wisely used to sustain the attention, imagination and interest. I. Mavin

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
 \$39.95 SCIS 1441745

Special times [series]

Black, UK, 2009

These positive and informative books allow students to investigate lives connected with religions. From birth to growing up, worshipping, marriage, family behaviours, respect, death and remembrance, each double page contains descriptive paragraphs, with bold headings separating key themes. Quotations from teachings are included. Short profiles of people from around the world illustrate beliefs, customs and the special times of each religion. The books are excellent resources when investigating the daily practices in religions. They are especially good at annotating contents pages and at describing how the books can be used by students. Students will gain a solid understanding and appreciation of the values of each of these religions. A. Frost



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USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K–6; Studies of Religion 7–10
 \$32.99 each

Reviewed titles in this series:

<i>A journey through life in Buddhism</i>	SCIS 1426581
<i>A journey through life in Christianity</i>	SCIS 1426579
<i>A journey through life in Hinduism</i>	SCIS 1426590
<i>A journey through life in Islam</i>	SCIS 1426586
<i>A journey through life in Judaism</i>	SCIS 1426573
<i>A journey through life in Sikhism</i>	SCIS 1426589

KANE, Jessica

Visual metaphors [kit]

ISBN 0975736841 [302.2]

A multifaceted teaching and learning resource, this kit has many interesting applications. It uses visuals to cultivate a range of cross-curriculum skills, including critical analysis, creativity, active listening, problem solving, collaborative decision making, values education, and effective leadership skills. Components of the kit can be used with different age groups, from young children to adults. The kit contains 56 A4 size glossy photographs of landscapes, people, animals, events, activities, and symbols, which operate as visual metaphors for eliciting many varied thoughts and responses. There are three CD-ROMs with the digitised copies of the visual images, music, and PDF task sheets ready for printing. Strategies for using the kit's resources are outlined in the facilitator's manual. A thoughtful, well presented resource, it can be employed in a number of diverse roles across the educational spectrum. C. Sly

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
 Stage 5 Stage 6 Community
 Professional
 \$449.95 SCIS 1328108

Issues in the media

/ edited by Justin Healey. Spinney, NSW, 2009 (Issues in society)
 ISBN 9781921507106 [302.23]

Students will be engaged by this information rich text as it is presented in a magazine format with clear, colourful pictures and charts on almost every page. The information is gathered from a range of primary sources, including government departments and organisations that represent and monitor the media. In two sections, the resource looks at media regulation and the impact of media on young people. Helpful subheadings and bullet points support reading and note taking, and the material offers many opportunities for discussion and forming an argument. K. Rushton

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7–10; Society & Culture Stage 6
 Paper \$24.95 SCIS 1423088

31 ways to change the world

Walker, UK, 2010
 ISBN 9781406327809 [303.4]

Linked to the website <www.wearewhatwedo.org>, this book argues that lots of people contributing small actions can bring about big change. Focussing on a range of concerns like global warming, animal rights, and human sadness, it presents small and practical actions that can help to alleviate problems. The book's graphics and its concise, colourful presentation are very appealing. Achievable tasks of making someone smile and taking a moment to recycle a product give immediate results and allow youngsters to cultivate a lifestyle that is mindful of sustainability. Ideas, such as teaching an older person to SMS, are presented with great enthusiasm and the suggestions in this book are creative ways to empower children and engender good social interaction. C. Sly

USER LEVEL: Stage 1 Stage 2 Stage 3 Community
KLA: HSIE
SYLLABUS: HSIE K–6
 Paper \$9.95 SCIS 1447783

SERTORI, Trisha

First peoples [series]

Macmillan Library, Vic, 2009

Drawing on the rich culture and traditions of the world's indigenous people, this is a comprehensive and beautifully illustrated series. Each book features three peoples, describing present and traditional day to day life. Information on societies, celebrations, rituals, and arts and crafts explains how these are changing due to the influences of modern life and economic development. Quotation boxes from the United Nations are combined with personal comments from indigenous peoples, conveying thoughts and reflections on their past and their future. The books are positive and informative and they will provoke discussion and thoughtful responses from the students. They are an excellent resource for the study of cultures in HSIE. M. Whitfield

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; HSIE K–6
\$31.95 each

Reviewed titles in this series:

First peoples of Africa: Baka of Cameroon, Samburu of Kenya, Taureg of the Sahara SCIS 1424346

First peoples of the Americas: native Americans of the United States, Ashaninka of South America, first nations of Canada SCIS 1425060

First peoples of the Arctic: Unangan of the Aleutian Islands, Inuit of Greenland and Canada, Sami of Sapmi SCIS 1424324

First peoples of Asia: Ainu of Japan, Bali Aga of Indonesia, Karen of Burma SCIS 1425065

First peoples of Europe: Basques of the Pyrenees, Macedonians of the Republic of Macedonia, Roma of Europe SCIS 1424353

First peoples of Oceania: Aboriginal peoples of Australia, Maori of New Zealand, Papuans of New Guinea SCIS 1424335

GOTT, Robert

Living in Australia [series]

Pearson Australia, Vic, 2009

Information concerning the many ethnic groups that contribute to multicultural Australia is shared through this comprehensive series. Various volumes will assist primary school students studying the Stage 1 COGs unit (B): *Our families*, the Stage 2 COGs unit (B): *Being Australian*, and the Stage 3 COGs unit (B): *Identity*. The structure is identical in all titles and provides easy referencing for users. Excellent colour photography enhances the information and a comprehensive glossary, included in each title, is a valuable reference for keywords and phrases. These books are excellent resources for the classroom. G. Cale

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
\$29.99 each

Reviewed titles in this series:

Indian Australians SCIS 1411052

Italian Australians SCIS 1411046

Japanese Australians SCIS 1411062

Thai Australians SCIS 1411059

See the Resource reviews database
<www.schools.nsw.edu.au/resourcereviews> for reviews
of more resources.

