Scan

evaluate　L4L

engage　synthesise　ISP

uiry Learning

web

Critical Literacy

analyse　Teacher Librarian

information

DER-NSW

students　MyLibrary　Collaborate

create

24/7　learn

digital

Connected Learning

reflect

teach　QT

In this issue

- *blogED* 4 pedagogy
- *Mystery matter*s game launched
- visual texts & digital tools engaging students
- switched on learners with Connected learning Awards
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NSW GOVERNMENT | Education & Training

Contents

From the Editor

Welcome to the third issue of *Scan* for 2010. This issue of *Scan* contains an informative mix of articles and resource reviews to support teaching and learning.

Annotations of articles and the database of resource reviews are available at <www.curriculumsupport. education.nsw.gov.au/ schoollibraries/>.

If you have suggestions for future articles or an item for *Digital students or Quick bytes*, please let me know. You can contact the Editor on (02) 9886 7501 or by email at <editor.scan@det.nsw. edu.au>.

Cath Keane
Editor

Currents

Colleen Foley

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

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

Resourcing curriculum 21C

*I*t is essential to provide engaging instructional support for information literacies in the complex digital information environment. Harnessing technologies and Web 2.0 tools to provide authentic, engaging learning is a recurring theme. Practical ideas and strategies in *Scan* again entice and inspire.

The lead article about *blogED* explores pedagogical issues and school stories through case studies from four schools using the tool in very different ways: Kathleen Hannigan with a Visual Arts class; Darcy Moore and Renee Gilbert with their SRC; Victor Davidson's collaboration with English teacher, Livia Pazin; and Mike Cooper's First Fleet class explorations and film of their experiences. Further examples of teacher librarians as active partners and curriculum leaders working with teachers and students using *blogED* and other tools follow. Some of this inspiring practice was encouraged by participating in workshops provided by School Libraries and Information Literacy team members, Lizzie Chase and Cath Keane.

Adding to this rich array is the variety of learning shared in the article about the Connected Learning Awards and the exciting opportunities in the recently launched games-based learning product, *Mystery matters*. There can be no excuse for us not to make a start using such technologies with our 21C

learners and making our classrooms, including in the library and beyond, truly 21C learning centres.

More great resources for supporting learning in the digital age are included in other articles, such as Ken Olah's taste of *Curriculum Support* online. Jon Callow's research highlights the importance of visual engagement and literacies in the contemporary educational environment.

E-resources and e-books

Opportunities for teacher librarians to collaborate and support project- and inquiry-based learning, along with self-directed learning and lifelong learning abound. Information literacy, critical thinking and problem solving, and ICT literacy are recognised 21st century skills, to ensure our students become critically literate digital citizens. Ideas to support developing these skills are included in web pages from Curriculum K–12 Directorate's School Libraries and Information Literacy Unit (see pp. 34–39; and pp. 42–43).

View the current *Book Week 2010: across the story bridge with Fearless* rap for Early Stage 1, Stage 1, Stage 2 and Stage 3. Join in so your students can create and share digital stories and book trailers. Instructions and models are included <www.schools.nsw.edu.au/ raps/>.

The School Libraries and Information Literacy Unit is currently exploring the range of e-resources including e-books, formats and reading devices available. This will inform focuses for the Resource Review Program. The next issue of *Scan* will feature some reviews of e-book highlights. Do you have any favourites? What e-books or other subscriptions services would you like to subscribe to if you could? Your suggestions would be welcomed by

<colleen.foley@det.nsw.edu.au> or see the online survey at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>.

Focus on school libraries

The professional excitement continues with the Australian House of Representatives *Inquiry into school libraries and teacher librarians in Australian schools*. The *Programs and transcripts* for *Public hearings* and the *Media* releases make interesting reading and listening. In *About the House* go to *Teacher librarianship: a profession evolving* and view the video, *How important are school librarians?* You can find quick links to these at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/hottopics/>.

Action research and evidence

The Inquiry, along with the considerations and recommendations offered by Ross and Lyn in *School libraries 21C: the conversation begins* <www.curriculumsupport.education.nsw.gov.au/schoollibraries>, reinforces the need to incorporate an evidence based practice approach 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.

The last issue of *Scan* included an article about action research, and information about resources and professional learning courses available. Take advantage of the online courses available <www.det.nsw.edu.au/proflearn/research/actres.htm>. Departmental teacher librarians who would like support to undertake some simple action research in their school are invited to contact <colleen.foley@det.nsw.edu.au>. ■

Digital students

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

We use the [interactive] whiteboard to plan a movie.

Storybird makes me want to write every day.
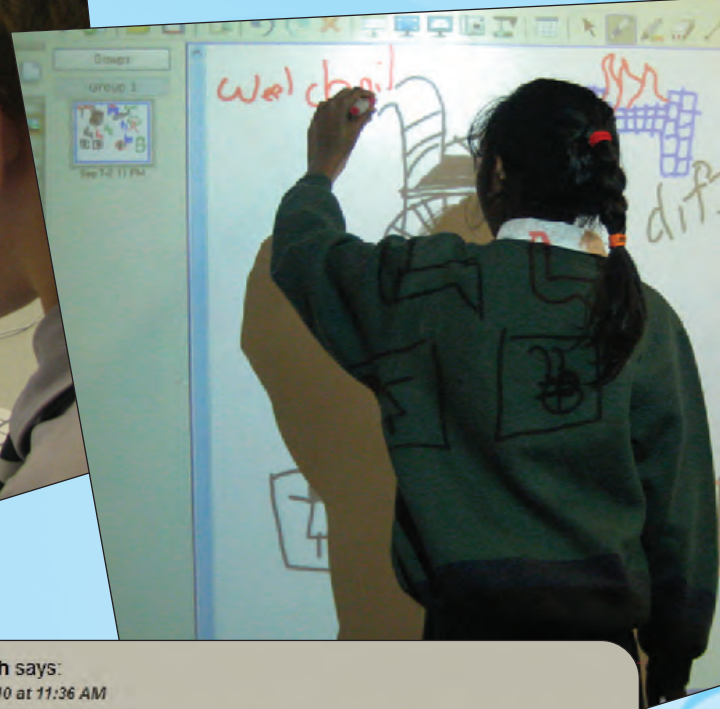
Jeremiah says:
24 May 2010 at 11:36 AM
I like having a blog because you can put pictures, post comments to your friends and you can put videos to your blog!

Hao-Qian says:
24 May 2010 at 11:36 AM
I love using the blogs. It helps you interact with your friends.

Kayla sa
24 May 20
I really lik...   ...ay for everyone to talk to each other and share
thoughts,

We love using *blogED*.

Creating a resource for young students was worthwhile.

This was the best English lesson. When can we do it again?
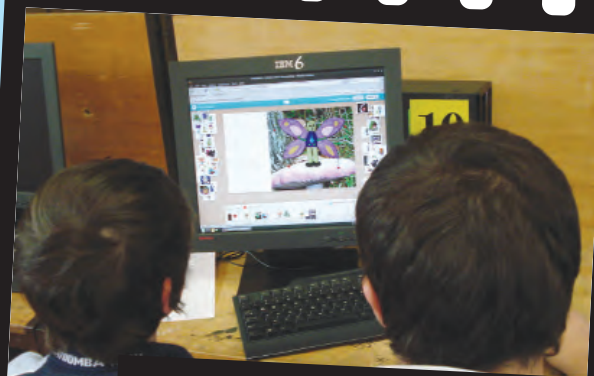
Check out the picture book that we wrote, isn't it beautiful?
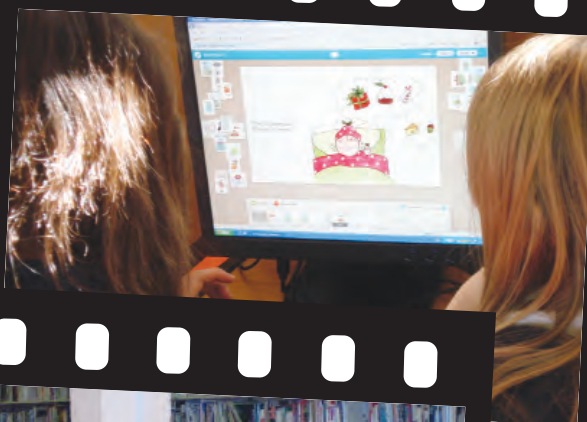
Discovery box is challenging.

We share our work.

I just love writing stories now.

blogED in the Connected Classrooms Program is for pedagogy and student learning

Jane Hunter, *Senior Communications Officer in the Connected Classrooms Program and **Dr Sylvia Corish**, Learning Tools Business Project Manager, showcase trial experiences of blogED. Four pedagogical approaches to using blogED are highlighted.*

Some blog ideas and a learning tools project

Will Richardson's book, *Blogs, wikis, podcasts and other powerful Web 2.0 tools for classrooms* (2009) states that *through the unique process of blogging students are learning to read more critically, think about their reading more analytically and write more clearly* (p.20). Other education researchers like Erica McWilliam (2009) from the Queensland University of Technology posit the notion of next practice and creative capacity building in 21st century learning. She suggests *a meddler in the middle*, a teacher who utilises an active, interventionist role in the classroom and who really knows about pedagogy.

Blogs are powerful tools for learning. If you hold that idea for one moment and add it to some of Richardson's and McWilliam's research, then using blogs as meta-pedagogical organisers for

Blogs are powerful tools for learning.

student learning is a potent way to achieve key aims in the *Melbourne Declaration on Educational Goals for Young Australians* (2008, p. 8). In 2010, the NSW Department of Education and Training (DET) blogging tool, *blogED*, was delivered through the Connected Classrooms Program (CCP) providing teachers with a next practice and creative pedagogical opportunity.

The Learning Tools Project (LTP) in the CCP is bringing Web 2.0 technologies to NSW public schools and TAFE Institutes.

The development of *blogED* commenced in 2009 following workshops with experienced bloggers to gather initial requirements. The first iteration of *blogED* was trialled in May 2009 and was further enhanced for wider release this year. The learning tool, which operates within the DET intranet, has a number of unique features such as being linked to school and TAFE enrolment data, allowing for stream-lined processes when allocating members and authors to blogs. Teachers are able to create blogs that are only visible by students and staff in three ways: from their particular site, across DET, or they can make them public on the internet, if moderated (Figure 1).

Figure 1 blogED – *support resources <https://detwww.det.nsw.edu.au/it/learnsyssupport/bloged/ index.htm>*

Examples of four pedagogical approaches to using *blogED* in the DET trial are highlighted. The first example is *blogED* in the Visual Arts classroom of Kathleen Hannigan at Fairfield High School. The second snapshot explains how *blogED* was used by Student Representative Council (SRC) students for participatory democracy at Dapto High School. The third is Victor Davidson, the teacher librarian at Birrong Girls' High School, who used *blogED* to enthuse an English teacher new to Web 2.0, and the fourth is Assistant Principal, Mike Cooper from Bligh Park Public School who used *blogED* in three different ways with his Stage 2 class.

Example 1: *blogED* in the Visual Arts classroom

Kathleen Hannigan, Head Teacher, Visual Arts and Computing Studies at Fairfield High School, describes her motivation for being a blogger.

> *Visual Arts, as with every other subject, lends itself beautifully to the use of a blog. Digital video drove my need to develop my computer literacy, and with the development of the new Photographic and Digital Media syllabus, opportunities to incorporate Photoshop and other software to digitally enhance 2D art forms are endless.*

Kathleen who used the tool with her mixed ability elective Year 9 Visual Arts class said,

> *When my students go home, I want them to be thinking about my subject more than any other subject! The blog provides a fantastic link between school and home – when I set a descriptive task for homework, I had 27 hits on the blog in 24 hours.*

Kathleen set daily blogs, and a weekly blog for short and longer learning tasks. Such blogs would contain stimulus material in the form of video, vodcasts and links to internet sites and still images (Figure 2). The students

Figure 2 Stimulus material is embedded in a weekly blog

were also able to upload their own material via the concept of a Di-Log (a digital log or journal) when Kathleen gave them authoring rights.

Being mindful of copyright requirements and utilising *blogED*'s specifically designed copyright workflow, students uploaded compressed video art, scans and photographs of artworks, and wrote recounts of their processes. Kathleen noted,

What was also interesting... the more literate students were able to model better grammar for the English as a Second Language (ESL) students, as

they read each other's responses. I can use blogED *as an assessment tool and design blog tasks that specifically address individual students' needs in literacy and numeracy.*

Significantly, Kathleen saw using the blog as an occasion to enhance her relationship with students (Figure 3).

> *I know my students better after using the blog. I saw more of their personalities, all without much more of my own time. In fact, interacting with students' written responses on a blog is far faster than taking home a stack of books.*

Figure 3 Kathleen knows her students better after using the blog

Three students from Kathleen's class commented,

> I now know more about the subject because it has a blog.

> I showed the blog to my parents to show them how well I am working in class with other students and how much work I am getting done!

> I like how students can post comments and do their homework on the blog. You learn better since you can locate it on the internet at home, you can't forget your homework or lose it.

In Term 4 last year Kathleen started a new blog, *The hall of fame*. It listed students who did something well during the lesson. Their names were recorded on the classroom's interactive whiteboard and noted on the class blog. Students were awarded a merit certificate to show their parents and family that they had made it to *The hall of fame*.

Example 2: *blogED* creates a participatory democracy at high school

Dapto High School has more than 960 students enrolled and, according to Principal Andrew FitzSimons, ... *a developing culture of active student citizenship*. Student leaders at the school, namely the SRC, seized the opportunity to participate in the use of *blogED* with enthusiasm.

Darcy Moore is a keen blogger and early adopter of new technologies. He is also the Deputy Principal at Dapto High School. Darcy and Renee Gilbert, a Drama teacher and SRC coordinator at the school, supported SRC students and used *blogED* to establish a public moderated blog called *OurSpace – run by you for you*. Sitting behind the SRC's willingness to gather a student voice was, according to Darcy,

> Barack Obama's Web 2.0 strategy. The students particularly liked his notion of participatory democracy. The SRC really saw how the OurSpace blog worked for students; it was entertainment, but it was also

A student from the SRC made a blog post which highlighted his concern.

> a community and a place to agitate for change that could benefit the student body that elected them.

In winter, the *OurSpace* blog canvassed a school issue on the quality of the current school uniform. A student from the SRC made a blog post which highlighted his concern. This action led to the Principal facilitating a meeting between the uniform supplier and the student which resulted in the supplier acknowledging the matter and offering replacement uniforms and other financial concessions within the week. The student said,

> ... at least there was action. The SRC and the student body appreciated that we were heard – our opinions were valued.

Darcy projected his blog plans forward to the coming year.

> The SRC is intending to have students who nominate for election make brief online video speeches on the blog prior to voting for the new

student body. As well, they can conduct polls and gather data on a variety of issues students want. Again, this is participatory democracy in action; students are using Web 2.0 tools in a genuinely authentic manner.

Principal Andrew FitzSimons remarked, *this strategy galvanised our SRC in a manner I've not observed before.*

Example 3: Teaching novice *blogED* users in the school library

Victor Davidson, teacher librarian at Birrong Girls' High School, commented on trialling *blogED*.

> For years I have been blogging with multiple hands on every resource – now everything in my practice is synergising. I don't actually find my core content has shifted that much, [there are] still lessons on information literacy (and bibliographic record retrieval and analysis), narrative structure (text type and genre analysis), and collaboration with KLA teachers to deliver the specific syllabus outcomes they seek. I've always asked the students to have a workbook, I use the NSW Board of Studies All my own work module by blending digital delivery

Figure 4 Livia shares posts with her students. She found it easy to view and critique each post on the blog

with hardcopy. This has been a big winner.

As another participant in the *blogED* trial in 2009, Victor used his experience to work with teachers at his school who were keen to learn more about blogging.

Livia Pazin, English teacher and a novice blog user, observed Victor using *blogED* with students in the school library. She watched him upload material to the media library, map backwards from the syllabus outcomes, and insert pictures as well as links to other blogs. Victor continued,

> *Livia came to the library a few times with questions of a technical kind, for example, formatting and moderating. I told her to log on and be my pioneer as I didn't know it all but was willing to learn with her.*

The idea of learning alongside a colleague, or as a digital pair, features in education literature on the positive challenges new media poses for teacher learning (Mishra & Koehler, 2006; Ito, 2008).

Livia believed the topic of nonfiction and media in the Year 8 English syllabus was an ideal vehicle to test her blog pedagogy, and she used *blogED* to create a blog titled *Non fiction and media: visualisation of human interrelatedness* with content based on the documentary film, *Baraka*.

> *I chose a non verbal film. It's very influential in its meaning without being didactic. I used stimulus posts on the blog containing multiple media resources including links to DET documentary resources, the* Baraka *website, embedded the U2 video,* Cedars of Lebanon, *from YouTube, and linked to a JPEG of a DVD cover.*

In email feedback to Victor about her first blog steps, Livia stated,

> *It was exciting and gratifying to see some of the creative work the students completed. Having the blog meant every member of the class was able to view and critique each post. In this way the students became their own leaders and could forge new paths for learning whilst*

at the same time being challenged to think creatively, being aware of the many avenues to learning, to making, to designing.

Multi media posts on the blog challenged the students' creativity and provided a stimulus for student responses. (See Figure 4).

From a pedagogical perspective, Livia argued that *blogED* gave her a medium to communicate with all of her students at once. This action and the immediacy of posting responses to each student enhanced their ability to gain different perspectives and more interaction. The students believed this assisted clarification of the film's meaning. It is the collaborative nature of blogging, in a supportive environment, that enables deep learning, engagement and reflection to take place (Kist, 2010; Mishra & Koehler, 2006; Todd, 2007). Livia said, *the establishment of a collaborative learning community was the biggest benefit for me and I expect this will only be enhanced with further immersion in the technology.*

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blogED support

Beginners Guide to blogED *contains key blogED support resources including videos, PDFs and information sheets.*
<https://detwww.det.nsw.edu.au/it/learnsyssupport/media/downloads/bloged/beginnersguide.pdf>

Example 4: *blogED* in the primary school classroom

Imagine a classroom where there are no silent voices. Mike Cooper, Assistant Principal at Bligh Park Public School posted a comment on the bloglog (used by the *blogED* project team to capture teacher feedback during the trial). The post said

> *Empowerment! I have a number of children who rarely contribute to classroom discussions. The blog has given them a voice. They're impressed and so am I.*

Mike continued his commentary a few days later.

> *The posts and comments students made demonstrate that the blog was their preferred forum for expressing views and providing information.*

Mike produced three class blogs using *blogED* for his Year 3/4 class of 28 students:

1. A private blog that recreated the First Fleet voyage; a whole term activity that simulated Cook's journey. Each day students made decisions and kept a 'ship log' of the voyage on the blog, they wrote about which course to set, weather patterns, food shortages, mutinies and disease. (A private blog operates within the DET intranet).

2. A public blog for parents to view their child's 'ship log'. Mike said, *parents were very impressed with both the standard of writing and the depth of knowledge and information the children were learning from the sailing simulation.* (A public blog is available on the internet where others can view and comment. Teacher moderation is mandatory).

3. Another public blog to communicate with students in a class at Barnacre Primary School in the United Kingdom. Its purpose, Mike stated, *was to share and exchange cultural information about our two schools and countries.*

Imagine a classroom where there are no silent voices.

Mike captured the experience in his short film, *A day in the life of the Bligh Park blog*. In the film students describe, *being able to upload all kinds of photos, download homework* [and how] *the blog improved typing skills as well as being able to get answers to questions from peers*. The blog enabled Mike to specifically address many elements in the NSW *Quality Teaching* framework, such as Engagement, Metalanguage, Higher-order thinking skills, Narrative and Connectedness, but particularly Substantive communication. Mike commented on the experience.

> *The substantive communication and metalanguage aspects were very strong. I noticed that the children were able to slip very easily into the language of the blog and could readily discuss posts and comments. With minimal instruction, each child was able to log in and navigate his/her way around the blog. Many became adept at*

uploading files, photographs and their homework. It was often the reluctant paper submitters who were the first to use the blog. (See Figure 5).

Mike explained that using a blog for teaching and learning differs from other pedagogical approaches:

> *The potential for* blogED *is huge. Different interest/ability groups can be set up. For example, podcasts of a musical piece could be uploaded so that instrumental music students could practise with their teacher; or outside knowledge experts from places like NASA could be invited to comment. The blog, in part, re-creates the child's digital bedroom at school. In the hands of a passionate pedagogue, it is a powerful learning tool.* (See Figure 6).

Next steps for teachers, teacher librarians and students

National and international education literature on teachers use of Web 2.0 tools (Balmer, 2009; Head, 2009; Ito, 2008; Kist, 2010; MCEETYA, 2008i;

Figure 5 Students are confident users of blogED

Figure 6 In his presentation, Mike describes blogED *as a powerful learning tool*

Start small, start safely, take small steps, focus on pedagogy.

Moyle, 2009; Richardson, 2009; Tapscott, 2009) suggests that to really know how to blog, teachers might have to 'slip on their blogging shoes' and blog themselves. Start small, start safely, take small steps, focus on pedagogy, focus on content and publish. There also seems to be an aspect of the teacher having fun too!

A common theme binds each of these teachers and the teacher librarian; they all use blogs in their non-school worlds. The group is a small purposive sample in education research terms, in that some had blogged for a while,

and others were relatively new to the blogosphere.

What is unanimous is each teacher's deep enthusiasm for blogging and the use of blogs for learning, the use of powerful blog content and subject matter, and the quality of the teachers' blog pedagogy in student learning — certainly a potent mix. *blogED* gives teachers in public schools and TAFE NSW institutes a next practice possibility and a creative pedagogical opportunity.

After the trial, *blogED* went live in March 2010. For more information about the development of *blogED* contact <sylvia.corish@det.nsw.edu.au>.

For full details about the Connected Classrooms Program contact the Program Director, <dimi.papadakis@det.nsw.edu.au>. ■

[Editor's note: This article was prepared earlier this year when Jane Hunter was the Senior Communications Officer in the Connected Classrooms Program in NSW DET. In late February, Jane joined the academic staff in the School of Education at the University of Western Sydney as a Primary Education Specialist in HSIE and Science and Technology Curriculum.]

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Teacher librarians lead the way with *blogED*

Sue Crawford, teacher librarian at Terrey Hills Public School, and *Deirdre Ratcliffe*, teacher librarian at Croydon Park Public School, discuss their early experiences with blogED. *The NSW Department of Education (DET) Connected Classrooms Program released* blogED *to Government schools earlier this year. In the first eight weeks of its release 2545 teachers and 11 021 students were actively using* blogED *with 9976 posts and 39 262 comments.*

Not surprisingly, teacher librarians were leading the way into this Web 2.0 world.

blogED@Terrey Hills Public School

Terrey Hills Public School is ringed by National Parks, and close to the beaches. As teacher librarian three days a week, I team teach IT and provide RFF lessons in the library with 31 networked computers. At this small, friendly school I have watched horses ride by my office window, and then headed for a swim at the beach when the school day was over. In all, a fantastic place!

Figure 1 The Web 2 tools at Terrey Hills blog *with a Glogster EDU post featured*

I had been waiting for the arrival of the NSW Department of Education and Training's blog, *blogED*, for some time, before venturing into the new sphere of introducing blogging to our students, staff and parents. I had decided not to use commercial blogs, despite other teacher librarians already having the most wonderful blogs running. As a regular contributor to the school newsletter, I saw blogging as a further way of highlighting learning in the library and the importance and value of reading with students, parents and staff.

blogED can be used for many purposes. My *Latest in the library* blog is used to

- signal the addition of new library resources
- announce impending author visits and storytelling events
- report on our participation in the Premier's Reading Challenge
- gather feedback

- promote awareness of the library and learning through photographed activities
- provide widget links to e-books and video clips that I have constantly gathered, and can now effectively share.

Another blog, *Web 2 tools at Terrey Hills*, was created to introduce new, appealing software, such as *Wordle* and *Glogster EDU* (Figure 1). Student reaction to these posts has been amazingly positive, with students now utilising these digital tools for their homework. I have encouraged parental awareness of the blogs through the school newsletter, which many parents receive electronically, enabling their easy access to the blog

links. I see this blog in particular, as a means of also enhancing the staff's educational credentials as being up-to-date, relevant and engaging.

My third blog provides a means of publishing Book Week activities (Figure 2). Here, I am able to create projects that require student posts for completion. I can provide links to sites for researching short listed books. I have added reviews of the books that I have read, and I have included widget links to book trailers. While I have previously encouraged students to use email attachments to present their work, *blogED* provides an alternative. Other advantages of blogging include student home access to anything posted on the blog and their sharing of writing through posts.

Professional training for staff

Blogging becomes contagious. The staff became aware of the advantages of *blogED* after I ran a professional learning session. They are now building blogs for their classes, as well as creating individual student blogs. Staff blogs are now used effectively to promote school-wide activities, such as dance and choir.

Students were made aware of the new *blogED* link in their *Kidspace* during lessons in the library. Their excitement at becoming members of a blog is largely reflected in their posted comments, many made from home.

> This was the most awesomest (sic) day ever.
>
> This is soooooooooo cool!!!
>
> I think we are the luckiest school in NSW.

Such feedback provides the best incentive to keep on blogging!

blogED@Croydon Park Public School

As teacher librarian working four days a week in a city school of about 340 students, I team teach with 11 classes and cover RFF lessons for three. The library's programs focus on supporting

Figure 2 The book week blog is popular with students

…a blog would be another way to promote learning in the library and to provide a worldwide audience for our students' work and achievements.

literature and technology priorities. The library has an interactive whiteboard along with a pod of seven computers. On Mondays, when the Stage 3 classes come to the library,

seven laptops are set up for the day.

I decided that a blog would be another way to promote learning in the library and to provide a worldwide audience for our students' work and achievements. A blog can be a means to an end; a tool to link with information literacy and information skills. It provides a connection with audiences beyond the classroom and the school (Figure 1).

After attending a *Using Web 2.0 tools in the 21st century* classroom workshop conducted by a DET consultant in my region, I entered the

Figure 1 The library blog promotes student learning to a wider audience

world of *blogED*. Planning with my Stage 3 teaching partner for this Term, we decided to give each Year 5 and 6 student a blog, visible only to the students and teachers involved. We elected to use this term to introduce the skills of blogging, and to allow focus on content in subsequent terms. We thought that *blogED* would be the ideal vehicle to specifically address many elements of the NSW *Quality Teaching* framework, such as Higher-order thinking, Substantive communication, Metalanguage, Student direction and Connectedness.

blogED provides flexibility which allows the teacher to set up blogs the way they want.

I had thought that managing the extra workload would be onerous. Fortunately, *blogED* provides flexibility which allows the teacher to set up blogs the way they want. The teacher, as blog owner, can easily vet posts and comments prior to approving and promoting (publishing) to the blog. Posts with mistakes can be sent back to the student for reworking. This interaction becomes more meaningful

than red pen in a book that remains closed and on the shelf.

The audience for *blogED* can be tailored to the purpose of the blog. The blog owner can create:

- a private blog with only a selected membership and audience from within the class or school
- a blog to an All DET audience; it operates within the DET intranet, where All DET users can view and comment (with teacher moderation mandatory)
- a blog to a worldwide audience; a public blog is available on the internet where others can view and comment (with teacher moderation mandatory).

blogED: a tool for social interaction

This real tool motivates students as their work has real purpose – providing learning experiences beyond those offered by books, cardboard-based projects and *PowerPoint* presentations. When combined with other Web 2.0 tools, *blogED* captures students' imaginations and engages them in their learning. Students are already engaging with their peers by adding comments to each others' blogs (Figure 2). They have realised that hosting a poll or posing a question are

excellent strategies for stimulating comments.

I intend to maintain the library blog, using it to present work developed through the library program and to keep the school community informed about our library. Inspired by ideas from the blog workshop, I will be starting a book review blog, inviting a few interested students from each class to write book reviews. The rest of the school will be members, allowing them to add comments.

My next steps are to conduct professional development workshops at school to introduce my colleagues to the world of blogging, as well as to introduce *blogED* at our next teacher librarian network meeting. ■

References and further reading

Hunter, J. & Corish, S. (2010) '*blogED* in the Connected Classroom Program is for pedagogy and student learning', *Scan* 29(3), pp. 8–11.
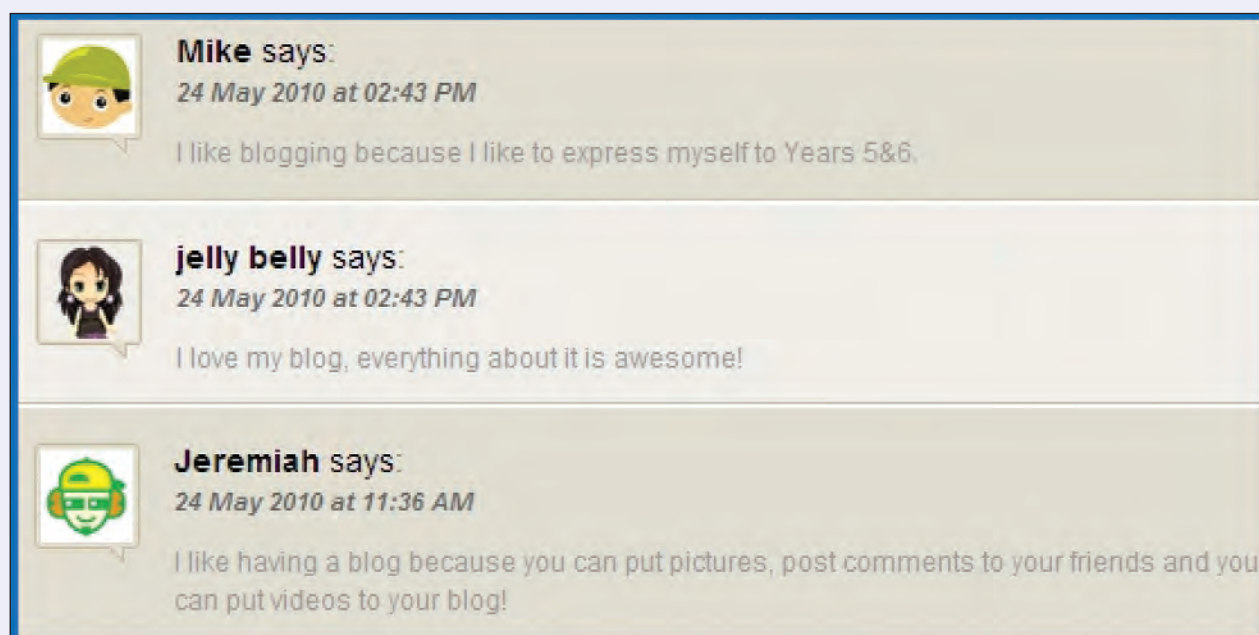
Figure 2 Students enjoy using blogs to communicate with their peers

Adventures in Web 2.0: Discovery box

Margaret McEwan, *teacher librarian at Figtree High School, discusses an important collaboration with the HSIE staff, using* Discovery box *as a presentation tool to challenge Year 7 students and develop their technological skills to present information in a new way. The assessment process and feedback provide evidence for the need for more explicit teaching.*

Figure 1 Discovery box *home page <discoverybox.e2bn.org/>*

Pros and cons of *Discovery box*

D iscovery box (Figure 1) is an online presentation tool. After much discussion with the HSIE department staff at Figtree High School, it was decided that students would use *Discovery box* to present their research findings as part of the ancient civilisations unit for Year 7 History. Why choose *Discovery box*? We thought it provided a good way of encouraging students to move beyond their existing skills with *Word* and *PowerPoint* presentations when working towards Topic 2 outcomes:

- 4.1 describes and explains the nature of history, the main features of past societies and periods and their legacy
- 4.8 locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research
- 4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.

It would be wonderful to say that the collaboration was spectacularly successful in every way and that, as a result, every teacher in the school is queuing at the virtual library door to use Web 2.0 tools in their units of work. However, it is not that simple and, in hindsight, it was over ambitious to use an unfamiliar tool with such a large number of students. There are 194 students in Year 7 and of the 55 who responded to the survey, 90% had not done an assignment using a Web 2.0 tool before. It was also a steep learning curve for everyone. Despite the pitfalls associated with this, the exercise was truly an adventure for all involved.

Using *Discovery box*

Discovery box was relatively easy to use. However, like some other Web 2.0 tools, *Glogster EDU* for example, documents and files cannot be viewed and tested after upload until after moderation, which some students found frustrating. Also, certain file types were not accepted. While this situation created a degree of confusion, in the long run it was beneficial because it highlighted some of the broader issues associated with using technology in the classroom. As a result, students learnt

- to pay attention to the types of files they were using
- about copyright and Creative Commons
- how to embed files
- about the importance of saving and backing up their work so they could reload it if it did not work the first time.

Assessing student learning: feedback and observation

Many students were challenged to learn, refine and use a range of technological skills to present information in a new way (Figure 2). Educators were challenged to expand their technology teaching repertoire. The use of *Discovery box* also provided a great opportunity for collaboration between the HSIE staff and the teacher librarian. Student feedback about

Figure 2 Students use a range of technological skills to create Discovery boxes

experiences using *Discovery box* was also explored using a short online survey created in *SurveyMonkey*

. This survey was anonymous and not compulsory although some students were encouraged to access their email and complete it during class.

Teaching implications

Our adventure with *Discovery box* provided a valuable insight into each student's expertise with technology (Figure 3 & Figure 4). One of the questions in the survey was about new
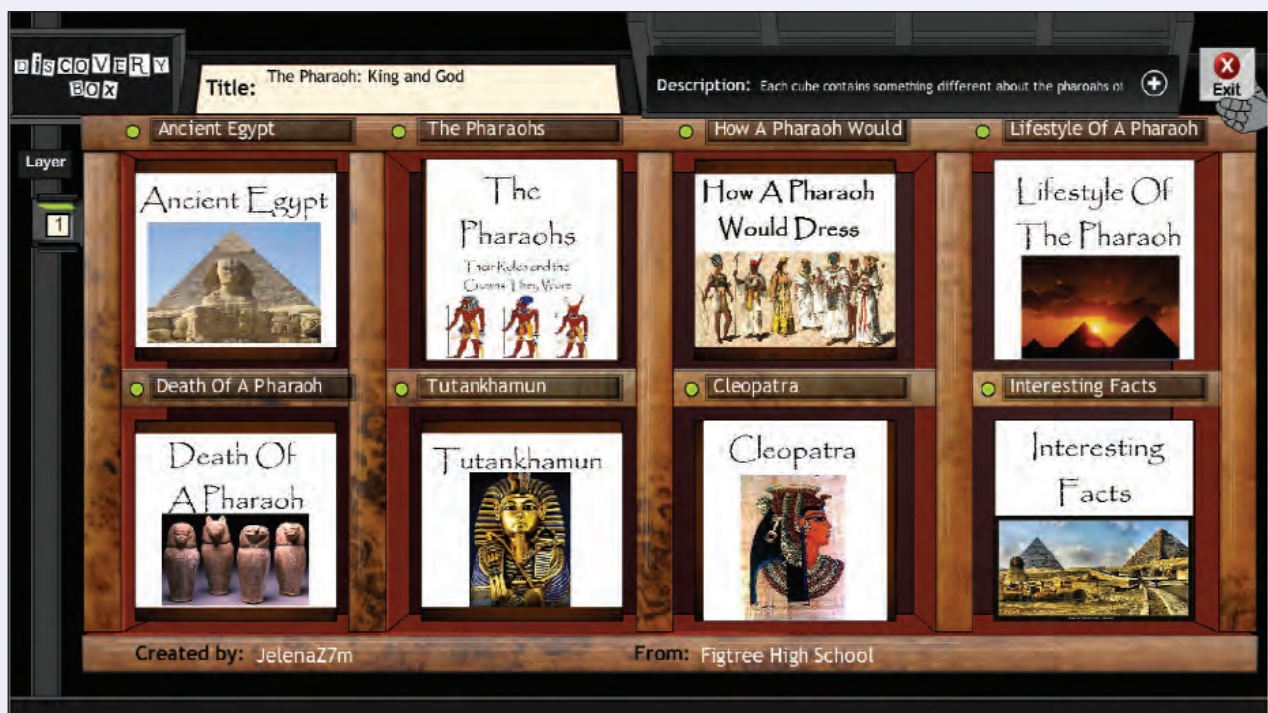
Figure 3 Each cube of The Pharaoh: king and god Discovery box *contains something different about the pharaohs of Egypt*
<discoverybox.e2bn.org/creator/viewer/show/27850>
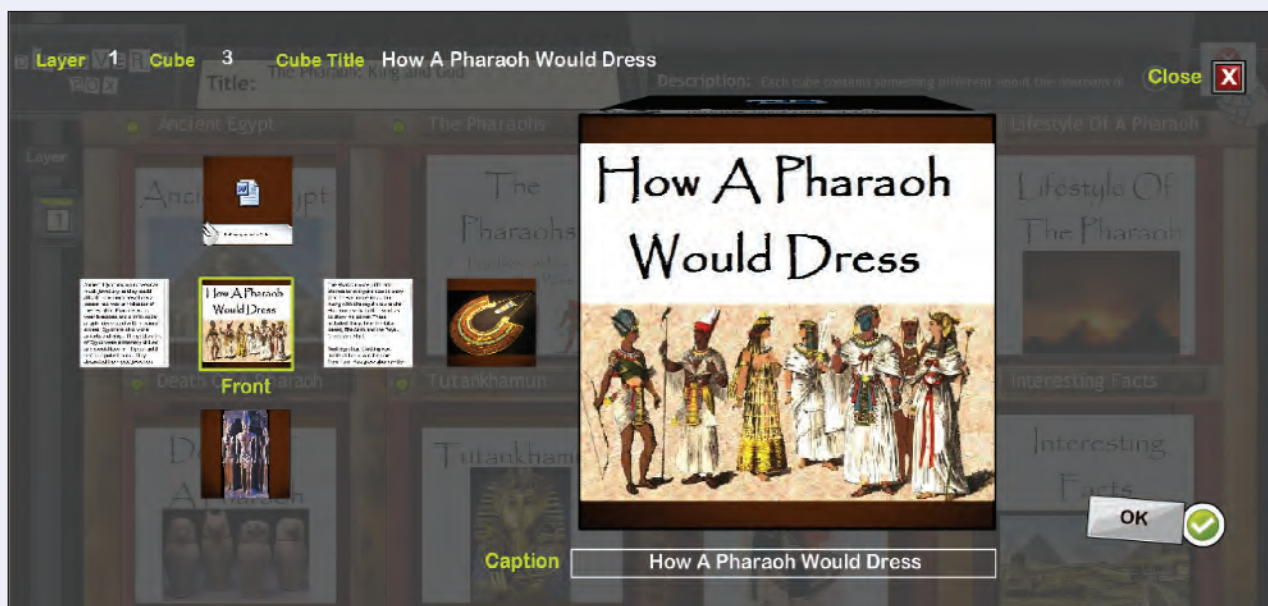
Figure 4 A closer look at each face of the cube, How a Pharaoh would dress, *from Figure 2. The other cubes are visible as a transparent layer beneath*

skills and, although there were more positive than negative responses about learning new skills, one response was particularly intriguing: *I didn't learn anything new because I only did the things I [k]new how to do before.*

Even though many students demonstrated a high level of creativity and confidence, this response highlights a tentative attitude to technology use in the classroom that needs to be recognised and addressed by teachers. Our assumption that a Year 7 cohort of digital natives (VanSlyke, 2003) would be comfortable with using technology freely was only true for some. This factor, combined with issues of access, may account for the poor completion rate (65%) of the assignment overall. Even though this finding is anecdotal, it does seem to add weight to the argument that students are less competent and confident with using technology for an educational purpose than we would like to think. Even when students have good technological access at home, they still require guided assistance from their teachers.

On the positive side, just over half of students who completed the survey reported that they enjoyed working with *Discovery box* (Figure 5) and many students were actively engaged with the process even though they found it to be challenging. This was particularly evident in the initial stages when many students came to the library at lunch times to work on their project.
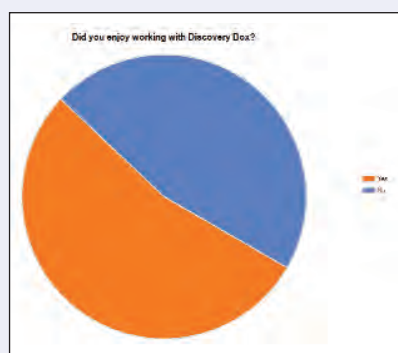
Figure 5 Pie chart showing Year 7 students' enjoyment when using Discovery box

Figure 6 A Year 7 student demonstrates Discovery box *at an Ancient Egypt Expo*

Another positive aspect of using the tool was the opportunity it provided for students to share their work with one another.

Another positive aspect of using the tool was the opportunity it provided for students to share their work with one another. This sharing aspect was emphasised by the demonstration of examples of *Discovery box* at an Ancient Egypt Expo (Figure 6), which showcased Year 7 work completed in Term 1 across several key learning areas.

Explicit teaching of technological skills for students

For the teachers involved, it was an opportunity to look closely at the way we teach students to use technology, particularly Web 2.0 tools. It quickly became clear that we needed to increase the amount of explicit teaching time as many technological

skills associated with Web 2.0, like uploading files and creating accounts, require repeated demonstration and supervised practice. Regular access to computers is necessary for students to develop the skills to effectively use digital technology.

... and teachers

Another issue that emerged was the amount of time needed for teachers to master their own use of *Discovery box*. As well, teachers needed to develop technology skills to provide online marking and student feedback (Table 1). For some teachers this was stressful because they did not feel confident using the technology this required. It was a significant hurdle for some teachers and, while more training is needed, teachers also need to take some time to explore new technologies and experiment with using them in the classroom (Johnson, Levine, Smith & Smythe, 2009).