Resource
reviews db
www.schools.nsw.edu.au/resourcereviews/

Refugees

/ edited by Justin Healey. Spinney, NSW, 2009 (Issues in society)

ISBN 9781921507069

[325.94]

The title examines Australia's policies and practices on asylum seekers, immigration detention, refugees and migrants from 1992 to the end of 2008. A selection of short, non-legalistic factual pieces and feature writing, the contributions include fact sheets and information from government agencies, watchdog organisations and NGOs, cartoons and photographs, speeches and newspaper articles. This informative offering places the Australian experience in the context of international law on human rights and refugees, and the global displacement of people. Articles are dispassionate and factual, although it is not surprising to find broad condemnation for policies which were largely reversed in 2008. G. Spindler

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography 7–10; Society & Culture
Stage 6
Paper \$20.95 SCIS 1423081

Energy choices [series]

Macmillan Education Australia, 2009

Focussing on a succinct description of how energy makes things work, these books will help students participate knowledgeably in the current climate debate. Each book commences with the same concise explanation of what energy is, the difference between renewable and sustainable energy, and an energy source comparison table. The words are identical in this opening section but the images differ in each book. Excellent use is made of large colour photographs and relevant captions to interest primary students. The books have basic information and are particularly suitable for the Stage 1 COGs unit (F): *Powering on*. C. Sheppard



USER LEVEL: Stage 1
KLA: SciTech
SYLLABUS: Science & Technology K–6
\$22.95 each

Reviewed titles in this series:

Biofuels SCIS 1397682

Fossil fuels SCIS 1397685

Nuclear energy SCIS 1397688

Solar energy SCIS 1397692

Water energy SCIS 1397681

Wind energy SCIS 1397687

Declaration of the Rights of Indigenous Peoples

Allen & Unwin, NSW, 2009

ISBN 9781741758450

[341.4]

In 2007, after more than 20 years in the making, the United Nations adopted a declaration on indigenous peoples' rights. This attractive little book contains the text of the 46 Articles on the rights of equality, self-determination, land ownership, spiritual freedom, cultural preservation, and effective consultation. Each Article is evocatively illustrated by Michel Streich's stark and atmospheric graphics. Some brief background material and an Australian context are included. The book offers an internation-



ally endorsed statement of hope and a set of principles upon which to base government and community action. In 2009, Australia endorsed the Declaration. G. Spindler

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6
 \$24.99 SCIS 1426800

BUSBY, Cylin & BUSBY, John

The year we disappeared: a father-daughter memoir

Bloomsbury, UK, 2009
 ISBN 9781408802014

[363.2092]

This is a true story of how a family overcame a violent incident which changed their lives. A father and daughter memoir, this is a moving portrayal of their struggle to comprehend, accept, and move on from the incident. Readers are taken on an emotional journey in this well written account of the aftermath. The issues of violence, revenge, change, and duty provide scope for discussion. Readers will quickly become involved in the honest descriptions of the situation. Broader themes on the concept of what makes a hero, circumstances and luck, and how to forgive, could be developed into interesting classroom studies. B. Kervin



USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7–10
 Paper \$17.99 SCIS 1418610

HICKMAN, Leo

Will jellyfish rule the world?: a book about climate change

Penguin Books Ltd, UK, 2009 (Puffin)
 ISBN 9780141323343

[363.738]

This light-hearted approach to a serious problem has plenty of material to attract and challenge the interested reader. Simple in format, full of practical suggestions, offbeat references and information key points, it targets the younger user. Although the book's focus is British, problems such as climate control, global warming, state of the planet, and environmental protection are universal. The user friendly structure, style of language and comprehensive support material allow for targeted classroom discussion on sustainable living and global environments. The environmental themes are well supported by a chronological history of discovery and action, a broad index, and an extensive use of tables and fact boxes. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Science
SYLLABUS: Geography 7–10; Science 7–10
 Paper \$16.95 SCIS 1418621

AUSTIN, Rowena & HASTWELL, Annie

Max your marks

Allen & Unwin, NSW, 2010
 ISBN 9781741758795

[371.3028]

This publication is a compilation of study advice and lifestyle tips from past Year 12 students who achieved a tertiary entrance rank

of 95 or more. The students comment on organisation, leading a balanced lifestyle, the role that diet and exercise play in achieving good results, and how to deal with stress. They also comment on how their individual learning styles, subject choices, teachers, and family, helped them survive the HSC. Each section ends with top tips that give sound advice for prospective students. An easy to read book, it assures students that everyone has an individual journey in their final year of school. K. Martin



USER LEVEL: Stage 6
 Paper \$18.99 SCIS 1445526

GARRARD, Vicky & WEBB, Trudy

Fashion: a history

Ticktock, UK, 2009

ISBN 9781848980082

[391.009]

The book gives an easy understanding of fashion styles and their progression through time, from prehistoric to modern times. Beginning with clothing and why it is worn, the book is a fine resource for the study of clothing and ancient cultures in History Year 7. The second half of the book focuses on western culture and changing fashions. Simple information, boldly illustrated on visually attractive pages, explains aspects of fashion including fibres, jewellery and footwear, plus social, political and environmental influences. Textiles students seeking inspiration for projects, and those who would benefit from a visual understanding of clothing and history, will find this book very useful. M. Timperley

USER LEVEL: Stage 4
KLA: HSIE; TAS
SYLLABUS: History 7–10; Textiles Technology 7–10
 Paper \$24.95 SCIS 1408447

BAINES, Richard

Myths and legends. One

Oxford University Press, Vic, 2009

ISBN 9780195567984

[398.2]

This unique collection consists of traditional tales from around the world, with contemporary versions on the flipside of the book. The modern tales are imaginatively based on the themes of the originals. Stylistically, they are diverse and are designed to encourage students to write creatively. The author reminds the reader that the possibilities are endless when using one of the nine basic storylines with a fresh treatment. Throughout the original versions, bold margin comments denote questions and research activities. The modern versions are presented in a variety of styles including extended prose, journal, manga, and play script. Post reading reflections suggest imaginative extension ideas and other activities. Stories are presented with beautiful art nouveau style images. Pitched at a secondary level, these resources will engage readers and inspire potential writers. D. Johnston

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
 Paper \$29.95 SCIS 1429670

Other reviewed title:

Myths and legends. Two SCIS 1428944

GROVER, Paul & JOHNSTONE, Ryan

School Certificate English

Oxford University Press, Vic, 2009

ISBN 9780195568004

[428.0076]

This comprehensive textbook guides students through meaningful activities, developing essential skills to encourage success in the School Certificate test. Initial exercises promote effective study skills, such as ways to approach homework tasks and how to organise a study planner. It is very student friendly and all sections provide exercises, sample texts, clear instructions and model responses. Answers to each exercise are provided. The sophisticated layout complements the content and blank lines allow students to use the book as a workbook to answer questions and practise skills. The text provides sample test papers, ensuring thorough preparation for this examination. E. Sly

USER LEVEL: Stage 5 Professional
KLA: English
SYLLABUS: English 7–10
Paper \$26.95 SCIS 1436212

Horrible science annual 2010

Scholastic, UK, 2009

ISBN 9781407110295

[500]

Complementing the popular *Horrible science* series of books, the 2010 annual is written around main topic areas of reptiles, space travel, genes, gravity and germs. Each section is presented using simple scientific language and by using colourful cartoons and diagrams. As the title implies, much of the information presented is often unpleasant, and this will appeal to many teenage science students. The most useful sections presented for Science 7–10 students are those on space travel and gravity, which would be useful for when covering outcome 4.6.10 on the effects of gravity and the section on genes when covering outcome 5.8.2 on DNA. This attractive book will easily engage students. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
\$15.99 SCIS 1435295