The race is not always to the swift, but to those who keep on learning.
Johnson, 2008

Marking scale for *Discovery box* assignment

Student name: Class:

	4	3	2	1	0	STUDENT SCORE
Use of *Discovery Box* presentation tool.	Student has used the technological features of *Discovery Box* VERY SKILLFULLY to create and submit an EXCEPTIONAL online presentation.	Student has used the features of *Discovery Box* WELL to create and submit a HIGH QUALITY online presentation.	Student has made a good attempt to use the features of *Discovery Box* to create and submit SATISFACTORY online presentation.	Student has made LITTLE ATTEMPT to use the features of *Discovery Box*. Presentation is UNSATISFACTORY.	NO PRESENTATION SUBMITTED	
Variety of resource type.	Student has used a wide variety of good quality resources types to prepare their presentation.	Student has used a wide variety of resources but has not consistently considered the quality of information used.	Student has used one or two good quality resources.	Student has only used one resource and not considered information quality.		
Originality of material.	Student has used their own words and images in their presentation and acknowledged all resources used in a bibliography.	Student has MOSTLY used their own words and images in their presentation and MOSTLY acknowledged all resources used in a bibliography.	Student has ATTEMPTED to use their own words and images in their presentation and ATTEMPTED to acknowledge all resources used in a bibliography.	Student has NOT used their own words and images in their presentation BUT HAS ATTEMPTED to create a bibliography.	Student has clearly cut and pasted all information from another source without acknowledgement in a bibliography.	
Spelling, grammar and punctuation.	Student has CONSISTENTLY used correct spelling, punctuation and grammar.	Student has MOSTLY used correct spelling, punctuation and grammar.	Spelling, punctuation and grammar are SATISFACTORY	Spelling, grammar and punctuation are UNSATISFACTORY.		
Variety of DIGITAL FEATURES. 1 LINK 1 WORD DOCUMENT 1 IMAGE	Student has exceeded the assignment requirements for range of DIGITAL FEATURES.	Student has met assignment requirements for range of 3 DIGITAL FEATURES.	Only 2 DIGITAL FEATURES present.	Only 1 DIGITAL FEATURE present.		TOTAL /20

Table 1 Marking scale for Discovery box *assignment*

Conclusion

Using *Discovery box* for the first time was hard work. Overall, it was worthwhile because of the challenge it presented and the many lessons learned, for example the importance of explicit teacher instruction. Although it is not always possible to use technology really well the first time, it is important to make a start. Many students are engaged by using Web 2.0 tools in the classroom. Apart from enjoyment in an increasingly complex and collaborative online environment, a Web 2.0 skill set is an important one for all students to master for digital literacy and lifelong learning in the connected environment. ■

References and further reading

Casey, G. (2008) 'Web 2.0 tools for teaching and learning', *Scan* 27(3), pp. 36–39.

Cilona, R. (2009) 'e-assessment and effective feedback: some possibilities for teacher librarians', *Scan* 28(4), pp. 36–38.

Johnson, D. (2008). *Machines are the easy part: people are the hard part: observations about making technology work in schools*, 2nd edn, Blue Skunk Press, Cleveland. Minn. SCIS 1224302

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McEwan, M. (2008) 'Re-visionong the library: a whole school process', *Scan* 28(4), pp. 4–7.

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Storybird inspires students to write: explicit teaching ensures quality writing

Karen Cuthbert, *teacher librarian, computer coordinator and ICT teacher at St Ives North Public School, explains how this digital story making tool provides the stimulus for enthusiastic narrative writing.*

Storybird gets students hooked on writing

Storybirds *are short, visual stories that you make with family and friends to share and (soon) print.*

<www.storybird.com>

So states the welcome page to the website, but it could also add that it is a highly engaging tool that has inspired over 200 students at our school to get hooked on writing. When it comes time to get onto *Storybird*, faces light up and I have often heard cheers (Figure 1). It has even penetrated After School Care (ASC), where it competes with food, Nintendo and games, such that the homework group, which comes to the library, has grown to a very large contingent because they *have* to work on their stories. In fact, the director of ASC came up to see what all the excitement was about *because the kids talk about this all the time and beg us to let them come up and work on it. This is unprecedented!*

So how does *Storybird* work?

The site provides hundreds of beautiful pieces of artwork as a stimulus for creative story writing. Users simply browse the images either by artist or by theme, choose their preferred body of images and select the option, *Start a Storybird with this art*. By a simple

Figure 1 The students are excited about continuing their Storybirds

process of drag and drop, pages are created and the blank writing canvas is ready (Figure 2). Students can invite a friend (including their teacher) to collaborate with the writing, or to simply read and enjoy. It is a very intuitive program that students find easy to navigate and lots of fun.

After the first session, students were reporting that they had already written several stories at home (one boy had done 15!) and were enjoying collaborating with friends. Thomas announced, *I am writing a series—it is so much fun and I couldn't really finish within the first story. I plan to write around 10.*

Preparing for the *Storybird* experience

We have developed a few strategies along the way that make the process both a bit easier for the teacher to manage, and more enriching for the students. As students need to register in order to save their stories, teachers need to be well prepared by having a list of all portal usernames and passwords. Most students do not know their portal email address and they need to type it in. This registration is likely to take a whole lesson to complete. Once they have created a
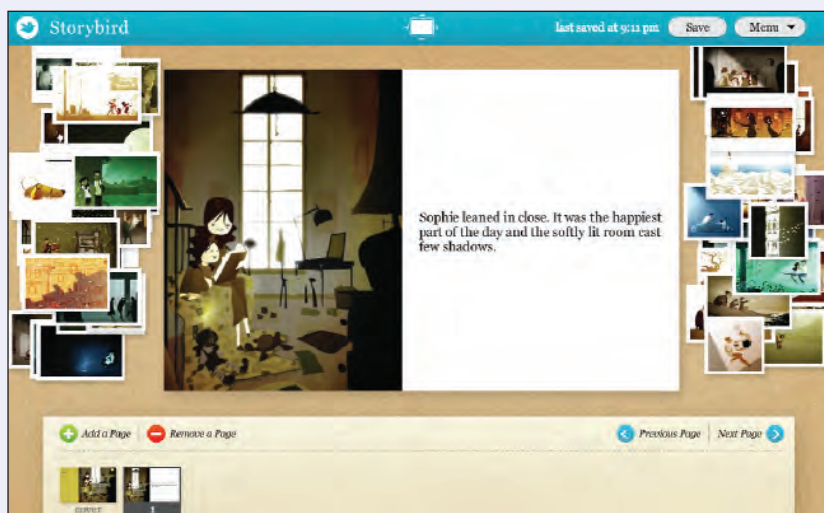
Figure 2 An example of a Storybird being created

Click to sort through the layers of illustrations.

Drag favourite illustrations here.

Drag images to each blank page to create a narrative sequence.

Add or delete pages, and change the sequence of events in the storyboard area.

Figure 3 Planning the narrative produces richer writing

These activities support Stage 2 English outcomes, particularly
- *investigates other forms of publishing, e.g. slideshows, multimedia* (WS2.12)
- *understands purpose and stages of the organisation of texts* (WS2.13)

pen name and password, keep this information on a class list as many will forget this data in the space of a few days! Organise the children to work in pairs. They can work together to create a story, or start individual *Storybirds* and invite their partner to collaborate. Having a prepared list of class email addresses is vital for his stage, as invitations to collaborate or complete *Storybirds* are delivered via email.

Explicit teaching is a must

Explicit teaching is needed to ensure quality. We began by looking at picture books and discussing the relationship between text and illustration. Writing in this new medium initially challenged even the good writers. Students produced simplistic sentences and structure in their stories. Discussions about rich language, compelling starts and the ingredients of a good story produced better quality work.

On a couple of occasions, the classes created a group story first, with discussion and input from both teacher and students. This provided opportunities to explore the range of illustrations available by featured artists and to think about possible

...richer writing occurred.

themes and events for narratives. Teachers demonstrated how to sort through the layers of illustrations that appear beside the pages of the story, and how to add illustrations to the pages to create a storyboard below the main page image (Figure 3). Pages can be added or deleted, and their order rearranged using this storyboard function. When the students used this visual aid to plan their narratives, richer writing occurred.

What do Year 3 students think about using *Storybird*?

I asked a group of Year 3 students (Figure 4) for some comments about *Storybird*. Their responses were all positive and included:

Awesome!

Fun!

It makes me want to write every day.

I just love writing stories now.

Figure 4 Year 3 students are inspired to write with Storybird

Any program that inspires such a passion for writing earns a place in my teaching routine. Take a look for yourself and see if you too become hooked on writing. ■

References and further reading

Sheppard, L. (2010) '*Storybird* with high school students: more than writing narratives', *Scan* 29(3), pp. 21–22
Storybird: collaborative storytelling, Storybird Inc. Viewed 15 July 2010. <storybird.com/>.

NEALS

Storybird with high school students: more than writing narratives

Laureen Sheppard, *teacher librarian at Katoomba High School*, collaborated with English teacher, Mick Wahlin, to introduce Year 8 students to Storybird *to create narratives that showed their understanding of topics studied in their English classes.*

Figure 1 Storybird: collaborative storytelling <*storybird.com/*>

After being introduced to the digital story writing tool *Storybird*, at a teacher librarians' network meeting, I was keen to work with it. The joy of *Storybird* is that it is an extremely user friendly tool that enables students to create digital narratives online. Created stories are saved as each page is added. Stories can be polished and edited as often as needed, and the *Storybird* format lends itself to a variety of lesson types. For example

- the class can write a story together
- students can create their own stories
- students can collaboratively write a narrative, with one student beginning the story and another student finishing it
- students can invite their teacher to share their story, which provides opportunities for discussion, and teaching and learning, and assessment.

Introducing *Storybird* to the staff

After accessing the *Storybird* website, I thought about ways of introducing this digital tool to the staff and students. I approached Mick Wahlin, one of my colleagues in the English faculty, about introducing *Storybird* to one of his classes. I chose Mick as he wanted to increase his ICT skills and integrate them into his teaching. Mick was keen to get involved and he volunteered his Year 8 class, 8L.

During the first double lesson (100 minutes), I introduced *Storybird* to 8L and their teacher. I showed the class a published *Storybird*. As the students were eager to create their own narratives, it was the ideal time to explain the need to *sign up* to *Storybird* and continue a tour of the site while they waited for their confirmation emails to arrive (Figure 1). When signing up, it is important to stress that, for cyber–safety reasons, the students must choose a user name that does not include their family names. Once their registration is confirmed, the students use their user name and password to *sign in*. They can now create and save their stories.

Become familiar with the site before jumping in

After touring the site using the IWB, the next step was to display an incomplete story which the students helped me finish. This enabled me to explicitly teach all the features of creating a *Storybird*. Then they were off, creating their own literary works (Figure 2). Most students worked individually and a couple of students collaborated (Figure 3). By the end of the lesson,

Figure 2 Creating a Storybird

Figure 3 Students collaborating to create a Storybird

most of the students were able to invite either Mick or myself to check out their story.

During this first lesson, Mick had a light bulb moment. He saw a way of meshing what 8L had been working on in class and the digital story making skills that they were acquiring using *Storybird*. Mick spoke to me after the lesson about his idea, which was to make the stories include the language device of onomatopoeia.

Creating onomatopoeic *Storybirds*

Before the next lesson, I emailed each member of 8L a hyperlink to a website that listed many onomatopoeic examples. The next lesson began with the students browsing the lists. They were surprised by how large the list was. We then used the IWB to jointly construct an onomatopoeic *Storybird*. Once our artist was selected (Figure 4), various students had the opportunity to select each of the pictures to illustrate our pages. Then we went back to page one of the *Storybird* and asked the students to choose the onomatopoeic words that went with

Figure 4 Select an artist or theme to begin a Storybird

The activities support Stage 4 English outcomes, particularly	
Students learn to: 4.4 combine modes and describe their relationships in multimodal texts.	Students learn about: 5.13 the cleverness and joy of invention.

each of the images. There was a lot of debate amongst the students as to which words were better. The students then got down to the business of using the skills that they had developed from the previous lessons, to create their own *Storybird* using onomatopoeia. Their creative juices went into overdrive.

When 8L next came to the library to finish their digital stories, one of the students asked, *Are we doing some more of the* Storybirds? When I replied that they were, the students were eager to finish their stories (Figure 5). After they had edited and published their *Storybirds*, student comments about using this tool for writing included

> *Cool, they're so much fun.*
>
> *Hey, look I'm a published author now!*
>
> *Check out the picture book that we wrote, isn't it beautiful?*
>
> *This was the best English lesson. When can we do it again?*
>
> *I'm going home to show my little sister my storybook, and we'll write one together.*

Storybird is obviously a hit with the students. Mick is also impressed and will be passing on what he has learned to his colleagues in the English faculty. He intends sending the links to the students' work to his head teacher to show what can be achieved.
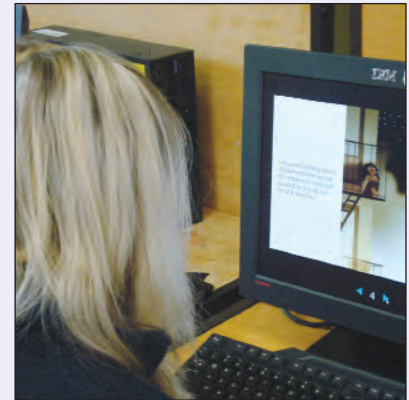
Figure 5 A student checks her completed Storybird *before publishing*

It lends itself to lessons on other literary devices, such as similes, metaphors and poetry.

The *Storybird* website is more than just a picture book ICT tool. It lends itself to lessons on other literary devices, such as similes, metaphors and poetry. Connecting the tool to other English devices works well. Here are a few suggestions of how to use *Storybird* to enhance student learning. Teaching and learning can focus on

- building characters
- writing complications and resolutions
- using pronouns
- writing for a younger audience
- writing to a time limit
- writing story in verse. ■

References and further reading

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Cuthbert, K. (2010) '*Storybird* inspires students to write: explicit teaching ensures quality writing', *Scan* 29(3), pp. 19–20.

Examples of onomatopoeia, <www.examples-of-onomatopoeia.com/>.
     Storybird: collaborative storytelling, Storybird Inc. Viewed 15 July 2010. <storybird.com/>.

Switched on learners:
harnessing the Connected Learning Awards

Ruth Mason, *describes the authentic learning opportunities for students participating in the Connected Learning Awards experience, and showcases student responses about using technology in learning.*

Switched on learners

By involving their students in the Connected Learning Awards, teachers are able to harness the enthusiasm and motivation many students feel when given the opportunity to work with technology. These awards allow students to actively engage in creative thinking, communicating, collaborating, self-directed learning, problem solving, researching and publishing findings — all essential learnings for the 21st century.

> *They were totally committed and loved it. They had to work as a team which was very hard for some, and it involved them thinking and behaving beyond their normal realm. In this way it was both challenging and stimulating. Finally, they had ownership over something that went beyond the school.*
>
> Teacher

Connecting to the real world

According to teachers surveyed in 2009, one of the most powerful motivators for students entering the five Connected Learning Awards categories: Digital Story; Short Film; Digital Art, Greeting Card Design and Learning Resource was the opportunity to use technology to connect with real-life situations.

> *They were thrilled to be a part of something outside of their normal school environment. It gave more meaning and purpose to their work. It also helped make the parents more aware of what skills they were developing.*
>
> Stage 3 Teacher

These sentiments were echoed by a Stage 4 teacher who used the awards as a tool for cross-curriculum studies and to develop skills that could be used across a variety of KLAs.

The real-life connection was again evident among a group of students who entered the Learning Resource category. Their teacher commented that they had enjoyed taking on the role of teacher and thinking of an enjoyable way to teach a concept to other students. During the process of creating their entry the team learnt a great deal about design and creating a product, and they thought that creating for a younger audience was a very worthwhile thing to do (Figure 1).

Figure 1 Students from Moama Public School working on their entry for the 2009 Learning Resource Awards

Being able to showcase student work to an audience beyond the classroom was also a motivating factor for one teacher of Stage 5 Photographic and Digital media.

> *I like to grab any opportunities for students to showcase their work, it builds up confidence and makes [the] subject relevant to the real world.*
>
> It was awesome!

The opportunity to use information and communication technologies (ICT) to enhance learning is considered another powerful motivator by both teachers and students. Those entering the Connected Learning Awards have the chance to use digital cameras, laptops, desktop computers, interactive whiteboards and creative software to compose music, to create short films, digital artworks, photo stories and learning resources and to design animations and greeting cards (Figure 2).
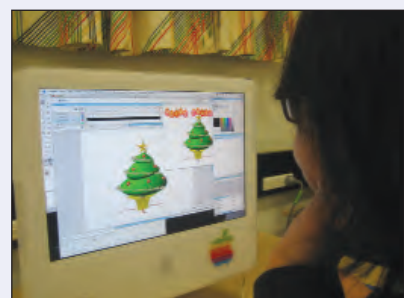

Figure 2 Student from Taree High School finalising his animated entry for the 2009 Greeting Card Design Awards

Comments such as these from a Stage 3 student who entered the 2009 Short Film category demonstrated the link between ICT, motivation and student learning.

> *It was awesome. I learnt how to take photos and make a movie. Everyone at school got to see what we made. It was fun.*

Figure 3 Student from Crawford Public School during the planning stage of her team's 2009 Short Film Awards entry entitled It's hard being different. This entry received the Encouragement Award.

These sentiments were echoed by a fellow Stage 3 student (Figure 3).

> We use the [interactive] whiteboard to plan a movie. I liked how we went in a competition.

> It was 'mad' making the movie. I think movie maker is cool because we all had a turn putting pictures in.

Evidence of student learning

Student learning is evident in the supporting statement each student or team submits with their entries to the Connected Learning Awards. This statement requires students to reflect on their learning by detailing how the entry was created and the thinking behind its design. The following statement is an extract from the Artist Statement submitted by a student from Molong Central School whose entry was the Winner of the last year's Digital Art Awards Secondary division.

> I have used Adobe Photoshop CS3 to create my work. Working in layers I took the image of the car and played with the levels in the image and then went on using curves to create deep colouring within the image. I then placed the image of the sky behind the car image and using a layer mask on the car image brought through the image of the sky.

Learning and having fun too!

In 2009 one student said, I can't wait until next year! Motivation, enthusiasm, focus and pride in their work are all qualities we strive for in our students, and all are reflected in feedback from teachers whose students participated in the previous Connected Learning Awards.

Teachers will again witness these qualities among their students as they create their entries for the 2010 Connected Learning Awards categories: Digital Story; Short Film; Web Design, Greeting Card Design, Learning Resource and Digital Art. Four of these categories are open to students in government and non government schools across the Australia.

…create digital artworks.

The Digital Art category includes four separate competitions bringing the total number of Connected Learning Awards competitions to nine. By entering the Digital Art category, Primary and secondary students across Australia have the opportunity to use a variety of software applications to create digital artworks that express ideas about various subjects, one of which is *My favourite place*. The primary students' *My favourite place* competition is sponsored by the Centre for Learning Innovation and ABC3 (Figure 4). The winner, runner-up and finalists will have their entries played on-air and/or online.
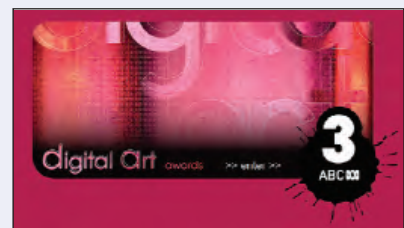
Figure 4 Digital Art (Primary) My favourite place

Although several of the 2010 Awards categories have now closed, students are still able to submit entries to:

- Digital Art *My favourite place* (closing date 15 September)
- Learning Resource (closing date 20 October)
- Digital Art *Christmas stamp* (closing date 3 November).

The 2010 Connected Learning Awards are managed by the Centre for Learning Innovation (CLI) and sponsored by Adobe, Wacom, Electroboard, Microsoft and Scholastic Media and Technology who will once again donate an impressive array of prizes to the winning schools.

By involving their students in the Connected Learning Awards, teachers will once again be able to harness the enthusiasm and motivation many students feel when given the opportunity to work with the technology which surrounds their everyday lives. ■

For further information on the awards, including past winners go to <www.cli.nsw.edu.au/services/wecreate/awards.htm>.

For email enquiries contact <connectedlearning@det.nsw.edu.au>.

Beyond the review:
Learning for sustainability in Stage 3 and Stage 4

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/resourcereviews/

It is timely in this Year of Learning for Sustainability to unpack some of the complex issues. Beyond the review demonstrates effective use of *Power bandit tracker*, (review p. 52), an online learning experience hosted by the Tennessee Valley Authority website, *TVAkids.com*. The broader site treads a careful line in explaining the importance of electricity in our lives and also the powerful need to use it wisely. *ElectroCity* is another online learning experience which takes up this notion that energy production brings benefits and responsibilities.

Teaching ideas

The *SMART Notebook*, titled *Learning for sustainability*, was created to provide internet links to some of the resources used by the students participating in the *Learning for sustainability* rap at <www.schools. nsw.edu.au/ raps/learnsub/index.htm>. The programming ideas for using the *Learning for sustainability* notebook are in Table 1, and also avilable in the ISP matrix 7–10 <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/7_10/>. A sample *OneNote* template for this lesson sequence is included.

This sequence of lesson ideas, detailed in the programming ideas (Table 1), follows these three phases of engaging with complex ideas:

* explore
* experience
* expand.

Focusing teaching and learning information literacy support: programming ideas: organising

Topic/Unit support: *Learning for sustainability – SMART Notebook* lesson ideas for Stage 3 & Stage 4

***Quality Teaching* elements**: Problematic knowledge, Higher-order thinking, Deep understanding

Resources:

Adventures with Bobbie Bigfoot, www.kidsfootprint.org/

ElectroCity, www.electrocity.co.nz/

Fair Trade Association of Australia and New Zealand, www.fairtrade.com.au/

Footprint calculator, WWF Australia, www.wwf.org.au/footprint/calculator/

Grainchain.com, www.grainchain.com/

Hog busters training camp, www.energyhog.org/childrens.htm

Kids saving energy, www.eere.energy.gov/kids/games.html

Learning for sustainability, (SMART Notebook) www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/7_10/index.htm

Learning for sustainability, (OneNote) www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/7_10/index.htm

Ollie's world, www.olliesworld.com/

Power bandit tracker, www.tvakids.org/PB_08/index.html

The water family, www.thewaterfamily.co.uk/

Pre-unit assessment to gauge current level of understanding:

Students write a paragraph about their understanding of the concept – sustainability – explaining what sustainable behaviour looks like. They repeat this task at the end of the lesson sequence, to show their increased understandings.

Syllabus outcomes:

HSIE Stage 3

ENS3.5

Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.

ENS3.6

Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.

Geography Stage 4

4.1 identifies and gathers geographical information

4.2 organises and interprets geographical information

4.3 uses a range of written, oral and graphic forms to communicate geographical information

Related computer competencies focus:

Students

- participate in online sustainability games
- evaluate and synthesise information in *OneNote 2007*
- use a *SMART Notebook* to access internet links about sustainability.

Related information skills focus area: Organising

Students

- create and organise *Learning for sustainability* (OneNote) notebooks into sections
- make notes
- evaluate which information is most useful.

Suggested teaching and learning activities/strategies: organising

- Teacher and students create a class brainstorm of initial understandings about what sustainability is – building on individual student's paragraphs.

Explore: Teacher explains the concept of an environmental footprint. Students calculate their own environmental footprints, using *Adventures with Bobbie Bigfoot* or *Footprint calculator*.

- Students make notes about their footprint in *OneNote 2007*.
- Students *insert audio recording* and summarise their findings about their environmental footprints.
- Class shares footprint information in a discussion.

Experience: Teacher explains that sustainability is a complex concept. There is no simple definition.

- Students play *Electrocity* – it is challenging. They record their three most significant findings, and then highlight and tag the most important one with a star (*View>Tags toolbar>Star* or use Tags toolbar on left).
- Teacher explains how to create new pages in the Energy games section of their notebook – students create pages and make notes after playing the games *Hog busters training camp* and *Power bandit tracker*.
- The teacher explains how to take screen clippings in *OneNote* using the clip tool. Students make a screen clipping of their favourite section in the *Grainchain.com* and explain why they like it best.

Expand horizons: Teacher explains that students will make a powerful difference if each person commits to one practical daily action for sustainability. Students explore *Ollie's world*, *Kids saving energy*, *Fair trade* or *The water family* to research possible changes.

- Students share the changes they will make in a class discussion.

Post unit assessment to determine progress towards stated outcomes

Students choose one specific area to focus on (such as electricity or water use) and write about what sustainability means to them, after having learned much more about sustainable living during the lesson sequence. Compare this with what was written as a pre-unit assessment task to show evidence of learning.

Table 1

The explore phase

Students learn about environmental footprints and evaluate their own footprint. Students can make notes in *OneNote* and summarise what their footprint is in a sound recording (Figure 1).

Figure 1 Explore with SMART Notebook *and* OneNote

The experience phase

Students become immersed in a scenario which makes sustainability dilemmas real to them (*ElectroCity*) or take a journey to find out how to save energy (*Hog busters training camp and Power bandit tracker*). In *OneNote*, students can reflect on what they have experienced and tag the most significant idea they come up with. See Figure 2.

Figure 2 Experience scenarios with SMART Notebook *and* OneNote

The expand phase

Students move beyond their normal habits and choose to make a change. By exploring sites such as *Fair trade*, *Ollie's world* and *Kids saving energy*, students can discover and choose practical ways to live more sustainably (Figure 3).
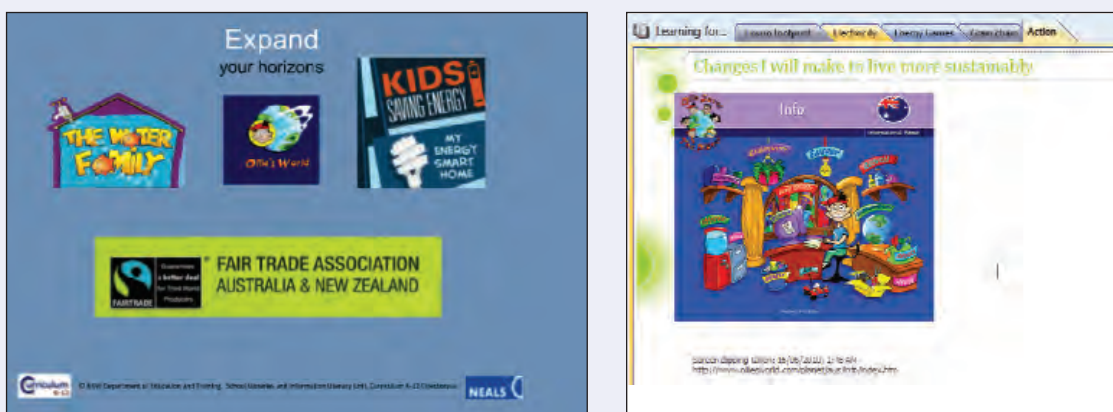
Figure 3 Expand horizons with SMART Notebook *and* OneNote

These commitments to living more sustainably can be recorded individually in *OneNote* and then shared in a whole class discussion. What a wonderful outcome if the class decides as a group to make a change to one daily habit. ■

three 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.*

In this issue, Jon Callow outlines the importance of visual literacy in current educational contexts, research frameworks for student engagement developed in the Fair Go Project, *and the role of visual literacy in best practice. This research reflects synergies with the* Quality Teaching *framework and important roles for teacher librarians.*

I'm way more interested:
using visual texts to engage students from low SES backgrounds

Dr Jon Callow

is a lecturer in English Education K–6, Faculty of Education and Social Work, University of Sydney.

Introduction

When interviewing Year 6 students about the work they had done on an integrated unit of work about Australian identity, incorporating English and the visual arts, Dean made the following comment:

I'm way more interested than I was before. Like all my best friends, we talk about it sometimes. Now I draw pictures at home it's just fascinated me a lot.

Dean's engagement and interest in learning was not necessarily a given for him. Often students who live in poverty are much more likely to disengage and resist schooling and education (Connell, 1993). However,

findings from a *Fair Go Project* (FGP) case study in his classroom showed a high level of enjoyment and enthusiasm for the work the class were doing in their school, a socio-economically disadvantaged primary school in Sydney's south western suburbs. Students in this classroom were highly engaged and improving academically.

What makes a difference? Pedagogy is a key factor, but visual texts may well have qualities that can support engagement and enhance successful literacy learning for all students, particularly those from low socio-economic backgrounds. Research by the *Fair Go* Team (Fair Go Team, 2006) has focused on specific pedagogical practices of exemplary teachers working with students living in poverty, including the use of visual texts and visual literacy (Figure 1).

Visual images are acknowledged as becoming increasingly important in the reception and creation of contemporary texts, both in schooling contexts and the wider Western culture (Avgerinou, 2009; & Felton, 2008). School libraries are often focal points for visual and multimodal

Figure 1 School is for me: pathways to student engagement, *Fair Go Project (2006)*

resources, providing students with access to resources from picture books to graphic novels, *YouTube* to blogs and interactive resources (Naslund & Giustini, 2008). In developing the necessary literacy skills needed to view and navigate visual and multimodal texts, educators are still faced with the challenge of ensuring that all students are given equal opportunities to achieve academic success.

This paper will cover three areas. The first section will present an overview of visual literacy in current educational contexts. The second will present a description of research frameworks around student engagement developed in the *Fair Go Project*. The final section will focus on the role of visual literacy as part of student engagement, drawing on examples from the *Fair Go Project* (FGP).

Visual texts in 21st century curriculum

In 1994, W.J.T. Mitchell used the term *pictorial turn* to suggest that Western philosophy was adopting a more visual understanding of the world, in contrast to privileging written text as the central *lingua franca* (Mitchell, 1994, p. 11). The increased role of visual images in our culture and in education has been noted for well over a decade, by both educators and cultural commentators (Andrews, 1998; Avgerinou, 2009; Callow & Zammit, 2002; Felten, 2008; Kress, 2000; & Mirzoeff, 1999).

With the recent release of the new draft Australian Curriculum for English (ACARA, 2010) it was heartening to see that multimodal and visual texts were represented in both the rationale and the specific elaborations around what it means to be literate in the 21st century. Visual texts play an increasingly important role in our culture, and visual literacy continues to be highlighted as an important skill that students need to develop. The importance of multimodality and the visual mode has been highlighted in the academic educational literature for over a decade now, with the introduction of concepts like multiliteracies, first used educationally in the mid 1990s (New London Group, 1996).

While the importance of picture books in the primary classroom predates this (Arizpe & Styles, 2007), the work of various other scholars, such as the New London Group (Cope & Kalantzis, 2000), Gunther Kress (Kress, 2003),

Colin Lankshear and Michele Knobel (Lankshear & Knobel, 2006), and Don Leu (Leu et al., 2007) has highlighted the need to engage with the changing literacy demands of schools and the wider culture, one which includes an increasingly prevalent use of visual images, often accessed through technology. School libraries, and teacher librarians, also play a key role here, providing multimodal resources, such as graphic novels, as well as teaching students how to access, use and enjoy them (O'English, Matthews & Lindsay, 2006).

Visual images can appear to offer immediate access to ideas, experiences and feelings, just by simply looking at them. At the same time, their apparent accessibility can mask complex design, visual elements and ideological choices that have been made, limiting access to the same ideas, experiences and feelings (Mirzoeff, 1999). Previously I have argued that, from an educational perspective, visual images need to be informed by three dimensions – the affective, compositional and critical (Callow, 2005). The affective acknowledges the sensual immediacy and aesthetic of the image, the compositional considers the structural, grammatical and semiotic features (design, symbols, colour, line etc.), while the critical considers the ideological positioning and power of visual images. Thus, the complexity and challenges of visual and multimodal texts are, in many ways, similar to those of written and spoken text. However, images can grant entry to meaning, particularly the affective, in ways that long and grammatically dense written text cannot. Both adults and young children can have very meaningful responses and discussions around paintings and complex picture book illustrations (Arizpe & Styles, 2003). Recent work with the *Fair Go Project* suggested that utilising visual texts with students was both engaging and offered pathways back into the more traditional reading and writing literacies (Callow, Hunter & Walsh, 2006). In the following section, the

key research frames and philosophies of the *Fair Go Project* will be outlined.

A model of student engagement – the *Fair Go Project*

The FGP is a joint undertaking between a team of researchers based at the University of Western Sydney (School of Education) and the NSW Department of Education and Training's Priority Schools Programs (PSP). The project has built on the initial development of a student engagement framework, where university researchers, teachers and school students co-researched utilising an ethnographic methodology (Fair Go Team, 2006; Munns, 2007). The most recent phase of the research involves intensive case study research, focusing on 30 exemplary teachers and their classroom pedagogies. The teachers are drawn from across NSW, and work in low socio-economic status schools (SES) that are part of the PSP. Using the student engagement framework as a methodological and analytical tool, the project is exploring the impact of the teachers' pedagogy on the social, emotional and social outcomes of their students.

…teachers are helping students to see that school is a positive place to be now.

The student engagement framework evolved from a combination of the *Fair Go* research itself, as well as theorising using sociological and pedagogical theory (see Munns, 2007). Student engagement is conceptualised at two levels: small e engagement ('e'ngagement) and big *E* engagement ('E'ngagement). The first level is at the classroom stage, which acknowledges the interaction of the cognitive, affective and operative processes and experiences at high levels (Fredricks, Blumenfeld & Paris, 2004). This is

often characterised informally by the *Fair Go* team as students *thinking hard, feeling good and working well*. The second level, 'E'ngagement, is informed by the need to address the socio-cultural phenomenon of rejection of school and education by many students living in poverty (Connell, 1993). At this level, the model seeks to support the belief that school is for all students, and to foster strong, long lasting connections between students and the educational resources available to them (McFadden & Munns, 2002). These two levels can be thought about as *the future in the present*, where teachers are helping students to see that school is a positive place to be now, as well as a future resource and goal (Figure 2).

Figure 2 FGP Engagement model

In developing the engagement framework, the FGP has theorised that the two levels of engagement are embedded within each other, influenced by the powerful messages that classrooms often inculcate in students (Bernstein, 1996). Students from low SES backgrounds have often received disengaging messages from their schooling experiences, thus shaping the perception of whether or not *school is for them* (for more detailed description of how the FGP has theorised these messages, see Munns, Lawson, O'Brien & Johnson, 2006). In order to disrupt or challenge these disengaging messages of power, the FPG proposes an alternative pedagogy (Figure 3).

Figure 3 The Fair Go *pedagogy*

Within this model, the classroom learning experiences (the inner circle) and the classroom processes (the outer circle) are involved in interplay. For example, a classroom teacher may be working on developing reading, writing and viewing skills as part of unit of work focusing on the picture book *Wolves in the walls* by Neil Gaiman (Gaiman & McKean, 2003)

High cognitive activities

Developing high cognitive activities would entail engaging with the themes of the story, the visual elements and assisting students to think deeply about what they see and write. Having read the story, an explicit focus on one page allows deeper understanding of how the visual images are constructed. Using the drawing and hyperlink tools available in most presentation

software, specific features can be highlighted (Figure 4).

Creating invisible hyperlinks, students are encouraged to move the cursor across the screen, find a hyperlink (where the hand symbol appeared), which then leads to a more detailed description of that feature (Figure 5). The Home button in the bottom right hand corner of each screen then allowed them to return to the main screen.

High operative activities

High operative activities might include providing a variety of experiences to allow students to engage with the story, using whole class viewing, labelling aspects of the images, creating their own visual texts and using various media and technology. For example, providing a another page from the book and asking students to annotate it for specific visual features, or asking them to innovate a page visually, where they create their own version of the events, utilising one or two of the key visual features discussed previously (Figure 6).

High affective activities

High affective assumes positive learning activities and negotiated learning, where discussion around the text is inclusive, respectful of all
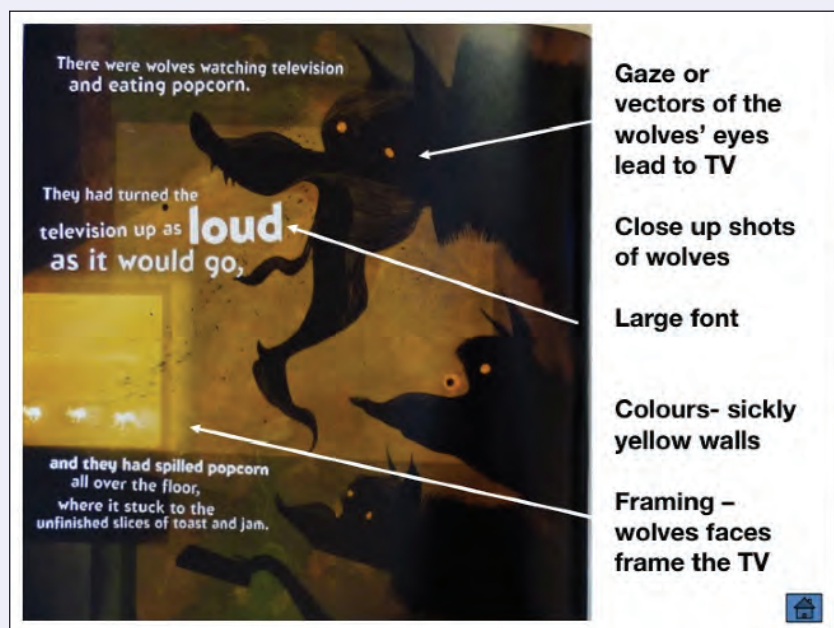

Figure 4 Annotated page from The wolves in the walls *(Gaiman & McKean, 2003)*
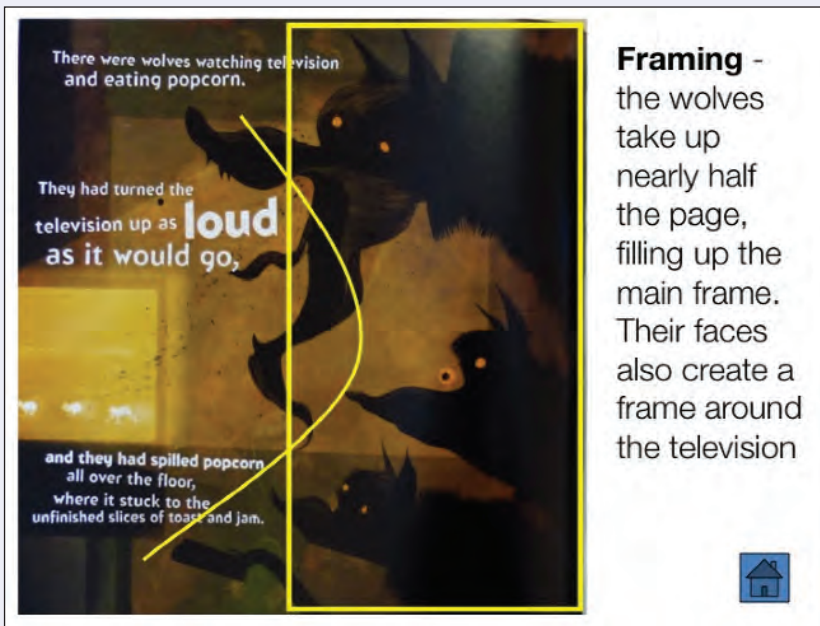
Figure 5 Detailed annotation

learners abilities and contributions, and where learning is associated with pleasurable experiences. The classroom processes in the outer circle ground the general practices of the classroom in all areas of learning, unfolding over weeks and months. The FGP research argues that this pedagogy builds strong and vibrant classrooms, where learners feel empowered and valued.

The final section of this paper presents exemplars of how teachers in both the earlier and current phase of the *Fair Go* research have utilised visual images as a key part of their pedagogy, in order to engage and support their learners.

Visual texts as engaging resources

The inclusion of visual images and multimodal texts as resources, sources of information and as products of student learning has been evident in a number of research sites in the FGP. Visual and print rich environments have been understood for many years as one element of a stimulating and aesthetically pleasing environment (Green, 2006) so evidence of this in exemplary teachers' classrooms was not unexpected. However, the choice of specific visual texts and the types of activities they were used for supports the implementation of the *Fair Go*

pedagogy in a number of ways. Simply having a visually saturated environment will not necessarily lead to quality learning or the development of small or big e engagement. Engaging students requires high cognitive, affective and operative experiences, where visual texts can play a key role.

Connections between student learning and knowledge

In an earlier phase of the FGP, the key elements of the pedagogical model were informed by a number of case studies (Fair Go Team, 2006). One study involved co-researching with a Year 6 teacher in south western Sydney. Debbie planned a unit of work integrating Human Society and its Environment, visual arts, literacy and technology. Using famous artworks by Sidney Nolan, Russel Drysdale, Frederick McCubbin and Tom Roberts, the concept of Australian identity was explored, building on historical knowledge of the artists and their artworks, as well as encouraging students to reflect on their own identities and influences (see Callow et al., 2006). By using visual artworks as an entry point for discussion about history and personal reflection, knowledge was initially accessible and contextualised.

Students regularly practised self-assessment.

Debbie scaffolded preliminary discussions with the caveat that there were no wrong interpretations when first discussing a painting. Building this confidence at the start allowed students to then see the developing connections between their own learning and their knowledge of the Australian landscapes and artists' styles and techniques. This same approach allowed knowledge and ability to build, spiral like, as students developed field knowledge about the content areas, initially through the
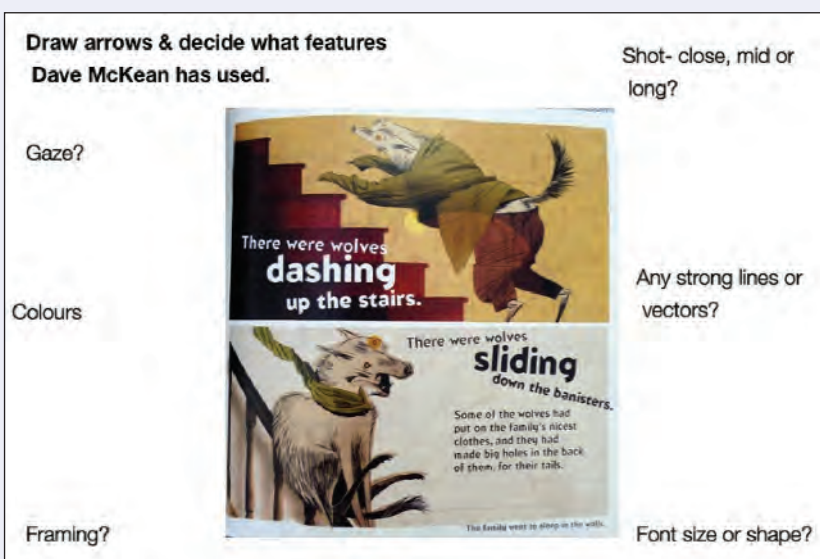

Figure 6 Labelling activity

artworks, which was then supplemented with online research about the artists. Control of learning was shared at many levels, with students able to choose artists they wished to study, and then create their own individual artworks, drawing on the styles of the artists they had studied. Students regularly practised self-assessment, recording not only what they had learnt, but also how they felt about their learning, both the positive and negative aspects.

In terms of this case study, the data collection methods involved participant observation, interviews and documentation of work samples, allowing for triangulation of data (Cohen, Manion & Morrison, 2000). Interviews with students were fully transcribed, and the data were interpreted for patterns that revealed particular themes or developing concepts. Themes included links between reading and writing, student judgments on the types of learning activities, as well as the specific elements of the *Fair Go* pedagogy, such as engagement around the affective (enjoyment of the unit of work), operative (variety of learning tasks) and the cognitive (reflection on visual language, content knowledge and learning).

A consistent theme across the student interviews was that the overall experience of this unit of work was enjoyable, particularly being able to choose to create artworks, using their own developing style. This high affective element complemented the high cognitive aspects, where the knowledge and expertise that they developed about visual texts overlapped with their comments about their enjoyment of the learning activities.

A key point here is both the use of engaging resources, in this case the artworks, as well as the pedagogical choices and activities. Regular classroom discussions about the artworks emphasised the importance of each child's voice and opinion.

One student commented on how the activities Debbie implemented were different to other types of schoolwork:

> Mark: *Because we did the work together like group activities, she helped us like try and work together for opportunities.*
>
> Researcher: *Opportunities to do what?*
>
> Mark: *Like opportunities to talk it out.*

The theme of choice, having some control of the learning, also came through in student interviews:

> *Well, we had our own choice of like, we got to paint our own painting; we got to go on the internet; we got to pick our own painting to write matrixes on and stuff. We always had a choice; we had a variety of things.*

In this particular unit of study, place became an integral part of the discourse of engagement, as students were able to paint their own scenes around Australian identity, whether they chose to use iconic Australian outback settings, or their own local urban environments they deemed representative of themselves.

The explicit inclusion of visual literacy in this classroom proved to be engaging for students when accessing visual texts and creating them. More importantly, from a pedagogical viewpoint, it led to a stronger student-centred teaching approach by the teacher. By building the 'e'ngagement level with the class using hands-on activities, explicit teaching of visual grammar and skills and meaningful choices of activities, the students were *thinking hard, feeling good and working well*. This in turn built on the big *E* engagement, 'E'ngagement, where the teacher, over time, helped build within the class a sense of school being relevant, interesting and worthwhile.

Higher engagement with learning

A number of comments from the student interviews suggested that a

higher level of engagement with learning and education in general was developing. In terms of data analysis and drawing conclusions around student engagement, consistency of representation is always desirable where occurrences of learning are repeated and easily described as consistent patterns. However, there is also the case for noting infrequent or critical incidents. As Cohen states *a subject might only demonstrate a particular behaviour once but it is so important as not to be ruled out simply because it occurred only once; sometimes a single event might occur which sheds a hugely important insight into a person or situation* (Cohen et al., 2000). For example, when asked whether learning about paintings helped improve his reading and writing generally, Dean answered:

> *Well, I'm a natural in reading and writing, but yes, I think it maybe helped me with my visual, with my visual literacy and things like that because I know a lot about paintings now like what plein aire is, so yes…. Just basically it will help me in the future like I'm definitely more prepared for high school now with art and everything and yes, it's helped me.*

Another student commented about her own abilities as an artist, which seemed to demonstrate an engaged and positive self-image. She was discussing her own artwork in reference to the famous contemporary Australian artist Jeffery Smart, and stated:

> *… the first thing that came to my mind when I thought of painting and Mrs Hunter usually spoke about perspective and colour when I painted it I thought 'I'm a bit like Jeffery Smart' because he always used to paint different blocks of colours instead Frederick McCubbin used to mix colours together, to create other colours. I was mostly like Jeffrey Smart.*

Combining visual literacy into the curriculum with a focus on student engagement in this classroom suggested it was a powerful combination, which enhanced student learning and engagement.

The evidence from this case study suggested that there was merit in continuing to research the connections between visual texts and visual literacy and the deployment of pedagogies that would engage students living in poverty. The initial case studies in the project informed the evolution of the *Fair Go* model, leading to the present phase of the project. As noted above, 30 intensive case studies are currently being undertaken, and these will then form the basis for a cross-case analysis, where constant comparative methods will bring forward the core variables from each study that will further refine the teacher principles and strategies (Yin, 1994). At this level, the inclusion of visual literacy and visual texts as engaging resources may prove to be one of the key aspects that many of the teachers, from Kindergarten to Year 12, utilise as part of their classroom practice.

Building confidence and self direction

In early findings from the current case studies, a number of teachers report using visual texts and teaching visual literacy. Sue, a Middle Years teacher working in a high school in south west Sydney, incorporated visual images as part of teaching Year 7 students about symbolism, creative writing and historical narratives, as well as integrating visuals into procedural texts. During an integrated learning session around Ancient Egypt, embalming practices and literacy skills, students entered into an imaginative world by donning charmed amulets, where they followed a visual procedure in role as the chief embalmer to the Pharaoh. The procedure directed them to remove the entrails of the body (an orange in this case), apply embalming fluid then place the body in a final resting place. The use of both two dimensional visual images and three dimensional objects created a learning experience that was highly affective (participating and enjoying the use of imagination), highly cognitive (carefully viewing and following the procedure) and highly operative (hands on learning and working together in groups). This lesson reflected the general pedagogical approach that Sue utilises in all her teaching, where students are given strong positive messages about their ability and knowledge and the importance of their own voices in the learning process. The elements of the *Fair Go* pedagogy, developing both levels of engagement were similar to Debbie's classroom work on Australian identity. The use of visual images to motivate and engage learners again appears to be an important resource in working to engage students, providing avenues into learning, as well as developing visual literacy skills as part of their literacy repertoire.

Conclusions

The previous case study examples illustrate how two exemplary teachers have practically integrated visual literacy into quality learning experiences that highly engage their students. The visual integration aspect works towards the literacy needs of all 21st century students in Australia, while the aspect of engagement contributes to the belief that all Australian students should have successful and positive experiences of schooling, regardless of economic status. This belief is core to the work of the *Fair Go Project* as it continues to research the work of teachers from K–12 doing admirable work in many of our poorest schools.

While such small snapshots of two classrooms cannot be deemed to exemplify all aspects of student engagement, nor by themselves validate the pedagogical model proposed, they do begin to build evidence for such a model. It can be argued that both classroom case studies present high cognitive, high affective and high operative learning experiences for all learners (the inner circle of the model in Figure 3), as well as actively working towards building a strong learning community (the outer circle of the model). The FPG believes that the proposed pedagogical model shows strong signs of encouraging high levels of student engagement for those students living in poverty. The use of visual literacy and visual texts as part of this pedagogy would also seem to offer valuable content and resources to enact such a model. If the immediacy and appeal of visual texts does allow students access to learning that engages them, and thus leads to more successful academic and social outcomes, the challenge then is to further refine the strategies and pedagogical choices that all teachers working with students in poverty can employ in their classrooms.

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Teaching and learning resources: engaging 21C students

***Ken Olah**, A/Director, Curriculum, outlines some key resources available to assist Departmental teachers and their students in the contemporary education environment.*

Curriculum K–12 Directorate is committed to supporting and working with teachers as they respond to the critical challenges of 21st century learners and curriculum. This is reflected in the range of online resources that cater for connected learning K–12 for the key learning areas, literacy and numeracy, student assessment and reporting to parents, gifted and talented education, environmental education and school library support.

Following is a taster of Directorate resources available at <www.curriculumsupport.education.nsw.gov.au/>. Read on and be inspired to explore our website. Included are resources which have been collaboratively developed with the Centre for Learning Innovation. All are searchable through *TaLe* <www.tale.edu.au/tale/>.

Resources in your area of interest can be easily accessed through K–6 and 7–12 dropdowns from the menu bar, and the A–Z guide on the right on any page in *Curriculum support* homepage (Figure 1).

Figure 1 Key entry points

Connected learning K–6

Select Connected learning from the K–6 dropdown to find a collection of the best available curriculum resources. These specifically support teachers in quality teaching and learning with interactive whiteboards and video conferencing equipment for key learning areas and cross curriculum focuses. For example, engaging notebooks in KLA areas are provided, with contextual notes to assist teachers to easily identify relevant units and focuses for their use (Figure 2).
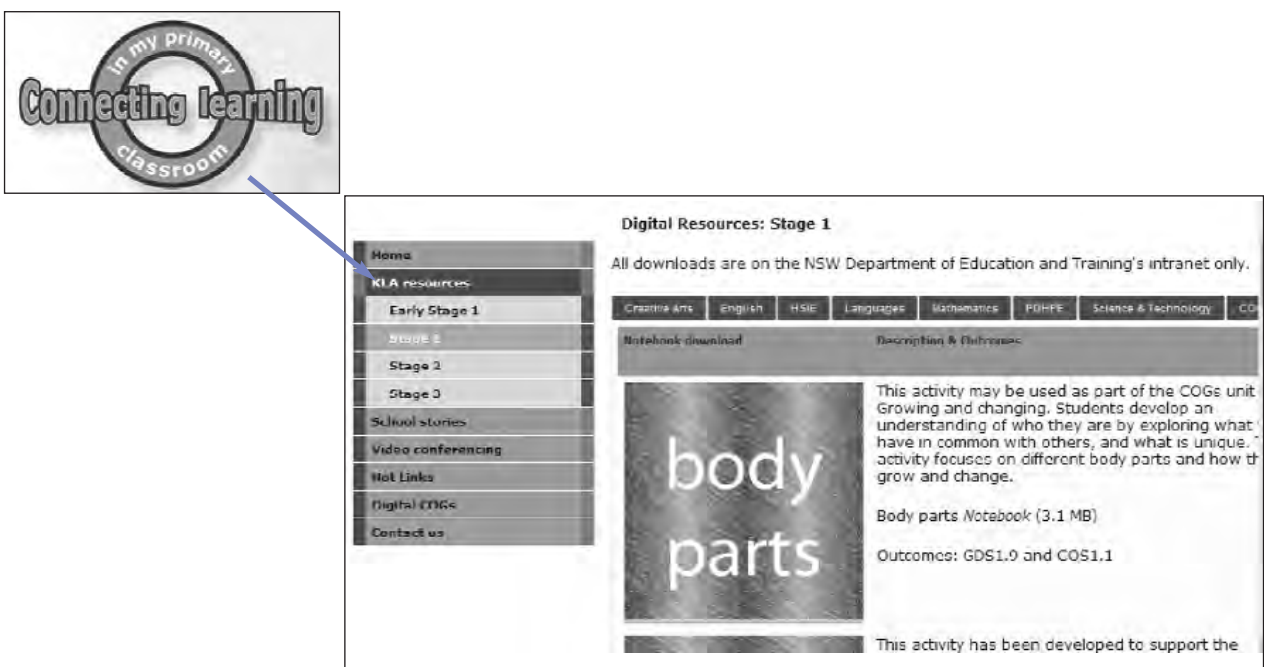

Figure 2 Sample notebook access in Connecting learning in my primary classroom

Digital Education Revolution – NSW

Secondary teachers will find practical program materials to entice and challenge students in their subject area when working with students using laptops (Figure 3). Resources include units of work, lesson plans, assessment tools, and carefully selected *Links4Learning* (also available in *My library* through student and staff portals) to assist teachers provide an exciting and purposeful learning experience for students.
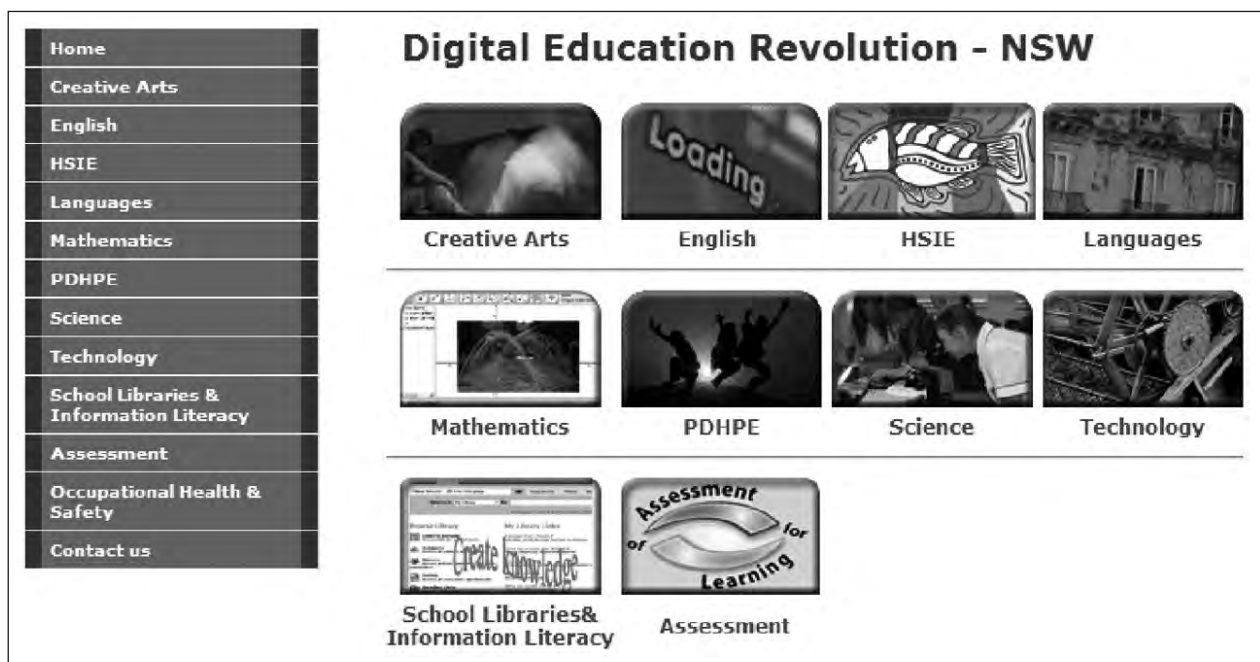
Figure 3 Secondary DER – NSW support

DER – NSW and e-assessment

A recent *Scan* article focused on e-assessment and effective feedback (vol 28 no 4, 2009, pp. 36–38), providing a summative overview of issues and opportunities for assessment processes in collaborative learning environments. View examples of technology feedback applications and suggested use, including with the student laptops in the *Assessment* area in the left side navigation (Figure 4).

Figure 4 DER – NSW > Assessment

Key learning area samples

Browse key learning areas for additional resources. For example, go to Aboriginal K–10 syllabus support in Languages to find *Campfire* (Figure 5). This is an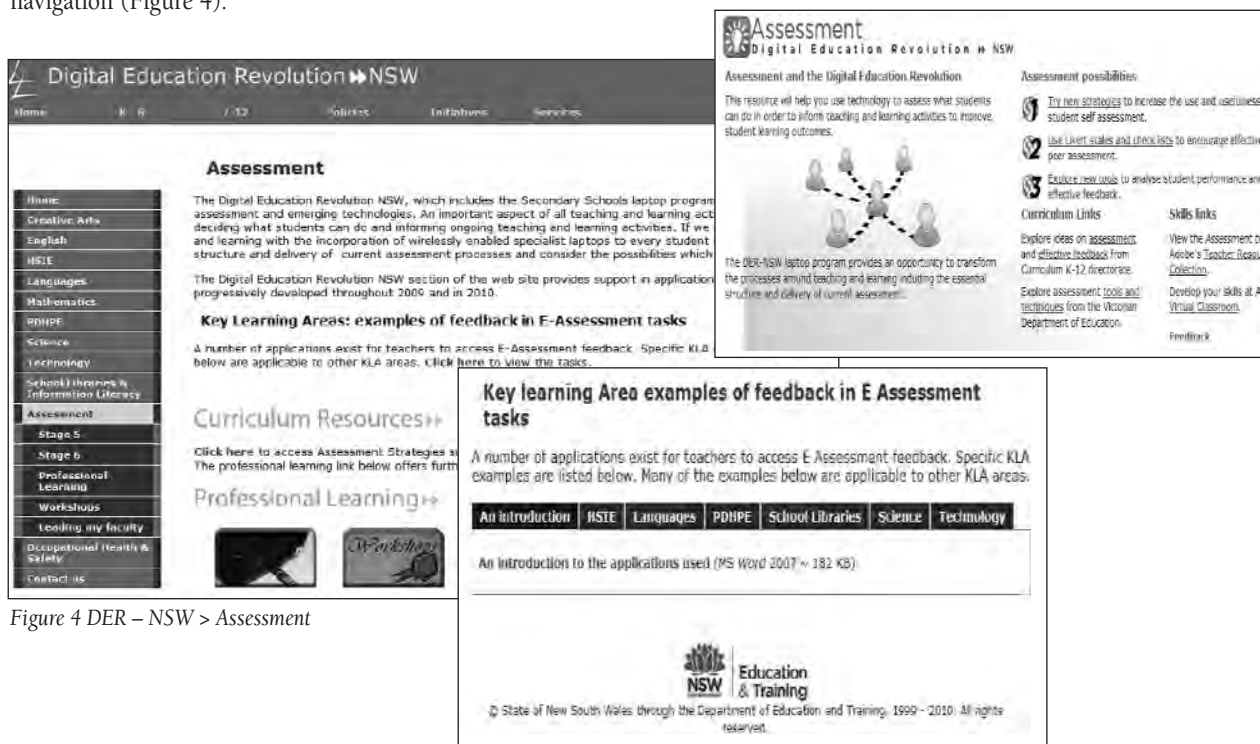 interactive, digital resource supporting NSW Aboriginal languages. While designed specifically for Stage 4 of the Aboriginal Languages syllabus, sections are useful for other Stages or to support Aboriginal Studies.
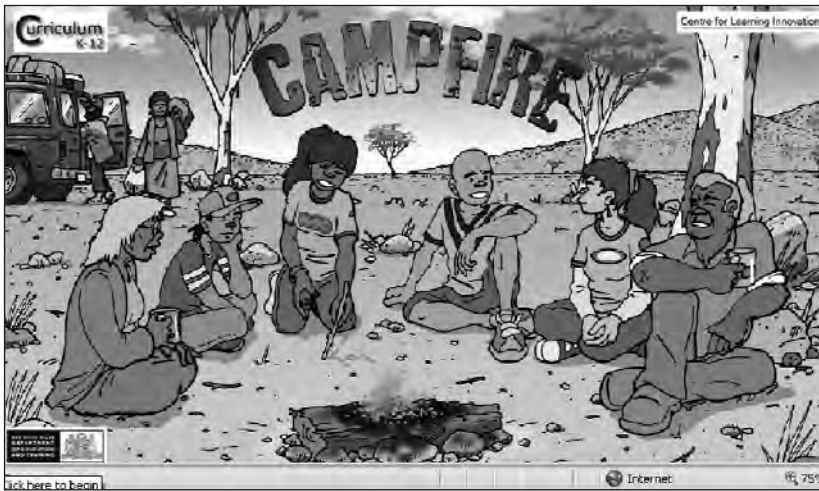
Figure 5 Campfire <www.curriculumsupport. education.nsw.gov.au/secondary/languages/ languages/aboriginal/campfire/>

Literacy, Numeracy, ICTs and more

The Literacy pages have been updated in 2010 (Figure 6). Explore these for new publications available to Departmental teachers, and for a range of professional learning and parent support videos, which are timely viewing for National Literacy and Numeracy Week activities.

Figure 6 Updated Literacy pages

NEALS

Literacy professional learning programs opens to details about two exciting, focused opportunities designed for teachers and school leaders for either K–6 or Years 3–6: *Focus on reading 3–6* and *Literacy on track K–6* (Figure 7). They are delivered by specifically trained regional personnel.
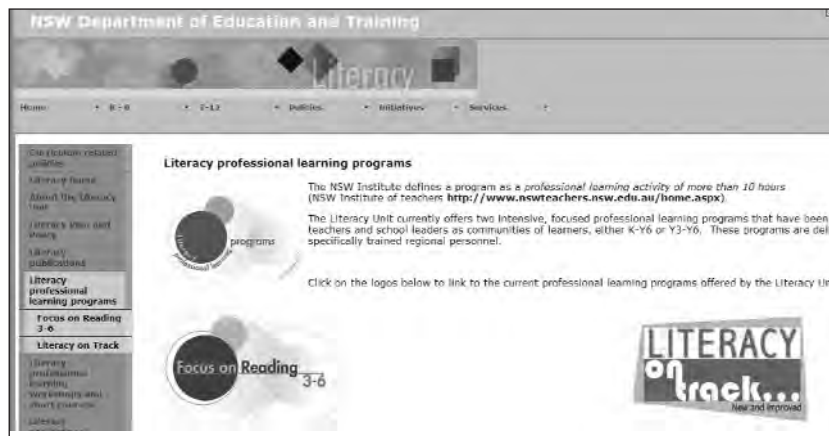
Figure 7 Professional learning programs

The *Count me in too* pages have also been revised (Figure 8). These provide teaching resources and interactive student activities, along with information for teachers and parents, to support implementation of this internationally recognised early numeracy program.

Figure 8 Revised Count me in too *pages*

Diverse experiences of reading are also supported through activities in the *Raps and book raps*, hosted by the School Libraries and Information Literacy Unit. Resources include a videorecording of the author and illustrator reading *Bear and Chook by the sea*, and engaging in a Q&A with a class group. It is not too late to join the exciting *Book Week 2010: across the story bridge with Fearless* rap (Figure 9). Activities will involve students creating digital stories and a book trailer.
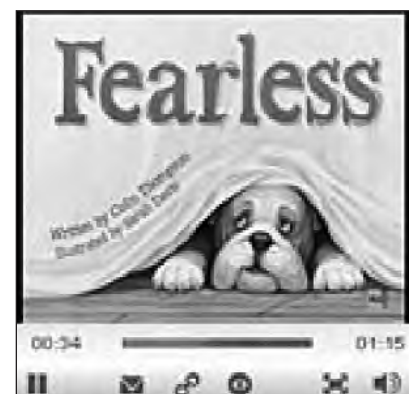
Figure 9 Fearless *book trailer*

Cross curriculum and topical focuses

The *Curriculum support* front page provides ready access to quality resources for cross curriculum areas and topical issues.

Curriculum support for Aboriginal Education (Figure 10) provides a map of resources, provided by Curriculum K–12 Directorate, which supports the teaching of Aboriginal students, and aspects of Aboriginal Education, including Aboriginal perspectives and cultural understandings, for all students.

Figure 10 Curriculum support for Aboriginal Education

To support schools involvement in sustainability activities for the *Year of Learning for Sustainability* (Figure 11), a number of resources have been developed to raise awareness and provide information and guidance.

Figure 11 Year of Learning for Sustainability

Explore ways of commemorating the legacy of Lachlan and Elizabeth Macquarie during the 200th anniversary year of the appointment of Lachlan Macquarie as Governor of New South Wales. Make use of the collection of resources to engage students in quality teaching and learning about the Macquarie era (Figure 12).

Figure 12 Follow the link to Macquarie 2010

Secondary and Middle Years teachers interested in integrated learning may wish to explore the materials, models, sample units and school stories shown in the Secondary COGs, accessed from the 7–12 drop down (Figure 13).

Figure 13 Secondary COGs

The resources indicated in this brief overview, are part of the substantial support available through *Curriculum support* and *TaLe*. Resources in key learning and cross curriculum areas will continue to be added to support key priorities:

*   Australian Curriculum
*   Connected learning and Digital Education Revolution
*   Literacy and Numeracy
*   New School Leaving Age
*   Aboriginal Education.

Feedback and suggestions are welcome and can be emailed to <curriculumsupport@det.nsw.edu.au> ■

Game on — *Mystery matters*

*The **Centre for Learning Innovation** (CLI) takes a look at games-based learning in a new range of products — Mystery matters.*

Figure 1

How can you engage your students in authentic learning and at the same time have fun in your classroom? How can you equip students with 21st century skills through enjoyable online activities? You might find the answer in *Mystery matters*. This is a new website <www.mysterymatters.edu.au> and set of educational games launched by the Centre for Learning Innovation (CLI) at the *2010 Office of Schools Conference - Engaging learners through innovative practice* on 14 July 2010.

Mystery matters targets Middle Years students. It takes them on an interactive journey to gather information, solve puzzles, listen to and observe character interactions, hunt for clues, research answers and, ultimately, solve the mystery. By using *Mystery matters*, which is strongly tied to the curriculum, students find out that learning can be fun, and games can be educational.

> *I could teach the kids this all day and it would be really hard to get them to understand, but with* Mystery matters *they just learn it without needing to try.*
>
> Teacher (school pilot, June 2010)

There are 13 *Mystery matters* games under development:

- *City of fear* (HSIE Stage 3)
- *Event 17* (Mathematics Stage 4)
- *Bathurst or bust* (HSIE Stage 3; History Stage 4)
- *Extreme creatures 1* and *Extreme creatures 2* (SciTech Stage 3; Science Stage 4)
- *The forgotten palace* (HSIE Stage 3)
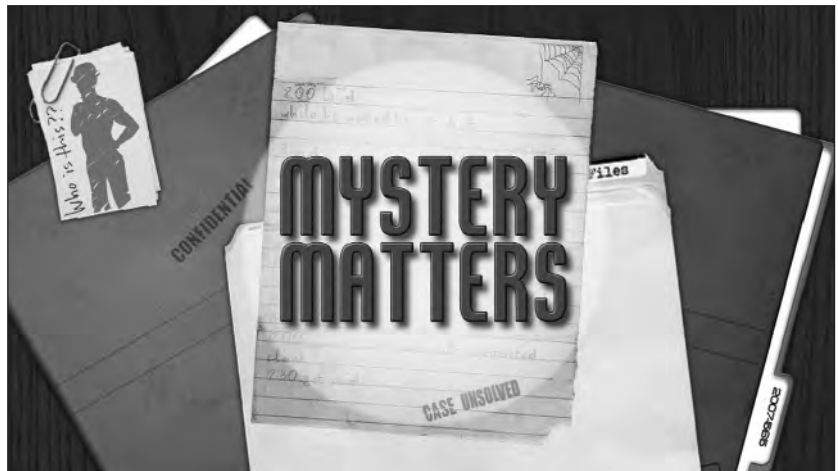
- *The sinister swaggie* (History Stage 5)
- *Wollemi rescue* (HSIE Stage 3; Geography Stage 4)
- *Demons and disorder* (Creative Arts Stage 3)
- *Design disasters* (Technology (Mandatory) Stage 4)
- *Qui est Philippe Deschamps?* (Languages Stage 5)
- *House: ED* (English Stage 3 & Stage 4)
- *Digital citizenship* (Stage 5)

Each mystery includes teacher only access to teaching notes that detail how to use the game, accessibility issues, syllabus links and discussion/extension activities.

The first two mysteries released, *City of fear* (Figure 2) and *Event 17*, were tested with a group of invited students and have been piloted in 11 schools across a number of regions. Their feedback was used to improve *Mystery matters* to ensure maximum student immersion.

Serious games in education

There has been a lot of movement towards serious games in the educational sector. A serious game is a misnomer because the player should still have a lot of fun. Students may not even be aware that they are being directed to an educational objective. After considerable research, CLI

Figure 2 The City of fear *game screen – a character dialogue scene*

developed *Mystery matters* so that it would meet the teacher's need to draw in and retain their students' attention while ensuring that they gain competency in key learning areas.

Surveys conducted during the *Mystery matters* pilots show that a large proportion of students play computer games at home.

Gaming in education is still fairly new, and *Mystery matters* will help the NSW Department of Education and Training lead the way in student engagement. Surveys conducted during the *Mystery matters* pilots show that a large proportion of students play computer games at home, whether online or offline, single or multi player or within a social networking application. Students enjoy gaming; nobody needs to force them to play a computer game in an entertainment context.

- How does this compare with the educational context?
- How does their computer interaction at home compare to what they are doing in your classroom?
- Can the popularity of entertainment-based computer games be harnessed in the classroom?

Mystery matters aims to investigate these questions and to provide a platform for teachers to help students blend learning and gaming, to give them the excitement they experience when gaming at home, and the challenges they seek in learning at school.

> *…these three students…are by quite a long way the three students who will do anything to get out of maths work in class, whether it be a practical lesson, answering textbook style questions or problem solving tasks. Even one period is usually too long for them to stay on task. So to*

> *have them working on this* Mystery matters *task for two whole periods was nothing short of a miracle... It almost seemed too unlikely to be true!*
>
> Teacher, (*Event 17* pilot, March 2010)

City of fear: a quick look at the first *Mystery matters*

City of fear is the first mystery CLI has released. It is based on the story of the outbreak of bubonic plague in Sydney in 1900. It follows the dilemma faced by the Premier of the day who appointed George McCredie to oversee the operations to rid the city of the disease. The player takes on the role of George's assistant who has to collect and look at all the evidence to work out what caused the mysterious deaths, and then decide what to do about it.

The mystery contains carefully selected historical sources including photographs of living conditions in The Rocks and the cleanup operations, an interactive map of plague cases, and government posters (Figure 3).

Figure 3 Historically accurate sources and artefacts are used wherever possible

The mystery is designed for upper primary students learning about significant people and events in Australia. It would also be useful for Stage 4 students learning about the meaning, purpose, usefulness and context of historical sources. Teaching notes offer suggestions for further

discussion and activities relevant to HSIE, PDHPE, English and Mathematics key learning areas.

Students enjoy playing in pairs, which stimulates discussion and interaction between groups.

Students playing *City of fear* have shown a very high level of engagement and a determination to decipher words and puzzles. Students enjoy playing in pairs, which stimulates discussion and interaction between groups. Various game play strategies are outlined in the teaching notes. The game caters for all abilities in an average classroom. More able students appreciate the level of challenge and being able to pick up on subtle clues, while enough support materials are provided for less able students to progress through the game.

To access *Mystery matters* go to <www.mysterymatters.edu.au> and enter your DET portal login details. Alternatively you will find *Mystery matters* in the staff portal under *My applications* and in student portals under *Games*. ∎

References and further reading

Moore, D. (2007) 'Games-based learning: motivating students to become multiliterate', *Scan* 26(2), pp. 18–23.

Resources for teacher librarians partnering teachers: a guided tour

*Curriculum K–12 Directorate's School Libraries and Information Literacy Unit offers a range of resources to support teacher librarians programming and planning. On pages 34–39, **Ken Olah**, A/Director, Curriculum, outlines some key resources available to assist Departmental teachers and their students in the contemporary education environment. This brief guide provides additional information about the various resources teacher librarians can use when working with teachers to support teaching and learning in their school. The guide is also available at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>.*

Check for updates at the main *Curriculum support* page <www.curriculumsupport. education.nsw.gov.au/>.

Points of interest from the page and drop downs include:

- latest news from *Curriculum K–12 Directorate*
- Australian Curriculum updates
- *Connecting learning in my primary classroom* including *Hot Links4Learning*
- *Digital Education Revolution* – NSW including *Links4Learning*
- other support for teaching and learning for KLAs and cross curriculum areas and priorities.

School Libraries and Information Literacy

<www.curriculumsupport.education.nsw.gov.au/schoollibraries/>
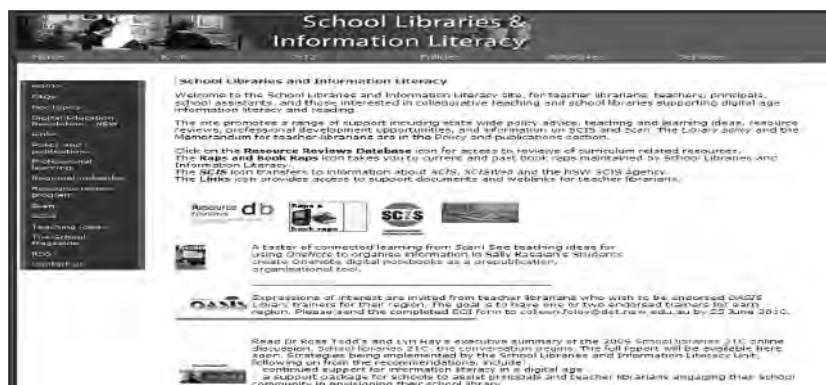
1. On the School libraries home page, check icons and links to items of interest e.g.
   a. *School libraries 21C* executive summary
   b. A taster from *Scan*: ideas for using *OneNote* digital notebooks
   c. *Web 2.0 tools in the information skills process*
   d. *COGs resource list* and *ISP matrix K–6 & 7–12*; additional digital resources links including for IWBs in these.
   e. the *OASIS Web Enquiry* article in *Links4learning* for some great ideas from teacher librarians and guidance for downloading websites to the library system
   f. HSC English Area of Study: *Belonging* resource list.
   g. Top menu bar links to KLA areas for K-6 & 7–12 & other cross curriculum support.

2. Note the quick icon *links* to reviews, raps, Links.

3. In *Links*, check the range of professional information and links, for example:

Blogs – sample use in Raps
Click: a technology guide for parents
COGs Hot Links for Primary *Links4Learning* (Also in *My Library*)
Cybersafety
Cybersafety: help for evaluating websites Years 3–6
Cybersafety: help for evaluating websites Years 7–10
Digital Education Revolution - NSW *Links4Learning* (Also in *My Library*)
Information skills: Web 2.0 tools
Website evaluation: Quality Information ChecKlist for Years 3–6
Website evaluation: Evaluating websites for Years 7–10
Website evaluation: Choose the best search engine for Years 7–12

4. View items of interest in *Hot topics*, for example:

2010 Horizon report at Australian Policy Online
21C pedagogy and 21C skills
Digital literacy
Google generation and information behaviour

5. Drop into the *Raps and book raps* and check out one or more of the raps from the *Quick links* or *Archives*. Take a look at some of the *Planning and programming activities*, digital tools in *Book Week 2010: across the story bridge with Fearless*, video reading resources e.g. in *Bear and Chook*, and *Wilfrid wiki*. Click on *School Libraries and Information Literacy* to get back to the School Libraries home page.

6. You might like to do some sample searches in the Resource review database e.g.

   a. visual literacy or laptops or connected learning or internet safety

   b. by *Scan* issue

   c. to select some websites to include in a SCIS order to download to *OASIS Library* for quick access through *My Library* and to support teachers and students selecting the full range of resources including online (simply copy and paste the SCIS number from the review into your SCIS order; check the *Scan OASIS Web Enquiry* article for reminders about SCIS orders for websites or see the Special order files online at SCIS for quick, easy downloading of *Links4Learning* websites, or websites reviewed in *Scan*).

7. In Teaching ideas on the left menu bar check some interesting *Scan* articles on, for example:

   a. new literacies

   b. e-literature

   c. teaching power searching

   d. blogging.

   Then select Information skills process to find ISP and matrix K–6, 7–12 and G&T support for planning & programming ideas with links to digital resources you can download: opportunities for teacher librarians and teachers to collaborate. A blank programming proforma is also available.
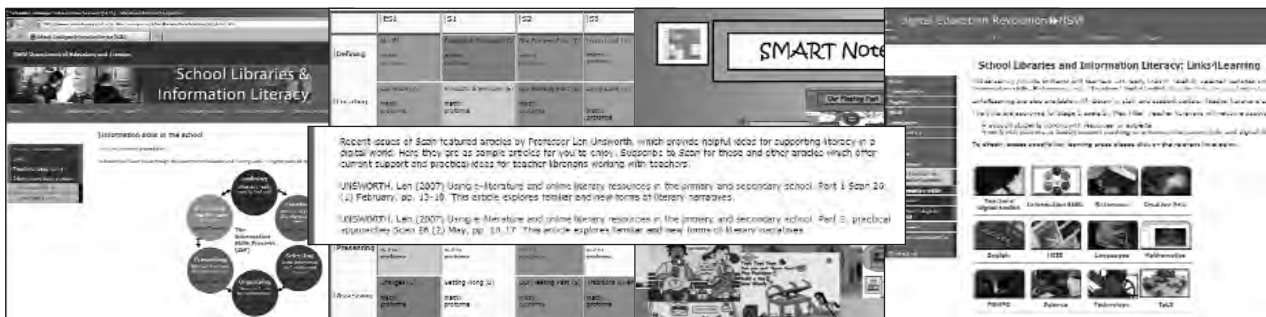
Dip in and out of the matrix and proformas K–6 and 7–10 for ideas to support information skills in units of work. Print or adapt them for your program. More digital and online resources are being added to the programming ideas. ■

Planning and programming with *OneNote*

Narelle Drake, teacher librarian at Chatham Public School, describes how Microsoft Office OneNote 2007 is used by staff to create, organise and share teaching and learning programs and units of work.

A t Chatham Public School (CPS) we have created a *OneNote* folder on the school server. Folders containing notebooks for each Stage have been created.

OneNote acts as a regular notebook or program folder with tabs, dividers, pages etc. The advantages from an organisational viewpoint are that locating what you need is simply a matter of clicking the section tab and customising the content to suit your needs as it provides a place to gather notes, text (keyboard and handwritten), graphics, tables, audio and video content.

…a collaborative tool.

OneNote can be used as a collaborative tool by creating shared notebooks on a file share on the school server. Lesson plans, programs and resources, and meeting notes can be efficiently shared. This saves time and enables staff to be aware of what is happening across Stages, and provides opportunities for them to be part of this.

The library program is shared on the school server for all staff to see what is being taught during lessons in the library (Figure 1). It provides an opportunity to connect learning across Stages and inform future teaching and learning. The Library's program notebook is organised into eight sections:
- Overview & ISP
- Timetable & class lists (Figure 2)
- Early Stage 1
- Stage 1
- Stage 2
- Stage 3
- Links
- QT.

…they serve the purpose of quickly and efficiently sharing information and updates.

The sections act like files in a folder. As the content in the QT (Figure 3) and Links sections increases, they will probably become separate notebooks. Now they serve the purpose of quickly and efficiently sharing information and updates available. Notification of updates is made through email and also at staff meetings.

Teachers can add their own teaching program to share with others and create a collaborative Stage platform for programming, assessment materials, lesson plans, worksheets and resources. This provides the teacher librarian with opportunities to share planning. Teacher librarians can suggest resources and effective ways to use them. This is particularly valuable for new teachers and staff members.

A notebook has been created for COGs where the school's scope and sequence has been placed alongside the units of work and available resource lists. These resource lists can then be adapted for local needs. Additional resources held in the school's collection are included in the lists. Links to the Information skills matrix and *SMART Notebook* downloads, available on the *School Libraries and Information Literacy*
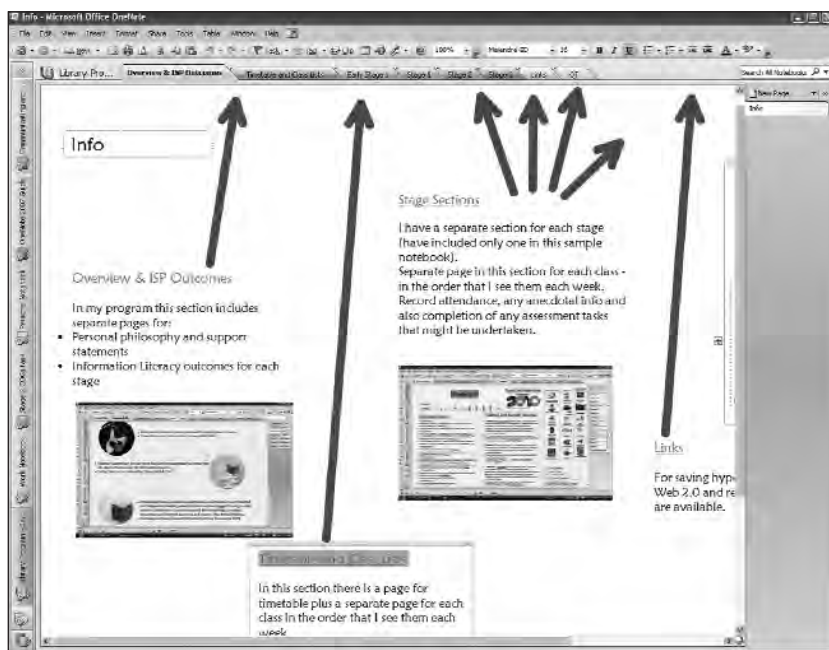

Figure 1 The Library's program notebook is an efficient organisational tool to share with staff
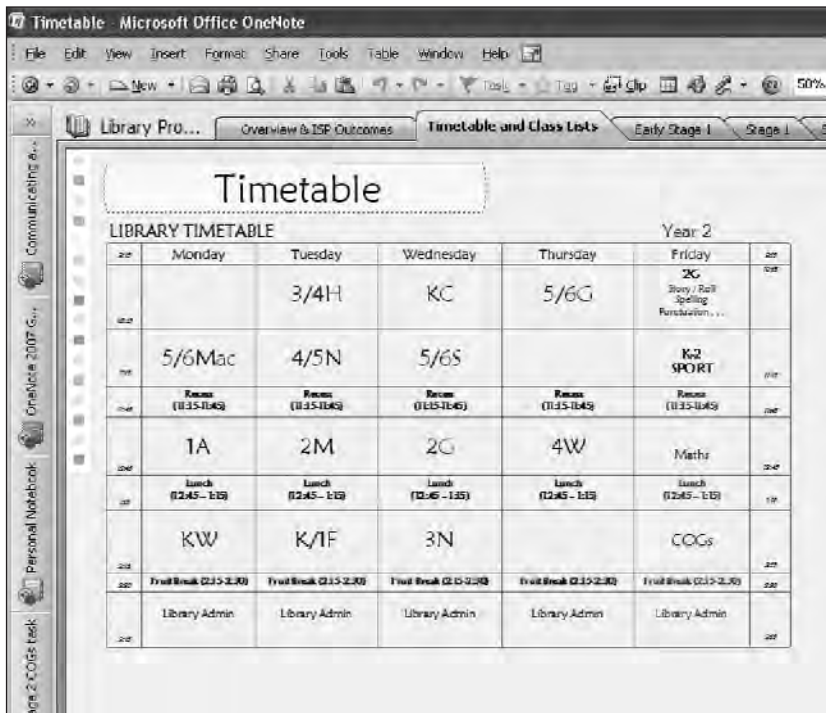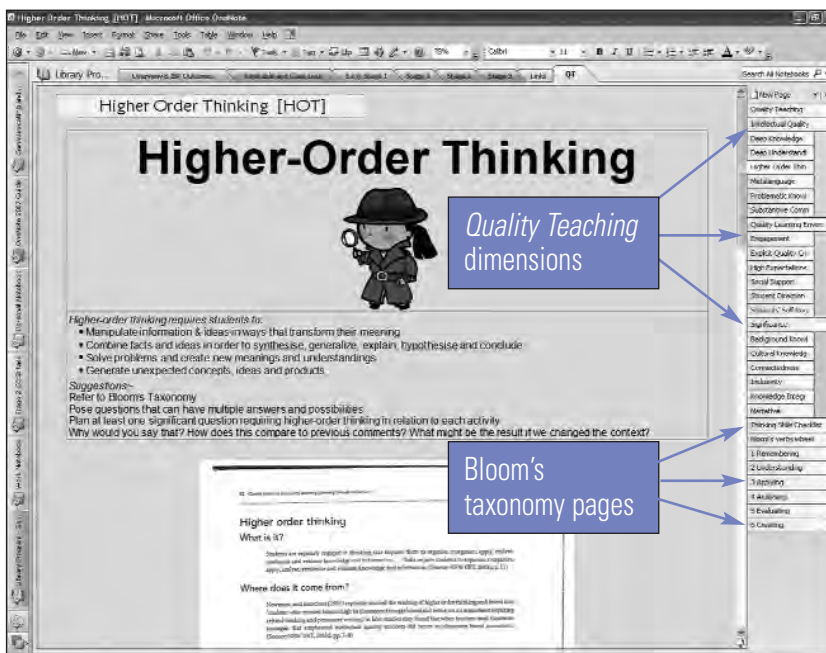
Figure 2 Timetable

Figure 3 The QT section has a page for each dimension of the Quality Teaching *framework with descriptions and ideas to support teaching and learning for each element such as, Higher-order thinking*

Notebooks can be synchronised to a USB drive.

website which supplies sample teaching ideas to collaboratively support the units of work, are particularly useful for teachers with IWBs in their rooms.