WATTS, Claire

The most explosive science book in the universe by the Brainwaves

Dorling Kindersley, UK, 2009 (Brainwaves)

ISBN 9781405336666

[500]

Brainwave is a comical cartoon character who, with his friends, explores many common scientific areas in this visually appealing book. Historical aspects of science are appropriately presented in many sections. Terminology is presented succinctly and written information is relevant for students in Stage 4 and Stage 5. Topics include acids and bases, energy, heat, the periodic table, and the electromagnetic spectrum. Information is enhanced by cartoon diagrams. The glossary at the end offers a useful summary for revision for the School Certificate examination in Science. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
\$35.00 SCIS 1415001

BALL, Johnny

Mathmagicians

DK, UK, 2009

ISBN 9781405337274

[510]

Mathematics and the science of measuring are enthusiastically explored in this engaging book. Investigations include the use of numbers in the ancient world, measuring the planets, moons, months, angles, and pi. This section leads into the age of discovery and a look at Galileo, gravity, and navigation. A discussion of modern measuring techniques follows, and this section strongly links mathematics with science to form an appealing resource for Science 7–10. The book has excellent illustrations and its detailed information is presented in a friendly tone that will appeal to students. Numerous mathematicians and scientists are introduced, and there is a good explanation of Kepler's laws. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Mathematics; Science
SYLLABUS: History 7–10; Mathematics K–6;
Mathematics 7–10; Science 7–10
\$29.95 SCIS 1424423

Wild planet [series]

Black Dog, Vic, 2009

Evocative photographs abound in these books that examine the natural world. Chapter headings clearly explain content which is readable and interesting. Facts are concise with clearly captioned graphics. The authors are specialists in their respective fields and they examine their topic in general and then focus on human interaction and influence. *The dolphin book* also investigates dolphins' ability to communicate through language and sonar. *The gorilla book* particularly looks at the animals' intelligence and their habitat's vulnerability. *The tsunami book* examines seven examples from history and the ways detection measures are being developed. This series could be used when studying the Stage 3 COGs unit (C): *Interconnecting growth and change*. R. Parnis



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
Paper \$16.99 each

Reviewed titles in this series:

The dolphin book: good vibrations SCIS 1418449
The gorilla book: born to be wild SCIS 1410771
The tsunami book: killer waves SCIS 1415624

WOODWARD, John

Ocean

Dorling Kindersley, UK, 2009

ISBN 9781405336697

[551.46]

Resembling a ship's porthole, this book is uniquely circular in shape. The first and last chapters contain general information on oceans, with middle chapters being dedicated to the world's main oceans, including the Arctic, Atlantic, Indian, Pacific, and Southern. Written text is minimal with at least two thirds of each page being devoted to pictures or diagrams. A poster, stickers, and postcards are included with the book, creating a kit that would be useful with Stage 3 students. Its unique shape and design are interesting but may make it difficult to use in a classroom environment. I. Mavin

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
 \$39.95 SCIS 1412561

WALKER, Richard
WOW! animal

Dorling Kindersley, Vic, 2009
 ISBN 9781740337243 [590]

Beautifully presented and designed, these informative books give readers short bursts of information supported by stunning photographic images. Each book covers an extensive range of topics and provides interesting facts and figures intertwined with essential information. The books are easy to follow, with topics in clearly defined chapters. The books have detailed indexes and glossaries to clarify crucial terminology. These references provide a wonderful place for students to start when learning about the Earth, the animal kingdom, water and weather, and human influence on our planet. K. Martin

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
 Paper 19.95 SCIS 1416901

Other reviewed title:
WOW! Earth SCIS 1416905

EGERTON, Louise
Wildlife of Australia

Jacanda, NSW, 2009
 ISBN 9781741149975 [591.994]

Showcasing the amazing biodiversity of Australian wildlife that has resulted from the continent's geographic isolation over the last 35 million years, this outstanding book is a superb reference. Divided into sections on mammals, birds, reptiles, frogs, freshwater fishes, and invertebrates, this fine book provides readers with information on all common Australian animals. Descriptions are written at an appropriate level for Stage 4 Science students. Information on the animals' habitat, diet, self protection, and mating rituals is strongly supported by the inclusion of over 550 glossy colour photographs, making this a highly engaging reference book. I. Mavin



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
 \$59.99 SCIS 1426612

LITCHFIELD, Carla
Saving pandas

Black Dog, Vic, 2009 (Rare earth)
 ISBN 9781742031149 [599.789]

Beautifully crafted, the book is the first in this series about rare and endangered animals. Stunning photography is cleverly incorporated with clear and easy to read written text so that even young readers will be able to access the information provided. The large, bold writing serves to immediately highlight key facts and details, while at the same time comparing the giant panda's features to

other, possibly more familiar creatures. The overall aim of the book is to increase students' awareness of the plight of endangered species and the ways in which wildlife conservation groups are desperately trying to save them by promoting habitat sanctuaries and special breeding programs. M. Whitfield

USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
 Paper \$16.99 SCIS 1428643

LITCHFIELD, Carla
The chimpanzee book: apes like us

Black Dog, Vic, 2009
 ISBN 9781742030746 [599.885]

This stimulating and well designed book about chimpanzees, and the rarer bonobos, discusses chimps in localities. It looks at Jane Goodall and the famous Gombe chimps of Tanzania, the recently discovered tool making Fongoli chimps of Senegal, and the road safety conscious Bossou chimps of Guinea. *The Great Barrier Reef book* describes the 3650 individual marine reefs which make up the Great Barrier Reef, using stunning underwater photographs and plentiful humour. In the same format as the award winning *The penguin book: birds in suits*, both books use engaging images and diagrams, humour, and clever layouts to make the information accessible and endearing. A strong, positive conservation message permeates the books, and they would support numerous topics on endangered species and the environment. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
 Paper \$16.99 SCIS 1402916

Other reviewed title:
The Great Barrier Reef book: solar powered SCIS 1402917

The brain book

DK, UK, 2009
 ISBN 9781405341295 [612.8]

An exceptional resource for studying the structure, function and disorders of the brain in Science syllabuses, the book ranges so widely over neuroscience discoveries and issues, that every KLA will find something of value in its pages. It has outstanding scientific drawings and imaging studies, and many social context photographs illustrating such things as planning a movement in sport and recognising a face. The brain's anatomy is reviewed and this provides a basis for further discourse exploring the senses, movement, emotions, language, memory, thinking, consciousness, development and ageing. These explorations draw entertaining examples and illustrations from history, the arts and sciences. Text boxes explain key points in words and graphics, and tables summarise information. A large glossary and extensive index will be useful for precise research. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10; Senior Science Stage 6
 \$69.95 SCIS 1432357

See the Resource reviews database
www.schools.nsw.edu.au/resourcereviews/ for reviews
 of more resources.