As a collaborative tool, the creation of shared notebooks allows for additions and deletions to be made on any computer with changes automatically merged when connected to the shared location. Notebooks can be synchronised to a USB drive. It is not necessary to be on the school's shared server to work on files, as they will be in sync when connected to the

server, with content merging automatically.

Currently, only staff members at CPS are using *OneNote*. Our students are unable to access *OneNote* as they use Mac computers. However, in the future, and in schools where students have access to PCs, *OneNote* has a fantastic collaborative potential for group tasks.

…potentially time saving and paper saving ways of using this effective tool are being shared.

We have only been using *OneNote* for a little over two months at CPS. Each week, potentially time saving and paper saving ways of using this effective tool are being shared. We look forward to the release of the 2010 version of *OneNote* to assist the enhancement of teaching and learning throughout the school. ■

References and further reading

ISP K–6 matrix: planning support: linking syllabus outcomes, information skills and ICT, School Libraries and Information Literacy Unit, Curriculum K–12 Directorate, NSW Department of Education and Training. Viewed 15 July 2010. <www.curriculumsupport. education.nsw.gov.au/schoollibraries/ teachingideas/isp/k_6/tablecogs.htm>.

SMART Notebooks supporting Information skills process K–6, School Libraries and Information Literacy Unit, Curriculum K–12 Directorate, NSW Department of Education and Training. Viewed 15 July 2010. <www. curriculumsupport.education.nsw.gov.au/ schoollibraries/teachingideas/isp/k_6/ notebook.htm>.

Rasaiah, S. (2010) 'Students create *OneNote* digital notebooks as a prepublication, organisational tool', *Scan* 29(2), pp. 9–12.

What's new in COGs units for 2010, Connected learning in my primary classroom, Curriculum K–12 Directorate, NSW Department of Education and Training. Viewed 15 July 2010. <www.curriculumsupport.education. nsw.gov.au/connected/cogs/index.htm>.

Quick bytes Quick bytes Quick bytes

Out and about

Teacher librarians share ideas

In Semester 1, 2010, the School Libraries and Information Literacy team presented workshops in regional NSW and in Sydney. Each event was a wonderful opportunity to match faces with names, pass on ideas to support teaching and learning, and share in valuable discussions about the learning that takes place in each school.

Teacher librarians often share programs, skills, technology tips and other great ideas through such workshops and other networks. Some become articles that appear in *Scan* (in this issue, see Cuthbert, pp. 19–20; Drake, p. 44–45; McEwan, pp. 15–18; Sheppard, pp. 21–22.) and others are helpful ideas. Here are a few ideas that may help your teaching in the library.

How do you make the magic pen work in *SMART Notebooks?*

The magic pen function always worked for the presenters until... Fortunately, Jae Rolt, teacher librarian at Cessnock West Public School, knew what to do. She also emailed each participant the instructions, just in case.

1. make sure *SMART Notebook* is closed
2. right click anywhere on the desktop and select Properties
3. in the Settings menu, make sure the Color quality is set to Highest (32 bit)
4. apply the changes
5. open *SMART Notebook*— your magic pen should be working now.

Ideas for creating word clouds with *Wordle* <www.wordle.net>

Jae Rolt also has a tip for *Wordle* users. To create outlined letters

1. double click (left mouse) on a word, to change solid colour to outline
2. double click again to return to solid colour.

Forty-Six Interesting Ways* to use Wordle in the Classroom
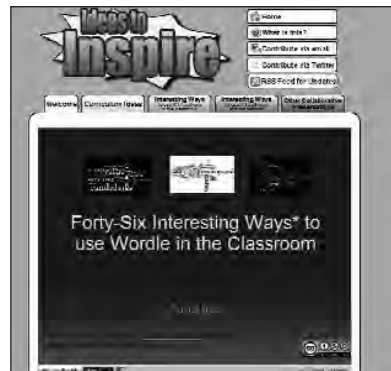
Laureen Sheppard, teacher librarian at Katoomba High School, recommends a website with many ideas for using word clouds. Check out *Ideas to inspire* <www.ideastoinspire.co.uk/wordle.htm>.

Several Sample programming proformas on the *School libraries and Information Literacy* website <www.curriculumsupport.education.nsw.gov.au/schoollibraries/> suggest uses for word clouds in teaching activities, e.g. to show key ideas and knowledge about the task, and for pre unit and post unit assessment tasks. See *ISP matrix K–6* and I*SP matrix 7–10* units of work.

blogED engages students, teachers and the Principal at Deni South

Deb Sharpe, teacher librarian at Deniliquin South Public School, shares a successful strategy for enticing students to join and complete the Premier's Reading Challenge. Students enjoy communicating via the blog, especially those in Stage 2. Students are excited to have the Principal, Mr Danckert, responding to their posts.

Premier's Reading Challenge @ Deni South School is accessed from *Extra curricula* on the school's website at <www.deniliqsth-p.schools.nsw.edu.au/sws/view/81861.node>.
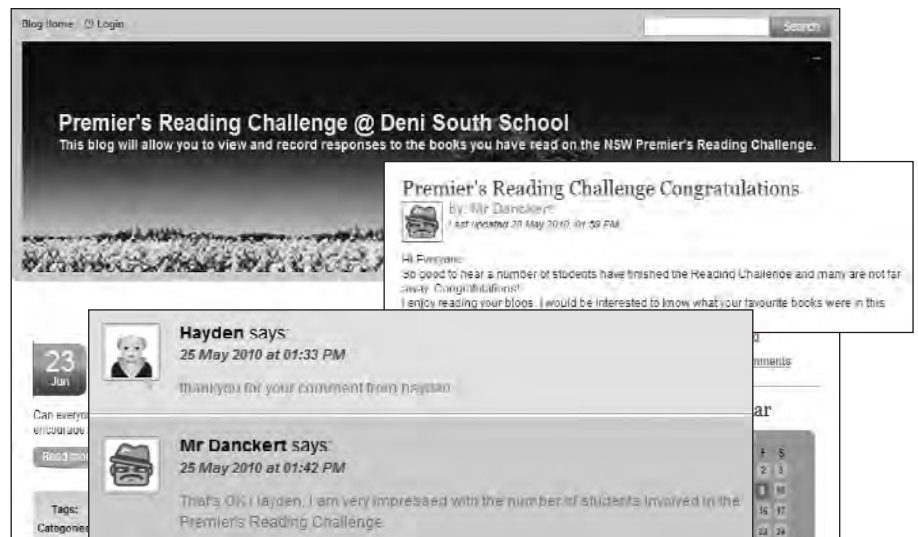
Using *Briefcase* to synchronise files

Ruth Higginbottom, teacher librarian at Tomaree Education Centre, uses *Briefcase* to update and synchronise files.

Like most people I work on my personal PC and workplace PC. I use a portable hard drive or thumb drive to move from one machine to another. I have a Briefcase *in both places. I work on the files in the Briefcase e.g. program. When I get to the other machine, I open my Briefcase, click on the update files and instantly it makes any changes. This ensures that, regardless of where I am working, the file is the same.*

Go to *Sync using Briefcase* <windows.microsoft.com/en-US/windows-vista/Sync-using-Briefcase> for detailed instructions for creating, using and synchronizing *Briefcase*, or follow the steps below.

To create a *Briefcase* on your desktop:

1. Right click a blank area on the desktop.

2. Point to New, and then click *Briefcase*.
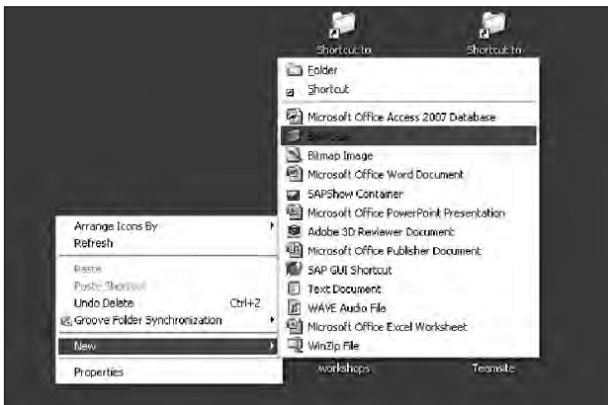
3. A new Briefcase appears on the screen. Rename it.

4. Open the *Briefcase* and *Welcome to the Windows Briefcase* instructions appear.

6. Create a *Briefcase* in this folder (as in Step 1) to synchronise files later.

7. You can use *Briefcase* to keep files in sync between two different computers by copying files from one computer to another by using a flash drive or other removable device. ■
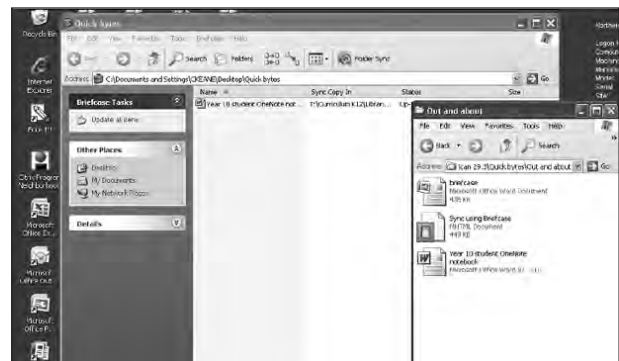
5. Open a folder and drag files into the *Briefcase*.
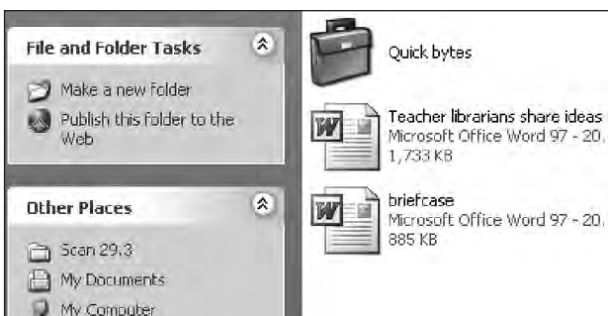
Spend a day with Dr Ross Todd!

School Libraries & Information Literacy Unit supports the following opportunities:

- 18 November 2010. *Leading learning through the school library: A guided inquiry approach*. One day conference hosted by Penrith, Mt Druitt, Blacktown & Windsor Teacher Librarian Professional Learning Group. Register at My PL@DET <www.det.nsw.edu.au/proflearn/areas/plp/mypl/index.htm>.

- 19 November 2010. *21C school libraries: getting into the action!* One day seminar presented by SybaSigns in partnership with School Libraries & Information Literacy Unit. Register at <www.sybasigns.com.au/BookingRetrieve.aspx?ID=93095>.

More information <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>.

Term 4: *wwwrite it …with Tristan Bancks*

(Stage 4 English) is a new initiative for students to practise their writing skills using Web 2.0 tools, share their

Have you heard...

ideas and connect with a published author, Tristan Bancks, from *Writers talk*. The learning activities are useable across a range of classroom situations, e.g. one-to-one computer, computer rooms and standard classrooms. Produced by the Centre for Learning Innovation in partnership with the School Libraries & Information Literacy Unit, more information will be available 29 August, 2010 when the site goes live. The competition starts with Tristan's story starter on 11 October. Competition closes November 8.

SCIS blog

Visit the SCIS blog <scis.edublogs.org/>. Designed to complement the SCIS website, visit this blog for regular updates from SCIS and discussions of interest to school library staff. Topics covered include newsy items (e.g. *Top 100 Australian books*), helpful hints for SCIS customers, and items of professional interest, such as regular reports on the development of RDA (Resource Description and Access), the cataloguing standard that will replace the *Anglo-American Cataloguing Rules*.
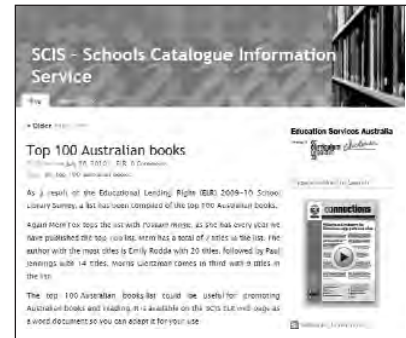
It's easy to subscribe to the blog. Just use the links on the page to subscribe in an RSS reader, an RSS feed or by email.

All NSW government schools are part of the statewide subscription to SCIS, for cataloguing. SCIS information for NSW government schools is also available <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>. NSW government schools with a question about the statewide SCIS subscription are welcome to contact <colleen.foley @det.nsw.edu.au>. Can't find a catalogue record for a resource? Any NSW school is welcome to contact <judy.engall@det.nsw.edu.au>.

Where's Wally? Books

Looking for *Where's Wally?* or *Where's Waldo?* books in excellent condition for a children's home in Thailand. The 80 babies and children there are mostly HIV positive. Contact Judith at <jbondjet@hotmail.com>. ■

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wwwrite it …with Tristan Bancks

A competition for Stage 4 English

A new initiative for students to practise their writing skills using web 2.0 tools, share their ideas and connect with a published author, Tristan Bancks, from Writers talk <www.cli.nsw.edu.au/writerstalk>. The learning activities are useable across a range of classroom situations, e.g. one-to-one computer, computer rooms and standard classrooms.

Produced by the Centre for Learning Innovation in partnership with School Libraries & Information Literacy Unit.

More information: 29 August 2010 when the site goes live.
Competition starts with Tristan's story starter on 11 October.
Competition closes November 8.

NEALS

Answerlogr.com <www.answerlogr.com> is a website in which questions and answers from all over the Internet are indexed together. That is, *Answerlogr* is not a site in which you can ask questions - rather, it is a site where the best questions that others have asked are aggregated for you to go through them

The Art Resource <artunframed.com/> is a commercial site that allows the user to have photographs or reproductions of famous artworks turned into an oil painting. It could be useful in the classroom setting to search for a range of popular artworks.

Domainlogr.com <www.domainlogr.com/> is a free website evaluation tool. It has interesting information about every domain on the web.

Forvo <www.forvo.com/> is a free site for the pronunciation of words in many languages.

Ideas to inspire <www.ideastoinspire. co.uk/> is a collection of

Have you seen...

ideas from teachers worldwide to engage students with ICT tools and software in a curriculum context. Technology tips and games are also featured.

Mighty number <www.mightynumber. com/> is a search engine for numbers. It allows users to pop in any number to find information related to that number, such as factors, memorable events for that year and other trivia.

Protecting yourself online: what everyone needs to know <www.staysmarton-line.gov.au/news/news_articles/regular/ ?a=19598> is a PDF of the booklet published by The Australian Government. It includes six simple tips to take to protect yourself online.

Stay smart online <www. staysmartonline.gov.au/> is the Australian Government's cyber security website.

It includes information for students and adults. Videos such as *Protecting yourself from online identity theft* would be useful for high school students.

The lost thing <www. thelostthing.com> features a trailer for the 15 minute animated film, a gallery of Shaun Tan's incredible drawings and a synopsis of the book and film.

These are a few of my favourite Web2.0 things <favouriteweb20things. blogspot.com> has plain English slideshare tutorials for using a range of Web 2.0 tools such as, *Twitter*, *Photosharing*, *Googledocs* and *Wetpaint*.

Work rave <www. workrave.org> is a program that assists in the recovery and prevention of Repetitive Strain Injury (RSI). The program frequently alerts you to take micro-pauses, rest breaks and restricts you to your daily limit. ■

Book Week 2010: across the story bridge with *Fearless* rap is live!

Enjoy reading, re-reading and discussing *Fearless* by Colin Thompson and Sarah Davis. Students K–6 will create a word cloud and use a prepared *SMART Notebook* to create a digital story. Students 3–6 will create a book trailer. Models and instructions for creating a variety of digital images and stories are included. Two *blogEDs* will host the discussions. Join in!

Join in for some or all tasks. Learning is fun at <www.schools.nsw.edu.au/raps/>. Learn! Read! Create! Share! Enjoy!

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!

Jo Cool or Jo fool. For teachers

www.media-awareness.ca/english/games/jocool_jofool/teachers.cfm

An online lesson in internet literacy for students in the middle years, the site uses *Flash* animation and a game format. The two characters, Jo and Joe, run through some of the difficult issues surrounding cyber awareness that can be rather dry and dull to teach. As Jo and Joe visit a wide range of sites, students are invited to decide which behaviours are sensible and which are foolish. The sites cover likely scenarios for young internet users and highlight the possible pitfalls and benefits of being a 21st century communicator. Having completed the game, students can attempt the cyber quiz which uses another format to point out issues raised when using the internet. While the characters may be a little cheesy, the importance of the information is not; it is pertinent and amusing. S. Pollard

USER LEVEL:	Stage 3 Stage 4 Professional
SCIS SUBJECTS:	Internet – Safety measures; Internet – Social aspects; Safety education
PUBLISHER:	Media Awareness Network, Canada
REVIEW DATE:	01/06/10 [004.67]

SCIS 1461757

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**>.

Protecting yourself online: what everyone needs to know

www.staysmartonline.gov.au/news/news_articles/regular/?a=19598

ABSTRACT

Collating a range of information and advice from government sources, this PDF is designed to help internet users stay safe online, through raising awareness of scams, spam, cyber bullying and online banking. These issues are discussed using information, examples, and actions for internet users to take. There is a glossary of online terms, colour illustrations, and a contents page on p. 7. The site's main sections are: *How to secure your computer, How to be safe online* and *How to be smart online*.

USER LEVEL:	Stage 5 Stage 6 Community Professional
SCIS SUBJECTS:	Bullying; Computer crime; Internet – Security measures; Internet – Social aspects
PUBLISHER:	Attorney-General's Department, Australia
REVIEW DATE:	12/07/10 [004.67] SCIS 1467985

StaySmartOnline

www.staysmartonline.gov.au

ABSTRACT

The Australian Government's cyber security website provides information for Australian internet users on the simple steps they can take to protect their personal and financial information online. The site's main sections are: **Small & medium business**; **Teens**; **Kids**; **Alerts**; **Schools & teachers**; **What's new** and **Home internet users**. It has a **Security alert service**, with information on the latest security threats and vulnerabilities; downloadable **Factsheets** on key online security issues; **Quizzes** for site users to test their knowledge; a **Self-assessment tool** for businesses; plus links to further information and online resources.

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
SCIS SUBJECTS:	Internet – Safety measures; Internet – Social aspects; Safety education
PUBLISHER:	Dept. Broadband, Communications and the Digital Economy, Australia
REVIEW DATE:	12/07/10 [004.67] SCIS 1354468

Prezi

prezi.com/

Zooming presentation software is available on this amazing site. It enables teachers and students to create dynamic presentations that give viewers an overview and then focus on the detail. Teachers could show complex graphics on an IWB, then zoom to show the detail in a very visual way. Hundreds of shared presentations in **Showcase** give a sense of the visual impact of the products, as well as access to some educational content. Tutorials in **Learn** provide guidance on navigation, the placing of objects including video, images, PDF documents and text, and how to create a presentation path. J. Haeusler

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; TAS
SYLLABUS:	Graphics Technology 7–10; Information & Software Technology 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS:	Computer graphics
PUBLISHER:	Prezi, Hungary
REVIEW DATE:	01/07/10 [005.5]

SCIS 1428753

AudioOwl.com: your source for free audio books

audioowl.com/

With hundreds of titles to choose from, plus clear download directions and an easy to use format, this site is an interesting source of audio books. Many of the texts are well known and copyright free editions. For the more unusual and lesser known books, the reviews accompanying them are a great addition. Teachers can search for particular choices by author, title and keyword. Teaching ideas can be investigated by genre or category, and through the recommendations listed with each title. Some books have more than one version. The site could be fruitfully used in English classrooms for extract study, with aural learners especially benefitting. Critiquing the reading itself could be an interesting exercise. Many of the classics on the current HSC list can be accessed, including *Great expectations*, *Frankenstein*, and *Jane Eyre*. S. Pollard

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10; English Stage 6
SCIS SUBJECTS:	Talking books
PUBLISHER:	AudioOwl.com, USA
REVIEW DATE:	01/07/10 [011]

SCIS 1461752

My ebook: get it out there

www.myebook.com/index.php

Designed as an online community, this free e-book creation site allows users to create and share books within the site, by email link or by posting them to social networking sites. **Create myebook** helps beginners from scratch, or users can upload a PDF from their files. This digital tool will be a useful resource for teachers authoring e-texts for IWBs. Creators can manage and edit their books in **My account**, and find other e-books in the **Library**, where they can search by **Categories**. The site is searchable by the personalised **Tags** which e-book authors have used to describe their content and themes. Stories are very easy to create within the e-book builder, which allows authors to upload images, videos and audio files to include in their books. Students will need to be clear about the purpose, audience and context for their story. Defining the rich concept which underlies the text, sourcing copyright free images and storyboarding the ideas and layout are important preparatory tasks which will reap rich rewards. E. Chase

USER LEVEL:	Stage 6 Professional
KLA:	CA; English
SYLLABUS:	English K–6; English 7–10; English Stage 6: Extension 2; Visual Design CEC Stage 6
SCIS SUBJECTS:	Electronic publishing; Writing (Authorship)
PUBLISHER:	Myebook, Australia
REVIEW DATE:	01/06/10 [070.5]

SCIS 1431871

SharpBrains: brain fitness for all

www.sharpbrains.com/

The site contains information and news about cognitive fitness, research, and activities for brain development. It is an interesting

mix of science and health, with application to precise parts of Science, HSIE and PDHPE syllabuses. For example, there are several articles on aging, applicable to the Community and Family Studies syllabus. The most useful parts of the site for teachers are: *Education and learning*, with materials such as **Helping students build emotional intelligence**; **Teasers: brain games**, many of which are outstanding; and the **How to guide: all about brain fitness**. For professional learning, the site is a fine resource for teachers researching connections between learning, cognitive fitness and brain development. Articles and references form interesting background reading for educationalists, with particular application to the concept of lifelong learning. M. Kenney

USER LEVEL: Stage 6 Professional
KLA: HSIE; PDHPE; Science
SYLLABUS: Biology Stage 6; Community & Family Studies Stage 6; PDHPE Stage 6
SCIS SUBJECTS: Brain stimulation; Intellect; Thought and thinking
PUBLISHER: SharpBrains, USA
REVIEW DATE: 01/06/10 [153]

SCIS 1455398

World without oil

www.worldwithoutoil.org/

The site documents a 2007 social experiment game that simulated a massive oil shock. Thousands of participants imagined what their lives would be like, with petrol prices almost doubling, civil unrest and misinformation from suppliers and governments. They created blogs and posted video reports on *YouTube*, all of which can be viewed through this website. Players of the game demonstrated active citizenship by getting involved in campaigns to reduce energy use and explore alternatives. Lesson plans are provided, and although they are pitched at a fairly sophisticated level, they are easily adaptable. Even though this game is over, the archived materials provide an interesting perspective on international issues of sustainability and use of resources. J. White

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6
SCIS SUBJECTS: Educational games; Energy conservation; Petroleum – Environmental aspects; Renewable energy; Sustainable living
PUBLISHER: ITVS Interactive, USA
REVIEW DATE: 01/06/10 [333.79]

SCIS 1457344

Power bandit tracker

www.tvakids.org/PB_08/index.html

An interactive website, this involves students in an enjoyable online learning experience about electricity and how to save energy. Travelling on the Power Bandit Tracker 2.0, students **Get the basics** about electricity, learn how to **Use caution** around electrical appliances, **Get the power** and **Beat the bandit**, to learn how to save electricity. In the process, they can watch short videos about the **Basics of electrons**, the **Basis of magnetism** and **Electricity: moving electrons**. Very suitable for use on an IWB, students learn about different types of energy, such as wind, hydroelectric and steam. They can play the **Basics quiz**, **Match the objects** and play **Power Bandit feud**. The broader site presents

tips to reduce electricity use and would be a wonderful one to use for critical literacy purposes. Teachers and students can discuss the way in which websites can be a curious amalgam of informative and persuasive messages. It would be valuable to analyse the presentation, images and words which build the authority and credibility of the site. In addition, class members could discuss the site's persuasive language and the mixed pro-environment and pro-energy messages that it reveals. E. Chase

USER LEVEL: Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Educational Games; Electric power – Problems, exercises, etc.; Energy conservation – Problems, exercises, etc
PUBLISHER: Tennessee Valley Authority, USA
REVIEW DATE: 21/06/10 [333.793]

SCIS 1464501

The water family

www.thewaterfamily.co.uk

Ways that a family can save water are explained on this site using a game and an interactive virtual home. A strong focus on water saving and energy saving makes this a useful site for KLAs implementing the *Environmental Education Policy*. The user creates a family and then goes through different parts of the house and yard gaining information and tips about water saving appliances and methods. On visiting each area, choices can be made which contribute to an overall score for water saving in the house. In some locations there are puzzles and quizzes and visits can be saved. This site would benefit by having audio accompanying the written instructions. R. Higginbottom

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
SCIS SUBJECTS: Water conservation; Water supply
PUBLISHER: Crystal, UK
REVIEW DATE: 01/06/10 [333.91]

SCIS 1444111

Grainchain.com

www.grainchain.com/

An educational site on the journey of grains, through growth, harvesting and consumption, this site opens with a clear and useful audio introduction for teachers. This is an unusual feature for a website and as it is well executed it is a good model for student website designers. While mainly designed for British students, the site has enough generic information and activities to be relevant for Australian users. In particular, Commerce students may find the extensive marketing and advertising information useful. The site has a range of relevant materials, arranged by age of students. It has an attractive and user friendly layout and a good variety of content, presented via video, graphics, images and worksheets, with suggested IWB and computer usage. J. White

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; TAS
SYLLABUS: Agricultural Technology 7–10; Commerce 7–10; Food Technology 7–10; Technology (Mandatory) 7–8

NEALS

SCIS 1457348

Convention on the rights of the child

www.unicef.org/crc/

This section of the *UNICEF* website focuses on the *Convention on the rights of the child* (CRC). The site provides a detailed explanation of the CRC and how it guides UNICEF in its work. **The human rights framework** section provides an excellent introduction to human rights in general, outlining the role of the United Nations and each of the major human rights documents. It is a terrific introductory piece for the study of human rights in Legal Studies Stage 6. The language is accessible and the information current. The information about the CRC specifically is outstanding, with a thorough account of the issues in a way that will not overwhelm students. The site's PDF documents are very useful, in particular the summary of the CRC Articles. The site is well set out and very easy to navigate. Overall, it is a highly instructive resource for both student and teacher use. J. Alvarado

SCIS 1285298

The George Institute for International Health

www.thegeorgeinstitute.com

The George Institute is a research group which aims to provide the world with best practice evidence to guide good health decisions. The website depicts a wide range of health issues that are very relevant to the study of health priorities in Australia. The design of the site is user friendly and it provides students with easy access to multiple views and outcomes on health research. The site would be an ideal resource for senior PDHPE students to gather current information on cardiovascular disease, injury, and mental health. Students can see relevant and up-to-date research that will assist them in exploring priority areas for Australia's health. A collection of very good links will also be helpful for students following a line of research. S. Williams

SCIS 1433631

Christian Aid. Games and children's stories

www.christianaid.org.uk/resources/games

Games and stories on this site have a focus on natural disasters and global environmental issues. Five interactive games test the user's skill for predicting and preparing for natural disasters. Each game consists of a range of levels, testing students' ability to read, interpret and solve problems. Activities test students' computer skills in an interesting and purposeful way. Six personal stories from children in poverty stricken communities can also be found on the site. Each story tells students about the problems which they are to tackle as an activity, and the story prompts student discussion about developing countries. Combined with the games, the stories are valuable in encouraging dialogue and critical thinking relating to these important global issues. Teachers of the Stage 3 COGs unit (E): *Global and social issues* will find the site to be valuable resource. K. McDonell

SCIS 1455206

Don't turn a night out into a nightmare game

www.drinkingnightmare.gov.au/internet/drinkingnightmare/publishing.nsf/Content/game

Students can explore the decisions, issues and consequences of having an alcohol fuelled night out by playing this educational board game. The game is very user friendly, it has easy to understand instructions and it provides relevant information to teenage users. The game requires players to make choices as they go through the process of attending a party where binge drinking is occurring. Flip cards provide players with legal facts that can be used to make decisions. Questions and facts link directly to the decisions being made on the players' journey. This interactive game is an engaging stimulus for reinforcing the key messages in PDHPE 7–10 about alcohol, safe partying and decision making. S. Williams

SCIS 1455431

All-about-forensic-science.com: a free and comprehensive guide to the world of forensic science

www.all-about-forensic-science.com/

While this comprehensive forensic science website will be too detailed for most students, with specific teacher direction several sections could become quite useful. Science 7–10 students requiring a basic overview of forensic science are best directed to the timeline video clip in **F.Sci history**. Chemistry Stage 6 students completing the Option: *Forensic chemistry* will find several sections relevant, particularly that on DNA in the **Forensic DNA** section. Teachers are strongly urged to check all links before classroom usage, given the nature of the topic. This website would be very useful for any student considering a career in forensic science. I. Mavin

USER LEVEL:	Stage 6
KLA:	Science
SYLLABUS:	Biology Stage 6; Chemistry Stage 6; Science 7–10
SCIS SUBJECTS:	Forensic sciences
PUBLISHER:	D. Webb, Spain
REVIEW DATE:	01/06/10 [363.25]

SCIS 1458929

Stop disasters: a disaster simulation game from the UN/ISDR

www.stopdisastersgame.org/en/home.html

The idea behind the site is to educate users about how to protect communities from natural disasters such as storms, earthquakes, wildfires, floods and tsunamis. Each game allows the user to determine what sort of defences need to be created to save the maximum number of lives. Throughout the scenario, pop-up boxes alert the player to dangers and give advice on how best to proceed. At the end of a set time, usually 20 minutes, the disaster unfolds, testing the choices made by the player. A mock newspaper report is produced regarding the level of damage and loss of life and players can see the results of the damage on their map. This site would be very useful and engaging for Geography 7–10 students, especially for the study of natural hazards in Stage 5. J. White

USER LEVEL:	Stage 5
KLA:	HSIE
SYLLABUS:	Geography 7–10
SCIS SUBJECTS:	Computer games; Disasters – Safety measures
PUBLISHER:	ISDR, Switzerland
REVIEW DATE:	01/06/10 [363.34]

SCIS 1443971

I think- rubbish

tlf.dlr.det.nsw.edu.au/learningobjects/Content/R6082/object/index.html

ABSTRACT

This animated three minute clip, from a short film titled *I think*, features primary students discussing the concept of rubbish. In unscripted voiceovers, the children explore ways in which the label rubbish can categorise or judge ideas, emotions, people and things. They talk about what makes something useful and what makes it rubbish. The speakers begin by explaining several created artworks from rubbish, with a visual of that process. The presentation moves from simple ideas, such as tossing away a sandwich, into more complex notions of citizenship and humanity. The presentation ends with the students talking about how people, dead and alive, can be regarded as rubbish, and how that is not right. Sound effects and animation illustrate, reinforce and expand on the children's comments.

USER LEVEL:	Stage 2 Stage 3
SCIS SUBJECTS:	Waste products; Thought and thinking
PUBLISHER:	Le@rning Federation, Australia
REVIEW DATE:	30/06/10 [363.72]

SCIS 1455982

Encouraging critical thinking online

www.intute.ac.uk/criticalthinking.html

This university based site will help teachers to expand older students' critical and analytical information literacy skills. It focuses on using the internet as a source of information, and it provides some excellent material for all KLAs. A comprehensive **Teacher's guide** has lessons, suggested websites and discussion points. Topics include checking facts and gathering opinions, and gauging and examining popular opinion. The accuracy and reliability of the internet is explored, using content and a style that will connect with students. There are PDF worksheets, and slideshows, using *SlideShare* or *PowerPoint*, for each topic. Material uses real search results to highlight the strengths, limitations and issues that arise when searching the internet. The handy subject list of **Web resources** collates a large number of sites suitable for schools. A. Frost

USER LEVEL:	Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Thought and thinking – Study and teaching
PUBLISHER:	Intute Consortium, UK
REVIEW DATE:	01/06/10 [370.15]

SCIS 1454448

Edheads: activate your mind!

www.edheads.org/

Offering interesting interactive activities, this outstanding website will captivate and interest students. The most relevant activities for Science 7–10 students are **Design a cell phone** and **Crash scene**. The latter module would easily complement motion and forensic Science units. Senior Science Stage 6 students will benefit from the **Virtual knee replacement** and **Virtual hip resurfacing** interactive activities. They are both extremely relevant when studying outcomes concerning the skeletal system and joints in the Topic: *Medical Technology: bionics*. In these modules, students select equipment, view patient records and x-rays prior to taking control of a virtual surgery activity. There are quality sound effects and the website would present very well on an interactive whiteboard. I. Mavin

USER LEVEL:	Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Science 7-10; Senior Science Stage 6
SCIS SUBJECTS:	Classroom activities
PUBLISHER:	Edheads, USA
REVIEW DATE:	16/05/10 [371.3]

SCIS 1453058

Duke CIT: Center for Instructional Technology

cit.duke.edu/index.html

The site provides a very useful overview of digital media tools used in working with audio, photographs, videos and multimedia. Within **Resources>Getting started**, site users will find some excellent material. The **Web 2.0 toolkit** is a good summary of what is available and what each tool does. **Project planning guides** includes a helpful guide for undertaking a digital audio recording project and **Teaching & learning** has some ideas to boost teachers' confidence in working with digital technologies. **Examples** has projects with cross KLA applicable videos on such things as biodiversity, writing, and student created websites. Also in **Examples**, teachers and students will appreciate the practical advice in the lovely **How can I**, **such as Use digital images in a course**. For teachers new to digital technology and students keen to create digital projects, the site has some great material to help those processes along. C. Thomas

| USER LEVEL: | Stage 5 Stage 6 Professional |
| KLA: | CA; English; TAS |

NEALS

SCIS 1455972

Podcasting guide

www.linkingforlearning.com/podcasting/podcasting_guide_all_subjects.pdf

This PDF is a bare bones set of instructions for the use and construction of podcasts. Using large black and white headings, steps, and screen grabs, it clearly sets out how to create podcasts. It would be an excellent resource for students undertaking a task in this communication method. There is nothing new here, but the site is simple and easy to use. The site would be very good for teachers in every KLA to use as a clear outline on how to create podcasts. S. Pollard

SCIS 1437841

The magic school bus

www.scholastic.com/magicschoolbus

The yellow school bus, with driver/teacher Miss Friz and guide Liz (a lizard) take students on a tour through different worlds to deepen and expand understanding and knowledge. The tour options are **Archaeology**, **Marine life**, **Animals**, **Insects**, **What on Earth**, **The human body**, **Space** and **Dinosaurs**. These have some useful and relevant activities for Australian students, but teachers will need to edit out irrelevancies within the choices. Aspects of the site could be used in a variety of COGs units. Each section includes the opportunity to make a photographic scrapbook, play a game, take a quiz and a video tour, and this all comes with Scholastic's bells and whistles. The site includes links to other science based activities and games which provide additional support material. R. Higginbottom

SCIS 1248376

Rollercoaster. Spark

www.abc.net.au/spark/default.htm

Examining the science of many topics, this entertaining website will certainly engage students. The science of **Chocolate** and animal communications are reviewed; dinosaurs are investigated; a tourist guide to the galaxy is provided; and students can manage their own virtual catchment. Outstanding colour photographs and graphics,

films, and conversational written language are appealing features, and exciting games and interactive online quizzes reinforce key ideas. Unambiguous instructions explain how to undertake the site's activities. The site has been superseded by the new website *ABC3*, but this older version is dedicated to science and is a much more useful resource for Science classrooms. A. Frost

SCIS 1444259

Word games: Hangaroo

www.alberteinstein.com.au/distance-education/games/index.html

Catering for School Certificate and Chemistry Stage 6 revision, the site provides some entertaining games in the scientific areas of **Biology**, **Chemistry**, **Physics**, **Earth science**, **The environment** and **Experimental design**. Hangaroo is like the game hangman, but it uses a kangaroo. After choosing a topic area, students have to guess 10 keywords. After each word is solved, a definition is provided. Most students will find this game satisfyingly interactive and amusing. However, the kangaroo can be disrespectful and teachers should preview the games to assess suitability for each individual class. An HSC specific module, **All my own work**, is provided. The site would work well on an IWB. I. Mavin

SCIS 1453051

Lab UK: take part in groundbreaking science

www.bbc.co.uk/labuk/

Urging people to participate in real science, this project proffers groundbreaking scientific experiments online. The purpose of these experiments is to do more than simply demonstrate science, it is to engage the public in creating new knowledge and understanding. The experiments are based on sound methodology, and the data collected is made available for academic research and education. A BBC ID is needed to register, but material on the project's three major experiments so far is available. The project began with **Does brain training really work?**, and then **The big personality test** and **The web behaviour test**. Linked with British television, the project has been a big hit in the UK. It provides a window into the world of scientific experimentation and breakthroughs in a range of sciences. The site will intrigue gifted and talented students aiming for a career in science. S. Rasaiah

SCIS 1454934

Tutpup

tutpup.com/

Aiming to stimulate learning through simple competitive games, this free educational site pairs two players from different countries in a timed mathematics or English activity. The results are collated and each registered player can view their cumulative progress on a win wall. Exciting sounds and a colourful, simple interface increase players' confidence. Players can select the level of difficulty before they begin a game and view flags from different countries as they are partnered with a player from that country. No names are used, as each registered player is assigned a unique name. Difficulties in registering may occur, however the games can be accessed and scores given without joining. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English; Mathematics
SYLLABUS:	English K–6; Mathematics K–6
SCIS SUBJECTS:	Educational games; English language – Spelling – Problems, exercises, etc; Mathematics – Problems, exercises, etc
PUBLISHER:	Mind Candy, UK
REVIEW DATE:	01/04/10 [510.76]

SCIS 1454933

Ask an astronomer for kids!

coolcosmos.ipac.caltech.edu/cosmic_kids/AskKids/index.shtml

Using a plain layout and a Q&A format, the site lists planets and other objects from the solar system, space topics and terms. Within each choice are simply phrased questions which generally relate to the cosmic item and its composition, age, name, gravity, and other features. Answers are succinctly expressed and accompanied by at least one high quality photograph. Explanations could be used as an IWB cloze exercise in primary classrooms, with various keywords covered. The site offers quick answers to common questions, and it will be a useful tool for students who are researching such wonders as the chemical make-up of Earth's atmosphere and the definition of a nebula. D. Johnston

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Astronomy; Space sciences
PUBLISHER:	IPAC, USA
REVIEW DATE:	01/06/10 [520]

SCIS 1445005

Captain Colour

www.colour-experience.org/flying/space/space_index.htm

In a five minute journey, students board a virtual spacecraft on this website and explore the colours and fascinating features of space with Captain Colour. After blast off, site users look through the front windscreen of the rocket at various views. Approaching Mars, information is displayed and this continues for the whole journey, covering various features of the solar system and including planetary nebulas, supergiant stars, and white dwarfs. Selecting keywords from each screen displayed would provide a worthwhile note making activity for students undertaking space related learning in Science and Technology. D. Johnston

USER LEVEL:	Stage 2 Stage 3

KLA:	CA; SciTech
SYLLABUS:	Creative Arts K–6; Science & Technology K–6
SCIS SUBJECTS:	Colour; Space
PUBLISHER:	Society of Dyers and Colourists, UK
REVIEW DATE:	01/06/10 [520]

SCIS 1445014

Arty: the part time astronaut

www.artyastro.com/

Informative space facts can be pleasantly browsed on this website. Materials range from primary activities, such as word games in **Action**, to more detailed diagrams and data, such as those concerning the Space Shuttle. In **Explore>Travel the solar system**, students can select a space place to research. **Spacepedia** contains biographies of famous scientists inside an animated book. Many topics have audio and visual, including original broadcasts such as the 1957 news item on Sputnik and Kennedy's speech on getting to the moon by the end of the 1960s. **A flying machine** is a *Shockwave* activity that depicts the Wright brothers' plane in three dimensions. Students can move and launch the plane, and view it from different angles. For secondary students, the site has scientific information and statistics, such as a diagrammatic presentation of figures describing distances. D. Johnston

USER LEVEL:	Stage 3 Stage 4
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Solar system
PUBLISHER:	3 Pound Press, USA
REVIEW DATE:	01/06/10 [523.2]

SCIS 1037968

Phoenix Mars Mission

phoenix.lpl.arizona.edu/index.php

Launched in 2007, Phoenix is studying the history of water and habitability potential in the Martian arctic's ice-rich soil. The regularly updated site has mission reports and photographs of the Martian surface. A great feature of the site is the interactive timeline, which allows students to examine graphically the history of explorative missions to Mars. **Education** has extensive information about Mars and the missions to explore Mars, and there are activities for students on the site. The information varies in complexity and most is suitable for secondary students, especially its thought provoking information for assignments, its presentation of current research on space exploration, and material for debates about the possibility of living on Mars. M. Kenney

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	Science
SYLLABUS:	Science 7–10
SCIS SUBJECTS:	Mars probes
PUBLISHER:	University of Arizona, USA
REVIEW DATE:	01/06/10 [523.43]

SCIS 1455385

ParkWorld plot

www.engineeringinteract.org/resources/parkworldplot.htm

Created for upper primary students, this science based game requires students to navigate through an imaginary theme park.