Resource reviews db
www.schools.nsw.edu.au/resourcereviews/

SOBEY, Ed

A field guide to automotive technology

Chicago Review, USA, 2009

ISBN 9781556528125

[629.2]

The guide mainly describes the function of car parts, and it also has information on bicycles, buses, and all-terrain vehicles. It is written in simple terms and a casual style to provide basic knowledge of how automobiles work, from mirror movement to catalytic converters. The book takes each part of an automobile and breaks its description into four parts: a basic definition of where the part is found on the vehicle; how it works, a description of how each element functions; and any other interesting facts about the part. The book may fill in some gaps for students interested in automotive design and operations. A. Murray

USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Design & Technology 7–10; Industrial Technology 7–10
Paper \$24.95 SCIS 1428590

MCBRIDE, George

Car book for the new driver: a glove box reference for most car situations

G. McBride, Qld, 2008

ISBN 9780646485546

[629.28]

A handy, practical reference for new drivers, this book covers many need-to-know aspects of owning and driving a car. Ten clearly presented chapters deal with important issues like choosing and caring for a car, tips for good driving practices, mechanical problems, and dealing with tricky situations. Explanations are direct, concise and easy to read, making this handbook an excellent resource for young drivers. A chapter on how cars work helps to demystify mechanics for the lay person and may assist in the diagnosis of simple problems. Getting a driver's licence is a significant event in the life of adolescents and this handbook is a positive and worthwhile adjunct to that milestone. C. Sly

USER LEVEL: Stage 5 Stage 6
Paper \$19.95 SCIS 1423254

ALDRIN, Buzz & MINOR, Wendell

Look to the stars

Penguin Group (Australia), 2009 (Puffin)

ISBN 9780143503804

[629.409]

Looking back to the genesis of astronomy with Copernicus and Galileo, through to the age of the astronaut and into the next generation of space missions, the author, the second man of 12 to ever walk on the moon, tells this wonderful story to engage young readers. It is clear and succinct, with vivid paintings to capture different aspects of the journey, from man's early scientific discoveries and first attempts at flight, to the space race between the United States and Russia and the seemingly unlimited possibilities of future space travel. Pithy quotes from those who experienced the adventures, a comprehensive timeline from 1543 to 2010, and website links add further sources of information and inspiration to this concise history of space exploration. D. Imison

USER LEVEL: Stage 2 Stage 3
KLA: CA; SciTech
SYLLABUS: Creative Arts K–6; Science & Technology K–6
Paper \$16.95 SCIS 1407451

BURLEIGH, Robert

One giant leap

Philomel, USA, 2009

ISBN 9780399238833

[629.45]

Visually stunning, this attractive book retells the story of the first moon landing, by Apollo 11 in 1969. Produced to commemorate the 40th anniversary of the flight, the events are faithfully recreated in beautiful, realistic paintings and accompanied by simple written text. The information is printed in a large font, beginning on July 20th as the *Eagle* and the *Columbia* separate. The ensuing pages graphically depict the subsequent events from the time of the moon landing until the tension filled lift-off, moon orbit, and successful docking with the *Columbia*. The conclusion depicts splashdown on Earth. This engaging book will be invaluable in working towards space related outcomes in Science and Technology. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
\$29.95 SCIS 1422950

HERBERT, Shannida & HERBERT, Matt

Aquaponics in Australia: the integration of aquaculture and hydroponics

Aquaponics, NSW, 2008

ISBN 9780646481999

[635]

Aquaponics is a growing system where fish and plants are grown together in a symbiotic mini ecosystem that uses less water than conventional farming methods. This fascinating method of food growth is all about sustainability. The book discusses the philosophy behind such a system in relationship to our changing climate, and the need for sustainable farming practices. It explains the methods for setting up simple aquaponics systems, the components involved and the interacting processes, in an informative, well researched text using plenty of photographs and easily understood diagrams. The resource could be used as the background for setting up a simple and cost effective system in schools. It is inspiring and informative and would be particularly useful for the Agriculture Stage 6 Elective: *Innovation and diversification*. L. Thatcher



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science; TAS
SYLLABUS: Agricultural Technology 7–10; Agriculture Stage 6; Science 7–10
Paper \$59.95 (available from <www.aquaponics.com.au>)
SCIS 1421219

BAGNALL, Lyn

Easy organic gardening and moon planting

Scribe, Vic, 2009

ISBN 97871921372605

[635]

Gardening in a sustainable manner can produce high quality fruit and vegetables each year without degrading the soil or using harmful chemicals. This well written new edition looks at an alternative approach and covers many aspects to growing and caring for an organic food garden, lawns, trees and shrubs. Substantial

and well researched, the book looks at soil, composting and worm farming, garden creation, drought proofing, pruning, and pest control. It has an A-Z planting and care guide for many popular fruits and vegetables, an organic activity calendar organised into climatic zones, and information on activities such as fertilising and pruning. This book is suitable as a reference guide for Agriculture students and for teachers managing school gardens. A. Murray

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS; VET
SYLLABUS: Agricultural Technology 7-10;
 Agriculture Stage 6; Primary
 Industries Curriculum Framework
 Stage 6
 Paper \$49.95 SCIS 1407706

How Australians eat [series]

Pearson Library, NSW, 2009

A simple reference set, this series focuses on the role of food in daily Australian life. All the books follow the same logical format, providing information, relevant questions, and simple and nutritious recipes. A useful glossary of terms and a resource page with internet activities concludes each of these visually appealing and useful texts. There is simple language and liberal use of photographs in a colourful and well laid out format. The books encourage students to make wise food choices. An electronic version of the series is available and this would be useful on an IWB. K. Lissa

USER LEVEL: Stage 3 Stage 4
KLA: SciTech; TAS
SYLLABUS: Science & Technology K-6;
 Technology (Mandatory) 7-8
 \$29.95 each

Reviewed titles in this series:

Breakfast around Australia SCIS 1417547
Dinner around Australia SCIS 1417546
Festival foods around Australia SCIS 1417552
Lunch around Australia SCIS 1417548
Snacks around Australia SCIS 1417545

LAHN, Dean

Beat heat eat

Wakefield, SA, 2009
 ISBN 9781862547582 [641.5]

Written by a graphic designer, not a cook, for a young male audience, the book is an interesting way to present recipes to people who cannot cook and who just want to eat to survive. The intention is to show how to whip something up which is very easy, tasty, and which will also impress the oft mentioned *Her*. It uses colloquial language and quirky sayings to describe culinary processes where healthy eating is not the focus. Recipes are presented with an easy to follow diagram for the method. The book has interesting possibilities as a resource for engaging boys in kitchen activities. M. Timperley