NEALS

Users are asked to take on the role of detective and work for the theme park's owner to determine which ride has been sabotaged by the park's rival. As students move through the park they learn about engineering, and forces such as gravity, friction and magnetism as they are presented with facts and animations. They then make predictions and answer a number of questions before gaining access to the next section of the theme park. Students use skills such as reading and interpreting graphs and they must apply the knowledge they have gained. This interactive problem solving game is presented using bright graphics, simple instructions and large easy to read text. Once the investigation is complete, users must select the correct ride to close, ensuring the safety of others. They then have access to **The real deal lab** to learn more about how scientists use forces. This informative game is an exciting teaching and learning tool for the Stage 3 COGs unit (F): *Physical phenomena*. K. McDonell

USER LEVEL:	Stage 2 Stage 3
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Educational games; Forces and energy
PUBLISHER:	University of Cambridge, UK
REVIEW DATE:	01/06/10 [531]

SCIS 1444174

Electricity. Students

www.highschoolresource.energyaustralia.com.au/studentsHome.html

Developed in partnership with DET, this excellent website is designed around the Science 7–10 syllabus and it covers many aspects about electricity in language and tone which is very suitable for student use. Students completing outcomes 4/5.6.3 on electrical energy will find the information on series and parallel circuits, the fluid analogy, potential difference, current, generating electricity and Ohm's Law, to be particularly useful. Each page has an **Activities** section that provides suggested **Experiments**, links to **Interactive objects** and an **Interactive quiz**. The **Student dictionary** is very comprehensive and a great resource for students revising School Certificate work. There are wonderful **Lightning images**, with explanations, photographed over Sydney Harbour. These quality features make the website very suitable for IWB use and the DER–NSW laptop program. I. Mavin

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Physics Stage 6; Science 7–10
SCIS SUBJECTS:	Electricity
PUBLISHER:	Energy Australia
REVIEW DATE:	10/05/10 [537]

SCIS 1453029

How do we make electricity?

www.childrensuniversity.manchester.ac.uk/interactives/science/energy/electricity.asp

Teaching students about nuclear, solar, and wind power, this fascinating site would be a valuable tool for teaching electricity in Science and Technology. Students are presented with a slideshow of information with animated graphics and interactive tasks, such as using separate components to make a wind turbine. At the end of the presentation, students can complete a quiz which tests the knowledge they should have gained from watching and interacting with the slideshow. This interactive site supports the Stage 3 COGs

unit (F): *Physical phenomena*. It would make a fine introduction to the topic on an IWB. K. McDonell

USER LEVEL:	Stage 2 Stage 3
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Electricity
PUBLISHER:	University of Manchester, UK
REVIEW DATE:	01/06/10 [537]

SCIS 1444073

Virtual chembook

www.elmhurst.edu/~chm/vchembook

This is a virtual chemistry textbook for senior students. It illustrates a number of topics in chemistry, from general chemistry to organic chemistry and biochemistry, and includes a number of miscellaneous chemistry related topics such as environmental issues, water issues, energy topics and drug chemistry. The home page lists all content areas and highlighted topic areas take students to detailed, yet succinct, information, often with links to even more detailed information. The diagrams and photographs are good, although scanning has caused some loss of quality. This would prove to be an excellent back up for Chemistry students as it summarises many areas covered in the syllabus. M. Kenney

USER LEVEL:	Stage 6
KLA:	Science
SYLLABUS:	Chemistry Stage 6
SCIS SUBJECTS:	Chemistry
PUBLISHER:	C. E. Ophardt, USA
REVIEW DATE:	01/06/10 [540]

SCIS 1455395

Volcano explorer

kids.discovery.com/games/pompeii/pompeii.html

An interactive learning experience awaits students within this exciting science website. An overview of **Volcano types** and what happens **Inside a volcano** are good places to start, but most students will be keen to get to the building of a virtual volcano, and begin the inevitable eruption. **Viscosity info** and **Gas info** are the two factors that students can learn about and manipulate in creating their volcano. Students can also learn about tectonic plates, see the Earth rotating on its axis, and examine plate boundaries and the locations of active volcanoes. Graphic images are eye catching and each page loads quickly. The online volcanic examples of Mt Vesuvius and Mt St Helens, as well as exploring different types of volcanoes, will enhance the Stage 3 COGs unit (F): *Physical phenomena*. D. Johnston

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Volcanoes
PUBLISHER:	Discovery Kids, USA
REVIEW DATE:	01/06/10 [551.2]

SCIS 1443963

Ask a biologist

askabiologist.asu.edu

Useful for both primary and secondary students, this revamped and interactive website is a great starting point for biological inves-

tigation. Readymade answers to commonly requested topics can be found in the **Activities**, **Stories** and **Images**. Stage 5 Science students completing work on cloning would benefit greatly in using **Stories>World of biology** to find information on Dolly the cloned sheep. The written text is always easy to understand, succinct and it often links to short interactive quizzes and find-a-word activities. Also available are various worksheets and materials, audio and video files on numerous biology topics. Most of these run for over 30 minutes. I. Mavin

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	Science; SciTech
SYLLABUS:	Biology Stage 6; Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Biology
PUBLISHER:	Arizona State University, USA
REVIEW DATE:	01/06/10 [570]

SCIS 1323500

DNA animations

www.hhmi.org/biointeractive/dna/animations.html

In this superb collection of quality animations and video clips about DNA, each clip is no longer than two minutes, which will ensure sustained student interest. Of particular relevance for Science 7–10 students is the clip **Watson constructing base pair models**, where Jim Watson outlines his use of models to describe the double helix structure of DNA. This is a priceless teaching resource when teaching outcome 5.8.2 on the Watson-Crick model of DNA to Science 7–10 students. Other video animations relevant to these students cover the areas of **DNA replication**, **Human chromosomes** and **Damage to DNA leads to mutation**. Biology Stage 6 students studying the Topic: *Blueprint of life* and the Option: *Biotechnology* will also find many clips very relevant. The website is extremely suitable to support the DER – NSW laptop program. I. Mavin

USER LEVEL:	Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Biology Stage 6; Science 7–10
SCIS SUBJECTS:	DNA; Teaching – Aids and devices
PUBLISHER:	Howard Hughes Medical Institute, USA
REVIEW DATE:	10/06/10 [572.8]

SCIS 1323500

Darwin correspondence project

www.darwinproject.ac.uk/

The site examines the correspondence of Charles Darwin and is a fascinating study of the life and work of this famous scientist. It provides background information, resources for students and teachers, and links to other sites. Letters and historical information are grouped into the topics of Darwin and science, religion, ecology, gender and geology. Transcripts of letters show the processes undertaken by Darwin as he developed the theory of evolution, and the extensive range of contacts he used to discuss his ideas. This is an excellent resource for those wishing to do an in-depth study of Charles Darwin. It is an invaluable source of information, not only about his intellectual development and social network, but about Victorian science and society in general. R. Higginbottom

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE; Science
SYLLABUS:	Biology Stage 6; Modern History Stage 6; Science 7–10

SCIS SUBJECTS:	English letters; Naturalists – Biography
PUBLISHER:	University of Cambridge, UK
REVIEW DATE:	01/06/10 [576.8]

SCIS 1455236

Darwin: November 19, 2005–August 20, 2006

www.amnh.org/exhibitions/darwin/

Showcasing the life and times of Charles Darwin, the resource is a fine secondary source of information about this scientist. The interconnection of history and science is well presented. Many pages have audio or video clips that support the written material; the language used for each section is concise and easy to understand. The website is perfect for Science 7–10 students completing outcome 5.8.3 on the theory of evolution and natural selection. **Evolution today** has a **Controversies timeline** that is an excellent example for teaching outcome 5.1 and explaining how social factors have influenced the development and acceptance of scientific ideas. The interactive nature of the site makes it very suitable to support the DER – NSW laptop program. I. Mavin

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE; Science
SYLLABUS:	Biology Stage 6; Science 7–10
SCIS SUBJECTS:	Evolution; Naturalist – Biography
PUBLISHER:	American Museum of Natural History, USA
REVIEW DATE:	10/05/10 [576.8]

SCIS 1453040

Earth observatory

earthobservatory.nasa.gov/

NASA provides this captivating website that showcases our changing Earth with stunning photographs and detailed descriptions obtained from their many research facilities. The site is particularly useful for Science 7–10 students exploring natural events. The images illustrating atmospheric changes due to volcanic activity and bushfires would be ideal stimulus materials when beginning any topic concerning natural disasters. The site would be similarly useful for Senior Science students completing the Option: *Disasters*. The unique imagery and sections on **News**, **Feature articles**, **Natural hazards** and **Global maps** all provide useful teaching materials for students when covering events such as oil spills, locust plagues and erosion of sediment. For example, students can get a complete and dramatic understanding of the effect of major floods, especially with teacher interpretation of a projected IWB image. As the site is updated daily, it is perfect for students researching current events affecting the planet. I. Mavin

USER LEVEL:	Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Science 7–10; Senior Science Stage 6
SCIS SUBJECTS:	Earth sciences; Ecology
PUBLISHER:	NASA, USA
REVIEW DATE:	01/06/10 [577]

SCIS 1139366

Food webs

www.gould.edu.au/foodwebs/

With **Primary activities** and **Secondary activities**, this excellent website is a great starting point for ecology based units, providing a good variety of useful teaching and learning activities. For

NEALS

Science 7–10, **Predator prey population links** has a fine graphing activity of kangaroo and dingo population numbers, and students completing outcome 4.10 on food webs will find the *Build your own food webs online* section also very relevant and interesting. The latter is an easy activity that is ideal for Life Skills students and great for use on an IWB. In **Kids web**, primary students will find information on Australian and African grasslands, Antarctica, and a new **Marine foodweb**. The website has many potential uses for primary students, although teachers should be aware that sensitive students may be distressed at some images in **Who dun it?**. I. Mavin

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Animals – Africa; Animals – Antarctica; Animals – Australia; Food chains; Marine animals
PUBLISHER:	Gould League, Australia
REVIEW DATE:	10/06/10 [577]

SCIS 1228030

Home sweet home

www.e-gfl.org/e-gfl/custom/resources_ftp/client_ftp/teacher/other/spark/homesweet/gamelaunch.html

Animal characteristics are explored and explained in this game, with a focus on what makes each suitable for their habitat. There are 15 animals featured, with the majority being from the northern hemisphere, and each has colour, coat, limb, shape, and face options. From the five clues given as evidence, players select two and drop them into the correct option. Players cannot move onto the next animal until both clues are correct. Based on these options, players then select which of the six habitats suit this animal. The game requires a relatively high level of reading comprehension in relation to the cartoon illustrations, but it does promote higher-order thinking skills and deduction based on scientific evidence. R. Higginbottom

USER LEVEL:	Stage 1 Stage 2
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Ecology
PUBLISHER:	Spark Learning, UK
REVIEW DATE:	01/06/10 [577]

SCIS 1444867

Ants down under

anic.ento.csiro.au/ants/

A fascinating insight into the world of Australian ants, the site has plenty of specific information pertaining to ants' biology. Material includes **Identification**, **Distribution patterns**, **Life in a colony**, **The life cycle**, **Environmental monitoring**, and **Collection methods**. The taxa of ants is reviewed, including subfamilies and genera. Easy to use search facilities will help students **Browse the classification**. Identification keys provide detailed information on subfamilies structure, and simple instructions facilitate use of the keys. This would be useful as a professional resource for outcomes in Science 7–10, and for Biology Stage 6 students exploring entomology. Language, style and format are suitable for older students. A. Frost

USER LEVEL:	Stage 6 Professional
KLA:	Science

SYLLABUS:	Biology Stage 6; Science 7–10
SCIS SUBJECTS:	Ants
PUBLISHER:	CSIRO, Australia
REVIEW DATE:	01/06/10 [595.79]

SCIS 1454456

Anatomy arcade

www.anatomyarcade.com

This games site provides educational games relating to parts of the human body. Basic human anatomy comes alive by using *Flash*, and entertaining interactive games, videos, and activities reinforce Science subject matter and practical work completed within the classroom. For example, when studying the nervous system, students can complete a match-a-brain concentration game, a crossword, brain jigsaws, word search games, and watch videos on an IWB or laptop. Each of the body systems has a number of games and activities for students, all of which provide learning activities that go beyond the traditional classroom learning activities. M. Kenney

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Biology Stage 6; Science 7–10
SCIS SUBJECTS:	Educational games; Human anatomy – Problems, exercises, etc
PUBLISHER:	Anatomy Arcade, Australia
REVIEW DATE:	01/06/10 [611.0076]

SCIS 1455409

The amazing human body

www.harcourtschool.com/activity/bodyintro_34/index.html

The site involves students identifying and placing parts of the human body onto a diagram of the human body. It explores the parts of a number of systems, including sensory, cranial, skeletal, digestive and nervous systems, and **Nothing but the tooth**. The site is pleasant to use and it has an audio of a young voice reading the text showing on the screen. Students will enjoy the graphics and the scientific jargon is appropriate for building knowledge. M. Kenney

USER LEVEL:	Stage 3 Stage 4
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Educational games; Physiology
PUBLISHER:	Houghton Mifflin Harcourt, USA
REVIEW DATE:	01/06/10 [612]

SCIS 1455227

The human heart

www.fi.edu/learn/heart/

Opening with an inspirational introduction for Science students investigating the biology of the human heart, this site is helpfully laid out in sections of **Structure**, **Vessels**, **Development**, **Blood**, **Systems**, **Health** and **Monitoring**. It is a very useful website for the Senior Science Topic: *Medical technology: bionics*. The **Health** section provides useful and relevant information on arteriosclerosis and pacemakers, making it ideal when completing outcomes involving these specific areas. **Enrichment** contains valuable information and colour diagrams suitable for Science 7–10 students covering outcome 4.8.5 on the circulatory system. The **Heart image gallery**

and **Heart activities for the classroom** provide activities and diagrams that will help teachers greatly when planning any unit of work involving the circulatory system. I. Mavin

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Science 7–10; Senior Science Stage 6
SCIS SUBJECTS:	Heart
PUBLISHER:	Franklin Institute, USA
REVIEW DATE:	10/06/10 [612.1]

SCIS 1419038

Food, a fact of life

www.foodafactoflife.org.uk

The site includes an impressive array of interactive games, videos of cooking demonstrations, and information about food processing and farming. The videos demonstrate basic cooking and preparation techniques for younger students, such as grating and peeling, right through to grilling and other more advanced cooking techniques. Recipes are helpfully categorised by the preparer's age and different techniques to suit different learning environments. Teachers can access age related summaries of what the site holds in the top toolbar. This site would be extremely useful for Technology (Mandatory) 7–8 and Food Technology 7–10 students. J. White

USER LEVEL:	Stage 4 Stage 5
KLA:	TAS
SYLLABUS:	Food Technology 7–10; Technology (Mandatory) 7–8
SCIS SUBJECTS:	Children – Nutrition – Study and teaching; Food – Study and teaching
PUBLISHER:	British Nutrition Foundation, UK
REVIEW DATE:	01/06/10 [613.2083]

SCIS 1372196

Move it!

www.moveit.org.nz

The site has interesting and sound information on occupational health and safety principles and strategies for students and teachers. Looking at movements in **The classroom**, **At home**, and **With friends**, the site aims to enhance the way people move and sit to minimise discomfort, pain and injury. The site would be useful when investigating ergonomically sound work environments in Stage 3 Science and Technology, and Unit BSBOHS201A in Business Services Stage 6. Students investigating muscles and muscle use in Science 7–10 will also engage with the site. Clearly written suggestions complement the simple, interactive graphic activities that highlight key practical ideas to adjust furniture and body positions. Quickly downloadable notes provide more detail, with theoretical and practical lesson ideas, class discussion topics, and extension activities. A. Frost

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	Science; SciTech; VET
SYLLABUS:	Business Services Curriculum Framework Stage 6; Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Computers – Safety measures; Ergonomics; Posture
PUBLISHER:	ACC, NZ
REVIEW DATE:	01/06/10 [613.7]

SCIS 1414802

Mission material!

www.abpischools.org.uk/activescience/module15/home.html

Students can test their understanding of the properties of materials on this site. Mission one involves selecting materials with individual properties, such as flammable or magnetic. Mission two is about materials that have dual properties, such as materials that are both dull and hard. The objective of Mission three is to identify the uses of materials, such as for construction or clothing. Players need to be speedy. Results display a list of materials selected correctly or incorrectly, as well as a score for the one-minute game. The site could be a test of existing knowledge or used as revision. There is an accompanying illustrated materials database PDF, which would be a useful display for student reference. D. Johnston

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Educational games; Materials
PUBLISHER:	ABPI, UK
REVIEW DATE:	01/06/10 [620.1]

SCIS 1444890

Sunbeam's working towards a brighter farming future

sunbeamfoods.com.au/future-farmers/

ABSTRACT

The Sunbeam Future Farmers program, in conjunction with Rural Skills Australia, is an initiative to give young people living in rural Australia a start in the farming industry and to secure the future of the Australian farming community. Maintaining the skills base within the horticultural industry is becoming increasingly important. This program is designed to match farmers with young Australians considering or participating in a full, part time or school-based apprenticeship in horticulture. It will enable the apprentice to develop practical skills on the land and receive a Level II Certificate in Production Horticulture. The website gives an introduction to the program and takes the user to the *Rural Skills Australia* website.

USER LEVEL:	Stage 6 Professional
KLA:	TAS; VET
SYLLABUS:	Agriculture Stage 6; Primary Industries Curriculum Framework Stage 6
SCIS SUBJECTS:	Apprentices; Pastoral industry – Australia – Future; Pastoral industry – Training
PUBLISHER:	Sunbeam Foods, Australia
REVIEW DATE:	30/06/10 [630.7]

SCIS 1455964

Aquaponics Pty Ltd. Free video downloads

www.aquaponics.com.au/aquaponics_videos.htm

Although focussed on promoting and selling an agricultural product, these film clips would be useful for outcomes on plant and animal growth, production and sustainable systems in TAS and Science syllabuses. Aquaponics is the integration of aquaculture and hydroponics, allowing fish and plants to live productively in the same system. The short videos investigate **What is aquaponics?** and provide information on **Basic aquaponics systems**. A

series of time lapse films enable comparisons between the growth of beans, basil, and plants in a greenhouse bed. Colour graphics, photographs and number data complement the straightforward written text. The films would present very well on an IWB. A. Frost

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science; TAS
SYLLABUS:	Agricultural Technology 7–10; Agriculture Stage 6; Science 7–10
SCIS SUBJECTS:	Aquaculture; Hydroponics; Vegetable gardening
PUBLISHER:	Aquaponics, Australia
REVIEW DATE:	01/06/10 [639.8]

SCIS 1454426

Raising Children Network: the Australian parenting guide

raisingchildren.net.au

An outstanding source of information on raising children, the site reviews issues and responsibilities including family management, pregnancy, fathers, work and family, money and finances, and the law. Children's behaviour, communication, development, health, nutrition, play and learning, safety and sleep, are outlined for each age group, from birth to school. A variety of tools and activities are included, such as the interesting **Parenting in pictures**. There is detailed information for children with special needs. Good graphics, video and audio helpfully support written information. The site is easy to navigate with standard searches, an A-Z index, and a quick browse function. This is a comprehensive resource for students undertaking the Exploring Early Childhood syllabus. A. Frost

USER LEVEL:	Stage 6
KLA:	PDHPE; TAS
SYLLABUS:	Community & Family Studies Stage 6; Exploring Early Childhood CEC Stage 6
SCIS SUBJECTS:	Child development; Children – Management
PUBLISHER:	Raising Children Network (Australia)
REVIEW DATE:	01/06/10 [649]

SCIS 1271656

Tate kids

kids.tate.org.uk/

The site successfully targets a primary audience, providing an array of online and offline activities. All tasks are coded with stars indicating the level of difficulty. **Games** is an assortment of simple art activities which allow students to colour and manipulate imagery, while referencing some well known artists. A series of cartoon **Films** provide insight into artworks from the Tate collection. The films are short, often humorous and they deconstruct artworks in a way students will easily comprehend. **Tate create** includes a range of step-by-step practical art activities, based around an artist or movement, with photographic examples of completed works. N. French

USER LEVEL:	Stage 2 Stage 3
KLA:	CA
SYLLABUS:	Creative Arts K–6
SCIS SUBJECTS:	Arts – Problems, exercises, etc.; Classroom activities
PUBLISHER:	Tate, UK
REVIEW DATE:	01/06/10 [700.76]

SCIS 1455436

Friedman's freeway at www.mdfriedman.com

www.mdfriedman.com/

Friedman is a musician, artist, poet, and web designer whose website presents information about his work. There could be a number of reasons to visit this site, including: showing students elements of web design on this site and others; to highlight a conversation about promotion; to look at **Digital art**; to listen to blues **Music**; and to hear examples of digital poetry. The site is artistically dark with large colourful fonts and a multitude of links. The art is interesting, the web designs varied, and the music is funky. If teachers are introducing students to ideas about surviving in the harsh world of performance, this site could well serve as an example of what an artist must do to be seen, and heard. S. Pollard

USER LEVEL:	Stage 6
KLA:	CA
SYLLABUS:	Music Stage 6; Visual Arts Stage 6; Visual Design CEC Stage 6
SCIS SUBJECTS:	American poetry; Art, American; Music, American
PUBLISHER:	M. D. Friedman, USA
REVIEW DATE:	01/07/10 [700.92]

SCIS 1461748

Heilbrunn timeline of art history

www.metmuseum.org/toah/

Art history is brought to life on this site. **Timelines** comprehensively detail all important art movements and periods, from prehistoric art through to contemporary artworks. The content is informative and includes a slideshow of artworks and key events related to the selected region. **World maps** allows the user to quickly locate countries and artworks that were created in designated movements. **Thematic essays** has a wide coverage of topics, with content suitable for secondary students. Specific artworks and artists can be found quickly in **Works of art**. This is a comprehensive art history site that students will enjoy exploring. N. French

USER LEVEL:	Stage 4 Stage 5
KLA:	CA; HSIE
SYLLABUS:	Ancient History Stage 6; Visual Arts 7–10
SCIS SUBJECTS:	Art – History
PUBLISHER:	New York MMA, USA
REVIEW DATE:	01/06/10 [709]

SCIS 1219738

Rate my drawings

www.ratemydrawings.com

A novel site to encourage and inspire student drawers, the resource highlights the skills and talents of artists who work in an array of themes and styles. Manga is a strong theme running through examples. The site opens with the most recent uploaded images, popular collections, and the work of a featured artist. There are a variety of **Tutorials** available, many demonstrating Photoshop techniques and others explaining traditional drawing tips. **Top artists** features the site's most popular and commented-on individuals and their online body of work. The site is a good contemporary alternative to purchasing books on drawing. Teachers should be aware that this is a site for drawers of all ages and the owners

recommend a user age of over 13. The site is monitored and it has a code of conduct. N. French

USER LEVEL:	Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS:	Drawing
PUBLISHER:	Mixart New Media, USA
REVIEW DATE:	01/06/10 [741]

SCIS 1455443

Make beliefs comix!: online educational comic generator for kids of all ages

www.makebeliefscomix.com/

Creative and exciting, this outstanding website enables students to create three panel comic strips. Simple, clear instructions complement the interactive tools and other functions — such as inputting words, emotions, objects, and colours — to make the comic strips. Users may create a comic with given visuals, or download a proforma from the site. Once completed, the comic is easily printed, saved or emailed. **Teacher resources** contain many ideas for incorporating the use of student creations into teaching and learning, with numerous story ideas provided. The site offers an innovative strategy for incorporating ICT into several curriculum areas, with a focus on literacy, especially reading. Dialogue can also be written in Spanish. This quickly downloading, easily navigated and colourful website will engage students and is a fine resource for storytelling. A. Frost

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	CA; English; Languages
SYLLABUS:	Creative Arts K–6; English K–6; English 7–10; Spanish K–10; Visual Arts 7–10
SCIS SUBJECTS:	Cartoons and caricatures; Comics; Writing (Authorship)
PUBLISHER:	B. Zimmerman, USA
REVIEW DATE:	01/06/10 [741.5]

SCIS 1356668

The power of illustration

www.teachers.tv/videos/quentin-blake-the-power-of-illustration

The site is a wonderful resource, with a 15 minute video file showing illustrator and author Quentin Blake explaining his process in creating a book. The development of his ideas, storyboards laying out the look of the finished product, beginnings of the drawings and the important addition of colour are all explained with young book designers in mind. Blake is an amusing communicator and he explains the intricacies of illustration creation very well. The site will be especially useful where students are engaging with the importance of visual literacy and the making of children's books. S. Pollard

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	Visual Design 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS:	Children's literature; Illustration of books; Illustrators, English
PUBLISHER:	Teachers.tv, UK
REVIEW DATE:	01/07/10 [741.6]

SCIS 1462043

Sol LeWitt: a wall drawing retrospective

www.massmoca.org/lewitt/

Students can learn about the artistic practice of LeWitt through this interactive site detailing 105 of his drawings over the period 1969–2007. LeWitt is widely regarded as a leading exponent of minimalism and conceptual art, and he is recognised for his deceptively simple geometric structures and scaled wall drawings. Site users can watch time lapse footage of LeWitt creating his large scale drawings. This gives the viewer a good insight into his working methods. Concise information is provided on artworks featured. Podcasts, an audio tour and view of the floor plan and grids heighten the virtual experience of this online exhibition. N. French

USER LEVEL:	Stage 4 Stage 5
KLA:	CA
SYLLABUS:	Visual Arts 7–10
SCIS SUBJECTS:	Artists, American; Art, Modern; Drawing
PUBLISHER:	MASS MoCA, USA
REVIEW DATE:	01/06/10 [741.973]

SCIS 1455450

Music teacher's resource site

mtrs.co.uk

A large number of free music games, lesson ideas, sheet music arrangements and lyrics can be found on this site. There are unusual **Vocal and instrumental rounds**, **Listening projects and tests**, short clips of music with structured questions for exams, and MIDI **Loops for improvisation**. **Virtual keyboard** could be a useful resource, changing between instruments such as piano, guitar and trumpet, and featuring labelled keys and drum beats. The game **Name that note** features prominently on the site, testing students' ability in reading music notes in either treble or bass. Teachers and students will find this site to be a useful tool for sourcing music for performance and for satisfying Stage 4 outcomes. K. McDonell

USER LEVEL:	Stage 3 Stage 4
KLA:	CA
SYLLABUS:	Creative Arts K–6; Music 7–10
SCIS SUBJECTS:	Music – Study and teaching
PUBLISHER:	Rob Jones Education, UK
REVIEW DATE:	01/06/10 [780.71]

SCIS 1455223

Legs on the Wall: physical theatre

www.legsonthewall.com.au

Practitioners in physical theatre, the company has some interesting production stills on their website. Drama students can access these for DER–NSW in **Production**. The images are supported by a small amount of written background and they provide stimulus for class discussion, particularly on the combinations of circus, acrobatic and dance movements which the company uses to create dramatic works. In **About**, students can read some company history, and teachers can access school workshops and other training in **Programs**. C. Thomas

USER LEVEL:	Stage 5 Professional
KLA:	CA
SYLLABUS:	Drama 7–10
SCIS SUBJECTS:	Modern dance; Theatre – New South Wales

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NEALS

Cirque du Soleil

www.cirquedusoleil.com/en/default.asp

The drama of circus acrobatics as performed by this international company comes across with vibrant visuals and audio on this site. Well worth a browse by students as an inspirational display of the company's work, the most useful sections for directed study are in **About**, which briefly explains the company's history and its awards, and **View all shows**. The latter has links to the official show sites, with excerpts and trailers that are superb resources for an IWB and DER–NSW. The shows' outfits are ultra theatrical and Drama and TAS students will admire the performers' extraordinary make-up and costuming. Site users can bring up an Australian link through the **Change country** icon, but information for students is better presented on the main site. C. Thomas

Zen Zen Zo Physical Theatre

www.zenzenzo.com

A Queensland drama company with a commitment to education and promoting theatrical culture in Australia, Zen Zen Zo maintains a readable website which is a useful resource for DER–NSW. **Videos/photos** takes students to a gallery of still and moving production images, some with a warning of partial nudity. **Resources** has online articles and interviews, plus free and purchasable educational materials which have a direct connection to classroom work. The company runs plenty of workshops, not all of which are in Queensland, for teachers and students. **Training** is an up-to-date schedule of events, and it also has a download of training speeches to help students develop a vocal presence. The site is well maintained and it offers students an interesting perspective on contemporary theatrical happenings in Australia. C. Thomas

Story maker

www.britishcouncil.org/kids-writing-storymaker.htm

Students are guided in the writing of fairytales, horror and science fiction stories on this interactive site. The site creates a short story based upon a student's response to six questions. Students can choose characters, words and places for their story, or they can construct their own. The site generates a short story in the selected genre. The student is able to print their story, or they may choose to go back and create another story. The site has some limitations. There is no audio so students must read instructions to complete the activity. Each genre only has one template therefore it generates the same story every time, and when students choose to type in their own responses the text will not always be grammatically correct. However, this is still a good resource for introducing story writing and prompting ideas for writing narratives. K. McDonell

The 39 clues

www.the39clues.com/

The interactive board game on this site may intrigue readers of the *39 Clues* series and encourage them to participate in uncovering the clues that guard the power of the Cahill family. Requiring registration, the site is packed with secret agent spy challenges, competitions and collectable cards that users will need to unlock the secrets of the quest. A video of the authors of the current seven books is provided and a taster of the eighth book in the series is revealed in **Book 8 cover**. Using as many ploys as possible to maintain interest in this fantasy series, this site works as a marketing tool for the books. Students who enjoy unravelling the complexities of a mystery challenge will engage with this site and pursue each new book as it is released. S. Rasaiah

Skeleton Creek

www.patrickcarman.com/skeleton-creek/

Carman discusses the format of his *Skeleton Creek* books in **How a multimedia book works**. The video explains how the story is told in two formats, print and electronic. Readers need to read the first 30 pages of the book and then access the website to follow the next phase of the story. Carman explains how interacting with a story through familiar technology connects students with books. Using technology such as *Skype* allows this author to reach students and teachers and this is discussed in **Educators>Skype classroom visits**. The blog style of this site will suit older readers who enjoy learning about writing and networking with authors. S. Rasaiah

Emma Quay and her books

www.emmaquay.com

Author and illustrator Emma Quay is showcased in this comprehensive website dedicated to her work. The site has something to offer children, teachers and parents, using a colourful, clear and easy to navigate format. **Books** has covers, short plot summaries, a variety of reviews, student activities and links for teachers. **About Emma Quay** and **A chat with Emma** have interesting biographical material; the latter is an interview in which Quay talks about writing and drawing processes. Students interested in how books are illustrated will enjoy the guide and the rough sketches in **Ilustrating picture books**. Quay has posted students' illustrations in **Your picture gallery**. **Teachers** includes book notes, activities and lesson ideas. K. McDonell

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6; Visual Design 7–10
SCIS SUBJECTS:	Authors, Australian; Illustrators, Australian
PUBLISHER:	E. Quay, Australia
REVIEW DATE:	01/06/10 [823]

SCIS 1445771

Libby Hathorn

www.libbyhathorn.com

A graphic of a library opens this site; hovering the mouse over different areas in the room, such as the books, smart board, and computer, tells the user what they will find by clicking on that picture. Hathorn introduces herself via video. **Teacher & parent** has teachers' notes on Hathorn's young adult books. **Imagine** is an interesting area that presents eight different inspiring images, each one aiming to prompt ideas for story writing and to test students' imaginations. These full screen images would be a fantastic to display on an IWB while students are brainstorming, planning and writing stories of their own. More writing process ideas are located in the **FAQ**. K. McDonell

USER LEVEL:	Stage 2 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Authors, Australian; Children's literature, Australian; Poets, Australian
PUBLISHER:	Hathorn Enterprises, Australia
REVIEW DATE:	01/06/10 [823]

SCIS 1004118

Mem Fox

www.memfox.com

Fox's website has a great deal of information about her life and work, plus meditations on teaching and learning, and a variety of practical materials for students and teachers. Clearly laid out with colourful headings, the site includes photographs, audio and video of the author. Helpful hints for reading aloud to children will support students in the Exploring Early Childhood syllabus. In *The stories behind the stories*, Fox shares insights into the origins of her books, her motivations and inspirations. *See and hear Mem* has ideal content for IWBs. Fox shares her knowledge on writing picture books, and this material is an excellent resource for encouraging older students to write and create quality texts. K. McDonell

USER LEVEL:	Stage 6 Professional
KLA:	English; TAS
SYLLABUS:	English K–6; English Stage 6: *Extension 2*; Exploring Early Childhood CEC Stage 6
SCIS SUBJECTS:	Authors, Australian; Children's literature, Australian – Biography
PUBLISHER:	M. Fox, Australia
REVIEW DATE:	01/06/10 [823]

SCIS 1022557

Stephen Michael King

www.stephenmichaelking.com

Fans of King will enjoy exploring this site because of its quirky artworks and several navigation tasks. **Books** provides users with basic data, and a video of King talking about his book *Leaf*. The site also has film clips of King drawing, and these would be interesting on an IWB. The site also features **Sting**, a collection of artworks drawn and photographed by King and his wife. There are some reviews, information about theatre productions based on selected titles, such as *Emily loves to bounce*, and a list of awards King has won. The site offers information about the author and his life, lending itself as a good resource for an author study, however there are no additional resources for teachers. K. McDonell

USER LEVEL:	Stage 2
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6
SCIS SUBJECTS:	Authors, Australian; Illustrators, Australian
PUBLISHER:	S. M. King, Australia
REVIEW DATE:	01/06/10 [823]

SCIS 1445794

A journey through time

historyonthenet.com/Chronology/Journey/journeyexplain.htm

The site is a narrative based quiz on British and European history, from the Roman occupation of Britain to the coronation of Queen Elizabeth II. It presents as an interactive story with the site user as a traveller who must make choices based on visual and written scenarios. The aim is to reach 100 points by selecting the correct answer from two choices. Correct answers are those that maintain a forward chronology throughout the whole quiz. Answers are accompanied by a brief explanation of the event or person, which emphasises the narrative element. Stage 4 students of History 7–10 studying medieval life will find this an interesting activity, and it makes a fine resource for testing prior knowledge and post-learning. Teachers will need to add some information, such as the year the traveller begins their journey. The cheery narrative and interactive nature of the site make this a useful educational tool. J. White

USER LEVEL:	Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10
SCIS SUBJECTS:	Chronology, Historical; Educational games; Europe – History – Problems, exercises, etc
PUBLISHER:	History on the Net Group, UK
REVIEW DATE:	01/06/10 [940.076]

SCIS 1457356

NEALS

Anne Frank Museum Amsterdam: the official Anne Frank House website

www.annefrank.org/secretannex

The Anne Frank website has long provided teachers and students with access to information about the life and times of this famous diarist. This latest interactive addition will work wonderfully on an IWB with its vibrant visual and audio information. On opening, a short video presents contextual information about Frank's life and times. We are invited to enter the secret annex and along the way hear extracts from Frank's diary. There is a three dimensional map of the house and annex and all the spaces are shown as they are depicted in the diary. The program uses *Flash*, making it perfect for use with student laptops. This is a wonderful introduction to the fascinating Anne Frank story. S. Pollard

USER LEVEL:	Stage 4 Stage 5
KLA:	English
SYLLABUS:	English 7–10
SCIS SUBJECTS:	Amsterdam (Netherlands) – History; World War, 1939-1945 – Jews – Biography; World War, 1939-1945 – Netherlands
PUBLISHER:	Anne Frank Stichting, Netherlands
REVIEW DATE:	01/07/10 [940.53]

SCIS 1461754

The Hawkesbury Historical Society

www.hawkesburyhistory.org.au/

The Hawkesbury Historical Society have chronicled the history of the district for over 50 years and their website presents a variety of papers on diverse topics including **Aboriginal history** and **Heritage buildings**. The writing tends to be quite dense with a limited number of images. However, many excellent primary sources are presented, including diary excerpts from early explorers, paintings and lithographs, speeches and sketches. Teachers may find the site useful for History 7–10, especially for the study of heritage in Stage 4 and as a resource for a virtual site study of the place of white Australia's first uprising, the Irish convict rebellion and the **Battle of Vinegar Hill**. J. White

USER LEVEL:	Stage 4	
KLA:	HSIE	
SYLLABUS:	History 7–10	
SCIS SUBJECTS:	Hawkesbury River Region (NSW) – History	
PUBLISHER:	Hawkesbury Historical Society, Australia	
REVIEW DATE:	01/06/10 [994.4]	SCIS 1349649

SCIS 1349649

Antarctica

www.sl.nsw.gov.au/discover_collections/natural_world/antarctica/antartica.html

The site is a fascinating exploration of the State Library's collection on the history and exploration of the Antarctic region. It contains investigations into the Mawson and Shackleton expeditions in **Early Antarctic adventures**. Site users can also look into a book, **Aurora Australis**, created by British explorers over the harsh 1908 winter. **Modern Antarctic adventures** around **Heard Island**, **Macquarie Island** and **Mawson Base** are shown. The site would be an interesting resource to illustrate Australian discovery and

expansion in HSIE K–6, and for more detailed study of Antarctica in Geography 7–10. **Hurley's Antarctica** is an excellent collection of Frank Hurley's photographs and these would be striking on an IWB. Stunning sepia, black and white, and colour photographs, plus maps and other graphics will engage students and they offer much stimulus for class discussion about the landscape and challenges of Antarctica. The site is easy to navigate and downloads quickly. A. Frost

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	Geography 7–10; HSIE K–6
SCIS SUBJECTS:	Antarctica – Discovery and exploration; Antarctica – Pictorial works; Australians in Antarctica
PUBLISHER:	State Library of NSW, Australia
REVIEW DATE:	01/06/10 [998]

SCIS 1454468

Professional reading

Resources are in Dewey order.

Cyber smart [game]

The Brainary, Vic, 2009
ISBN 1888268883 [004.67]

Interpreting the internet and responding appropriately can be daunting for primary students as they naively embrace new technologies. This educational game dispels the belief that posting messages on the internet and text messaging are always going to be used in the way that the user intended, and the belief that they can be retracted at any time. Using dominoes to keep track of their progress, players must respond to sets of questions designed to alert them to issues surrounding internet predators, internet bullying, scams, and socially responsible internet behaviour. Teachers and parents need to be aware that sexual predators are discussed explicitly on some game cards and discretion is required before including all cards in this game. A useful internet safety pledge is included and this summaries the main issues for responsible internet and mobile phone usage. S. Rasaiah

USER LEVEL:	Community Professional
	$24.95 SCIS 1445915

ScreenToaster: toast your screen

www.screentoaster.com/

This free, online screen recorder enables registered users to create videos including screen casts, tutorials, lectures and training demonstrations to email, or embed on blogs and web pages. The process does not require downloads, and a simple one click step allows a video, with or without audio, to be recorded. Teachers can record themselves demonstrating a program or a notebook created on an IWB for students to view. Tagging specific keywords and choosing one of nine categories allows the video to be searchable. *Privacy options and visibility* in **FAQ>Publish my video** shows how

videos can be made private and only accessible via email or on a blog. This digital tool offers a multitude of teaching opportunities using the internet and a webcam. S. Rasaiah

KANE, Jessica

Visual metaphors [kit]

The Brainary, Vic, 2006
ISBN 0975736841   [302.2]

A multifaceted teaching and learning resource, this kit has many interesting applications for students K–12. 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: Community Professional
                   $449.95   SCIS 1328108

Visual literacy

/ edited by James Elkins. Routledge, USA, 2008
ISBN 9780415958110   [302.2]

That secondary and tertiary education across the curriculum can be based on images as well as written texts is the major tenet of this publication. It considers the notion of literacy, at an academic level, extending beyond traditional verbal and numerate to include visual literacy. Notable academics from various disciplines present their arguments in the collected essays. Tying their arguments to contemporary theories and the changing socio-cultural environment, they present strong cases for the inclusion of images in studies of science and politics as well as in the arts. This is a highly academic and thought provoking book for anyone interested in the shifts that could, and perhaps should, occur in the realm of literacy into the future. C. Sly

USER LEVEL: Professional
KLA: CA; English
SYLLABUS: English 7–10; English Stage 6; Visual
                   Design CEC Stage 6
                   Paper $70.95   SCIS 1456191

Action research in education

NSW Department of Education & Training, NSW, 2010
ISBN 9780731386857   [370.71]

ABSTRACT
Action research integrates the implementation of a plan with developing an understanding about the effectiveness of that implementation. This revised and updated publication is based on the assumption that teachers do this every day. It lays out 18 tips for

teachers to organise and share their research with colleagues, including scaffolds and internet references, and it discusses professional reading, how to plan the research, and how research can be logged. The booklet contains a detailed breakdown of each stage of the action research cycle, with example of processes specific to NSW schools. An order form for the booklet is available from the PLLDD website at <https://www.det.nsw .edu.au/proflearn/ research/actres.htm>.