USER LEVEL: Stage 5
KLA: TAS
SYLLABUS: Food Technology 7-10
 Paper \$24.95 SCIS 1401130

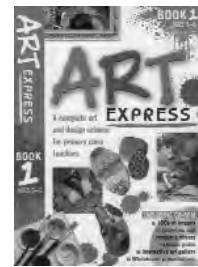
Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

ADAMS, Eileen [and others]

Art express: Book 1

Black, UK, 2009
 ISBN 9780713684841 [707]

A wonderful resource to engender creative flair, this publication contains six units, each featuring a different medium. The units cater to a range of student interests and abilities. Broken into learning sessions, each activity is structured in the style of a lesson plan, identifying learning objectives, vocabulary, materials required, and outlining the steps to complete each task. A CD-ROM is included, providing excellent teacher support in the form of activity sheets, virtual galleries, PowerPoint presentations, and structures for student assessment. Each unit presents useful cross-curriculum links and engaging, well structured, practical activities that will be achievable by most students. N. French



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
 Paper \$89.99 SCIS 1441767

STURN, J. & ARNOLD, A. & FREDERICK-FROST, A.

Adventures in cartooning

First Second, USA, 2009
 ISBN 9781596433694 [741.5]

A novel take on how to draw cartoons, this resource subtly integrates instruction into the storyline of the book. A character, the art elf, is used as a visual indicator to show when specific cartooning skills are being taught. Sequential panels suggest ways to draw characters in various poses and how they can be supported by other visual content. The cartooning format is simple in style and achievable for students to imitate. This resource can be enjoyed on two levels: its captivating storyline, and its ability to cultivate and improve comic drawing skills. N. French

USER LEVEL: Stage 3 Stage 4
KLA: CA; English
SYLLABUS: Creative Arts K-6, English K-6;
 English 7-10; Visual Arts 7-10
 Paper \$19.99 SCIS 1424433

TEITELBAUM, Michael

The story of Wolverine

DK, UK, 2009 (DK readers. 4, Proficient readers)
 ISBN 9781405339018 [741.5]

Timed for the release of the film *X-men origins: Wolverine*, these highly appealing readers aim to extend young comic book and superhero fans into becoming independent readers. *The story of Wolverine* is written as a brief biography which also explains Wolverine's colourful colleagues and a rogues' gallery of super powered antagonists. The captions under the numerous colour illustrations in this slim resource provide additional clues for decoding the main text. *Awesome powers* is a Level 3, Reading alone book, which investigates the mutant attributes and motivations of Wolverine and other Marvel superheroes. The concise chapters of the books are written in short sentences and supplemented by bold graphics, sidebars of additional information and a useful **Glossary**. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: CA; English

SYLLABUS: Creative Arts K–6; English K–6
Paper \$9.95 SCIS 1401312

Other reviewed title:
Awesome powers SCIS 1401316

V&A pattern [series]

V&A, UK, 2009
ISBN 9781851775859 [745.409]

A beautifully boxed set of small hard covers, these books from London's Victoria and Albert Museum have excellent illustrations of pattern making across time and cultures. Students can enjoy superb reproductions and find inspiration in creating new designs. The books begin with a short description of contents and some contextual analysis of the works. Designs are captioned with creation data. The museum is keen to share its works, and a CD-ROM accompanies each book with images that can be manipulated, traced and tiled. There is a nicely phrased reminder about intellectual property that is very suitable for educating students about this concept. C. Thomas



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; TAS
SYLLABUS: Textiles Technology 7–10; Textiles & Design Stage 6; Visual Arts 7–10; Visual Arts Stage 6
\$79.99 (set)

Reviewed titles in this series:

Digital pioneers SCIS 1423174
The fifties SCIS 1423169
Indian florals SCIS 1423177
William Morris SCIS 1423182

RICHARDSON, Joy

Looking at pictures: an introduction to art for young people through the collection of the National Gallery

Black, UK, 2009
ISBN 9781408114926 [750.1]

A superb resource for deconstructing images, the book encourages students to delve into an art gallery and its contents. Selected artworks span a range of time and include famous artworks by artists such as Monet, Van Gogh and Picasso. Each chapter is thematically based and supported with interesting and detailed written information about the history of the works and how to interpret artistic content. There are accounts of restoration and repairs of artworks, photographs of processes, and many excellent reproductions. Students will find the content very interesting, particularly the descriptions of the detective work involved in peeling away layers to reach the original. The page layout is varied and supported with multiple close-ups. N. French



USER LEVEL: Stage 4 Stage 5
KLA: CA
SYLLABUS: Visual Arts 7–10
\$29.99 SCIS 1432039

Complete painting and drawing handbook

DK, UK, 2009
ISBN 9781405347119 [751]

Comprehensive and practical, this resource provides useful information to improve an artist's drawing and painting skills. Logical divisions allow for simple access through the book to hone drawing, watercolour, acrylic and oil painting techniques. Each chapter demonstrates basic techniques for a medium, supported by images and photographs. A gallery of images demonstrates the possibilities of each medium, followed by practical activities for students to imitate. Instructions and information are precise and easy to follow. This is a valuable resource to improve student material practice with two-dimensional mediums. N. French

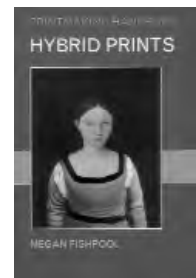
USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6; Visual Design 7–10; Visual Design CEC Stage 6
\$51.28 SCIS 1433711

FISHPOOL, Megan

Hybrid prints: 'to infinity and beyond!'

Black, UK, 2009
ISBN 9780713686500 [760.28]

Students will become inspired about the potential and art of printmaking as they browse this book. The resource provides instruction and ideas on all basic printmaking techniques, with tips on combining methods to create new effects. Step-by-step instructions, which are supported photographically, ensure the reader understands the processes used to create the effect depicted in artworks. The ideas and techniques presented are relevant to classroom practices and would provide inspiration for Stage 6 students working with printmaking. Working methods, equipment and safe working practices are detailed within the text. This is a useful resource to extend the creativity of teachers and students. N. French



USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
Paper \$45.00 SCIS 1423137

BAZALDUA, Barbara

Pixarpedia

DK, UK, 2009
ISBN 9781405337366 [791.43]

Focussing on animated films created by Disney Pixar, this resource details many favourites, including the first fully computer generated film, *Toy story*. The page layout is highly engaging with its use of vibrant colours, text boxes, a variety of fonts, and full colour photographic shots from each film. Written and visual content provide information on the chronology of Disney Pixar creations, the development of memorable characters, and the elements required to generate and sustain an interesting storyline. It is a valuable and appealing reference for students studying animated films as art or literature. N. French & C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA; English

SYLLABUS: English 7–10; Creative Arts K–6;
Visual Arts 7–10; Visual Design 7–10
\$69.95 SCIS 1427986

RICHMOND, Simon

The rough guide to anime

Penguin Books Ltd, UK, 2009
ISBN 9781858282053

[791.43]

Anime is an easily recognisable art form. Quintessentially Japanese, its evolution from individually hand drawn cartoons to computer generated imagery has resulted in a marked increase in output. This publication provides an insightful look at the cultural phenomenon of anime. Individual titles are explored in depth. From the legendary Akira and the iconic Astro boy to the more recent *Tokyo godfathers*, the history of anime and its connection to the classic manga comics are examined. This is an impressive introduction to a fascinating form of communication. A. Silcock



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: English 7–10; Visual Arts 7–10; Visual Design 7–10; Visual Design CEC
Stage 6
Paper \$29.95 SCIS 1425592

Doctor Who: the visual dictionary

Dorling Kindersley, UK, 2009
ISBN 9781405339889

[791.45]

Using the highly appealing format of visual dictionary, this revised book provides an excellent overview of the television show's major characters, classic and new alien antagonists, amazing gadgetry and robots, spacecraft, space stations and imaginary, populated planets. There are fold-out pages and an abundance of colourful images. The presentation makes the most of variety, from entertaining captions to detailed science fiction jargon, and this will help a wide range of students to enjoy and retrieve information from the book. It is also a useful model for students creating their own diagrammatical descriptions and explanations in English. I. McLean

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Creative Arts K–6; Drama 7–10;
English K–6; English 7–10
\$39.95 SCIS 1413652

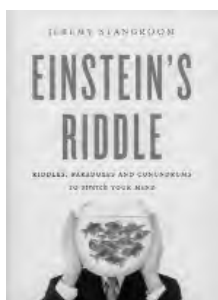
STRAGROOM, Jeremy

Einstein's riddle

Bloomsbury, UK, 2009
ISBN 9781408801499

[793.73]

A collection of the world's best known riddles, paradoxes and conundrums, this book will frustrate and fascinate the young mind. The author presents a well designed book, with its problems divided into sections and their solutions clearly explained with examples and diagrams. Hints, suggested strategies and historical information are given for some problems. The problem solving techniques and solutions are in line with



techniques highlighted in the *Working mathematically* section of Mathematics 7–10. It would be an excellent resource for beginner logicians and for enrichment activities for GAT students. K. Martin

USER LEVEL: Stage 4 Stage 5
KLA: Mathematics
SYLLABUS: Mathematics 7–10
\$29.99 SCIS 1426807

Tackling peace [videorecording]

Dreamstone Productions, NSW, 2009 (44 min.)
ISBN none

[796.336]

Based on one woman's dream of AFL being the sport of peace in war affected areas of the Middle East, this DVD investigates the problems and successes of a combined Palestinian-Israeli team. The team represents a diverse group of Muslim, Jewish and Christian communities. Prejudices are challenged, endurances tested, and logistics negotiated. Friendships form as they compete in the Australian Football League's International Cup. Clear, informative discourse throughout the DVD complements the high quality visual content. It is supported by an invaluable study guide that contains a review of the cup and conflict in the Middle East. Questions reinforce key concepts. The DVD supports studies in personal and social identity in Society and Culture Stage 6. A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Society & Culture Stage 6
\$89.00 SCIS 1430579

A creative writing handbook: developing dramatic technique, individual style and voice

/ edited by Derek Neale. A & C Black, UK, 2009
ISBN 9781408109410

[808]

As a well credentialed and structured text, this book provides an excellent tool for teachers of creative writing. The format is clearly set out with sections focusing on genre, writing drama, and developing a style. One third of the book is given to readings which illustrate points made in these sections. Links between writing and reading, writing style, genres and construction techniques are all extensively treated.

Written as an Open University text, its approach and developmental progression assist meaning. Content will be beyond many Stage 6 students, but it has some benefit for students of English Stage 6: *Extension 2*. The book is well suited to teacher interpretation and it can be utilised in a number of ways through the activities provided. B. Hull

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama Stage 6; English 7–10; English Stage 6: *Extension 2*
Paper \$39.99 SCIS 1409732



ROGAK, Lisa

Haunted heart: the life and times of Stephen King

JR, UK, 2009
ISBN 9781906779085

[813]

A biography of one of the world's most popular authors should have its uses for English students, and this one does. King is a man

with a compulsion to read and to write, primarily to exorcise his own fears, and this work ethic is explored here in detail. The book ranges over events in King's life, his 50 best sellers in the horror genre, and *On writing*, his acclaimed book on the craft. There are authorial insights that may surprise those who simply equate King with horror novels: his use of humour and popular culture references, and the strong influence of his fatherless childhood. The first chapter explains the latter very well, and this section forms an excellent resource for illustrating the concepts of belonging and not belonging in English Stage 6. There is occasional swearing, and King successfully overcomes drug and alcohol addiction, with these experiences shown to have a negative effect on his life and creativity. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
 \$49.95 SCIS 1431713

SMALL, David

Stitches: a memoir

Norton, USA, 2009 [813]
 ISBN 9780393068573

An autobiographical memoir presented through sequential art, this is an emotionally powerful narrative for mature readers. The monotone pencil shadings create a dark atmosphere and the economy of words exudes an ominous sense of silence. Set in the 1950s, it presents the story of a young boy who grows up amidst a dysfunctional family and who is subjected to questionable medical treatment. An excellent vehicle for communicating oppression, alienation, and the silence of David's world, the graphic format is executed with great skill. This makes the book an interesting resource for the study of graphic design in Visual Arts. English students can be encouraged to unpack some of the finer techniques of visual literacy, including its metafictional devices and intertextual links. It is a high quality example of the power of the graphic novel form. C. Sly

USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: English Stage 6; Visual Arts Stage 6; Visual Design CEC Stage 6
 \$37.99 SCIS 1446257

MCPHERSON, D. & SHERLOCK, J. & YAGER, K.