USER LEVEL: Professional
                   $POA   SCIS 1447815

GLASSON, Toni

Improving student achievement: a practical guide to assessment for learning

Curriculum Corporation, Vic, 2009
ISBN 9781742003078   [371.2]

A most useful, indeed pedagogically riveting book, this text is easy to read, uses clear examples of ways to improve teaching and learning, and suggests actions to be taken at a personal and faculty level. The book brings out some of the most pressing issues in teaching, such as, how can we do this better? It shows teachers techniques to enable them to promote learning and how to move away from the chalk and talk model into something more interactive. The book will inspire teachers and leaders in education. S. Pollard

USER LEVEL: Professional
                   Paper $42.95   SCIS 1363662

Curriculum bits

www.curriculumbits.com/

Ranging over all KLAs, the site has free multimedia e-teaching and learning resources, designed specifically for computer and IWB use. Covering a plethora of topics, the interactive nature of the resources will engage students. The **Teaching resource library** includes games, quizzes, animations and video. The site's owners encourage extensive and creative use of their resources, and the site's construction makes that easy to do. Resources may be added to *PowerPoint* presentations or any virtual learning environment. Colourful graphics complement the easy to read written text and clear audio. Topics may be searched via several means including viewing all resources and using the search tools. A. Frost

eSchool news

www.eschoolnews.com/

Informing educators of the latest news in technology in education, this professional website will assist teachers to keep abreast of world trends in IT and pedagogy, in both school libraries and classrooms. The site has very current news and views on all things technological as they apply to education, including the use of e-books, digital media, online security, student issues, teaching and learning with IT, and specific IT challenges for schools. The

site has regular columns on *Webinars*, *Special reports*, *Money matters* and *Best practices news*. It has daily news items and these are well written and informative pieces for educators. The site will be useful for teachers at all levels of IT understanding. D. Johnston

USER LEVEL:	Professional
SCIS SUBJECTS:	Elearning – Periodicals
PUBLISHER:	IAQ Publications, USA
REVIEW DATE:	30/06/10 [371.33]

SCIS 1445396

LearniT-TeachiT

edu.learnit-teachit.org/

Educationalists have created an interesting collection of resources on this site for learning about technology and working with the latest technologies in the classroom. Some of the main sections are: age and KLA subject organised **Lesson plans and guides**; explanations of web design and using **Imaging** and audio in **Video tutorials**; and a list of **Resources**. The site has some ground level information, such as learning about internet basics, but the lessons will be best utilised by teachers who have some technological knowledge. Lessons range over many subjects, and use some innovative technology. The four minute videos will be most appreciated by Creative Arts teachers. The extensive resource links could be valuable for teacher librarians researching theoretical and practical aspects of technology use in schools. C. Thomas

USER LEVEL:	Professional
SCIS SUBJECTS:	Educational technology; Teaching – Aids and devices
PUBLISHER:	LearniT-TeachiT, USA
REVIEW DATE:	28/07/10 [371.33]

SCIS 1427045

Net know-how

www.netknowhow.ca/

Designed to support the effective use of the internet, this site expands the term connected to mean interactivity and sharing. This has implications for teachers who are striving to manage their own online resources, share their resources with colleagues and students, and develop curriculum resources in context, enabling their students to interact with others. Useful sections for teachers include an analysis of networked interactions in **What's Web 2.0**, an overview of **Plagiarism**, and probing key questions in **Copyright**. Net guidelines are levelled for students in **Safe safari K–6**, **Charting the course 7–9** and **Treasure quest 10–12**. The graded website evaluation tools for students to complete online are equally engaging and informative. There are comprehensive lists of web links within **Cyberbullying**. The selection of authoritative resources recommended on this site deepens understanding of how new technologies can empower teachers and learners. This resource supports the DER – NSW laptop program in connected classrooms. S. Rasaiah

USER LEVEL:	Community Professional
SCIS SUBJECTS:	Elearning; Internet
PUBLISHER:	2Learn.ca Education Society, Canada
REVIEW DATE:	30/06/10 [371.33]

SCIS 1427625

Stu's quiz boxes

quizboxes.com/

A free educational program, the site gives stepped instructions for teachers to create and personalise quizzes for the classroom. The process really is simple and the resulting quizzes can be used to consolidate learning in an entertaining and interesting context. Quizzes are team based and can be played by up to six teams on an interactive whiteboard, enabling collaboration and participation by all students. There are five questions in six categories displayed as written text, sound files or JPG images, providing an engaging multimedia experience. **News** and **Articles** supplement the site for a rounded pedagogical approach. J. Haeusler

USER LEVEL:	Professional
SCIS SUBJECTS:	Educational games; Quizzes
PUBLISHER:	S. Hasic, Australia
REVIEW DATE:	30/06/10 [371.33]

SCIS 1154039

Bully safe [game]

The Brainary, Vic, 2009
ISBN 1888268867   [371.5]

As a device to enlighten students to the harm that bullying can perpetrate, this game categorises players into targets, bullies or bystanders, ascertaining that all students fall into one of these three categories. The game involves players responding to situations by using advice cards. A skills sheet is included to assist players to provide informed answers. Intolerance and intimidation, as forms of bullying, are also represented in this game. Some of the situations for discussion relate to cyberbullying and teachers may need to use discretion in choosing which situation cards are age appropriate for their students. S. Rasaiah

USER LEVEL:	Professional	
	$54.95	SCIS 1445883

TROLLEY, Barbara C.

Cyber kids, cyber bullying, cyber balance

Corwin, USA, 2010
ISBN 9781412972925   [371.5]

This comprehensive, proactive guide reminds teachers that negative interactions between students could also be playing out online. It shows that Year 7 is the best high school intervention point because cyberbullying can become more prevalent at this age and behavior can be directed during this period of school transition. There are tables explaining cyberbullying methods and the responsibilities of ISP providers, parents, schools and students. *A Decision tree* diagram is provided for responding to reports and there is an excellent set of surveys, interventions and resources. The resource reminds families to block cyberbullying by three forthright actions: do not respond; save the information; tell someone. A. Soutter

USER LEVEL:	Community Professional	
	Paper $49.95	SCIS 1442711

EWING, Robyn

Curriculum & assessment: a narrative approach

Oxford University Press, SA, 2010
ISBN 9780195564525   [375]

The marriage of narrative with curriculum and assessment provides a refreshing approach to a topic much discussed in educa-

tional literature. The use of storylines weaves the chapters into strands of rich debate encompassing conflicting ideologies, curriculum reform and equity issues in education. Storylines provide the narratives that assist the reader to connect histories, make sense of the educational research, and unleash imaginative ideas about what the future of learning, curriculum and creativity can achieve. Throughout the book, understanding learning through varying perspectives of curriculum and assessment is the underlying focus. Quality teaching and learning storylines are critiqued in relation to student centred pedagogy, a curriculum for socially inclusive classrooms, and the development of collaborative learning relationships for students and teachers. Sample programs demonstrate, through creative pedagogy, the integration of curriculum and assessment in a Stage 1 and Stage 2 integrated unit, an English unit for Stage 3, and a Visual Arts unit for Stage 4. F. Plummer

| **USER LEVEL:** | Professional |
| | Paper $69.95 | SCIS 1441754 |

Teaching new literacies in Grades 4-6: resources for 21st-Century classrooms

/ edited by Barbara Moss & Diane Lapp. Guilford, USA, 2010
ISBN 9781606235010   [428.007]

Teachers in upper primary and secondary school will find this a very useful resource for teaching English. The book is divided into genres: the first section covers genres found in English, such as traditional tales, poetry and drama. The second section includes genres from other subjects and the final section is on crafting and writing genres. Each short chapter provides the sort of useful subtitles that guide teachers to relevant issues, such as building background, lesson planning, student needs, and evaluation. A range of practical strategies is offered for developing literacy and using a wide range of genres from test papers to advertisements. This well researched book provides many useful references and is also easy to read and use. K. Rushton

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
	Paper $49.95	SCIS 1442714

Imagination, innovation, creativity: re-visioning English in education

/ edited by J. Manuel & P. Brock & D. Carter & W. Sawyer. Phoenix Education, NSW, 2009
ISBN 9781921586194   [428.0071]

With the spotlight of the national consciousness on English as we move to formulate a national curriculum, the four distinguished editors of this collection of essays represent the corporate knowledge of teachers and academics who have debated these issues for a generation. How will language, literacy and most importantly literature be taught in our 21st century classrooms? These essays cross a range of both personal and ideological perspectives. There is much here to digest and consider for all high school English teachers. V. Davidson

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
	Paper $42.95	SCIS 1445196

McCORMACK, Rachel L. & PASQUARELLI, Susan Lee

Teaching reading: strategies & resources for Grades K-6

Guilford, USA, 2010
ISBN 9781606234822   [428.407]

The authors of this comprehensive resource clearly identify their target reader as a teacher, and they encourage educators to implement and reflect on the theory and strategies outlined in each chapter. The book has scaffolds for assessment and a self reflection section at the end of each chapter. Primary teachers researching reading and pedagogical connections will be able to use this book as an interactive tutor. Educational leaders can also use this resource to support early career teachers and any teacher who is critically reflecting on their own literacy pedagogy. It is a very well researched publication, readable, practical, and with clear links to contemporary reading theory. K. Rushton

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6
	Paper $57.95	SCIS 1444149

Taroona daily fitness: a fitness program for schools [DVD]

Taroona Primary School, Tas, 2009 (57 min.)
ISBN none   [613.07]

Taroona Primary School runs a comprehensive daily fitness program for K–6 students. The DVD introduces the program; it shows 10 activities with the relevant warm-ups, conditioning and cool downs. The program is child centred and Year 6 students are trained to run the daily sessions with assistance from Year 5 students. The groups are vertical groups and they complete one activity per week. Kindergarten students do an orientation program with Year 5 students so that they are ready to join the whole school program. The DVD provides examples of students doing all activities, making it a useful asset for demonstrating activities for leadership training. This is a total fitness program that primary schools will find to be an amazingly useful resource, ready to implement after contextual adjustment. J. Foster

USER LEVEL:	Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K–6
	$POA (available from <www.taroonaprimary.tased.edu.au>)SCIS 1436466

KUTSCHER, Martin L.

ADHD: living without brakes

Jessica Kingsley, UK, 2010
ISBN 9781849058162   [618.92]

At a time when ADHD seems to be increasing in incidence, the book is a very handy addition to the support needs of teachers and other student welfare professionals. Material on organisation and keeping structures going is particularly useful, with much to offer in developing realistic and practical strategies to manage ADHD. Overall, the book is straightforward and easily read. Some sections refer to USA legislation and schooling structures, but many of these ideas and actions can be modified to suit an Australian context. As a method of understanding ADHD, and being able to assist parents and students in piloting themselves through these difficult times, the book is a very worthwhile resource. R. Cox

| **USER LEVEL:** | Professional |
| | Paper $28.95 | SCIS 1437014 |

NEALS

A comics studies reader

/ edited by Jeet Heer & Kent Worcester. University Press of Mississippi, USA, 2009
ISBN 9781604731095   [741.5]

A compilation of scholarly articles on the history, format and significance of comics, this is a comprehensive and informative reference on a growing area of interest and academic study. The vast range of contributors from varied disciplinary backgrounds and different cultures is testament to the diverse and legitimate interest in comics as a medium for expression. Fascinating articles cover a broad range of issues, including the historical and cultural development of comics, the language of comics, the development of the graphic novel, and the acoustics of manga. Displaying the richness of this visual format, this is a particularly useful book for teachers and teacher librarians who would like to gain a better understanding of the medium and its relevance to contemporary literary studies. C. Sly

USER LEVEL:	Professional
KLA:	CA; English
SYLLABUS:	English 7–10; English Stage 6; Visual Design CEC Stage 6
	Paper $53.95 SCIS 1456192

WOLK, Douglas

Reading comics: how graphic novels work and what they mean

De Capo, USA, 2007
ISBN 9780306815096   [741.5]

Tracing the growth of American comics since the 1930s, this is a most informative publication. It presents an interesting argument about the comics versus graphic novels terminology that considers cultural expectations and class issues. There is valuable explanation on many of the techniques used by exponents of the graphic narrative format. The book focuses on a number of important comic creators who fostered the growth of this format through its awkward childhood and difficult adolescence, including such artists as Steve Ditko, Will Eisner, Craig Thompson, Alan Moore and Art Spiegelman. As well as composers, this comprehensive study considers the role of publishers, mainstream and underground comics, and the advent of the graphic novel. Avid comic fans and novices will find this a very detailed and useful reference. C. Sly

USER LEVEL:	Professional
KLA:	CA; English
SYLLABUS:	English Stage 6; Visual Design CEC Stage 6
	$36.95 SCIS 1359524

NICHOLLS, Sue

Pat-a cake, make and shake

Black, UK, 2009
ISBN 9781408115244   [780.7]

An excellent collection of ideas for making simple musical instruments from discarded objects, the book has amusing verses and songs, actions, age related activities, and a CD-ROM with backing tracks and stories. Students are shown how to make musical instruments and play them. The resource is a very good way to strengthen musical appreciation in youngsters while simultaneously showing environmental responsibility through recycling. Teachers will value this useful resource; with its specific links to curriculum on many pages it is highly relevant to the modern classroom. S. Taylor

USER LEVEL:	Professional
KLA:	CA
SYLLABUS:	Creative Arts K–6
	Paper $45.00 SCIS 1441771

Europa film treasures

www.europafilmtreasures.eu/

An extraordinary collection of film, from an 1897 French comedy to experimental dance in the 1970s, the site will definitely reward teachers who browse the 100 odd films on offer. Films are extensively documented, and each has **A brief history**, many as intriguing as the film itself. **The films** are fascinating. There are many comedy and dance pieces; a number of short documentaries; animations; some propaganda, sport, music and advertising clips; items of film noir and absurd theatre; and several feature films. As a history of film and as an expression of international culture, the site is a vibrant resource. The site identifies which films are suitable for ages 6–10 and 10–15, and the articles and critiques in **Documentation** suit senior students. A new feature is the addition of an online activity where students can add sound to a silent film. There is a small amount of adult content. C. Thomas

USER LEVEL:	Professional
KLA:	CA; English; HSIE
SYLLABUS:	Dance 7–10; Dance Stage 6; Drama 7–10; Drama Stage 6; English 7–10; English Stage 6; Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6
SCIS SUBJECTS:	Films, European
PUBLISHER:	Lobster Films, France
REVIEW DATE:	01/07/10 [791.43]
	SCIS 1426867

Digital storytelling network

www.groups.edna.edu.au/course/view.php?id=107

Digital storytelling (DST) is an e-learning strategy that combines sound and images to create a short narrative in film. This large site caters for experienced DST practitioners as well as teachers who are new to the concept. The latter should explore the **Digitales** wiki — it is a good place to start investigating the what, how and why of digital storytelling, and its use as a vibrant educational tool. The site explains how to find and use the latest software, and it lists DST websites, tools and resources for creating and using stories, and news and events. It has plenty of story examples, pedagogically sound and entertaining ideas, professional reading, and practical resources for teachers across KLAs. C. Thomas

USER LEVEL:	Professional
SCIS SUBJECTS:	Multimedia systems; Storytelling
PUBLISHER:	edna.edu.au, Australia
REVIEW DATE:	30/06/10 [808]
	SCIS 1430193

HATFIELD, Charles

Alternative comics: an emerging literature

University Press of Mississippi, USA, 2005
ISBN 9781578067190   [809]

Categorising graphic novels as alternative comics and an emerging literary form, this writer argues a strong case for their inclusion in educational study. Tracing their development from the under-

ground comix of the 1960s and 1970s, Hatfield sees the growing interest in the graphic novel as a manifestation of the repositioning of comics in today's culture. Citing the works of contemporary composers such as Art Spiegelman, Chris Ware, and Gilbert Hernandez, Hatfield systematically demonstrates the value of the pictorial and verbal format. The clear, detailed explanations of the layout and symbology of this medium will help teachers understand comics as complex communications which are always characterised by multiple messages. Educators who wish to become more aware of this boundary pushing literary form will find this publication most instructive. Some images are confronting. C. Sly

USER LEVEL:	Professional
KLA:	CA; English
SYLLABUS:	English 7–10; English Stage 6; Visual Design CEC Stage 6
	Paper $35.00 SCIS 1456201

Literacy and Numeracy resources

Literacy resources are in Dewey order.

The *Office of Schools Plan 2009-2011* <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.

Critical literacy. Middle primary [kit]

Macmillan Education, Vic, 2009 (Literacy network)
ISBN 9781420277548   [428.6]

A collection of 10 diverse novels by recognised authors such as John Heffernan and George Ivanoff has been combined with educational resources in this large boxed set. Related work cards entice student to recognise and deconstruct the literary elements in these various styles of writing. Groups of up to six students are able to study the same novel and work independently with activities that target skills including character development, creating emotion through words and action, and understanding cliffhanger paragraphs. The writing activities on each work card follow the same pattern and require similar responses, assisting students to become familiar with the format and the terms used. By working through the corresponding answer cards, teachers are able to make informed judgements to assess each student's progress. This resource supports differentiation of literacy programs and it provides quality literature in guided reading lessons for individual, group or whole class instruction. Kit contents are: 60 books, 60 work cards and 10 answer cards. S. Rasaiah

USER LEVEL:	Stage 2 Professional
KLA:	English
SYLLABUS:	English K–6
	$565.00 SCIS 1441887

Critical literacy. Upper primary [kit]

Macmillan Education, Vic, 2009 (Literacy network)
ISBN 9781420277555   [428.6]

Designed for independent reading and ready assessment, this boxed kit consists of packs of 10 different titles written in genres of adventure, fantasy, mystery and contemporary fiction. Work cards accompany each title and students are challenged to develop critical literacy skills including creating tension, stereotyping characters and recognising the importance of setting. The particular skill that is exemplified in each novel is listed, enabling teachers to differentiate how the resources are used. The activities on the work cards follow a pattern and require readers to: write critically or creatively; compare characters using graphic organisers; give true or false responses; and answer chapter by chapter questioning. The answer cards contain a synopsis of the book and provide concise questions that guide teachers in assessing a student's grasp of the particular skill being practised. The consistent format and the range of engaging novels in this kit may boost students' confidence in critically analysing texts. Teachers, programming for class, group or individual skill development, may appreciate the flexibility inherent in this resource. Kit contents are: 60 books, 60 work cards and 10 answer cards. S. Rasaiah

USER LEVEL:	Stage 3 Professional
KLA:	English
SYLLABUS:	English K–6
	$565.00 SCIS 1441890

Picture books

Picture books are arranged alphabetically by author.

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

ARNOLD, Tedd

Green Wilma: frog in space

Dial, USA, 2009
ISBN 9780803726987   [811]

A case of mistaken identity leads an alien to swap lives with a green frog in this picture book. The alien family are perplexed how to best look after a young amphibian. Likewise, the alien yearns to be returned to a place where he feels he belongs. The rhyme lends itself well to being read aloud, and the large, cartoon illustrations are framed with plenty of white space, making the book very accessible to youngsters. Although not likely to become a classic, the book will contribute to an entertaining story session. S. Taylor

USER LEVEL:	Stage 1
	$24.95 SCIS 31417092

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**>.

NEALS

BAYTON, Martin

Welcome to the wonderful world of the WotWots

HarperCollins, NSW, 2009
ISBN 9780733325472

Linked to the ABC television show, *The WotWots*, this picture book is the first of a proposed series. It introduces the two main characters of the show, DottyWot and her brother, SpottyWot. It describes them and explains how they landed in a zoo on Earth and shows how they react to the various animals they see. The book includes a tour of their spaceship. Both the show and the book aim to incorporate the values of kindness and cooperation, with a healthy lifestyle, and curiosity about the world. Illustrations include photographs of animals and composite pictures from the television program. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
$14.99   SCIS 142656

BOOTH, Christina

Kip

Windy Hollow, Vic, 2009
ISBN 9781921136412

A fluffy hatchling is the focus of this delightful tale. Mrs Bea knows Kip is special, and one day the fully grown rooster finds his voice. His frequent crowing disturbs the neighbours, wakes babies, frightens old ladies, and upsets working people. Reluctantly, Mrs. Bea arranges for Kip to go to a farm. After a day of things being too quiet in the community, the neighbours go to Mrs. Bea to find out where Kip is. In the uplifting conclusion, everyone takes a long trip to the country to visit Kip. Apart from the lovely story, this colourful picture book presents some interesting visual literacy techniques. The use of smaller framed cameo pictures juxtaposed with full page images emphasises Kip's aural dominance in the neighbourhood. Kip's onomatopoeic crowing reverberates around pages as pictorial font. The inclusion of a monochrome visual frieze below some of the main pictures depicts a movement from city to country. An enjoyable book for young readers, this can also help to cultivate literacy skills. C. Sly

USER LEVEL: Early Stage 1 Stage 1
Paper $24.95   SCIS 1453047

BRIAN, Janeen & STEWART, Chantal

I spy dad!

New Frontier, NSW, 2009
ISBN 9781921042171   [821]

A lively and fresh celebration of fathers, this picture book hooks into the game *I spy* with a young girl looking for her father. In impeccable rhyme with a great read aloud rhythm, she spies other fathers splashing and reading and clapping and so on, before she eventually discovers her father in a most unexpected place. Through the girl's search, readers see a variety of males enjoying time with their offspring in many different activities. There is a range of ethnic origins and professions with a mixture of appearances, making this a great non-stereotypical resource for students to discuss their fathers. Illustrations add a humour and playfulness which perfectly complement the written text. G. Maugle

USER LEVEL: Early Stage 1 Stage 1
$24.95   SCIS 1427172

BROWN, Ben

The sparrow and the feather

Penguin Group, (NZ), 2009
ISBN 9780143503767

Detailed lifelike illustrations of various birds and nature are the highlight of this picture book with a moral message. Sparrow finds a beautiful feather and goes in search of its owner. Along the way he discovers that sometimes wonderful things are not all they seem and that he should be grateful for what he has. Peacock, duck, goose, raven, swallow, rooster, scarecrow, hawk, and pheasant are all questioned, some being friendlier than others. Use of different fonts for the narrator and direct speech help the story unfold and these devices readily lend the text to a role play of the story. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
Paper $14.95   SCIS 1420300

CALDER, Charlotte & JACKSON, Mark

Stuck!

Walker, NSW, 2009
ISBN 9781921150463

Charlie is happily flying his kite when it suddenly gets stuck in a large tree. He and his friends' attempts at dislodging the kite with various objects are the focus of this delightful picture book. Brightly illustrated and suspenseful, children will enjoy discussing the pros and cons of the different attempts to retrieve the kite, undoubtedly proposing some of their own. The facial expressions of the characters are particularly amusing, and communicate mini-narratives of their own. A good book to read aloud to young children, it could also be adapted for a drama lesson with additional suggestions included. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
$27.95   SCIS 1418472

CARTHEW, Mark

Newts, lutes and bandicoots

IP Kidz, Qld, 2009
ISBN 9781921479335   [828]

Large, colourful, busy illustrations accompany the written text in this picture book of rhyming riddles. After the style of *Where's Wally?*, the book invites readers to seek out answers by deciphering the rhyming riddle. Much of the language is quite sophisticated, but this is an enjoyable book that will engage readers from beginning to end. It offers an exciting means to develop and enhance language. Each double page contains a rhyme and a riddle to be solved. The answer is displayed visually within the page. The illustrations are works of art and cleverly structured to provide clues for the reader. This is a colourful, lively resource for young readers. G. Cale

USER LEVEL: Stage 1 Stage 2 Stage 3
$24.95   SCIS 1443403

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.

COTE, Genevieve

Me and you

Penguin Group (Australia), 2009 (Puffin)
ISBN 9780143504047

Unsatisfied with their unique characteristics and abilities, a rabbit and a pig try to be who they are not. They work together as painters, with contrasting design preferences, and warm and expressive pastel illustrations attract us to the sweet characters and their dilemma. Rhyming descriptive language is used in simple metaphorical sentences with appealing impact. This small format picture book supports the Early Stage 1 COGs unit (B): *Me*. The story could be used for class discussion on resilience and to bring a special moral message to young students so that they come to appreciate and value friendship as well as their own individuality. D. Johnston

USER LEVEL: Early Stage 1 Stage 1
                    Paper $14.95   SCIS 1435800

CUMMINGS, Phil & DEVRIES, Shane

Wang Wang & Funi

Imagination Ventures, SA, 2009
ISBN 9781921270048   [599.789]

Celebrating the arrival of giant pandas at Adelaide Zoo, this picture book combines factual descriptions with a narrative, as the pandas arrive, frolic about, eat bamboo, and settle in to sleep. Short sentences are written from the perspective of the other animals, as they watch in wonder. Large and vibrant digitalised illustrations have interesting elements of colour and some humour. All the animals are cheerful. The book is a good resource for students looking at zoos and pandas, in an Australian context. There is a map of the pandas' journey from China and a supporting website. C. Thomas & G. Maugle

USER LEVEL: Stage 1 Stage 2
                    $19.95   SCIS 1438956

DADDO, Andrew & BENTLEY, Jonathan

Check on me

HarperCollins, NSW, 2009 (ABC for kids)
ISBN 9780733324192

In this bedtime ritual, a young boy demands stories, a cuddle, news of the day, a kiss, a drink and so on. The picture book captures the innocence of the child trying to delay the inevitable and it honours a wonderful father-son relationship. Everything flows with a safe and secure ambience, and soothing and pleasant images are threaded throughout. Illustrations are irresistibly bright, cheerful and amusing. The written text is warm and engaging, and told in the first person as the child is talking to his father. This wonderful book promotes reading and sharing within a warm and loving relationship. G. Maugle

USER LEVEL: Early Stage 1 Stage 1 Community
                    $24.99   SCIS 1429467

GAIMAN, Neil & VESS, Charles

Blueberry girl

Bloomsbury, UK, 2009
ISBN 9780747586166   [821]

An unusual rhyming picture book, this has wishes for a newborn girl and for all good things to be found in her life. The verse is full

of affirmations and inspiring positive thoughts and it appeals to all the gods to be kind and providential in the life of the child. The large curling font swirls around the flowing mythological figures which traverse wonderful worlds of ocean, mountains and flowers, accompanied by a multiplicity of lively animals. The verses provide opportunity for a poetry lesson focussing on hopes and expectations. There would also be opportunity for upper primary students to discuss ethics, resilience and differing mindsets. D. Johnston

USER LEVEL: Stage 2 Stage 3
                    $27.99   SCIS 1403310

HOLT, Sharon

Your mother didn't do that!

Walker, NSW, 2009
ISBN 9781921150173

A variation on the *tell me about when I was born* theme, this picture book places Holly and her father at home while her mother goes out. The story is in a Q&A format that considers the way different animals treat their offspring. Although the illustrations lack vitality in expression, they are imaginative in concept, showing Holly and her father on the bed for the bedtime story while all the animals Holly asks about move across the background. The father explains how all sorts of mothers look after their offspring, in extended paragraphs. M. Davis

USER LEVEL: Early Stage 1 Stage 1
                    $27.95   SCIS 1427128

KING, Heather & KEAST, Shelley

Mimih the Mindil Beach mermaid

Little Steps Publishing, NSW, 2009
ISBN 9781921042959

Undertones of friendship, conservation and harmony between the Earth and her creatures underpin this lovely picture book. A mixture of fantasy and Aboriginal Dreaming lore, this title has many elements that will engage and delight its readers. The bright, bold coloured illustrations complement the storyline on each page. Through the beauty of this simple tale about everyday occurrences, the message of preserving and protecting our world and its creatures is evident. Readers will readily identify with the characters and empathise with the message they bring. G. Cale

USER LEVEL: Early Stage 1 Stage 1 Stage 2
                    $19.99   SCIS 1441760

McGHEE, Alison & MENCHIN, Scott

Song of middle C

Candlewick, USA, 2009
ISBN 9780763630133

If you forget something important, trust your lucky clothes and improvise — that's the message of this delightfully original story of a young girl's preparation for her first piano concert. There is the wise and practical piano teacher, who encourages effort and heart rather than just achievement, and the usual annoying big brother. The illustrations in this picture book add a subtle meaning to the language, from the bodiless faces of the audience, to the large piano keys and child's fingers. A relaxed and conversational style uses the childlike voice of the main character. M. Whitfield

USER LEVEL: Stage 1
                    $27.95   SCIS 1413556

McNAUGHTON, Colin & CHICHESTER CLARK, Emma

Not last night, but the night before

Walker, UK, 2009
ISBN 9781406304268   [821]

Familiar characters from children's literature burst through the front door of this nameless and bewildered narrator, wearing party clothes and carrying presents. Told using effortless and repetitive rhyme, this wonderful story maintains a great pace with energy and vibrancy. By the final spread, the picture book is crowded with colour and noise. The pencil and acrylic illustrations alternate between quiet vignettes and scenes rife with excitement, with maybe a hint of Maurice Sendak. This is a wonderful read aloud with variable pacing that builds to a joyous climax. The book will be especially useful when looking at fairytales, nursery rhymes and celebrations in class, and students will enjoy seeing familiar characters in a different setting. G. Maugle

| USER LEVEL: | Early Stage 1 Stage 1 |
| | $27.95   SCIS 1413816 |

MILNE, Rosemary

There's a goat in my coat

Allen & Unwin, NSW, 2010
ISBN 9781741758917   [821]

This well crafted picture book combines many elements to engage its target audience. It delightfully blends rhyme, rhythm, movement and humour. A collection of verse for young readers, the book employs actions and counting to involve the reader and make the verse come alive. Softly coloured water colours enhance the text which is presented in varied format, creating interest and liveliness in the verse. A delightful read aloud title, this will have both the reader and the listener acting out the message of the verse. A wonderful experience for emerging readers, this resource will captivate the imagination and provide a wonderful catalyst for creative play, mime and movement, and for the exploration and development of language. G. Cale
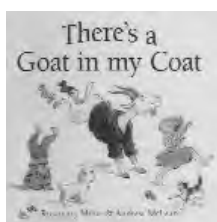
| USER LEVEL: | Early Stage 1 Stage 1 |
| | $24.99   SCIS 1441776 |

MURPHY, Mary & LEE, Josh

The bus to the zoo

Scholastic, NSW, 2009 (An Omnibus Book)
ISBN 9781862917286   [821]

A confusion of colourful animals cram onto a bus bound for the zoo in this busy picture book. The anthropomorphic illustrations may amuse younger readers as the commuter bus full of briefcase carrying jungle creatures takes on more animals at each stop. The last stop provides a predictable conclusion to this bewildering scenario. As the rhyming text loses its rhythm and pace, becoming a narrative in parts and mixing up the rhyming couplets with longer stanzas, the book is a read aloud resource. It would work best as an independent study, allowing perusal of the detail in the illustrations. Labelled illustrations of the animals are provided on the endpapers. S. Rasaiah

| USER LEVEL: | Early Stage 1 |
| | $26.99   SCIS 1417779 |

NORRINGTON, Leonie & HUXLEY, Dee

Look see, look at me!

Allen & Unwin, NSW, 2010
ISBN 9781741758832   [821]

The expressive illustrations in this picture book provide a snapshot of an outback Aboriginal community. From running on the red earth to a bird's-eye view of the community from high in a tree, we follow a three year old boy as he runs through his day exploring and interacting with his relatives. Very short sentences use rhyme and rhythm on a background of warm pastels; it is a perfect book to use with very young literacy learners. Illustrations show what life is like in a remote community, so the book could be used as a stimulus, at any stage of the primary school, for discussions of culture and identity, the environment, and patterns of place or location. K. Rushton

| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 Stage 3 Community |
| | $24.99   SCIS 1436391 |

OLIVER, Narelle

Fox and fine feathers

Scholastic Australia, 2009 (Omnibus)
ISBN 9781862918061

Readers will be drawn into this high quality picture book by the slow paced but eventually gripping storyline. The protagonists are four Australian ground birds, each with a character uniquely crafted to reflect their species: the noisy pitta; a nightjar; a superb lyrebird; and a pheasant coucal. They band together for protection, and take turns in revealing their true nature and special physical characteristics. Such display draws the attention of a watchful fox and the birds learn that vanity comes at a price. Superbly drawn linocut, pencil and pastel illustrations are artworks supporting the writing and revealing the forest floor as a multilayered textual carpet. Information about the species featured in the story is a useful educational inclusion. S. Taylor

| USER LEVEL: | Stage 2 |
| | $27.99   SCIS 1422863 |

REX, Michael

The runaway mummy: a petrifying parody

Penguin Group (USA), 2009 (G. P. Putnam's Son's)
ISBN 9780399252037

The well paced storyline and deep colour saturation used in the energetic illustrations of this picture book will gain reader interest and keep the pages turning. The story centres around a child Egyptian mummy who runs away. His mother chases him and they play a clever word game which uses humour, parody, and some lovely language of difficult words. The book suits a read aloud activity and it would also make good readers' theatre. Students will enjoy this exciting and unusual picture book. S. Taylor

| USER LEVEL: | Stage 1 |
| | $24.95   SCIS 1432774 |

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.

ROSEN, Michael & REYNOLDS, Adrian

Bear flies high

Bloomsbury, UK, 2009
ISBN 9780747597971

Bear wants to fly, up high, like the birds at the beach. He joins some children visiting an amusement park, where the big dipper ride is just like flying. This picture book is a warm, joyful exploration of achieving a dream. It has a repetitive text pattern which encourages young readers to join in with the reader. The illustrations are energetic, friendly and bright. The pages are filled with colour and an infectious enthusiasm. The book is a pleasure to read aloud, and it comes with an enjoyable audio CD-ROM reading by the author. J. Foster

USER LEVEL:	Early Stage 1 Stage 1
	$27.99 SCIS 1438929

SAXBY, Claire & ALLEN, Cassandra

There was an old sailor

Walker Books Australia, 2010
ISBN 9781921150715   [821]

Young readers will quickly catch on to this marine version of *There was an old lady who swallowed a fly*, as the old sailor swallows increasingly larger creatures before burping them all up and continuing on his journey. The curling sea rolls through the uncluttered illustrations of each sea creature. The blue and green colours balanced with white space give a nautical feel to the book, which ends on a factual note and another look at all the sea creatures eaten. Older readers may prefer the more colourful and comic *There was an old lady who swallowed a mozzie*. This is a busy, frenetic, funny and very Australian version of the same tale. The frantic old lady pursues her prey with ferocious determination and she swallows increasingly larger Australian wildlife until she eats a crocodile, and then up they all come. The colourful cartoon illustrations are a little sinister as the old lady stalks her prey; the expressions of the animals in her stomach and the detail in the pictures give the reader lots to look at. All the animals end up around the camp fire toasting marshmallows. Both books use rhyme to give a new twist to an old tale and both will be enjoyed by readers. J. Foster

USER LEVEL:	Stage 1 Stage 2 Stage 3
	$27.95 SCIS 1444992

Other reviewed title:
There was an old lady who swallowed a mozzie   SCIS 1422744

SEEGER, Laura Vaccaro

First the egg

Frances Lincoln Children's Books, UK, 2009
ISBN 9781845079697   [571.8]

Addressing an age old question, this attractive picture book explores life cycles in a simple and unique approach. Posing simple questions of what comes first, the book visually shows how a tadpole becomes a frog and a caterpillar becomes a butterfly. Minimal language results in maximum impact through the effect of cut outs and brightly coloured illustrations. The author begins with the egg leading to the chicken, and she ends with the chicken leading to the egg. This interpretation rounds off the eternal conundrum nicely. In the middle of the book, the author cleverly shows how a word becomes a story, and paint becomes a picture, expanding the book's complexity for able students. D. Johnston

USER LEVEL:	Stage 1 Stage 2
	$24.95 SCIS 1410864

SHANAHAN, Lisa & QUAY, Emma

Bear & Chook by the sea

Lothian Children's, NSW, 2009
ISBN 9780733618666
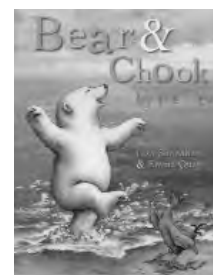
Bear is excited. Ever the optimist, he is off to find the sea. Chook is sceptical. Ever cautious, he is worried that they will get lost and is fearful of dangers that may lie ahead. Nevertheless, loyal Chook does not hesitate to accompany his adventurous friend across water, through forests and over a mountain on their long journey to the sea. What fun they have exploring rock pools. Their joy is emphasised by the warm, golden tones, as reflected in the sand and in the glistening light on the muted blues of the sea. Quay's delightful illustrations capture the relaxed, holiday mood and the bond of friendship. Readers know they are friends without being told. Students can explore this theme and chant the onomatopoeic sequences along the way. Visit the *Bear and Chook books* rap <www. schools. nsw.edu.au/raps/bearandchook/> to investigate more ideas and resources for sharing this delightful picture book. C. Keane

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
	Paper $14.95 SCIS 1430766

THOMPSON, Chris & DAVIS, Sarah

Fearless

HarperCollins, NSW, 2009 (ABC for kids)
ISBN 9780733320255

Fearless may be his name, and his actions may appear to live up to his name, but his nature is something altogether different. This simple story of a family's pet bulldog and his deceptively aggressive appearance unfolds with lots of words and subtle humour in language and images. Beautifully supported and enhanced by the illustrations of ink, acrylics and pencil, the world is shown from Fearless's point of view. He scares off a burglar, and concepts such as fear and courage, misinterpretation of intent, perception of others and personal identity can all be explored in greater depth. Not judging a book by its cover is the well illustrated value in this entertaining picture book. S. Morton

USER LEVEL:	Stage 1 Stage 2 Stage 3
	$24.99 SCIS 1431590

WALKER, Anna

I love my dad

Scholastic, NSW, 2009
ISBN 9781741693324   [821]

Ollie, a striped zebra toy, bounds through this simple picture book which portrays the everyday elements of a father-child relationship in a preschooler's world. Ollie and his father enjoy making banana cake, climbing trees, and painting. Children will identify with the adorable Ollie's childlike exuberance and energy, portrayed simply in handwritten font. The words are few with lots of spaces in between. Simple, lively and charming watercolours are full of expression and action. Wonderfully produced, this small, square book is perfect in both shape and size for small hands. The bright yellow endpapers portray naïve sketches of tree branches and birds and it is no wonder that design awards have been bestowed. G. Maugle

USER LEVEL:	Early Stage 1
	$12.99 SCIS 1422725

NEALS

WATT, Lexie

Chookies!

Little Steps, NSW, 2009
ISBN 9780980575019

In this very Australian picture book, two Chinese Silkie chickens escape their pen in search of adventure. Being fashion conscious farm birds they are drawn to the local dress shop. Accidently locked in for the night, they create mischief and are eventually discovered entwined in glittering jewellery. Their gentle capture by the WIRES volunteer is shown in a positive and appropriate light. Readers will be drawn to this book by its delicate illustrations, its blend of exquisite colours and a layered texture that brings these amusing animals to life. S. Taylor

USER LEVEL:	Early Stage 1 Stage 1	
	Paper $16.95	SCIS 1445157

WILLEMS, Mo

Naked mole rat gets dressed

Walker, UK, 2009
ISBN 9781406321371

Wilbur is different — he likes wearing clothes. The other naked mole rats are appalled, and when sarcasm and pleas to change are ignored they ask Grand-pah, the oldest, wisest mole rat to restore order. However, Grand-pah's response surprises everyone. Wilbur is brave enough to act differently, even against peer pressure and ridicule, and he ultimately wins the right to be what he wants to be. Naked mole rats are not pretty, but the illustrations capture cuteness using line drawings and minimal colour. Willems takes a strange, wonderful world and makes it believable; the picture book celebrates individualism and the right to be different. It would also make a great springboard into discussions on rules. G. Maugle

USER LEVEL:	Early Stage 1 Stage 1 Stage 2	
	$15.95	SCIS 1410913

Fiction for younger readers

Resources are arranged alphabetically by author.

Some of these books are also suitable for lower secondary students.

Astro Boy, the movie: the novel

/ adapted by Tracey West. Price Stern Sloan, Vic, 2009
ISBN 9780843189346

Astro Boy is a robot, made by brilliant scientist Dr. Tenma to replace his deceased son. Sent away by his creator, Astro Boy encounters a group of children and some interesting robots who live in a junkyard below gleaming Metro City. When he is mistaken for a real boy he goes out of his way to hide his real identity. There are obvious parallels with the story of Pinocchio. It is only after defeating a major threat to Metro City that Astro Boy understands his destiny is really to be a hero. Based on the original manga by Osamu Tezuka, this novel has some intriguing robotic concepts, humour, action, philosophic language, and colour plates that introduce the various characters. It is an attractive adventure for young readers. J. Eade

USER LEVEL:	Stage 3 Stage 4	
	Paper $7.95	SCIS 1427151

BURCHETT. J. & VOGLER, S.