Oxford HSC English

Oxford University Press, Vic, 2010 [820.76]
 ISBN 9780195568202

Detailed and informative, the resource develops a thorough understanding of the requirements of HSC English with sophisticated content and thought provoking activities. Part 1 examines the structures of the *Standard* and *Advanced* courses with useful details about the school assessment process and examination expectations. The comprehensive review of language forms and features will encourage success in textual analysis. A general introduction to the Area of Study: *Belonging* is outlined in Part 2, before the textbook delves into specific activities and a deeper evaluation of selected prescribed texts. These are dealt with in detail and the book's material could help teachers choose texts and pathways of study. E. Sly

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6
 Paper \$49.95 SCIS 1434200

HAWTHORNE, Susan

Earth's breath

Spinifex, Vic, 2009 [821]
 ISBN 9781876756734

A splendid lyrical treatise, this collection of poems personifies the Earth, with cyclones being presented as the ominous inhalations and ferocious exhalations of its breath. Tracing Queensland's Cyclone Larry in 2006, from its conception through uncontrollable devastation to aftermath, the poet conveys her physical and psychological experience of this shattering natural phenomenon. Its reckless effect on birds, animals, insects, flora, and humans is portrayed through powerful visual and aural imagery. Shifting from the individual experience to the impact on the community and then to a worldwide perspective, the extended metaphor of the Earth's breath is potent. A wonderful example of the strength of the poetic form, this collection would be a valuable resource for senior students contemplating a similar project in English Stage 6: *Extension 2*. C. Sly

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6: *Extension 2*
 Paper \$22.95 SCIS 1422905

BOLLETER, Ross

Piano hill

Fremantle Arts Centre Press, WA, 2009 [821]
 ISBN 9781921361647

A fine collection of poems, this compilation has the tonk of ruined pianos and piano accordions permeating the lyrical meditations. Capturing the dustiness of outback settings and the desolation of suburbia, classical and improvised musical images reverberate throughout the selection. Commentaries on family, relationships, love, and death are presented through visions that intermingle with humanity and the robust colour of natural settings. *Suite for ruined piano* offers historical cameos of pianos neglected in wilderness settings. The work of this musician poet is haunting and captivating. It is a wonderful example of the way visual and aural images can be conveyed through the incisive use of language. C. Sly

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
 Paper \$24.95 SCIS 1441690

REID, Don

Navigating Flinders

Phoenix, NSW, 2009 [822]
 ISBN 9781921085925

First performed at the Ensemble Theatre in Sydney in 2005, this play offers an interpretation of the activities of Matthew Flinders. After completing his famous exploratory journeys, Flinders was detained by the French on Mauritius for six and a half years. Focusing on his imprisonment and using flashbacks and flash forwards, the audience is given a sense of the man, including his achievements and the difficulties he faced. The playwright creates a rounded Flinders, complete with flaws and liberal doses of humour. Some will find all this sufficiently satisfying. Others will feel the play is still too burdened by the perceived historical importance of the main character to be dramatically interesting. Inventive teachers will find ways of using the script to consider our colonial history or to explore the challenges of a biographical play. P. Gilchrist

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English

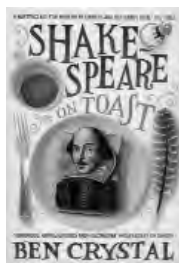
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10
Paper \$16.95 SCIS 1421707

CRYSTAL, Ben

Shakespeare on toast

Icon, UK, 2009
ISBN 9781848310544

[822.3]



The subtitle of this book is *Getting a taste for the Bard* and it should indeed whet the appetite. It is easy to read and filled with amusing anecdotes and unexpected facts. Readers are given a sense of the world in which Shakespeare wrote and an understanding of why his plays are still so powerful and popular. But it is not quite the general introduction one might expect, as the book turns out to have a particular focus. The writer is an actor and his special interest appears to be the way Shakespeare's verse gives precise direction to how the plays should be performed and understood. Drama students and teachers will find this useful, though they might be hungry for more concrete examples of the writer's thesis. P. Gilchrist

USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10
Paper \$22.99 SCIS 1423155

HINDS, Gareth

King Lear: a play by William Shakespeare

Candlewick, USA, 2009
ISBN 9780763643447

[822.3]

A visually spectacular adaptation of Shakespeare's tragedy, *King Lear*, this graphic novel presents a printed performance. It is a melange of historical periods and incorporates the play with a little modern language. All of the original work is not present and useful notes provided at the end highlight absent items and offer insights into essential themes of the timeless theatrical tale. As with most truncated versions of Shakespeare's plays, it is sometimes difficult to understand what is happening to who and why. The graphic novel format shortens the play, and this both hinders and aids comprehension, depending on what is happening in the connection of illustration and language on the page. This version will be most appreciated by students who know something of the play. K. Martin

USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7–10
Paper 19.95 SCIS 1432048

SPARTZ, Emerson & SCHOEN, Ben

MuggleNet.com's Harry Potter should have died: controversial views from the #1 fan site

Ulysses, USA, 2009
ISBN 9781569757116

[823]

In an interesting take on the Harry Potter novels, this book explores the discussions posted on the successful *MuggleNet* website. In an attempt to dispel or validate some of the myths, predictions and controversies associated with the novels, the writers provide arguments both for and against 62 questions. The associated arguments are presented in a clear yet comprehensive

manner, including: which character is most surprising? are Gryffindors too glorified? is Snape a hero? are the female characters too stereotyped? This fascinating insight offers some critical literacy support for teaching and enjoying the novels. H. Gardiner

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
Paper \$29.95 SCIS 1431711

LONG, John

The big picture book of human civilisation

Allen & Unwin, NSW, 2009
ISBN 9781741757002

[909]

An easy to read overview of the growth and changes in civilisation is presented in this book. It traces developments in such areas as technology, architecture, religion, the arts, and industrialisation. With its two page format of each temporal period, features include well captioned, pertinent illustrations, short sentences and maps. A reader can easily compare events, buildings, and the contributions of individuals within a time period. It also allows for appreciating and understanding of the global context. This reference book will be enjoyed by students of history. It is a worthwhile springboard for further research on ancient civilisations in History 7–10. B. Hull



USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7–10
\$32.99 SCIS 1416960

MACINNIS, Peter

Australian backyard explorer

National Library of Australia, ACT, 2009
ISBN 9780642276841

[910.9]

Investigating the Australian landscape, explorers and exploration, this outstanding resource is interesting support for Australian studies in History 7–10 and for getting out into the landscape in Science and Technology K–6. Many topics are covered and they contain historic and geographical information, quotations, and related tasks for students. These include explorer profiles, the routes that explorers took and the marks they left behind, food and specimen collecting, keeping a journal and finding a path, the importance of record keeping, weather reading, measuring distance, mapping, and navigation. Entertaining practical scientific projects will gain and maintain student interest. Illustrations are plentiful, and photographs, paintings, maps and illustrations complement the written text. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; SciTech
SYLLABUS: History 7–10; HSIE K–6; Science 7–10; Science & Technology K–6
Paper \$29.95 SCIS 1420539

KEAN, Roger Michael

A new history of the Roman Emperors

Alto Books, Vic, 2009
ISBN 9781921526084

[937.009]