Wild rescue [series]

Stripes, UK, 2009

Resilient and resourceful adventurers Ben and Zoe are part of a futuristic family organisation saving rare animals. They have ready access to advanced technology, such as scent dispersers and holograms, helicopters, and computers. This is fortunate, as the twins constantly find themselves in the midst of solving mysteries, and life or death struggles in the world's ecosystems. These fast paced illustrated novels incorporate information about the plight of Sumatran tigers, in *Poacher peril*, and giant pandas, *Earthquake escape*. Both novels reflect recent and dire environmental conditions. Some illustrations present essential clues, and brief fact pages summarise critical animal survival issues. I. McLean

USER LEVEL:	Stage 2 Stage 3
	Paper $14.99 each

Reviewed titles in this series:

Earthquake escape	SCIS 1422726
Poacher peril	SCIS 1422724

CASSIDY, Cathy

Shine on, Daizy Star

Penguin Group (Australia), 2009 (Puffin)
ISBN 9780141325194

Daizy's life is turned upside down when her father announces that he has quit his teaching job and plans to build a boat in which the family will sail around the world. Mortified, Daizy cannot bring herself to tell her friends and she soon becomes tied up in knots in an attempt to keep her thoughts and feelings secret from friends and family. There is great humour in some of the situations which ensue, such as when Daizy accidentally kicks her swimming instructor thinking that she is a giant octopus. Abundant sketches contribute greatly to the humorous writing and Daizy is an appealing character who is certain to provoke empathy with readers. J. Eade

USER LEVEL:	Stage 2 Stage 3	
	Paper $12.95	SCIS 1414989

CREECH, Sharon

The unfinished angel

Penguin Group (Australia), 2009 (Puffin)
ISBN 9780143203759

This lovely novel will touch the hearts of child and adult readers alike. The delightful setting of a tiny village high in the Swiss Alps provides a perfect backdrop for this thought provoking tale. Zola, a wild and colourful girl, hides a secret that only the angel who resides in the stone tower above her home can perceive. Events seen from such an omnipotent perspective take on a new life. The angel speaks a refreshing, unusual language and is present to remind us all of the power of the human spirit.

Exquisitely written, this novel speaks intelligently to young readers. S. Taylor

USER LEVEL: Stage 2
Paper $24.60   SCIS 1435796

FRENCH, Jackie

Lessons for a werewolf warrior

Harper Collins, NSW, 2009 (School for heroes)
ISBN 9780207200762

When young werewolf Boo's mother is kidnapped by the Evil Greedle, he begins attending a school for heroes so that he can save her. The fascinating characters and mystical universes, along with the thrilling action to reunite the two, will captivate readers. The narrative has a humorous tone with an underlying theme of friend-ship and individualism. Black and white sketches of the characters are scattered throughout the novel and allow readers to share in the author's vision. French's intriguing chapter book for newly independent readers also includes the first chapter of the second instalment. K. McDonell

USER LEVEL: Stage 2 Stage 3
Paper $16.99   SCIS 1419006

FRENCH, Jackie

The night they stormed Eureka

Angus & Robertson, NSW, 2009
ISBN 9780732285418

French sets this historical fiction during one of the most volatile periods of Australian history. Written to appeal to young readers, the protagonist is Sam, a modern teenage girl. While sleeping in an old graveyard after a violent episode with her dysfunctional family, Sam is mysteriously transported back to the Ballarat goldfields in 1854. If this device sounds familiar, it is and it works brilliantly. Upper primary age students will be drawn in by the characters, the story, French's accessible prose and the warmth that Sam finds in a goldfields family who give her the care that is tragically missing in her real life. R. Darlington

USER LEVEL: Stage 3
Paper $15.99   SCIS 1424225

GOLDIE, Alexander

Hedgeburners

IP Kidz, Qld, 2009 (An A-Z PI mystery)
ISBN 9781921479267

In the first of these chapter books for developing readers, Zach and Anna sift through a long list of suspects and motives to explain recent hedge fires in their neighbourhood. The novel is based on real events and written from Zach's point of view. He is an animal lover who has a complicated life juggling his divorced parents, best friends who do not get along, and trouble about his overdue homework. He uses figurative language to describe the other characters by referring to each as a different animal. Zach is extremely likeable and students will identify with him and his daily conflicts. The book will keep readers entertained with a mixture of suspense and mystery. K. McDonell

USER LEVEL: Stage 1 Stage 2
Paper $16.95   SCIS 1430194

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.

GREEN, Jessica

Scratch kitten and the ghost ship

Little Hare, NSW, 2010 (Scratch kitten)
ISBN 9781921541070

The sixth book in this series follows the adventures of Scratch, a ship's cat. The form of this narrative, with its short sentences and action packed chapters illustrated with humorous sketches, has appeal for younger readers. However, the setting and character development are at odds with the simplicity of the writing style. There is a degree of sophistication in what is inferred as the story unfolds, particularly the villainous antics of the stressed botanist. The layers of this character peel away as the tense relationship between Sir Peter and his successful father is revealed. This atypical thread in a swashbuckling story about a kitten's life on the high seas around the Great South Land elevates the book into an older readership. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
Paper $10.99   SCIS 1442700

HARRISON, Michelle

The 13 treasures

Simon & Schuster, UK, 2009
ISBN 9781847384492

Tanya has a dangerous secret: she can see fairies. Unlike similar tales, this fairy story is full of suspense and mysterious events. Tanya's parents are divorced, and her strange actions, caused by the unwanted attention of the fairies, cause her to be dumped at her grandmother's old country mansion. There, Tanya meets Fabian, the son of the caretaker, and together they try to unlock some of the mysteries surrounding Fabian's grandfather and the unsolved disap-pearances of local children. In flashback episodes, the author creates vivid descriptions of eerie forest settings and the many unusual creatures which abound there. The plot twists and turns, making this a enjoyable reading mystery. M. Whitfield

USER LEVEL: Stage 2 Stage 3
Paper $16.95   SCIS 1400013

HUNT, Julie & NORLING, Beth

Little Else [series]

Allen & Unwin, NSW, 2010
ISBN 9781741758764

Little Else is an adventurous and imaginative girl who creates escapades with an Australian flavour. Whether she is coping with bushrangers or vivacious characters from the circus, Little Else has good intentions but she always finds herself in trouble. Young readers will enjoy following a strong female protagonist through a variety of Australian settings and they will learn about life in the bush, culture, and history such as cattle duffing along the way. The books are well written, with lots of interesting dialogue and word choices, and they provide fine support for Australian related lessons, especially the Stage 3 COGS unit (G): *Tradition and heritage*. The stories suit independent use or enthusiastic teacher reading for Stage 1, and they have lots of potential for characterisations. A. Beedles

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
Paper $13.95 each

NEALS

JANSSON, Tove

Finn Family Moomintroll

Penguin Books Ltd, UK, 2009 (Puffin)
ISBN 9780141328607

To celebrate the 65th anniversary of Jansoon's stories about the Moomin family, this novel has been reprinted with an updated cover and translation. Unfamiliar words are revitalised as we revisit the quaint stories of hobgoblins and magical trolls. The Moomins are kind and industrious, courteously introducing themselves to each other as they engage in innocent fun and adventures amidst the thick, soft snow. The interspersed black and white sketches are helpful in presenting views of these quaint characters and their Swedish traditions and superstitions. Full to the brim with cultural richness and imaginative language, this resource will enrich the vocabulary of students who experience the adventures within. D. Johnston

USER LEVEL: Stage 1 Stage 2
                   Paper $24.95   SCIS 1427954

JONSBERG, Barry

Blacky blasts back!

Allen & Unwin, NSW, 2010
ISBN 9781742372235

A very amusing read, this narrative features Blacky, a flatulent, talking dog who rolls in smelly stuff and calls on Marcus to help him solve environmental issues. To ensure the continued existence of the thylacine, Marcus goes to Tasmania with a group of boys from the behaviour unit at his school, one of whom has the ambition to be a hangman. Although the plot line is unbelievable, the book is compelling. There is humour, suspense, plenty of jokes, and sensitively delivered insight into what puts boys in a behaviour unit and what makes a bully. Themes of friendship occur in unexpected places and changes in the way people perceive each other are delivered through the hilarious language and characters. M. Davis

USER LEVEL: Stage 3 Stage 4
                   Paper $14.99   SCIS 1441629

LEE, Sophie

Edie Amelia and the monkey shoe mystery

Pan Macmillan Australia, 2009
ISBN 9780330424189

The novel succeeds in delivering lighthearted entertainment for lively youngsters. Edie Amelia is a nine year old detective on a mission to find her beloved monkey shoe. Along the way she uncovers a deeper mystery explaining how her mad inventor father was fired from his university position. While there is a hint of the main character's anxiety, she is generally a cheerful role model and young readers will quickly identify with her zest for adventure and her belief that a nine year old really can influence the outcomes of an adult world. While the writing style is a little patchy at times, this book will be enjoyed by both genders. S. Taylor

USER LEVEL: Stage 2
                   Paper $12.95   SCIS 1434703

McDONALD, Megan

Judy Moody goes to college

Walker, UK, 2009
ISBN 9781406317527

When Judy Moody is told that she will need to be tutored in maths, she fears the worst. However, after she meets Chloe, her funky tutor, both her maths and her attitude improve. Chloe shows Judy how to see maths in everyday things and soon Judy is immersed in a world where she can see shapes all around her. She can draw graphs from real data and find fractions in foods such as pizza, and she is inspired by her glimpse of college life. Written in a humorous style complemented by pencil illustrations and containing lots of Judy's new found college language, this book is sure to delight young readers. J. Eade

USER LEVEL: Stage 2 Stage 3
                   Paper $14.95   SCIS 1403069

McINTOSH, Fiona

The whisperer

Angus & Robertson, NSW, 2009
ISBN 9780732286675

Action aplenty makes it easy to maintain interest in this adventure fantasy. The storyline has familiar fairytale elements, such as twin brothers separated at birth and wicked step uncles, which are combined with mystical creatures including a centaur and a gryphon. All are involved in a battle of good against evil. Griff has always known he was different, and he considers the ability to hear the thoughts of those around him to be a curse. In time he learns that this is only one of his talents and that he will need to put all his skills to the test to save his friends and the kingdom in which he lives. This is a novel suitable for young readers working up to the meatier narratives of the Harry Potter stories. S. Morton

USER LEVEL: Stage 2 Stage 3
                   Paper $19.99   SCIS 1424208

MORGAN, S. & KWAYMULLINA, A. & KWAYMULLINA, B. & KWAYMULLINA, E.

The land of Dragonay

Walker, NSW, 2010 (Stop watch)
ISBN 9781921529337

This narrative builds on Tom's journey into unknown worlds as the stopwatch ticks over. This fast paced, exciting read for emerging independent readers follows Tom, Bilby and Mother Bird as they try to return the last dinosaur egg to its rightful home in Dragonay. The language and plot of the tale are simple but effective and will engage the target audience. Ilgans, snake people and dragons run rampant through this tale, as Tom tries to solve the mystery of the dragon egg and gain the trust of those in the new world to which he has been transported. Eventually, the new High King emerges and the deceit of the snake people is uncovered. A wonderful tale, full of twists and turns, this title will engage readers with its fantasy and far-fetched adventures. G. Cale

USER LEVEL: Stage 1 Stage 2 Stage 3
                   Paper $9.95   SCIS 1445846

MURRELL, Belinda

The locket of dreams

Random House Australia, 2009
ISBN 9781741662917

A beautiful locket that Sophie inherits carries her back to an 1850s Scottish island. Family secrets are gradually revealed as this light yet interesting tale unfolds. Charlotte and Nell Mackenzie are Sophie's distant relatives with whom she shares various adventures through the magic of time travel, or is it dreaming? The girls move from Scotland to Australia and Sophie develops empathy to her ancestors' changing situation and recognises parallels within her immediate family circle. Scottish stories and history run through the narrative's background. Readers will enjoy lovely descriptions of locations in Scotland and in modern day Australia as they come to the same realisation as Sophie: that whatever trials and tribulations life brings, being close with one's family is all important. A. Beedles

USER LEVEL: Stage 3
                        Paper $15.95   SCIS 1405019

SKELTON, Matthew

The story of Cirrus Flux

Penguin Books Ltd, UK, 2009 (Puffin)
ISBN 9780141320373

A cleverly written fantasy story which is primarily set in 18th century London, with flashbacks to earlier times, the novel is a glimpse into a period of great exploration, scientific discovery and philosophical debate. Cirrus Flux has unknowingly inherited a mysterious orb and he finds himself targeted by merciless scoundrels who will stop at nothing to obtain it. When one of them, a mesmerist, attempts to abduct him from the orphanage where he has lived all his life, he is saved by Pandora, a former orphan. As the adventure unfolds, the two characters become involved with various inventions, including a hot air balloon powered by a fire bird. Acknowledgements and an interview with the author at the end of the novel provide a fascinating insight into her stimulus and motivation in writing this intriguing story. J. Eade

USER LEVEL: Stage 3 Stage 4
                        Paper $16.95   SCIS 1424826

SNICKET, L. & ELLIS, C. & STOOKEY, N.

The composer is dead

HarperCollins, USA, 2009
ISBN 9780061236273

This book and accompanying one hour long CD-ROM create an entertaining journey into the world of the orchestra and famous composers. The parts of the orchestra are introduced creatively, dramatically and factually as the Inspector doggedly seeks to find out who murdered the composer. When he concludes that the conductor is guilty, the orchestra confesses that they have all butchered a composer at one time or another! Equally, their very presence keeps composers alive. The muted, yet lively illustrations are interspersed with silhouettes of the musical instruments being investigated. Exhilaratingly narrated by the author, who adds extras not in the book, music from the San Francisco Symphony, plus sound effects, is an excellent resource. Amusing and absorbing duet, this resource will entertain and engage children learning about the orchestra and composers. J. Foster

USER LEVEL: Stage 3
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6
                        $24.99   SCIS 1403796

SPEYER, Chris

Devil's rock

Bloomsbury, UK, 2009
ISBN 9780747597520

Zaki discovers a mysterious cave when sailing with his family into the treacherous waters near Devil's Rock. Little does he know, but what he finds there will lead him into the realm of demons, ghosts, telepathy, and animal transformation. He becomes linked to a girl from the past and aware of a tragedy that was never fully resolved. Added to this is a crisis in his family and the beginning of high school. The story is appealing for readers who love mystery, drama and suspense. There are some suspicious coincidences in the book and the ending seems to work out a bit too easily. Older primary readers will enjoy it and the well written descriptions of old sailing ships, and how to sail them in rough seas, will make readers feel as if they are on board rolling with the waves. R. Parnis

USER LEVEL: Stage 3
                        Paper $15.99   SCIS 1418617

STEWART, Trenton Lee

The mysterious Benedict Society

Chicken House, UK, 2009
ISBN 9781906427023

Four uniquely different children are subjected to a raft of unusual tests in order to join a secret society. Each of these main characters prove their intelligence by the quirky way in which they handle strange situations, always resisting the easy way out offered to them. When they finally are accepted to the learning institute for the very enlightened, they are faced with further fearful situations which accelerate the adventure. Written in a fast moving style to truly engage the reader, the detailed story also includes puzzles, codes and a real scoundrel. This book will engage and intrigue independent readers. D. Johnston

USER LEVEL: Stage 3 Stage 4
                        Paper $16.99   SCIS 1410362

STILTON, Geronimo

The discovery of America

Papercutz, USA, 2009 (Geronimo Stilton graphic novel)
ISBN 9781597071581

In brightly coloured comic book format, this graphic novel features the time travelling Pirate Cats who try to change the past to benefit themselves, and the mouse, Geronimo Stilton, who, with his friends, tries to stop their dastardly plans. In this adventure, the arch enemies travel with Columbus to America. Historical facts are presented in scroll like boxes. Readers brought up on fast moving, economical narratives might find this one a bit slow, although there is plenty of mock heroic posturing and slapstick, and some mild amusement to be had from puns and names like Minestrone Moustrani. M. Davis

USER LEVEL: Stage 2 Stage 3
                        $14.99   SCIS 1435844

STORER, Jennifer

Tensy Farlow and the home for mislaid children

Penguin Books Ltd, UK, 2009
ISBN 9780670073399

Abandoned as a baby, Tensy Farlow's life was never going to be easy. After being saved from drowning by a kindly truck driver, she

is sold by the nasty opportunist Matron Pluckrose of the Home for Mislaid Children, only to be returned 10 years later, no longer wanted. The lack of a guardian angel and the presence of watchers, skrikers, fallen angels and water spirits engage the reader in a complicated, yet uplifting tale of misfortune, superstition, goodness, and the strength of the human spirit to triumph over evil. Many fascinating characters add to the humour and despair of Tensy's life and enjoyment for the reader. Middle school students will appreciate the twists and turns of Tensy's tale in this intriguing novel, set just after WWII in England. R. Parnis

USER LEVEL: Stage 3 Stage 4
                         $19.99   SCIS 1416448

STRANGOLOV, Lazlo

Lazlo Strangolov's Feather and bone: ghost writing from the underground

Walker, UK, 2009
ISBN 9781406316605

Designed to attract fans of ghost stories, this book is full of sinister and foul linguistic images — of eating enough to burst, glugging sounds, and ill humoured, menacing characters who cause young innocents to tremble with fear. Small format pages are printed with randomly placed scribbled notes. Eerie sketches of panic in muted blacks and greys conceal the regular dripping of blood. The story can be difficult to follow as it moves through constant and lucky escapes, always with the ominous threat of darkness about to close in. Moving quickly from one vile adventure to another, the narrative climaxes at the slaughterhouse of a poultry farm. D. Johnston

USER LEVEL: Stage 3 Stage 4
                         $17.95   SCIS 1410965

Superhero phonic readers [series]

Ladybird, UK, 2009

Far more interesting than most first independent readers, these books feature a variety of inventive superheroes. The narratives are not constrained by a word list or by a rigid phonics approach, but there is a limited vocabulary that expands from level to level. The illustrations are amusing and enhance the stories through their visual details. Quirky superheroes like Cat in the mask, Cow boy with his extendable rope, Zain Zoom running at supersonic speed, and Jumping Jade with her mighty leaps, challenge evil doers. The books end with a quiz, pictures to put in sequence, and stickers to reward phonic superheroes. While the British reading levels presented on the books do not equate to Australian reading levels, a helpful introductory note is included for parents and caregivers wishing to encourage their child's phonic reading. M. Davis

USER LEVEL: Early Stage 1 Stage 1
                         Paper $7.95 each

Reviewed titles in this series:
The cat in the mask   SCIS 1430668
Cow boy   SCIS 1430690
Jumping Jade   SCIS 1430695
Zain Zoom   SCIS 1430698

> **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.**

Waarda series for young readers

Fremantle Arts Centre Press, WA, 2009

These books form part of an excellent series designed to give Aboriginal children a text simple enough to encourage independent reading but with enough depth to expand knowledge of their own heritage. Written by Indigenous authors and loosely following the genre of Dreaming stories, the books explore the themes of family, the link between humans and nature, and the power of friendship. The combination of an approachable storyline with a scattering of simple black and white illustrations makes these books enjoyable for children of all cultures. S. Taylor

USER LEVEL: Stage 1
                         Paper $9.95 each

Reviewed titles in this series:
Bush secrets   SCIS 1420316
The great cold   SCIS 1420309

WHITLEY, David

The midnight charter

Penguin Books Ltd, UK, 2009 (Puffin)
ISBN 9780141323718

Mark and Lily have been sold into servitude where they must work endlessly to preserve their lives. Their masters, Count Stelli and Dr Theophilus, are embroiled in inexplicable dealings and secretive alliances that draw both children into a dangerous, intriguing world. Furthermore, it seems as if the elusive Midnight Charter has already determined the children's destiny. This engaging narrative chronicles Mark and Lily's complicated quest for freedom. Strong characterisation and vivid description add to the appeal of the exciting plot. With its open conclusion, there is scope for a continuation of the saga. For those who enjoy the fantasy genre, this worthy novel is sure to please. H. Gardiner

USER LEVEL: Stage 3 Stage 4
                         Paper $16.95   SCIS 1428031

Fiction for older readers

Resources are arranged alphabetically by author.

> Some of these items are also suitable for upper primary students.

The Arctic incident

/ adapted by E. Colfer & A. Donkin. Penguin Books Ltd, UK, 2009 (Puffin) (Artemis Fowl)
ISBN 9780141325866

A compact, graphic novel adaptation of Colfer's novel, this version begins with a compelling extract from Artemis's psychological assessments. Chapters are blocked out and illustrated in full colour comic book style with a distinctive manga influence. Some pages, used as chapter breaks, resemble a scrapbook of amusing

newspaper clippings, handwritten notes and clues. Artemis is a highly intelligent, angst filled criminal genius, who uses contemporary technologies in interactions with humans and fantasy creatures such as goblins and fairies. In this book, he journeys to the Arctic in search of his father, who has been kidnapped by the Russians. Artemis is forced into an unexpected alliance, and his character matures in this instalment. I. McLean

USER LEVEL: Stage 3 Stage 4
Paper $19.95   SCIS 1433585

The Australian long story

/ edited by Mandy Sayer. Hamish Hamilton, Vic, 2009
ISBN 9781926428000

Comprising nine stories, this fascinating anthology showcases the work of some of Australia's best known writers: Winton; Garner; Malouf; Goldsworthy; Jolley; Carey; Nowra; Gillian Mears and Nam Lee. By definition, the long story is quite different to a novella or short story. It can be read in a single sitting, but it is able to cover immense passages of time and be told from multiple viewpoints. So it is with each of the finely crafted narratives in this collection. The stories deal eloquently with a range of topics, from the complexities of family relationships to recollections of illicit teenage love. Intermittent coarse language in a number of the stories needs to be considered, however, once picked up, this compelling collection cannot be put down in a hurry. H. Gardiner

USER LEVEL: Stage 5 Stage 6
Paper $39.95   SCIS 1436150

BARNES, Jennifer Lynn

Fate

Random House Australia, 2009
ISBN 9781741663044

Greek mythology maintains its attraction and fascination for adolescents, and the templates for personality contained in its many narratives still resonate. Mystery and the supernatural parry with Bailey's alternate reality are juxtaposed with her mundane senior high school life. The double consciousness of being ordinary and sacred, a contemporary adolescent and an ancient deity with Celtic and Greek connections, will be a challenging proposition for most readers. Clear character delineation and well crafted dialogue notwithstanding, this is a novel that will test and entertain the talented reader. V. Davidson

USER LEVEL: Stage 5 Stage 6
Paper $17.95   SCIS 1404984

BEATON, Ben

Mama's song

Black Dog, Vic, 2009
ISBN 9781742031057

The sensitive issue of teen pregnancy is the focus for this poignant yet gritty novel. In an attempt to reconcile with her grandmother, heavily pregnant Georgina finds herself alone in a country town she has not visited for 10 years. However, her estranged parents failed to tell Georgina of her grandmother's death. Upon learning that devastating news, she goes into labour and gives birth to a girl, Hannah. Through short chapters and a series of flashbacks, the turbulent events leading up to Hannah's birth are unravelled. Suitable for older readers, this powerful novel explores the harsh realities of teenage motherhood in an honest manner. H. Gardiner

USER LEVEL: Stage 6
Paper $16.99   SCIS 1427434

EAGER, Kirsty

Raw blue

Penguin Group (Australia), 2009
ISBN 9780143011453

Raw in content, the novel deals with the central character's journey from self loathing to understanding and finally self acceptance. It is about a victim of rape struggling to escape from a feeling of guilt so she can live normally once again. Set amongst a culture of surfing, part time work and living for the present, teachers should be aware that there are explicit references to drinking, drugs, and sexual encounters. The use of schoolies week to set up the premise and the plot descriptions of drug related and alcohol fuelled incidents are contextually sound. The underlying theme of regaining personal control is a brave message for all victims of any type of violence, and the novel offers valuable supporting insights for structured discussions and class forums. B. Kervin

USER LEVEL: Stage 6
Paper $19.95   SCIS 1414599

EDWARDS, Hazel & KENNEDY, Ryan

f2m: the boy within

Ford St, Vic, 2010
ISBN 9781876462901

This personal journey wrapped in fiction is a sensitive portrayal about choice. It offers the reader an insight into the emotional journey the central character makes in choosing how he is going to live his life after transgender surgery. Issues of acceptance, self respect and belonging are interwoven with the physical process of change. The novel is well written, with insights into the punk music scene and genetic inheritance, and a family subplot gives the reader some historical perspectives on female to male transitioning. While this theme could be confronting for less mature readers, the positives of the message and the conclusion far outweigh the controversial nature of the topic. The surgical procedure is given in detail. English Stage 6 students will find this a very good supplementary text for the Area of Study: *Belonging*. B. Kervin

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6
Paper $19.95   SCIS 1442623

EGGERS, Dave

The wild things

Hamish Hamilton, UK, 2009
ISBN 9780241144220

Adapted from Sendak's *Where the wild things are*, this interesting novel captures the emotions of the original and adds details to appeal to a middle school audience. The book explores the chaotic existence of a young boy, Max, his rage after the divorce of his parents, and the stresses that the world places on children. Every event from the picture book is expanded into words, and, as with all rewritten classics, purists may be upset by some changes, such as Max running away to an island after a fight at home. Eloquent and poetic prose transports readers to the imaginary island, where Max, newly crowned king of the wild things, learns about love, family, responsibility and growing up. Fluctuating between thematic rage and wonder, this fantasy adventure would be an interesting supplement to a study of the picture book and the film. A. Frost

USER LEVEL: Stage 3 Stage 4 Professional
KLA: English
SYLLABUS: English K–6; English 7–10
$22.99   SCIS 1438066

NEALS

FISK, Pauline

Mad Dog Moonlight

Bloomsbury, UK, 2009
ISBN 9780747594079

This is a beautiful tale for anyone who has ever felt different, alone, or isolated. The title character, Mad Dog, is all of these things. He was found wandering on a mountain road with his baby brother, Elvis, in his arms. Adopted by a nice family, Mad Dog struggles against the encroaching normalcy as he tries to remember, or reaffirm, his own sense of identity. His adopted family renames him, sends him off to school, and tries to make him give up his barely remembered sense of self, which is tied up with a beautiful silver topped cane from his lost parents. Mad Dog and his adopted family embark upon an adventure which is far from the normal and responsible ideals that he is coming to accept. Ultimately, Mad Dog needs to find himself and his own place in the universe, and to decide whether or not he wishes to return to the fantastic world of his memories or adopt the responsibilities of his new family. It is a touching and moving tale of acceptance. A. Silcock

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper $17.99   SCIS 1415647

HALE, S. & HALE, D. & HALE, N.

Calamity Jack

Bloomsbury, UK, 2010
ISBN 9780747587422

The follow up to *Rapunzel's revenge* is a stand alone, fast paced and exciting story. After a brief insight into his childhood, Jack and Rapunzel meet again in his home city of Shyport. With the assistance of a local journalist, they set about saving Jack's mother from Blunderboar. Witty written dialogue and humour complement the expressive character sketches in this graphic novel. Bold colour illustrations set the atmosphere and successfully tell a mixed genre adventure, with fairytale, western, and science fiction elements, against an urban background. A. Frost

USER LEVEL: Stage 4
Paper $22.99   SCIS 1441763

HARVEY, Alyxandra

My love lies bleeding

Bloomsbury, UK, 2010
ISBN 9781408803400

Lucy comes from a counter cultural hippy background, while her friend Solange is a vampire about to have the blood change for her 16th birthday. Vampire tribes and bounty hunters are gathering, and so are some handsome boys. Chapters alternate between Lucy's and Solange's narrative. The subtlety of the switch makes it easy to be confused, though a discerning fan will float into the story. The dialogue is witty but character development is difficult to discern as there is insufficient contrast between the two protagonists. V. Davidson

USER LEVEL: Stage 4 Stage 5
Paper $14.99   SCIS 1439815

HORNIMAN, Joanne

About a girl

Allen & Unwin, NSW, 2010
ISBN 9781742371443

To escape the confines of Canberra, Anna leads a secluded life in a coastal town far from her family. Working in a bookshop and preferring to read the novels of Dostoyevsky and Tolstoy, she is able to maintain a distance from the rest of society. However, her solitary existence comes to an abrupt end when Anna encounters Flynn, an enigmatic musician and free spirit. The two girls form an unbreakable bond, yet an intangible tension seems to pervade their relationship. In an eloquently crafted plot, the intricacies of coming to terms with one's sexuality are explored with compassion and sensitivity. There is intermittent swearing, but, ultimately, this poetic novel provides a powerful reading experience. H. Gardiner

USER LEVEL: Stage 5 Stage 6
Paper $17.99   SCIS 1445321

JENKINS, Martin & RIDDELL, Chris

Miguel De Cervantes Don Quixote

Walker, UK, 2009
ISBN 9781406324303

In this energetic retelling of the 16th century classic, the mad Don Quixote wanders Spain with his trusty steed and his bemused squire Sancho Panza, looking for chivalrous deeds to do and wrongs to right. His adventures as a wandering knight are presented in short, episodic chapters which capture the flavour of the original with plenty of slapstick comedy, an abundance of beatings, and much racing around the countryside. Jenkins employs a derring-do style, with contemporary wit and humour that will have great appeal for students. Riddell's illustrations are wonderfully expressive and humorous, ranging from tender, thoughtful portraits to full page expressions of rampaging giants that stand for the famous windmills. The book moves along at a great pace, from adventure to adventure, and this, combined with the humour in every encounter, makes it a pleasure to read and a fine resource for schools. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper $24.95   SCIS 1454755

KEMP, Ross

Ganglands

Penguin Books Ltd, UK, 2009
ISBN 9780141325897

Clearly displayed on the back of this publication is the statement *not suitable for younger readers*. However, the 16 year old lead character, Luiz Alves, is accessible to today's teenagers, as he struggles against the seedy underworld of Rio de Janerio. He is a child recruit for an international antidrug agency and is coerced into helping bring down a major drug cartel in Rio, with his own sister used as insurance. This story is fast paced, action packed and positively thrilling. Unfortunately, much of the content is excessively graphic and will be inappropriate for some readers. It includes the use of semiautomatic weapons, violent crime, illicit

drug use, swearing, and a brutal murder — all in the first chapter. For a mature audience, the book is an impressive and faithfully researched account of one of the world's poorest socio-economic regions. A. Silcock

USER LEVEL: Stage 6
                     Paper $17.95   SCIS 1428029

KLEIN, Lisa

Lady Macbeth's daughter

Penguin Group (Australia), 2009
ISBN 9780143203698

With its intertextual links to Shakespeare's *Macbeth*, this amazing tale presents a uniquely feminist perspective. The main protagonist, Albia, is the rejected daughter of the murderous thane and his ambitious wife. Raised in the wilderness by one of the weird sisters, Albia is ignorant of her royal lineage until she is 16 years old. Her connection with Banquo and his family, and the desire to avenge Banquo's cruel murder, lead Albia to pit her energies against her natural father, Macbeth. A fascinating, action packed historical tale with its resolute young female protagonist and credible links to medieval Scotland under the tyrannical Macbeth, this is sure to captivate readers and give them quite a different perspective on Shakespeare's characters. C. Sly

USER LEVEL: Stage 5 Stage 6
                     Paper $16.95   SCIS 1441713

LORD, Gabrielle

January

Scholastic, NSW, 2009 (Conspiracy 365)
ISBN 9781741690330

Explosive from the start, this intriguing story will engage readers who enjoy action novels, as they follow 15 year old Callum Ormond's investigation of the mysterious Ormond Singularity. Following the clues left by his dying father, and hunted by the same people who killed his father, Callum embarks on a life on the run as he learns about the conspiracy, a monumental secret, and who he can trust. Stylistically written with chapters representing days, and pages numbered backwards (representing a countdown), middle school students will be enraptured by the mystery and action of this fast paced narrative. A suspenseful cliffhanger will hold students' attention for the next instalment. A. Frost

USER LEVEL: Stage 4
                     Paper $14.99   SCIS 1432441

MAH, Adeline Yen

Chinese Cinderella: the mystery of the Song dynasty painting

Allen & Unwin, NSW, 2009
ISBN 9781741146363

A girl named CC tells stories during therapy to cure terrible headaches. During hypnosis, CC recounts the lives of 13 year old Mei Ling, her brother Gege, and an orphan servant who lived in China centuries ago. The novel begins with a note from the author explaining the book's historical significance and the relevance of references to famous Chinese paintings. In the middle of the novel the reader will find colour prints of these paintings. The

author uses some Chinese words, which are extensively explained, calligraphy, and a large number of characters. This intriguing story is based on history and is worth the effort. It may inspire readers to learn more about Chinese history and culture. K. McDonell

USER LEVEL: Stage 4
                     Paper $15.99   SCIS 1426731

METZENTHEN, David

Jarvis 24

Penguin Group (Australia), 2009
ISBN 9780143010043

The confusions and dilemmas of male adolescence are shown in a positive and gentle light in this novel. Marc Jarvis and his best mate Travis are stereotypical sports playing, girl ogling 16 year olds. As the book unfolds, we see beyond the exterior as Marc makes sense of his feelings and attitudes. His work experience placement helps him clarify his identity and what sort of a person he wants to be. His previously narrow world opens to challenge his views about people, friendship, loyalty, love and loss. The author uses present tense and a gentle humour and tone that explores huge issues such as homophobia, dysfunctional families and the death of loved ones. It is a refreshing read about ordinary adolescents and their ways of thinking. S. Morton

USER LEVEL: Stage 5 Stage 6
                     Paper $19.95   SCIS 1404702

MILLARD, Glenda

A small free kiss in the dark

Allen & Unwin, NSW, 2009
ISBN 9781741756586

Life on the streets is difficult for Skip, and the only way to escape his reality is through art. Skip's friendship with fellow street dweller, Billy, offers him a sense of peace, but their lives are thrown into disarray when war breaks out. In seeking refuge in their bomb stricken city, Skip and Billy befriend young Max who has been separated from his mother and the enigmatic Tia and her baby. In a beautifully constructed narrative, the plight of this eccentric band of characters unfurls in a captivating and poignant tale. Despite the pervading impression of futility, the reader never loses sight of hope in the otherwise bleak existence. H. Gardiner

USER LEVEL: Stage 4
                     Paper $16.95   SCIS 1398162

MILLER, Kim

They told me I had to write this

Ford St, Vic, 2009
ISBN 9781876462840

Clem is in a weekday school for troubled boys, where he writes letters to his recently deceased grandmother. He reveals an episode of sexual abuse from a primary school teacher that runs as a theme through the novel until justice is done at the end. Clem is about 15, although he sounds younger; he is a powerful character working through real issues, especially grief and anger at his mother's death and perceived rejection by his father. His teenage lingo could be perceived as either authentic or too clever, but he does not swear. One character dies from a drug overdose and this is handled realistically by teachers. The school helps Clem overcome his anger issues, as do his developing relationships with

his pleasant new girlfriend and his father. The book is a well written emotional unloading that ends well for Clem. C. Thomas

USER LEVEL: Stage 5
Paper $17.95   SCIS 1415133

MORIARTY, Jaclyn

Dreaming of Amelia

Pan Macmillan, NSW, 2009
ISBN 9780330425278

For students of Ashbury High, the challenges of the final year of school are intensified by a preoccupation with uncovering intriguing details about peoples' pasts and ghosts that pass through their lives. Multiple narrators provide differing perspectives and the reader is kept wondering how the haunting truths will be discovered. Written in numerous styles — including responses to English examinations, blogs, emails, and minutes from school committee meetings — the story shifts from recounts of typical adolescent angst to memoirs laced with gothic inspiration. The novel would be an enjoyable read for older students who appreciate supernatural stories and gothic fiction. E. Sly

USER LEVEL: Stage 6
Paper $16.99   SCIS 1436438
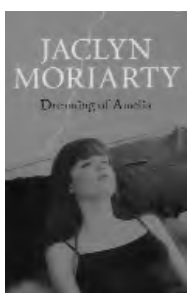
MYERS, Benjamin J.

Twisted Symmetry

Orion Children's, UK, 2009 (The Bad Tuesdays)
ISBN 9781842556450

Chess, Splinter and Box are slum children, talented in theft and great escapes in the ghetto. Now they are on the run from a brutal military police force bent on capturing them and exporting them to their evil masters. Enter The Committee, determined to thwart the fascist designs of the Twisted Symmetry. Maintaining suspense and simultaneously describing a future similar to *Brave new world* takes a talented author and an expert editor. This science fiction novel manages to do that; it is a spectacular beginning to a new series. V. Davidson

USER LEVEL: Stage 4 Stage 5
Paper $16.99   SCIS 1406779

ORR, Stephen

Time's long ruin

Wakefield, SA, 2010
ISBN 9781862548305

Set in suburban Adelaide in 1960, this narrative is loosely based on the mysterious disappearance of the Beaumont children in 1966, and the far reaching effects of this tragedy. A vivid atmosphere of time and place is established in the first half of the book, which is at times as laboured as the oppressive, long hot summer days it describes. The first person narrative is told through the recollections of nine year old Henry. Through Henry's observant, curious eyes, readers are exposed to the griminess of suburbia beyond the veneer, and a tragedy that results in a shift in community consciousness from blithe innocence to the anxiety of experience. Mature readers will appreciate this well written novel that captures the essence of its historical context. C. Sly

USER LEVEL: Stage 6
Paper $24.95   SCIS 1444036

PECK, Dale

Sprout

Bloomsbury, UK, 2009
ISBN 9780747577621

When 16 year old Sprout moves from New York to Kansas with his widowed alcoholic father, he faces all the normal teen issues of a new life. Having known he was gay for some time, Sprout now tells his mortified father as he faces the impact of coming out in a rural community, with the help of an English teacher who recognises his writing ability. Complex characters work through numerous issues, including homosexuality, abuse, alcohol, and also love and friendship. The first person narration is articulate, lively and humorous, with Sprout often using vocabulary that is advanced for his age. Both quirky and serious, the book is an interesting portrayal of gay teenagers struggling with coming of age issues, school and home life. A. Frost

USER LEVEL: Stage 6
Paper $16.99   SCIS 1419623

ROXBOROGH, Tania Kelly

Banquo's son

Penguin Group (NZ), 2009
ISBN 9780143202493

Set in the north of England and Scotland in the middle ages, this novel operates as a fictional sequel to William Shakespeare's *Macbeth*. It is a decade after the death of Macbeth, and Banquo's son Fleance is urged by recurring dreams and apparitions to avenge his father's murder. He is forced to weigh honour and duty against love and make great personal sacrifices for the sake of Scotland. A tale of love, friendship, conflict, and intrigue, it is driven by well conceived characters that convincingly extend Shakespeare's dramatic narrative. While it is a wonderful epic in its own right, many intertextual links to Shakespeare's play are seamlessly interwoven with the new story. It is an enthralling tale that will readily captivate young adult readers. C. Sly

USER LEVEL: Stage 5 Stage 6
Paper $32.95   SCIS 1433440

ROY, James

Voyage to Verdada

UQP, Qld, 2009 (Edsel Grizzler)
ISBN 9780702237188

Edsel Grizzler is living a boring life as an only child with his over protective parents, until he accidentally stumbles across a spaceship in junk shop. And so he enters the world of Verdada, the place where all of Earth's lost things are returned. In this intriguing and amusing novel, the first in a new series, Edsel is a sympathetic and likeable character who is caught up in strange adventure. The plot unfolds well as Edsel meets some mysterious friends, and they challenge the sinister ways of those who keep lost children as well as lost things. F. Campbell

USER LEVEL: Stage 4
Paper $16.95   SCIS 1418576

STIEFVATER, Maggie

Shiver

Scholastic, USA, 2009
ISBN 9780545123266

The magic of kind but tragic werewolves blended with an innocent love story, make this book very appealing. It is a story of alienation and neglect. The main character, Grace, has self absorbed parents who have little time for her. Sam has been changed into a werewolf against his will. Despite their hurt, both characters are generous, and both reflect on their situations. This is a novel of ideas in which the characters think their way out of difficult situations. It has won awards for its wide appeal. *Shiver* is the first book of a trilogy and there is a film in production. A. Soutter

USER LEVEL: Stage 3 Stage 4 Stage 5
                      $29.99   SCIS 1433590

STROUD, G. J.

Measuring up

Scribe, Vic, 2009
ISBN 9781921372902

In this Australian coming of age novel set on the NSW south coast, the main character, Jonah, is a typical adolescent whose life revolves around surfing and his friends. As he begins his HSC, his life begins to change. He not only has to balance life at school, he faces peer pressure, family dramas, and his own raging hormones. He also has a fear of the future and is determined to move out of his big brother's shadow. The author presents an easy to read novel that employs colloquial language and addresses sensitive adolescent issues. These issues may be confronting for some readers because they include a coming out story about Jonah's gay brother, frequent explicit sexual anxieties and the death of a friend's parent from cancer. K. Martin

USER LEVEL: Stage 6
                      Paper $19.95   SCIS 1417849

TANGEY, Penny

Loving Richard Feynman

UQP, Qld, 2009
ISBN 9780702237256

Science and mathematics are the core ingredients which make this novel about growing up and relationships such an interesting tale. In Catherine's world, her school life, family and friendships are constantly in turmoil. Told through a series of diary style letters to her hero, the Nobel winning physicist Richard Feynman, the novel is a well written exploration of love, hate and acceptance. Readers will easily connect with the subject matter, style and level of language. Positive outcomes reinforce the idea of learning through experiences and the advantage of being oneself and accepting others without strings. The novel has much to offer as a classroom text. B. Kervin

USER LEVEL: Stage 5
                      Paper $17.95   SCIS 1417177
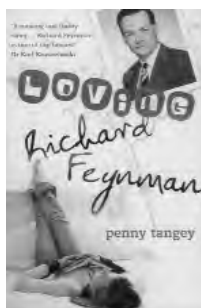
WALKER, Jonathan & HALLETT, Dan

Five wounds

Allen & Unwin, NSW, 2010
ISBN 9781742370132

In an unusual presentation, a mysterious tale emerges from the interplay of visual and written text in this book. Five orphans, each disabled in some way, and each with a special ability, group together to face their origins. Presented in a biblical style of book, chapter, and verse, the story has the appearance of being archaic. The main written text is supported by written and visual annotations, illustrations, symbols, and picture plates, which all form an integral part of this esoteric story. Postmodern in style, this publication pushes the boundaries of young adult fiction and will be a fascinating supernatural read for students who enjoy a linguistic challenge. E. Sly

USER LEVEL: Stage 6
                      Paper $39.99   SCIS 1445568

WILLIAMS, Gabrielle

Beatle meets Destiny

Penguin Group Australia, 2009
ISBN 9780143011491

From his untimely entrance into the world, 18 year old John Lennon, or Beatle as he is known, has lived a hectic life: his bothersome twin sister was born six weeks after her sibling; his eccentric mother casts a superstitious eye on her children's fate; and Beatle is recovering from an unexpected stroke. To make matters more difficult, Beatle meets beautiful Destiny McCartney. In this entertaining novel, the rousing plot ducks and weaves a tumultuous path through many events. Most appropriate for mature readers, the novel deals with a number of sensitive issues in context, including swearing, drug use and stalking. H. Gardiner

USER LEVEL: Stage 6
                      Paper $19.95   SCIS 1419537

WILKINSON, Lili

Angel fish

Black Dog, Vic, 2009
ISBN 9781742030463

The story of the Children's Crusade in 1212 is brought to life in this work of historical fiction. When a charismatic boy appears in a French village preaching religious fervour, Gabriel, a peasant boy, is mesmerised. Together they gather an army of children and make their way over the Alps to the Mediterranean to liberate the Holy Land from the infidel. Along the arduous journey many children perish and Gabriel begins to doubt whether Stephan is a holy prophet, and he worries about the fate of their motley army under Stephan's erratic leadership. Raising questions about blind faith and sacrifices made in the name of religion, this novel enthrals as it tells a story of belief, tragedy and betrayal. S. Rasaiah

USER LEVEL: Stage 6
                      Paper $18.99   SCIS 1428568

WINTERSON, Jeanette

The battle of the sun

Bloomsbury, UK, 2009
ISBN 9781408801505

In this fantasy novel, 13 year old Jack is a reluctant hero on a quest to save 17th century London from the wicked intentions of the alchemist, Magus. Quirky characters appear during Jack's challenging journey in this fast paced novel. There is a conventional dragon and a knight in shining armour, along with unlikely characters such as Queen Elizabeth and creatures born in a bottle and then split in half. For followers of Winterson's fiction there is also the return of Silver, from the novel *Tanglewreck*. Despite being from the 21st century, Silver finds connections with characters from the past. The magic and mayhem will be an enjoyable read for students. E. Sly

USER LEVEL: Stage 4 Stage 5
                    Paper $16.99   SCIS 1435462

Information, poetry and drama

Resources are in Dewey order.

Our world of information/Young explorer [series]

Heinemann Library, UK, 2010

With clear, clean design, this series is a simple introduction to recognising, understanding and using information. Each book has an uncluttered spread with direct language and captioned graphics that often involve the reader's participation. The written text is brief, but the information and illustrations invite discussion. Each book stands alone, however the topics are interrelated and readers will recognise the crossover with the examination of similar information and repeated illustrations. *What's it about?* provides an excellent overview of how we are surrounded by information and technology. This series will support COGs units with a communication component, and the teaching of information skills across KLAs. J. Foster

USER LEVEL: Stage 1 Stage 2
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
                    $32.95 each

Reviewed titles in this series:
Look it up: finding information   SCIS 1443434
Put it together: using information   SCIS 1443438
Sort it out: choosing information   SCIS 1443437
What's it about?: information around us SCIS 1443432
What's next?: instructions and directions SCIS 1443440

WOODWARD, J. & SEIDLITZ, S. & SMITH, A.

Train your brain to be a genius

DK, UK, 2009
ISBN 9781405341547   [153]

Sure to be a popular book for student browsing, this comprehensive volume features a plethora of brain puzzles, optical illusions, and logic puzzles. The vibrant use of colour and many humorous cartoon images add to the appeal of this useful and fascinating resource. The book discusses how the human brain works, body language, and cognitive development. Famous geniuses are profiled. The book has much cross KLA usefulness, with plenty of excellent activities for Mathematics, Science, and English students in particular. Teachers of gifted and talented students will find some innovative extension activities in this great resource. I. McLean

USER LEVEL: Stage 3 Stage 4 Professional
KLA: English; Mathematics; Science; SciTech
SYLLABUS: English K–6; Mathematics K–6; Science 7–10; Science & Technology K–6
                    $30.15   SCIS 1436189

COOK, Rachel

Closets are for clothes: a history of queer Australia

Black Dog, Vic, 2010
ISBN 9781742031040   [306.76]

A collection of historical facts about Australia's homosexual history from the colonial period to the present day, the book also features fictionalised first person accounts. As a history, it is a poorly referenced overview, but it does outline social, political, scientific and religious views, from England in the early 1700s to Australia in 2010. The book has a useful timeline for more in-depth research. It will be especially useful for objectives in Community and Family Studies to do with the influence of societal factors on individuals, and the study of sexuality in one society in the Society and Culture syllabus. The book is written for teenagers, and gay students will find it supportive and fascinating reading. There is brief reference to international celebrities and activist groups. M. Nuku

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE; PDHPE
SYLLABUS: Community & Family Studies Stage 6; English 7–10; Society & Culture Stage 6
                    Paper $18.99   SCIS 1447479

Marriage and cohabitation

/ edited by Justin Healey. Spinney, NSW, 2010 (Issues in society)
ISBN 9781921507144   [306.84]

A range of source material and evidence is presented in this recent addition to a respected and extensive series. Articles, statistics, fact sheets, and arguments associated with multiple aspects of marriage and cohabitation are presented. Subjects include common law marriage, divorce, changing societal attitudes and government policy. Legal, religious and ethical issues of same sex marriage are explored in detail. Each topic is easily navigated by the user with clear headings, illustrations, tables and graphs of evidence based trends. The book will be

a successful classroom generator of discussion, using evidence based information. Students studying preliminary courses in the Community and Family Studies syllabus will find something of value from the material. B. Kervin

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
Paper $20.95   SCIS 1445565

Changing family trends

/ edited by Justin Healey. Spinney, NSW, 2010 (Issues in society)
ISBN 9781921507212   [306.85]

Presenting information about changes, trends and diversities in Australian families is the realised brief of this edition. The usual combination of factual and opinionate pieces present information on traditional family groupings, plus families with single parents, step parents, and same sex parents. The influence of factors such as wealth, divorce, and grandparent contact is discussed, from a reasonable range of sources. The effect on children of family structures and changing trends is a strong theme running through the material. The book has a usefulness for schools beyond syllabus links, as the family, whatever shape it takes, is common to all students. This is a positive book to teach awareness and understanding within the school family. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6; PDHPE 7–10
Paper $20.95   SCIS 1458521

ROSSITER, Paul & ROSSITER, Fiona

Back 2 family basics: budget planner pack

P. & F. Rossiter, NSW, 2008
ISBN none   [332.024]

This package contains a wealth of information and practical activities for budgeting. Information and activities are pitched at a level suitable for Stage 4 and Stage 5. It provides a good starting point for learning about the importance of budgeting with its simple strategies for achieving financial goals. Commerce 7–10 students will benefit from the easy to use layout of the activities. However, the level of detail is designed more for adults who are monitoring their household budget over a period of time. A section of the pack provides a useful summary of budgeting strategies and this has a section for young people living independently and a section for children. Similar resources are available free online, including from ASIC's *Fido* website. J. White

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10
Paper $29.95   SCIS 1445220

Behind the news topics [series]

Pearson, Vic, 2010

A series of books about the careers of people engaged in community service, these resources are clearly presented and very engaging. Each text has a general introduction about the career followed by an example of a real person and encounters that occur during a working day. Fact boxes and quotations about aspects of the job are included as well as photographs of real situations. The clear glossary and index at the end of each book will help students when researching a community worker. The language used is simple and informative, and various activities help readers better understand the particular career. This series could be used to complement studies in HSIE units. R. Parnis

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
$29.95 each

Reviewed titles in this series:
Ambulance paramedic   SCIS 1445502
Garbage collector   SCIS 1445518
Police officer   SCIS 1445514
Teacher   SCIS 1445503

Safe driving

/ edited by Justin Healey. Spinney, NSW, 2009 (Issues in society)
ISBN 9781921507083   [363.12]

An extensive and engaging range of road safety information and safety tips for young drivers is included in this easy to understand manual. It successfully meets its aim to provide young drivers with an overview of and opinions on road safety issues. The book is very well set out and is well structured for the teenage reader. Photographs and short paragraphs will engage students and they provide relevant information in short and effective blocks. Content includes sensible and easy to follow tips to ensure that young drivers are safe in their environment. The book can be used in PDHPE when studying road safety trends and the health priority area of injury. This is an effective resource for research and discussion. S. Williams

USER LEVEL: Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
Paper $20.95   SCIS 1423085

GORE, Al

Our choice: how we can solve the climate crisis

Bloomsbury, UK, 2009 (Young reader's ed.)
ISBN 9780747590996   [363.738]

A visually appealing resource, this adapted book succinctly and simply explains the causes of climate change and alternatives to burning fossil fuels. The author uses a conversational tone to great effect, making the concepts of climate change easy to understand. Plentiful use of graphics such as diagrams, photographs, flowcharts, maps and statistics make the layout very user friendly. This book could serve as a good resource in topics surrounding climate change in Geography and Science and it could be utilised as a resource for quickly answering questions about climate change. The author's strong personal point of view permeates the book, and this in itself could stimulate questioning and independent investigations in classrooms. V. Gilmore
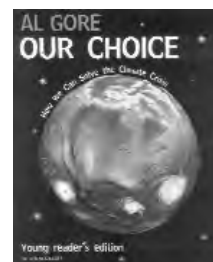
USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE; Science
SYLLABUS: Geography 7–10; HSIE K–6; Science 7–10
Paper $24.99   SCIS 1439501

SCOTT, Cathy

The rough guide to true crime

Rough Guides, UK, 2009 (Rough guides)
ISBN 978185828352   [364.1092]

The guide provides interesting overviews of a wide assortment of crimes, from art forgery to serial killings, and details of perpetrators. The time period covers American outlaws through to Winona Ryder's shoplifting charges and a chapter on cybercrime. Events and personalities are explored in a readable and anecdotal style, and students will enjoy the stories behind some famous events. The book includes Australian examples of Ned Kelly, Ivan Milat and Sef Gonzales. As a Legal Studies resource the guide is useful to source examples of different types of crime and to give students background to a handful of famous Australian cases. It also has a large number of internet links for student research. V. Gilmore

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Legal Studies Stage 6
	Paper $29.95	SCIS 1438236

GENOVESE, Jane & GENOVESE, Sharon

Smart study: how to study less and get more

Learning Fundamentals, WA, 2009
ISBN 9780980733808   [371.3028]

Presented as a graphic biography of a student moving from school to university, this compact handbook is about the importance of cultivating good study habits. When the narrator discovers that ongoing stress and tension related to study cause her to underachieve, she goes about gradually changing her ways and focusing her learning. She combines the use of mind maps with exercise, relaxation techniques, healthy eating and sleeping, to attain a more positive framework in which to tackle her academic studies. It is a pleasantly presented, didactic narrative that is sure to be useful for some students. Laid out in comic book form, the sequential art makes it clear, concise and readily accessible in its delivery of ideas. This type of book would be most useful for engendering appropriate study habits in younger students, rather than as a problem solver for Stage 6 students. C. Sly

| USER LEVEL: | Stage 4 Stage 5 |
| | Paper $14.95 | SCIS 1450564 |

MORTENSON, Greg & BRYAN, Mike

Stones into schools: promoting peace with books, not bombs, in Afghanistan and Pakistan

Penguin Group Australia, 2009 (Viking)
ISBN 9780670918720   [371.822]

The provision of economic assistance to Afghanistan and Pakistan in support of girls' education has found an unlikely hero. Mortenson's previous book, *Three cups of tea*, detailed how he began his philanthropic work to improve the social conditions of these remote areas. This book is about personal stories of the team members who maintain an educational infrastructure in what are essentially tribal domains. A record of the tragedies and the triumphs, it is also about the courage of these NGO employees to connect with culturally and religiously diverse communities for a higher purpose. It would have use in a variety of syllabuses as an alternate history to the mainstream media coverage. V. Davidson

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Society & Culture Stage 6
	Paper $42.26	SCIS 1441737

ROBINSON, Jane

Bluestockings: the remarkable story of the first women to fight for an education

Penguin Books Ltd, UK, 2010
ISBN 9780141029719   [378]

The story of women's struggle for tertiary education in England, from the late 19th century to the 1930s, is documented in detail in this book. The descriptions of ridicule, prejudice and bullying from male run establishments are told with some humour and academic objectivity, and they allow 21st century students to understand the bluestockings in a social history context. Robinson incorporates photographs, graphics, and the words of the participants, taken from letters, diaries and conversations. A study of injustice overcome, this is a well written and enlightening look at gender influenced behaviours and attitudes. It will suit students who are pursuing related studies in English Stage 6 electives. C. Thomas

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	English Stage 6: *Advanced; Extension 1*
	Paper $24.95	SCIS 1459982

Do dogs dream?

Penguin Books Ltd, UK, 2009 (Ladybird)
ISBN 9781409301967   [509]

Whether dogs dream is just one question answered in this tactile book. Children will enjoy lifting flaps and sliding tabs to reveal the answers about creatures of the world. Simple illustrations use blocks of watercolour and decorative prints. Thick cardboard pages make this book especially resilient, and the clear, easy to read writing of varying sizes makes this informative book perfect for student browsing. Teachers will be intrigued with students' predictions and answers to these questions, before reading the answers. This environmentally conscious book, made with recycled paper, will stimulate young readers with inquisitive mind. K. McDonell

USER LEVEL:	Stage 1 Stage 2
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
	$24.95	SCIS 1413963

CLODE, Danielle

Prehistoric giants: the megafauna of Australia

Museum Victoria, Vic, 2009 (Nature series)
ISBN 9780980381320   [560.994]

Written by a zoologist and beautifully illustrated from the Museum Victoria collection, the book introduces the giant animals that inhabited Australia during the Pleistocene era. Detailed information on the megafauna is supported by diagrams, maps, artists' recreations, and photographs. The text indicates how bones, fossils and Aboriginal rock art have contributed to our knowledge of these fascinating prehistoric creatures. From the rhinoceros sized Diprotodon optatum to the Zaglossus hacketii, or giant echidna, the book cites extinct species and draws links to living creatures of today. The various theories on the cause of extinction will elicit lively class debate. This informative and engaging text is sure to be of interest to students. C. Sly
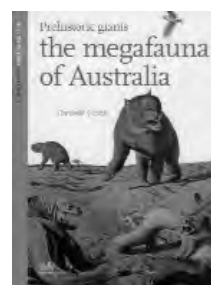
Cover of Peter Truster's artwork, by permission of Australia Post

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HUNTER, Amy & ROWE, David

Great Aussie inventions

Black Dog, Vic, 2009
ISBN 9781742030760   [608.794]

With very appealing and comical illustrations by Rowe, this book provides concise and sometimes whimsical observations on 11 categories of Australian inventing. The accidental discovery of refrigeration, the Coolgardie safe, the bound notepad, and the dual flush toilet cistern are all Australian inventions. Transport safety, medical innovations, and clever coping strategies in the harsh outback are included in the book's timeline of inventions from 1856 to 2001. The contributions of David Unaipon, who improved sheep shearing equipment in 1909, are discussed. This book supports several HSIE and Science & Technology COGs units which deal with inventions, products, and heritage. I. McLean

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Open me up

Dorling Kindersley, UK, 2009
ISBN 9781405341608   [612]

An outstanding resource for the study of the human body in Science syllabuses, the book explains aspects of biology and physiology in a most entertaining way. Moving from ancient theories about the body, to nanobots and replacement parts, the book's content and tone will have plenty of appeal for students. It looks at body systems and body parts, including diseases, movement, memories, and physical stages such as pregnancy and adolescence. Quirky asides, such as the hand written school reports on Left Brain and Right Brain, are both humorous and informative. Interesting facts are presented in a variety of styles with graphically dynamic, irreverent and amusing photographs and drawings. A database provides a graphic summary of all body systems. A. Frost

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World issues come to Australia [series]

Pearson Library, Vic, 2010

Issues that were once geographically isolated have now become global. This series takes a comprehensive look at five world issues that directly impact Australian society. Each book examines the issue from a global perspective, before narrowing its focus to Australia. Causes and backgrounds to the issues are explained without bias and many different tangents to the big idea are explored. One effective teaching tool is a judgement box which gives a statement related to the issue and short arguments for and against that statement. These are good stimulus questions for student exposition and discussion writing. Quotations and firsthand accounts of specific events are included as snapshots throughout the text to support the information. The books are excellent resources which focus on understanding the issue before taking action. M. Whitfield

Reviewed titles in this series:
Climate change   SCIS 1443423
Extremism   SCIS 1443413
Obesity   SCIS 1443427
Tourism   SCIS 1443419
Violence   SCIS 1443407

HUTCHINGS, Melinda

Why can't I look the way I want?: overcoming eating issues

Allen & Unwin, NSW, 2009
ISBN 9781741757545   [616.85]

Anyone fighting an eating disorder probably feels that they will never be well and happy again. This is a book about young people who have been through these problems and overcome them. There are many profiles of people with eating issues, most in their twenties, and these are presented in suitable form and language for high school students. The book guides young people to recovery and explains the early signs of anorexia nervosa and bulimia nervosa. Throughout the book there are tips and power statements. It is a clearly presented resource that school counsellors will find useful. A. Soutter

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TAIT, Melanie

Fat chance: my big fat gastric band adventure

New Holland, NSW, 2010
ISBN 9781741109658   [617.4092]

Amusing and very contemporary, this autobiography is primarily about growing up overweight and being unhappy about that. It is also about love, journalism, food and health, medicine, the theatre, long distance running, and family. In multiple locations across Australia, then London, Tait struggled with her weight until she finally opted for a successful gastric band operation in 2008. The book includes profiles of others who have undergone the procedure and an interview with Tait's surgeon. Her experiences at school and work, tinged with sadness about her body shape, will be interesting reading for students in a similar situation, and as a supplementary text for the study of belonging and not belonging in the English Stage 6 Area of Study: *Belonging*. There is a little swearing, but the book has an honest tone and friendly style, with plenty of humour and food for thought. C. Thomas

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NEALS

CROSS, Anita & HAMILTON, Michelle

I'm a little chef: easy & healthy recipes for 3-10 year olds

Little Steps, NSW, 2009
ISBN 9781921042867   [641.5]

Young children love to cook and this attractive, spiral bound cookbook will help them achieve delicious results. It includes 10 recipes and tips and rules. Each recipe has a double page layout: one side shows the ingredients and equipment and the other has clear step-by-step instructions. Recipes are colour coded by difficulty and they include snacks, savoury nibbles, salad, soup and desserts. Young students are assisted with ingredient and equipment illustrations, and by laminated pages with a wipe clean finish. A photograph of the finished product would have been useful, however the chef, LC, is an appealingly drawn character, as are the delightful, colourful drawings of cooking utensils. G. Maugle

| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 Stage 3 Community |
| | $24.95   SCIS 1428063 |

FLAHERTY, Liz

How Australians eat Live Text [DVD]

Pearson Interactive, NSW, 2009
ISBN 9781442523852   [641.5]

Designed for computer and IWB use, the DVD's sections cover breakfast, lunch, dinner, snacks, and festival foods, all in an Australian context. The resource has printable worksheets, interactive games, extension activities, and short videos. Drawing tools allow students to circle keywords and answer questions on each page. The resource looks at the importance of each meal within a balanced diet, label reading, health and nutritional issues, multicultural foods, Indigenous foods, and the value of eating together as a family. The DVD supports the printed series *How Australians eat* and it caters for kinaesthetic, auditory and visual learning styles. M. Timperley

USER LEVEL:	Stage 4 Stage 5
KLA:	TAS
SYLLABUS:	Food Technology 7–10
	$149.00 SCIS 1439698

EISNER, Will

Comics and sequential art: principles and practices from the legendary cartoonist

Norton, USA, 2008 (A Will Eisner instructional book)
ISBN 9780393331264   [741.5]

An analysis of comics and sequential art, this revised edition is written by one of the most revered practitioners of the medium. Eisner concisely explains many of the devices used by comics' creators. He outlines the functions of panels, borders, gutters, and perspective, and he demonstrates the way lettering operates as an extension of the visual imagery. He shows how image, space, action time, and rhythm can shape a graphic narrative. Following the development of sequential art from its earliest manifestations through to digital delivery, this is an excellent introductory guide for students. It is easy to read and will lead to greater understanding and appreciation of a means of communication that is increasing in popularity, especially with the growing range of graphic novels. C. Sly

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	English 7–10; English Stage 6; Visual Design 7–10; Visual Design CEC Stage 6
	Paper $32.95 SCIS 1456210

McCLOUD, Scott

Reinventing comics

Perennial, USA, 2000
ISBN 9780060953508   [741.5]

Like McCloud's commendable earlier book, *Understanding comics*, and in keeping with his content, this publication is also presented in comic book format. Using sequential panels, the composer further unpacks the nature of comics and graphic novels as a literary style. According to McCloud, a recent change in content and readership of this format has seen comics and graphic novels gain legitimacy in art and literature circles. Charting the development of the comic industry during the last decade of the 20th century, he predicts its further progress into the digital age where ongoing tension between creators and publishers may become a thing of the past. This is a fascinating analysis of the significant social role and future of sequential art. Its visual and verbal format makes it very accessible to students. C. Sly

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; English
SYLLABUS:	English 7–10; English Stage 6; Visual Arts 7–10; Visual Arts Stage 6; Visual Design CEC Stage 6
	Paper $45.00 SCIS 1371153

RYO, Sanada & SURIDH, Hassan

Graffiti Asia

Laurence King, UK, 2010
ISBN 9781856696494   [751.7]

This visually exciting book and DVD portrays urban graffiti art from Asia that is both historically interesting and artistically produced. Images and written text are presented in a fast paced and arty format. The DVD's narration leads the reader through the environs of Asia's cities and its industrial and abandoned spaces where local and international graffiti artists perform their craft. The graffiti writers' works have diversity of style and skill, and they attest to the risks taken in producing these political, personal and social statements. Readers will be captivated by the wonderfully wild and territorial influences of art on culture, and culture on art. Students will find this a fascinating resource. M. Nuku

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; HSIE
SYLLABUS:	Society & Culture Stage 6; Visual Arts Stage 6; Visual Design 7–10; Visual Design CEC Stage 6
	$45.00 SCIS 1459197

PRYOR, Boori Monty & McDONALD, Meme

Maybe tomorrow

Allen & Unwin, NSW, 2010
ISBN 9781742372440   [791.092]

In this revised anniversary edition, Pryor welcomes the reader into his life and shares his life story, growing up on Palm Island, family events such a crocodile encounters, and culture. It is a warm story, although it opens with a litany of family suicides, and the material

throughout can be harrowing and confronting because of the racism Pryor and his family have endured and the despair it has engendered. Pryor shares his strategies for dealing with the anger and despair that have driven him to the edge. The book also deals with Palm Island suicides, police corruption, and deaths in custody. But, overall, his story is one of hope and reconciliation which all Australians would benefit from reading. K. Rushton

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English; HSIE
SYLLABUS:	Aboriginal Studies 7–10; Aboriginal Studies Stage 6; English 7–10
	Paper $24.99 SCIS 1441779

ANDERSON, Wes & BAUMBACH, Noah

Roald Dahl's Fantastic Mr Fox: the official screenplay

Penguin Group (Australia), 2009
ISBN 9780141327785   [791.43]

The screenplay of the 2009 film makes for very engaging reading. Amusing and witty, it would definitely work for readers unfamiliar with the novel or the film. The humour is snappy and cheeky, and for those not bothered by anthropomorphism, it is an entertaining way of exploring themes such as conventionality, family expectations, and the relationship between humans and their environment. The book includes extracts from the novel and colour stills from the film, so it might be a very effective way of introducing students to the multiple forms in which a narrative can be told. There is also a postscript of several pages about Dahl, which might interest fans. P. Gilchrist

USER LEVEL:	Stage 3 Stage 4
KLA:	CA; English
SYLLABUS:	Creative Arts K –6; Drama 7–10; English K–6; English 7–10
	Paper $10.95 SCIS 1448008

CASEY, Jo & GILBERT, Laura

Alice in Wonderland: the visual guide

DK, UK, 2010
ISBN 9781405352598   [791.43]

Supporting Tim Burton's film version of *Alice in Wonderland*, this book features a combination of old style line drawings and colour shots from the film. Snippets of information, quotations and illustrations adorn this captivating guide, making it enjoyable to browse or read more closely. It shows how Burton has used an intermingling of character actors and computer generated creatures to revise Carroll's much loved children's classic for 21st century audiences. Adhering to the essence of the original story, nonsense and portmanteau words, kind and cruel characters, and a series of quirky settings and encounters are all evident in this visual guide. A rich, compelling publication, this will be enthusiastically sought by film and fantasy fans. C. Sly

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	English
SYLLABUS:	English K–6; English 7–10
	$29.95 SCIS 1451068

PURVES, Barry

Stop-motion

AVA Academia, Switzerland, 2010 (Basics animation)
ISBN 9782940373734   [791.43]

Stop-motion is the process of making an animated film with models or puppets that are photographed in still shots and moved by the filmmaker between frames. The Wallace and Gromit characters are a famous example. The book is a wonderful introduction to this art form. Not too complex, it avoids the danger of becoming bogged down in technicalities. Colourful and packed with photographs from a huge variety of films, it is a beautiful book to browse and very accessible as a how-to guide. It has an intriguing history of stop-motion and some very helpful hints for storytellers working in any art form. This book may well inspire a generation of young filmmakers. P. Gilchrist

USER LEVEL:	Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	English 7–10; English Stage 6: *Extension 2*; Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6; Visual Design CEC Stage 6
	Paper $52.95 SCIS 1456659

CHAMBERS, Catherine

A history of cricket

Black Dog, Vic, 2009
ISBN 9781742030586   [796.358]

A thorough explanation of the history and detail of the game of cricket, this book covers the basics of the game through to the eccentric and trivial details that make the game so interesting. The manner in which the story is written is suited to teenagers wanting to learn more about the game. There are statistics of course, and plenty of them, plus personalities, places, a few black and white images, and details of important games. These are delivered in a pleasant voice that makes the book easy and enjoyable to read. S. Williams

USER LEVEL:	Stage 4 Stage 5
KLA:	PDHPE
SYLLABUS:	Physical Activity & Sports Studies 7–10
	Paper $18.99 SCIS 1428628

MARTIN-JENKINS, Christopher

The top 100 cricketers of all time

Allen & Unwin, NSW, 2009
ISBN 9781906850043   [796.358]

This book will have cricket aficionados arguing amongst themselves for hours as they justify or discount the rank order, additions or omissions from the sport's all time greats. Covering the history of competitive international cricket, the selected players are all worthy of inclusion. The thumbnail sketches of career statistics, major achievements and attributes are succinct and obviously written by someone with a detailed appreciation of the game. Each player has an accompanying picture, often an action shot, but the quality is variable. The success of the book lies in delivering so much history and thoroughness in one edition. R. Cox

SHEPHERD, John

101 youth athletics drills

A&C Black, UK, 2009
ISBN 9781408111390 [796.42]

All of these drills are explained in words and graphics, with easily understood ideas on equipment, coaching points, variations, and the processes involved in doing the drill. It is not a comprehensive coverage of athletics. The vast majority of drills concern running; field events are included but they lack any real depth or breadth and seem to be tacked on as a nod to these areas of athletics. Having a single page for each activity allows a coach to refer quickly to a particular drill, although some of the graphics detailing the action may be misinterpreted by inexperienced coaches. Adding a few more diagrammatical steps in many sequences would have assisted. Several good warm-up activities are included at the beginning. The book would be of value for teachers looking to add to their method of delivery in athletics. R. Cox

NAPARSTEK, Ben

In conversation: encounters with 39 great writers

Scribe, Vic, 2009
ISBN 9781921640117 [809]

Striking a lovely balance between anecdotal illuminations and critical analysis of texts, Naparstek's conversations are wonderful insights into these writers. He asks the right questions and presents the answers in an entertaining style that gives concise and astute observations about the writers as people. With four or five pages for each writer, Naparstek chooses his words carefully for maximum impact, and the results are very suitable for high school students who would like more information about writers' backgrounds and work processes. Writers who are currently on senior English syllabuses are Paul Aster, Seamus Heaney, and David Guterson. The profiles are expertly written with engaging content, compiled by a writer only a few years older than HSC students, and they offer excellent models for students writing similar types of text. C. Thomas

Teaching the graphic novel

/ edited by Stephen E. Tabachnick. Modern Language Association of America, USA, 2009 (Options for teaching)
ISBN 9781603290616 [809]

Teachers of literature and visual arts will appreciate this recent publication on graphic novels. A fine compilation of essays on this growing body of work, it offers a range of excellent academic commentaries. In five main sections, various writers consider the theoretical and aesthetic issues, and the social issues that inform creators working in the graphic novel format. There is a section dedicated to individual exponents including Chris Ware, Allan Moore, and Art Spiegelman. Several genres, such as autobiography, postmodern experiments, Shakespeare appropriations, and steam punk, are explored. Teaching suggestions are given for different courses and contexts, along with a wealth of additional resources. Researchers and teachers will find this a wonderfully comprehensive collection on the graphic novel. C. Sly

VERSACI, Rocco

This book contains graphic language: comics as literature

Continuum, USA, 2007
ISBN 9780826428783 [809]

Arguing a case for comics as literature, this writer cites three main reasons. First, that the creators of comics creatively challenge ways of thinking. Second, that the self consciousness of comics draws attention to their own constructedness. Third, that the inventive graphic nature of comics blends forms such as literature, painting, photography, and film into a unique means of communication. Detailed analysis of qualitative comics and graphic novels is used to support the author's premise. He discusses how effective the comic book style has been in the presentation of memoirs, journalism, warfare, and appropriations of traditional prose fiction and plays. Each chapter concludes with detailed endnotes and an extensive list of cited works is included. This is a thought provoking reference for those studying comics or graphic novels as literary texts. C. Sly

Macquarie PEN anthology of Australian literature

Allen & Unwin, NSW, 2009
ISBN 9781741754407 [820.8]

The development of the Australian voice is outlined in this noteworthy collection of authors, from the early colonial period up to the present. Significantly, the contribution by Indigenous authors is recognised. The nature and scope of the material positions it as a resource which supports the study of Australian literature, but it requires a certain level of language and skills to gain the maximum benefit. Examples of writing cover all formats, including letters and prose. Its value lies in it being a solid reference point, rather than a classroom resource. Material is well supported by overview chapters exploring the themes of particular periods in the development of Australia. A teaching guide on CD and 15 film clips on DVD accompany the resource. The book is an excellent resource for those undertaking a study of Australian literature. B. Kervin

BRIAN, J. & CARTHEW, M. & VEEKEN, J.

Machino supremo!: poems about machines

Celapene, Vic, 2009
ISBN 9780980699401   [821]

Imaginatively illustrated with black and white cartoons, this collection of innovative poetry will amuse as it extends students' appreciation of poetic language. The poems are clever and the words and images have potential for visual literacy lessons. Hidden letters in the artwork spell out essential vocabulary and culminate in a message. *A great grey elephant* turns out to be an industrial concrete pourer; *WL-3-61* commences as a rebus puzzle but evolves into a humanoid robot; *InSinkErator* is a clever shape poem dedicated to a garbage disposal unit. These 19 poems would also be useful for drama activities and learning about simple machines and inventions. I. McLean

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K–6
	Paper $12.95 SCIS 1436471

MURRAY, Les

Killing the black dog

Black Inc, Vic, 2009
ISBN 9781863954471   [821]

An account of Les Murray's struggle with depression, this publication gives the reader greater insight into his verse. The book was written in 1997 after the author thought he was cured of depression, but later he unfortunately relapsed. When he recovered he revised his previous account and added an afterword. Murray's genius lies in his poetry and he has chosen to include poems which are beautifully crafted to convey the essence of depression. In *Performance*, for example, he evokes the excitement of a good poetry reading but then concludes with feelings of inconsolability. An honest account of a personal struggle, this has value for senior English students. A. Soutter

USER LEVEL:	Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
	Paper $24.95 SCIS 1436863

Big book of verse for Aussie kids

/ compiled by Jim Haynes. Allen & Unwin, NSW, 2009
ISBN 9781742370842   [821.008]

Bush poet and entertainer Haynes has compiled some of the best loved poetry of Australian culture, almost half of which is traditional Australian. An extensive introduction places the poems in historical context. Rather than index the verses, Haynes presents them in 20 categories, incorporating crazy creatures, limericks, tall stories, adventure and amusement. There are many favourites by Belloc, Dennis, Lawson, Lear, Milligan, Paterson and Stevenson. Primary teachers will find much of this collection useful for drama and performance activities. I. McLean

USER LEVEL:	Stage 3 Professional
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6
	Paper $29.99 SCIS 1434916

GROOM, Nick & Piero

Introducing Shakespeare

Allen & Unwin, NSW, 2010 (Introducing–; A graphic guide)
ISBN 9781848311152   [822.3]

The book's black and white drawings and rapid-fire witticisms will amuse teachers and senior students who already have a broad knowledge and interest in English literature. With potential for English teachers introducing students to the concept of alternative readings, this small guide moves quickly over 400 years of interpretations, with interspersed quotations and many appearances by literary personalities. An unappealing caricature of Shakespeare guides the reader through, with one or two pages on each topic. Too truncated and academically referenced to appeal to most students, it will certainly be picked up by older students with an interest in literature, politics and culture. C. Thomas
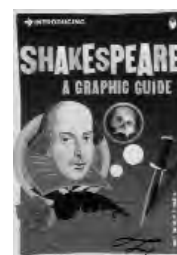
USER LEVEL:	Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
	Paper $18.99 SCIS 1461861

Earth bound: a Rough Guide to the world in pictures

Rough Guides, UK, 2009
ISBN 9781848361942   [910.22]

Visually stunning photographs capture the essence of people's lives, nature, and structures across the planet in this appealing book. Images are dominant on the page and they are accompanied by long and informative captions that explain history and cultural influences behind the image. The detailed captions support teachers selecting the images for a wide range of syllabuses, for example Thailand's Death Railway; the Beijing opera; Hawaiian volcanoes; Peruvian festivals; and Spain's flamenco heritage. Longitude and latitude are given so that readers can use *Google* maps to identify the exact location. As a photographic collection, the book's images are well chosen and inspiring resources for the study of colour and composition in both photography syllabuses. A. Frost

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6
	$59.95 SCIS 1428860

PATRICK, Tanya & HUTCHESON, Nicholas

Polar eyes: a journey to Antarctica

CSIRO, ACT, 2009
ISBN 9780643096103   [919.8]

Arranged like a travel guide to a section of the Earth few of us will ever see, the book uses a scrapbook journal style with much ecological and historical content to keep the reader interested. The author shares her observations of the weather and wildlife at two of Australia's Antarctic research stations. Short interviews with the scientists about their research provide insight into the harsh living and working conditions on the ice. There are hands-on activities, some
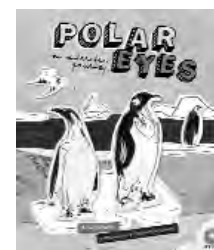
requiring adult supervision, such as demonstrating ice under pressure. These provide opportunities to enhance knowledge and understanding, in both scientific and geographical areas of study. S. Morton

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE; SciTech
SYLLABUS:	Geography 7–10; HSIE K–6; Science
	& Technology K–6
	Paper $24.95 SCIS 1440203

Gallipoli and the Anzacs: a resource for secondary schools [kit]

Department of Veterans' Affairs, ACT, 2010
ISBN 9781877007514   [940.407]

This well conceived resource on the Gallipoli campaign contains a rich and balanced selection of thought provoking source materials. Companion to a K–6 *Investigating Gallipoli* kit, this kit for secondary students is based on seven substantial units of work. These involve responses to the resources provided for each unit. The kit satisfies the inquiry questions of History 7–10 Topic 2, but would be a challenging undertaking for most students to complete in available time. The emphasis is on the Anzacs, but it also deals with other aspects of the campaign as well as the home front and attitudes to Anzac Day past and present. Two DVDs are included, one with some interactives associated with the units, the other containing a relevant episode of the *Australians at war* series and the excellent documentary, *Revealing Gallipoli*. A thorough teachers' introduction, program and resource guide with additional resources and internet links are included. G. Spindler

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	History 7–10
	Paper $24.95 SCIS 1453271

Investigating Gallipoli: a resource for primary schools [kit]

Department of Veterans' Affairs, ACT, 2010
ISBN 9781877007521   [940.407]

An refined, impressively produced resource on the Gallipoli campaign, this encourages students to prepare a personal structured storybook. Associated printable resource sheets provide copious illustrations and evidence, as do the two DVDs included. One DVD contains excellent interactives associated with the worksheets, and the other, a relevant episode of the *Australians at war* series. The format offers many opportunities for personal reflection and insight as well as for reproducing historical material about the background and events of the Anzac campaign. The presentation is balanced with a focus on empathy with the experience of soldiers and nurses. The full extent of the resource is disproportionate to the topic in the HSIE K–6 syllabus, but it can be used judiciously. A thorough teachers' introduction and resource guide with additional resources and web links is included. G. Spindler

USER LEVEL:	Stage 3 Professional
KLA:	HSIE
SYLLABUS:	HSIE K–6
	Paper $24.95 SCIS 1463312

AUSTIN, Louise

Journey to Tobruk: John Murray, bushman, soldier, survivor

Pier 9, NSW, 2009
ISBN 9781741965063   [940.54]

Many books and articles have been written on the Tobruk campaign. What makes this one different and compelling is that it is essentially the story of one man's experiences. It is both military history and biography, tracing the story of a naïve young bushman who becomes an outstanding soldier, enduring battles at Tobruk, El Alamein, New Guinea and Borneo. The book also follows Murray's later life as a grazier and Country Party politician. As Murray's niece, Austin had access to the many letters that Murray wrote to his mother. These and other sources are used throughout the book, giving it a sense of freshness and immediacy. This is a worthwhile reference for the History 7–10 Topic: *Australia and World War II*. R. Darlington

USER LEVEL:	Stage 5
KLA:	HSIE
SYLLABUS:	History 7–10
	$34.95 SCIS 1438951

The governors of New South Wales, 1788–2010

/ edited by David Clune & Ken Turner. Federation, NSW, 2009
ISBN 9781862877436   [994.009]

While there have been books on individual NSW governors, this is the first to cover all 37 governors. The role of governor changed as the colony changed. Military autocrats were gradually replaced by aristocrats, former military men, diplomats and finally, notable Australian citizens. Mainly symbolic and ceremonial today, the governor retains important constitutional powers echoed in the not so distant sackings of Lang and Whitlam. While the early governors people our history books, and the more recent ones are our contemporary experience, the back stories are often as fascinating as the part they played as governor. Naval and boy's own hero, Governor De Chair, and his similarly heroic uncle, Admiral Rawson, or the remarkable Lord Beauchamp are some examples. The essays are written by 23 different authors ranging from academics to former politicians and differ in style and emphasis. Illustrations and appendices are provided. Dipped into or studied systematically, this is a rewarding reference. G. Spindler

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	History 7–10
	$59.95 SCIS 1446025

LERGESSNER, James G.

Great southern land: origins of the early New South Wales colony

J. G. Lergessner, Qld, 2009
ISBN 9780980474947   [994.01]

The resource is an interesting introduction to early NSW. In a detailed and lively narrative, topics range over Dutch explorations, Cook's 1770 voyage, the First Fleet and subsequent transportations, the convict system in England, Aboriginal encounters, and life in the colony. There are stories of notable identities such as Bungaree, Bennelong, Pemulwuy, Governor Phillip, Lieutenants Clark and Tench, and Carolyn Chisholm. The book explores their endeavours and the challenges they faced in the early years of white settlement. It discusses important places and events, plus

poignant and well documented witness accounts. Multiple graphics include black and white illustrations, photographs, and maps. These are interesting but rather average quality, and the book's layout is somewhat dense and irregular. However, it is well written and this historian's views form an interesting adjunct to more mainstream texts. M. Nuku

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; History 7–10; Modern History Stage 6
Paper $35.99   SCIS 1449713

YALATA & OAK VALLEY COMMUNITIES, with MATTINGLEY, Christobel

Maralinga: the Anangu story

Allen & Unwin, NSW, 2009
ISBN 97817411756210   [994.23]

Linked by an historical narration that sets the scene for each topic, this densely written book is a superb resource. The book ranges over history, art, stories, people, and events, from the Dreaming to the present day. It is a history of the area that includes traditional perspectives, missionary works, the coming of the railway, the dislocation caused by the British nuclear tests, and the Anangu return to their lands and cycle of ceremonies. Anangu voices are intertwined with others, such as Daisy Bates and Edward Eyre, in oral transcripts which give an authentic context to the bold visuals. Material is extensively referenced. The powerful layout of multiple photographs and artworks is a visually complex narrative for English 7–10 students. The book strongly supports the Stage 3 COGs unit (G): *Traditions and heritage*. C. Keane & C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; English 7–10; History 7–10; HSIE K–6
$35.00   SCIS 1399515

REEDER, Stephanie Owen

Lost!: a true tale from the bush

National Library of Australia, ACT, 2009
ISBN 9780642276865   [994.5031]

The harsh way of life for Australia's pioneering families is exquisitely described in word and image in this factual narrative of a true event 150 years ago. Using newspaper reports, retellings and eyewitness accounts of the time, Reeder describes how three children managed to survive nine days in the Victorian outback after becoming lost. The ability of Aboriginal trackers to find their trail after almost all hope was lost is highlighted. The accompanying illustrations by artists of the time add to the historical perspective, as do the informative sections at the end of each chapter, which visually explore everyday items such as housing, food, transport, toys, schooling and clothing of the 1860s. This is an excellent resource for comparing the realities of the 1860s with modern day life. S. Morton

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
Paper $29.95   SCIS 1436114

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