A readable overview of the emperors of Rome is presented in this well illustrated book. Each emperor is visually represented, either

by a bust or coin depiction. The clearly printed maps and family trees are pertinent and valuable complements to details developed in the written text. The various biographies offer an introduction to the emperors of Rome and are a useful reference for senior Ancient History students. Indeed, any student with an interest in Rome and its many varied rulers will find this book fascinating. B. Hull

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7–10
 \$33.96 SCIS 1424890

ALLETTE, Dawne

Barack Obama: the making of a president

Tamarind, UK, 2009

ISBN 9781848530225 [973.932]

An enthusiastic and uncritical account of President Barack Obama's extraordinary background, life and political career, this appealing biography uses a narrative style. The writing is aimed at young readers, although the language inevitably reflects difficult social and political contexts, such as the context of the American civil rights movement. Integrated fact files, well chosen photographs, and snippets of speeches and quotations throughout give background support to the retelling of events. The subject matter will be of considerable and even inspirational interest for some young readers; Obama is a positive role model for students interested in contemporary world politics and the personalities who drive international events. The book will engage young readers as a biography, and it offers some interesting illuminations for students who select the USA for the Stage 6 Society and Culture Core: *Social and Cultural Continuity and Change*. G. Spindler

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English K–6; English 7–10; Society & Culture Stage 6
 Paper \$17.95 SCIS 1435700

KENEALLY, Thomas

Australians. Volume 1, Origins to Eureka

Allen & Unwin, NSW, 2009

ISBN 9781741750690 [994]

In this new history, Keneally covers a period that has been explored by many before him. Yet there are plentiful features that give this work an unexpected freshness. Keneally's approach is to tell the stories of Australians to exemplify the story of Australia. He details the stories of many generally unknown individuals, mainly covering the time period from the arrival of the First Fleet to 1860. He shows empathy and ability in conveying a range of perspectives, from the bewilderment of the Eora at the arrival of the First Fleet to the radical anger of the Italian nationalist Raffaello Carboni at Ballarat in 1853-54. This book will be a valued teacher resource. R. Darlington



USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7–10; HSC History Stage 6: *Extension*; Modern History Stage 6
 \$59.99 SCIS 1426610

KABLE, Paul & WHITTAKER, June

Damned rascals?: a chronicle of Henry & Susannah Kable, 1764-1846

P. Kable, NSW, 2007

ISBN 9780646480831 [994.02]

The authors are descendants of the convict couple whose lives are documented in this book. They have reproduced a fine collection of convict documents here, along with parish records, paintings, photographs, correspondence, First Fleet records, colonial plans, and English and Sydney newspaper extracts. While such chronicles usually only interest the families involved, this one has more to offer. Its value for teachers and students is that it is an excellent collection of primary sources which document early Sydney. The images and reproduced texts are an interesting way for students to gain an appreciation of daily life during these years. The book is also a good model at showing how family histories can be compiled. R. Darlington

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; HSC History Stage 6: *Extension*
 Paper \$11.00 (available from PO BOX 7503 Sutton 2620) SCIS 1424392

Who reviews?

Reviewers for Scan and the DET website are selected from teachers and teacher librarians across the state.

Judy Adnum, Consultant, Literacy
 Carolyn Bennet, Granville South HS
 Gale Cale, teacher librarian
 Francie Campbell, teacher
 Lizzie Chase, School Libraries and Information Literacy Unit
 Heather Cobban, Fort St HS
 Robert Darlington, teacher
 Victor Davidson, Birrong GHS
 Meg Davis, teacher
 Lee Doyle, Matthew Pearce PS
 Jan Eade, Lane Cove West PS
 Jenny Foster, Warrimoo PS
 Nicole French, Singleton HS
 Amanda Frost, The Hills Sports HS
 Heather Gardiner, Bulli HS
 Paul Gilchrist, teacher
 Ruth Higginbottom, Tomaree PS
 Bronwyn Hull, Goulburn HS
 Di Imison, teacher librarian
 Di Johnston, Fairfield Heights PS
 Cath Keane, School Libraries and Information Literacy
 Bede Kervin, Bowral HS
 Brij Khanna, John Edmondson HS
 Karen Lissa, Gympie HS
 Kylie Martin, Bulli HS
 Gillian Maugle, Wiley Park PS
 Ian Mavin, Jamison HS
 Karen McDonnell, Lethbridge Park PS
 Ian McLean, Penrith PS
 Andrew Murray, Cranebrook HS
 Rhonda Parnis, Sherwood Grange PS
 Frances Plummer, Manager, AGQTP
 Shauna Pollard, Rooty Hill HS
 Sally Rasiaah, School Libraries and Information Literacy
 Kathy Rushton, Consultant, Early Literacy
 Carol Sheppard, Dorrigo PS
 Cathy Sly, School Libraries and Information Literacy
 Eleana Sly, Davidson HS
 Graham Spindler, Parliament House NSW
 Alison Soutter, Project Officer, DOCS
 Carol Thomas, School Libraries and Information Literacy
 Merryn Whitfield, Bald Face PS

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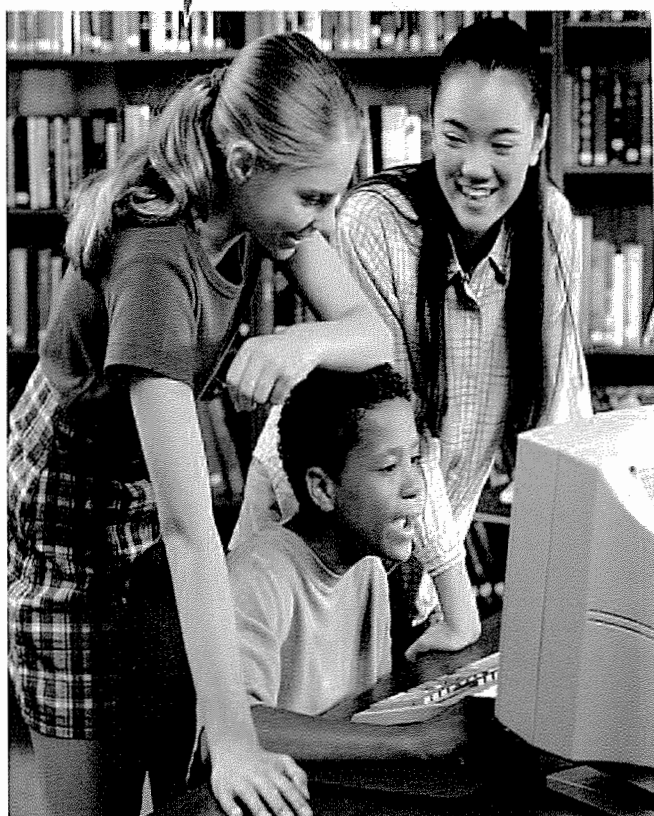
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